



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
March 5, 2021
9:30 am – 11:30am, Zoom**

Members Present: Jessica Kaven, Lisa Palmer, Allison Hughes, Alex Claxton, Katie Perkins, Rebekah Sidman-Taveau, Chris Burns, Joan Murphy, Susan Mahoney, Tammy Robinson, Jessica Boyle, James Carranza, Karen Engel

Members Absent: Pisith Keo, Sakol Bun, Jill Sumstad

Guests: Jamie Hui, Julian Branch, Nadya Sigona

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Allison Hughes, Alex Claxton

Discussion – The committee welcomed new member Jessica Boyle.

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes of February 19, 2021: M/S: Rebekah Sidman-Taveau, Chris Burns

Discussion – none

Abstentions – none

Approval – approved

3) Early Alert Process

Nadya Sigona presented on behalf of this item. Nadya shared that she was visiting the committee to share more about the process and answer any questions the committee may have. Nadya shared the following presentation with IPC:



Student Success Program

EARLY ALERTS

Counseling Center Nadya Sigona

Nadya shared that counselors receive an average of 150 early alerts per semester. She shared that she is proud of the college for having an early alert system as part of the student success program as the campus is the only one in the district utilizing this system. Nadya confirmed that this is a voluntary program for students and professors.

What is an “Early Alert”?

The Early Alert system is an automated intervention system for students lacking in academic progress.

- Connects faculty with student services to assist students who are in need.
- The professor selecting a student to receive an “Alert” will set in motion a process to email the student with details about their status in the class as well as sending a message to the counseling department for follow up.
- Faculty may put an alert on a student anytime after the start date of the course through the 75% cutoff date (the last day to withdraw with a “W”)
- The counseling department can receive alerts from all classes.

What is the “Early Alert” Process?

- Professor identifies a student who is struggling academically in their class.
- Professor submits the Early Alert through WebSmart.
- Counseling Department receives the Early Alert Notification.
- Counselor reviews the alert and determines if the student is already connected with a particular group or service.
- The student is placed with the appropriate person and that’s when the intervention begins.




HOW PROFESSORS SEND AN EARLY ALERTS?

1. Log on to WebSmart.
2. Then select “[Class List/Send Early Alert](#)” from the Faculty Services menu list.

The screenshot displays the WebSMART website interface. At the top, there are logos for WebSMART, Canada College, College of San Mateo, and Skyline College, with the text "SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT" below them. A navigation bar contains the following links: Home, Student, Financial Aid, Faculty, Employee, Finance, Advisor Services, and My Profile. On the right side of the page, there are links for SITE MAP, HELP, and EXIT. Below the navigation bar, there are three main service categories, each with an icon and a list of links:

- Student Services** (Icon: Graduation cap): Registration, Student Records, Schedule Appointments, Student Account, DegreeWorks, Degree & Certificate Petition, Fee Payment Plan, Order Parking Permits, Financial Aid, District Promise Application, Emergency Text Message Contact Information, Transcript Evaluation, Not Anymore Video, Voter Information
- Financial Aid** (Icon: Graduation cap and money): My Overall Status of Financial Aid, Apply for California College Promise Grant (CCPG) Application, My Eligibility, My Award Information, Access Government Services
- Faculty Services** (Icon: People): Send Email To Your Class, Class List/Waillist, List Authorization Codes, List CRNs for Faculty, Class List / Send Early Alert, Faculty Schedule by Day and Time, Census / Enrollment Verification, Enter Grades & Positive Attendance Hrs, Class Grade Listing, All Class List Download

3. Select a term...

WebSMART   

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

[Home](#) [Student](#) [Financial Aid](#) [Faculty](#) [Employee](#) [Finance](#) [Advisor Services](#) [My Profile](#)

[RETURN TO](#)

Select Semester (Term)

The educational records of SMCCCD students are **strictly confidential** in accordance with the Family Educational Rights and Privacy Act of 1974 and California Education Code.

Authorized District employees are allowed access to student educational records within the limitations of their need to know for official District educational purposes.

No District employee may disclose any information from a student's educational records without approval of the Office of Admissions & Records and the student, except as allowed by law.

Questions regarding this policy should be directed to the Dean of Admissions & Records or Vice President, Student Services.

Select the Term for processing then press the Submit Term button.

Select a Term:



4. Select the course reference number...

WebSMART   

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

[Home](#) [Student](#) [Financial Aid](#) [Faculty](#) [Employee](#) [Finance](#) [Advisor Services](#) [My Profile](#)

Select Course (CRN)

Please enter the CRN you wish to access, or select a different term from the menu.

CRN:



5. To select a student for an alert, they need to click on the word “No” in the Alert column next to the student’s ID number.

Record Number	Student Name	ID	Alert	Reg Status	Status Date	Credits	Final	Major
1	Nadya Sigona	G01257	No	Registered	18-Nov-20	1.000	Enter	Biology:
2	Chris Rico	G01224	No	Registered	15-Jan-21	1.000	Enter	Social Work & Human Services:
3	Daryan Chan	G01250	No	Registered	19-Nov-20	1.000	Enter	Medical Assisting
4	Sandra Mendez	G01246	No	Registered	16-Dec-20	1.000	Enter	Computer Science:UC Transfer
5		G01243	No	Registered	05-Nov-20	1.000	Enter	Psychology: UC
6		G01047	No	Registered	10-Nov-20	1.000	Enter	Digital Art & Animation
7		G01213	No	Registered	15-Nov-20	1.000	Enter	Business Administration:IG:CSU
8		G01223	No	Registered	16-Dec-20	1.000	Enter	Business Administration:CSU
9		G01245	No	Registered	05-Nov-20	1.000	Enter	Child & Adolescent Development
10		G01205	No	Registered	09-Nov-20	1.000	Enter	Interdisciplinary Studies
11		G01226	No	Registered	18-Nov-20	1.000	Enter	Biology
12		G01219	No	Registered	21-Jan-21	1.000	Enter	Biology:
13		G01184	No	Registered	01-Feb-21	1.000	Enter	Biology:
14		G01176	No	Registered	18-Nov-20	1.000	Enter	Psychology: UC
15		G01256	No	Registered	18-Nov-20	1.000	Enter	Kinesiology: CSU
16		G01222	No	Registered	01-Feb-21	1.000	Enter	Biology:
17		G01248	No	Registered	19-Nov-20	1.000	Enter	Kinesiology: CSU
18		G01200	No	Registered	02-Dec-20	1.000	Enter	Psychology
19		G01140	No	Registered	05-Jan-21	1.000	Enter	IGETC2 UC Certification
20		G01213	No	Registered	18-Nov-20	1.000	Enter	Child & Adolescent Development
21		G01217	No	Registered	05-Nov-20	1.000	Enter	Business Administration:IG:CSU
22		G01237	No	Registered	19-Jan-21	1.000	Enter	Computer Science:UC Transfer

6. Select one or more alert types: Academic Progress, Attendance, Work Quality and/or Homework. You may also enter a comment that only a counselor will see, or an additional comment to the student.

7. Then press “SUBMIT”

Early Alerts : 202103 Crn:47503

Directions To The Instructor

For a different student please select from the list and press the 'Select Student' button. Return to the classlist by pressing the 'Classlist Return' button.

Acc
Ben
Call
Car
Cer

Select Student

Classlist Return

Early Alerts Status for Rubio Garcia, Joaquin A.

ID	Student Name	Status	Grade	Alert Seq	EA1	EA2	EA3	EA4	Modified	Letter	Email	Comments	Messages
G012		RE		1	Y	Y	Y	Y	18-FEB-2021	No	No	Student has not been inactive in course	

Alert Selection

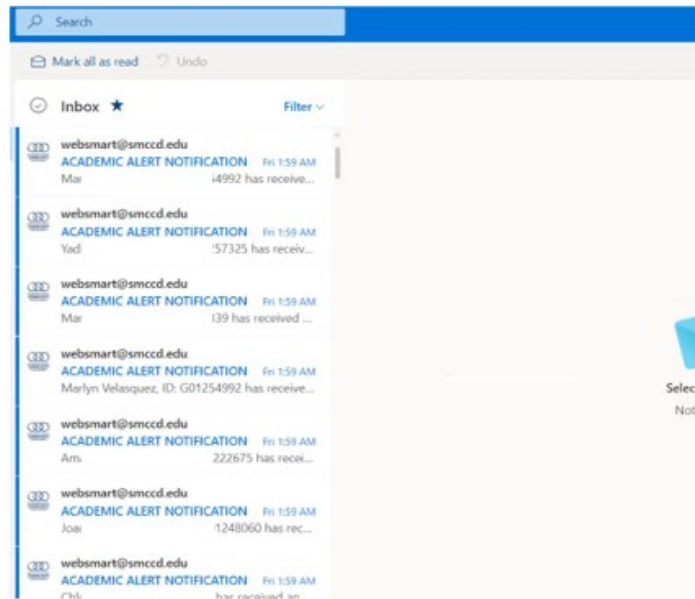
EA1 - Academic Progress has been unsatisfactory	Yes	No
EA2 - Attendance has been unsatisfactory	<input type="radio"/>	<input checked="" type="radio"/>
EA3 - Work Quality has been unsatisfactory	<input type="radio"/>	<input checked="" type="radio"/>
EA4 - Homework has been unsatisfactory.	<input type="radio"/>	<input checked="" type="radio"/>

Instructor comments for counselor

This message will be sent to the student

Submit

What happens after submitting the Alert?



THIS IS AN EXAMPLE:



websmart@smccd.edu

Thu 2/11/2021 3:06 AM

To: CAN Early Alert



Student's Name ID: G01 received an early alert notice for course (Course Name), CRN
from Professor's Name

The alert is in regard to

Academic progress has been unsatisfactory.
Quality of work has been unsatisfactory.

The following comments were added by the instructor:

Lab score = 64%, exam = 55%, homework = 72% overall class score = 65%
please set up with tutoring or encourage her to come to office hours

MORE EXAMPLES:

The alert is in regard to

Academic progress has been unsatisfactory.
Homework/Assignments have been unsatisfactory.

The following comments were added by the instructor:

Student is struggling with homework/getting online. Can you set her up with tutoring (not seeing her in my office hours) and help her become familiar with Canvas if that's an issue.

MORE EXAMPLES:

The alert is in regard to

Attendance has been unsatisfactory.

The following comments were added by the instructor:

I have sent several emails with no response. The student has not yet logged into Canvas.

MORE EXAMPLES:

The alert is in regard to

Academic progress has been unsatisfactory.
Attendance has been unsatisfactory.
Quality of work has been unsatisfactory.
Homework/Assignments have been unsatisfactory.

The following comments were added by the instructor:

Earning less than 20% right now, and 70% is a passing grade. Many missed assignments, submitted assignments do not follow instructions.

What are Professors' Experiences?

"I have found that students respond with greater urgency when I use the Early Alert system in addition to timely grades in the gradebook, announcements and personalized emails. At about week 4 in each semester I send an Early Alert for anyone who is not passing, with specific ideas for them to get up to speed. Students have told me that the additional attention from the counselors and myself has helped them organize themselves more effectively, access college resources and achieve success."

–Patty Hall, EdD
Professor, Early Childhood Education

What are Professors' Experiences?

"I submit early alerts because I want a real person, like a counselor or retention specialist, to have a supportive conversation with students who are struggling. This personalized conversation could help students get connected to resources that students need to maintain their health and achieve academic success."

–Yolanda Valenzuela
English Professor

What are Professors' Experiences?

"I use early alerts for all students who are not passing the class after the first exam. This helps them get connected to help while there's still time to turn the semester around. Early Alerts help them analyze how their semester is going and act accordingly. A former student thanked me for sending the alert because his session with his counselor was so productive, even though the outcome of the session was that he dropped my class."

–Susan White
Biology Professor

What are Professors' Experiences?

"I immediately identify with an Early Alert those students who need help navigating their college experience: taking time to understand the syllabus, read my (instructor) emails, get online to Canvas and the bookstore. With early alert, starting from week 1, I'm able to give my focus on ensuring all my students are comprehending the course material"

–McLintock, Juleh
Chemistry Professor

What are Students' Saying ?

"The Early Alert definitely helped me out! I was overwhelmed with my classwork and with current events in my life, especially during these times with distance learning. I felt that I was constantly on the move not being able to take a pause/ little break for one second. When you reached out it pushed me to reach out to my professor which I hardly do and is something that I recognize I need to work on a lot better in order to connect with my professors. This past semester I met with my professor who was really professional and helped me work on a plan to pass her class. I also follow the recommendation and reached out to get Personal Counseling through the Cañada Wellness Center, I met with a Personal Counselor every Monday for an hour and it was much needed with so much going on. It was nice to just express my feelings and what I was going through to someone."

–Student

Early alert steps provided by the Admissions and Records office:

HOW TO CONTACT STUDENTS WHO NEED EARLY INTERVENTION USING WEBSMART

Faculty may put an alert on a student anytime after the start date of the course through the 75% cutoff date which is the last day to withdraw with a W for the course.

E-mails will be sent to students notifying them of the alert and to the Counseling Department.

Once counseling receives the alert, a counselor and/or the retention specialist will reach out the student and will make the appropriate referrals.

HOW TO SEND AN ALERT

- Log on to WebSmart
- To access early alert, select "Detailed Class List/Send Early Alert" from Faculty Services menu
- Select a term
- Select the course reference number
- To designate a student as needing an alert, click in the Alert column next to the student's ID number
- Select one or more alert types: Academic Progress, Attendance, Work Quality and/or Homework. You may also enter a comment that only a counselor will see, or an additional comment to the student, then SUBMIT

Nadya Sigona is the counselor in charge of receiving these alerts. If you would like to follow-up, you can email Nadya directly at sigonan@smccd.edu

Summary Tables

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Count of Alerts	130	328	316	262	181	236

Reason for Alert	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Academic progress	97	262	236	231	161	203
Attendance	88	182	191	97	118	131
Work Quality	54	179	170	97	90	132
Homework	95	222	221	141	149	181

Nadya shared that while this is the current process, it may change with the CRM and it is being considered to add the early alert into the new process. Nadya is also working with the CARES team to find more effective ways to serve not only students but also professors with this process. Susan Mahoney shared that she uses the system, and asked for clarification regarding the number of follow ups the student would receive by a counselor. Additionally, Susan asked if improvement is not witnessed after an early alert is submitted, if the instructor should resubmit a new alert later in the semester. Nadya shared that normally, after the first attempt, students are

emailed and called and the intervention begins, but that some students are not receptive to the help. Nadya recommended that professors send another alert if no change is observed as that allows counselors to be aware of student progress and provides an opportunity for counselors to reconnect and follow up with the student. Rebekah asked about the differences and similarities between the early alert and a CARES report, noting that the early alert is more academically focused while the CARES report may focus more on a personal issue. Nadya shared that Dean Hartman is part of the CARES team and recognizes that there may be some overlap. Many students are sent to the wellness center after conversations with academic counselors. Nadya shared that the campus is in the process of seeing how a partnership can be built between the two reporting systems. Understanding how personal and academic issues can be addressed will be a focus of how reporting is incorporated into the new CRM system. Susan shared that she has been much more lenient this semester regarding dropping students for non-attendance although she is also aware that it may be some students' best option to drop the class due to how much they have going on in their lives and catching up may be challenging. Susan asked for clarity on whether counselors discuss options such as this with students. Nadya clarified that counselors do discuss options with students, and that ultimately it is their choice to remain the course or not. James and Susan shared that they would like to invite Nadya to a division meeting to share this information with division faculty. James added that it would be helpful for faculty to learn about the types of things that would rise to the level of warranting an early alert. Nadya added that she is continuing to work with the PRIE office to obtain more data.

4) Program Review Deferral & Extension Process (DRAFT)

Allison Hughes presented on behalf of this item. Allison shared the following second draft proposed by the Program Review Work Group related to items regarding how faculty may request either an extension or deferral, how this will be monitored, and who will be responsible for granting this.

Program Review Work Group:

Here's the latest draft of our extension policy that we worked on today. Thanks!

Program Review Extension Policy 2nd DRAFT

All instructional programs, student services programs and administrative services are expected to abide by the annual cycle and timeline for submitting comprehensive program review, and annual updates, as communicated on the [college program review website](#) each year. If programs do not submit the required documentation and related materials by the deadline, they will not be eligible to request resources for the following academic year. In exceptional circumstances, programs may apply for an extension or deferral. The following policy is meant to clarify and simplify the process for getting short-term extensions and deferrals when needed.

- **Comprehensive Program Review & Annual Update Deferrals:** Programs unable to submit their comprehensive program review or annual update due to exceptional circumstances (e.g., maternity leave, etc.) will be expected to complete their comprehensive program review or annual update during the following program review cycle. These extensions are rare and a rationale must be given.
- **Comprehensive Program Review & Annual Update Extensions:** Program Review deadlines are set in order to allow time for many other college processes to take place during an academic year, so extensions are rare. A program lead and their administrator may deem that a short-term extension (no more than 5 days) of the deadline for a particular program is warranted given exceptional and unavoidable circumstances. If an extension of more than 5 days is needed, the Dean/VP must consult with IPC or SSPC about the feasibility of a longer extension.
- In both cases, the administrator granting the deferral or extension must notify the PBC Program Review Work Group (canprogramreview@smccd.edu) as soon as possible and confirm when the new deadline will be.

Jessica added that feedback is encouraged. Susan asked for clarification regarding the cycle length and if a one year deferral is granted if that also shifts the program's place in the cycle overall. Allison shared that instructional cycles are on a three year cycle and CTE programs are on a four year cycle. In the past, when programs have been deferred, programs are completed the following year, but the cycle is not permanently changed. James asked for clarification regarding the timing of a five day extension. Allison shared that in the experience of the committee, faculty members do not typically need much more time than this, and the timeline of program review exists because events in the process must take place in a timely fashion. A longer extension would likely not be possible as it would affect the necessary process milestones that take place each cycle. James suggested that if an extension of more than five days was needed, the faculty member and their dean consult and notify either IPC or the VPI. James shared that it would be helpful to know ahead of time if a faculty member is anticipating not being able to meet the current deadlines so they can work together to best support the program's needs. James asked if there was a situation where an extension of five days would not be granted. James suggested focusing on the timeline and the process and deadlines that must be followed to ensure the appropriate movement through the timeline. If faculty members cannot meet the deadline within five

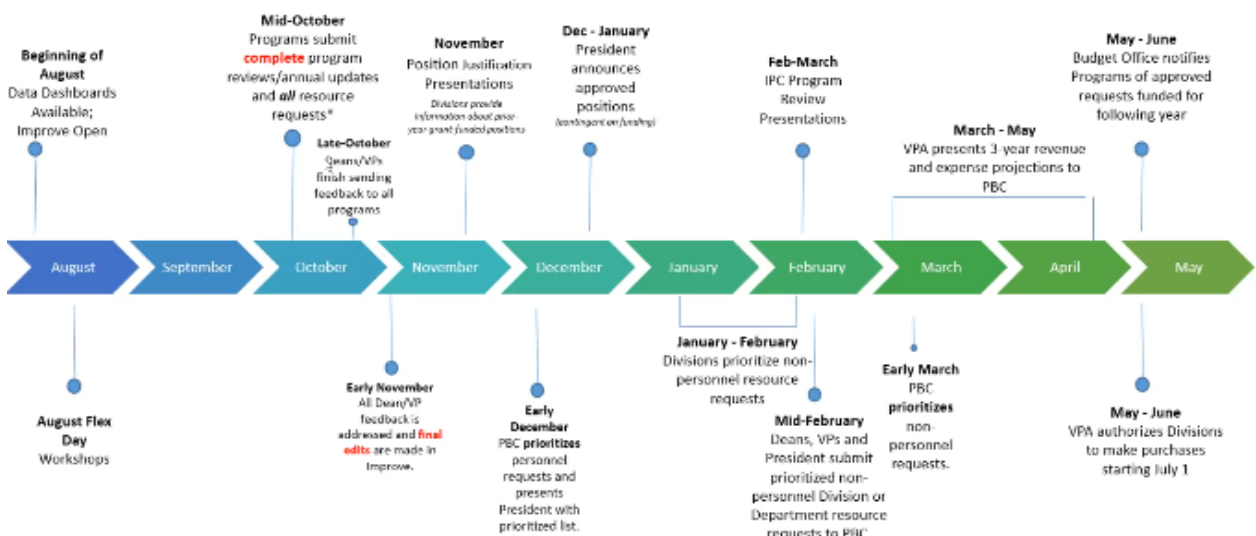
days, consideration of the next cycle may then be a focus. Allison added that the work group wanted to ensure faculty members are notifying the appropriate people involved in the process if they require either an extension or a deferral as the notification piece is crucial so appropriate preparations can be made, and that this is something expected of everyone taking part in program review. James suggested that the wording of ‘programs may apply for an extension’ could be changed to ‘programs may request with the appropriate dean in advance an extension.’ James added that if deans know in advance that someone is struggling, they can possibly assist with ensuring they meet the deadline. Lisa commented that using the word “abide” sounds paternalistic and harsh and suggested either “follow” or “adhere to” as alternate ways of clarifying this piece of the policy.

Jessica added that this is not the only time this will be presented to IPC and encouraged members to continue considering suggestions moving forward. Jessica appreciated the suggestions that were posed in the spirit of support and encouragement for campus programs.

5) Program Review Timeline

Jessica shared that what IPC is reviewing is also being reviewed at SSPC as this will impact both program review cycles. Allison shared the following Program Review Timeline with the committee:

Program Review Timeline



*Resource requests include an Annual Update in non-comprehensive program review years.
Revised by Program Review Work Group, Spring 2021

Allison shared that the main edits for the timeline included updating the wording for the Mid-October, Late-October, and Early November milestones on the timeline. Allison then discussed the proposed dates for the first, second, and third deadlines:

- First deadline: "Deadline for all programs to submit your Comprehensive Program Review or Annual Update" – **October 15, 2021**
- Second deadline: "Deadline for Deans and VPs to provide feedback on submitted program reviews" – **October 29, 2021**
- Third deadline: "Deadline for all programs to complete addressing all feedback from Deans/VPs and complete all edits in Improve." – **November 5, 2021**

Susan noted that data dashboards will be available at the beginning of August and she appreciated that offering. She also noted that she would prefer to complete one of her program reviews over the summer. Karen added that this was a great point, and mentioned that thanks to Alex Claxton, data dashboards for program review are now live connected to the data warehouse and anytime the data changes in the warehouse, the change is reflected. Karen added that spring 2021 grades cannot be posted until they are submitted and this has historically been a summer exercise. Alex confirmed that grade integration should take place by approximately mid-June. James suggested informing people of this, and Karen added that the program review workgroup has requested of PRIE that in addition to completing dashboards, packets also be completed. Susan asked for clarification between packets and the dashboard. Alex clarified that packets are fixed, for example, a PDF, and dashboards allow for interaction. Karen added that there is a risk when faculty members believe the packets are all that should be reviewed, as the goal is for people to explore their data in a continuous way with the dashboards. Karen shared the following with the committee to review the data dashboards: <https://canadacollege.edu/prie/Data-Dashboards.php>. James added that something that has been noted year after year in program review is that people will pick different data points and there is much inconsistency and it can be overwhelming. Having a starting point as a college based on planning documents and success metrics, there are some key data points that should be the focus in the name of consistency. Alex added that an easy way to obtain consistency is to revise questions in the program review to reflect the intended information. Jessica added that the questions are under the purview of Academic Senate. Lisa added that she would like clarity on when something is statistically significant. Alex added that a rule of thumb is anything under 30 people poses issues associated with small sample size. With regard to the equity dashboard/packets, a significant margin of error is highlighted in red. Rebekah added that the purpose of having equity data or gaps is for the program to reflect and decide how to make decisions to best support students and programs, even if something is not of statistical significance. Susan agreed and added that the lack of a significant sample size could reflect something further to explore. Susan shared that she feels departments should complete specific analyses so consistent comparisons can be made. Jessica clarified that since program review is under faculty purview, the questions go through Academic Senate, and the topic of questions should be on an upcoming AS agenda. Jessica mentioned that IPC

can also make suggestions to pose to AS.

Motion – To approve the Program Review Timeline including the image and specific due dates with the recommendation of making data dashboards available by mid-June: M/S: Alex Claxton, Lisa Palmer

Discussion – none

Abstentions – none

Approval – approved

6) Good of the Order

- Alex shared that the first subcommittee meeting regarding release time took place and it went well. He is anticipating returning to the committee soon with actionable items.
- Tammy shared that she has had some concerns as there has not been a person in the CTE Liaison role. Tammy met with Jessica and Academic Senate President Diana Tedone-Goldstone to discuss this. Dr. Robinson was concerned as this position did not go through the process that other reassigned time positions did. Dr. Robinson proposed a very short timeline and sending out the position campus wide with a job description so that applications can be submitted. The CTE Liaison works with CTE and strong workforce funds and would be attending the BACCC meetings and reporting this information back to senate in addition to serving as a tri-chair on the campus in terms of decisions being made with strong workforce funding working with a dean and Director Julian Branch so representation is present. Lisa shared that she agrees having the process that everyone follows is logical and will lead to clarity. Tammy clarified that this position would be for the remainder of the semester, and for the next two years, the position would enter the typical cycle term again.
- Jessica asked the committee if IPC wanted to suggest to Academic Senate questions for the program review process. Karen suggested asking more pointed questions in regard to student equity and representation. Rebekah shared that perhaps someone from ACES can work with the senate to obtain more guidance surrounding working with the questions. Jessica shared that David Eck did mention that feedback from the anti-racist work group was requested. James added that it would be helpful for the group to review the questions to ensure department planning and college planning remain in alignment. Rebekah added that the campus may want to consider the recent review from the Center for Urban Education when considering these questions with a focus on racial equity. James agreed that this needs to be an embedded part of the structure. Karen added that April 12 was the date the work group wanted to set to gather any changes to the questions and would like to bring the discussion back to IPC.

7) Adjournment

Motion – To adjourn the meeting: M/S: Tammy Robinson, Jessica Kaven

Discussion – none

Abstentions – none

Approval – approved

a) Meeting adjourned at 11:07 am.