Cañada College

**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
February 4, 2022
9:30 am – 11:30am, Zoom**

Members Present: Jessica Kaven, Lisa Palmer, Tammy Robinson, Allison Hughes, Jill Sumstad, Diana Tedone-Goldstone, Alison Field, James Carranza, Rian Morrison, Susan Mahoney, Alex Claxton, Karen Engel
Members Absent: Joan Murphy, Katie Perkins
Guests: Nancy Moricette, Manuel Pérez, Margarita Baez, Mayra Arellano, Natalie Alizaga, Denise Erickson, Gampi Shankar, David Meckler, Jen Petroelje, Max Hartman, Juan Carlos Cornejo

1) **Adoption and Approval of Agenda**

> **Motion** – To adopt agenda, with the motion of moving Nancy Moricette's agenda item first: M/S: Lisa Palmer, Susan Mahoney
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

2) **Approval of Minutes**

> **Motion** – To approve minutes of December 3, 2021: M/S: Alex Claxton, Jill Sumstad
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

3) **Áse Power Consult (ÁPC) Recommendations**

Nancy Moricette shared that she is present today to talk to the group about the Theory of Change and that she will be leading a "think tank" with the attendees. Nancy reported that the group would choose one recommendation from the final report to lead the discussion. Nancy introduced the Theory of Change perspective which allows comparative data analysis to inform the process. Nancy explained that gathering stakeholder input, identify the key assumptions of the audience that is served, establishing inputs, outputs, and how to measure each of these are the steps that will be taken. Nancy shared that this is a conversation where the issue is constantly worked through and that she will model how to move through the process. The group decided that they wanted to focus on the topic of early access opportunities: Recommendation 11: Early

Access Opportunities: Develop a plan to investigate potential inequities within early access programs. Create a student and employee advisory committee dedicated to addressing identified issues and creating policies and protocols that redress power imbalances.

Nancy posed to the group two questions: 1) What is the problem you are trying to solve and 2) Who is your audience and what are their key assumptions?

Regarding question 1, Tammy Robinson shared that a possible belief is that we are sending the message to all students that college is for them. Regarding question 2: Lisa Palmer added that many students have competing demands on their time such as making money and being able to support themselves/their families, in addition, some students have been told that college is not for them. David Meckler added uneven/unequal college preparation. Denise Erickson added that students may believe they are prepared for college. Susan Mahoney added that students may believe that there is no/limited value in attending college. Lisa highlighted that after this discussion she is considering that the group's ideas may not be aligned with what the students want or need. Jill Sumstad added that coming in with more relevant accreditation for programs and considering what is changing in our world and aligning our curriculum with degrees that students are interested in and which meet the needs of the society is something to consider. Natalie Alizaga added that social media influences often gain popularity and wealth at very young ages which could contribute to students not seeing the value in education, however, showing students how college can better prepare students to create online content, video editing, and creating platforms, and continuing to emphasize how students can use their degrees may be of interest to students. Alex Claxton added that another key assumption may be that most students are not attending college, yet local data shows that ¾ of students attend college within a year of high school graduation. Nancy questioned what is needed to demand short term change. Alex suggested lowering the barrier of entry, which is something that is occurring with expanded dual enrollment. Nancy appreciated the group for their input, and reminded the group to think in terms of bridges as opposed to barriers. Nancy reminded the group to also consider when completing this exercise, how are the changes going to be measured and what are the wider benefits. Once a solid Theory of Change exercise has been completed, beginning to develop short term action steps, figuring out the measuring points, benchmarking, and trying it out are the appropriate steps. Nancy shared that she would put together a Theory of Change for the campus and the college will be able to use this as a starting point for content should they choose to do so. Tammy thanked Nancy for her presentation and thanked the group for their participation.

4) Guided Pathways: Role of Instructional Faculty

Manuel Pérez presented on behalf of this item. Manuel explained that the purpose of this presentation is to provide a snapshot of the work up to date with Guided Pathways in a truncated way. In addition, to introduce what the group hopes year six and beyond will be like in this process.
Manuel presented the following information:

Guided Pathways

IPC PRESENTATION

FEB 4, 2022

Guided Pathways Goals

- Priority Areas: FYE, Dual Enrollment, Career Exploration, Success Teams, Ensuring Learning

- Sustain, Assess, Maintain

- Prioritize and commit to faculty involvement for Year 6 and beyond

- Align with 2-year college cycle of reassigned time assignments

Areas of Focus

- **Counselors for Success Teams**
  Anchor case management and academic counseling to success teams

- **Early College & Dual Enrollment**
  Faculty connecting with faculty to demystify Dual Enrollment, share best practices, and connect early college experiences to FYE and pathways at the College

- **Career Exploration**
  Faculty connecting with faculty about career exploration in the classroom, on the syllabus, in FYE programs, and in broader recruitment and outreach

- **Clarify Pathways**
  GP faculty regular updates to program maps in alignment and collaboration with curriculum, IPC, and Academic Senate (e.g., AB928)

- Guided Pathways Reassigned Time Application
- Anticipated start date 2022 – 2023 academic year
- Anticipated two (or three) year cycle

Kaven asked for clarification regarding the reassigned time and asked if the group was considering from a faculty perspective to support each interest area or one position that encompasses all. Denise Erickson shared that the Guided Pathways program is still getting started, and right now, there is one faculty member per each of the 4 interest areas, and her impression is that it will continue in this fashion. David Meckler added that distributing the needs of each interest area across positions is a possibility and that interest area coordinators allow for the coordination across departments and divisions. David added that it will be important to be mindful of which interest need to be maintained and which can be devolved into coordinator type roles. Gampi Shankar added that some interest areas are large and others compact, and one challenge is to try to make the position one that fits all interest areas in a uniform way; that there is a lot of commonality, but that there are differences in interest areas and how the balance is maintained between the specifics that may apply to a particular area versus the college wide implications. Tammy Robinson shared that these positions will morph as needed and much time has been spent planning to the extent that as planning takes place, other needs evolve. Tammy stressed that these positions are necessary for the campus and she would like to see greater coordination as the direction becomes more clearly defined. Tammy shared that dedicated space, dedicated coordination with groups such as the Curriculum Committee and Academic Senate need to be part of the conversation along with the input of faculty who are the discipline experts. Tammy stressed ensuring the appropriate process is followed to best serve the students. Manuel clarified that in anticipation of the March 4 meeting, they hope to submit a clear application for the committee to review.

5) Dual Enrollment Implementation Plan

Manuel introduced this agenda item. He shared that the purpose of this presentation is to understand the plan for incorporating the community, specifically, high school partners and early college partners into an opportunity to discuss implementation with the campus more seamlessly. Manuel stressed that this is a snapshot of where we are today, and that this is a constantly evolving process as feedback is received.

Mayra Arellano presented on behalf of this item:

Cañada College

REDWOOD CITY, CA

Dual Enrollment Implementation Plan
2021-24

Presented by: Mayra Arellano, Dr. Karen Engel & Dr. Manuel Alejandro Pérez

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Dual Enrollment Implementation Plan

[Draft Dual E Implementation Plan](#) Key Milestones:

1. **Seamless Connections**
   Bridge CCAP courses to Cañada College Colts-Con, Promise Scholars Program, First-Year Experience (FYE), and specific Pathways (DE and Cañada funnels)

2. **Targeted Outreach & Recruitment**
   Identify and market to specific student populations (not college bound, minoritized and underrepresented, etc.)

3. **Enhanced Messaging**
   Develop and share resources and presentations to families, on site, in multiple languages, handbooks and fliers, expanded support staff team, etc.

The Why?

- **College Readiness:** *Improving College Transitions*
  - Learn study skills and other habits related to college success
  - Reinforce students support and work-based learning experiences
  - Dual Enrollment is related to increase high school graduation
  - More likely to enroll in college- and more likely to enroll in a 4 year-college than their non-participating peers

- **Equity and Access:**
  - Underrepresented students (Low-income, 1st generation, black & Latinx, ESL)
  - Targeted Communities: North Fair Oaks, East Menlo Park and East Palo Alto

Improving College Transitions

Plan Objectives and Strategies

Expanding dual enrollment aligns with our College's 2017-22 Educational Master Plan and District-Wide Early College efforts

College's 2020-2023 Strategic Enrollment Management Plan strategies:

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs); and
- Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs

SMCCCD Board of Trustees' Early College Efforts:

- Continue to expand and support Middle College and Early College opportunities.
- Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.

College and Career Pathways

SMUHSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23 Cañada Courses	Academic Year 2023-24 (College & Career Pathways)
Hillsdale High School	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education
SUHSD High School	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Carlmont High School	N/A	Business (BUS 180)	Business (BUS 180)	Business
Menlo Atherton High School	N/A	N/A	N/A	Digital Art & Animation English as a Second Language
Redwood High School	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Digital Art and Animation	College & Career Counseling Early Childhood Education Digital Art & Animation
Sequoia High School	N/A	N/A	Ethnic Studies English as a Second Language (ESL 400 - transfer level)	Business Early Childhood Education English as a Second Language
Woodside High School	N/A	Engineering (ENGR 210)	Engineering (ENGR 210)	Engineering/STEM
Charter Schools	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Oxford Day Academy	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Political Science	College and Career Counseling (CRER 137) Political Science Spanish (SPAN 150)	Business Digital Art & Animation Early Childhood Education English as a Second Language Social Justice/Ethnic Studies College Pathway (General Ed)
LHPUSD	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Pescadero High School	N/A	College and Career Counseling (CRER 137)	Ethnic Studies College and Career Counseling	Business College & Career Counseling Social Justice/Ethnic Studies College Pathway (General Ed)

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Sample HS On-Ramps to Pathways

Education and Human Development – Teacher Preparation On-Ramp

ECE 210: Early Child. Develop. → ECE 201: Child Development → ECE 212: Child, Family & Community → ECE 211: Early Child Ed Curriculum

Business – Transfer Prep Pathway

BUS 100 (Intro) → BUS 180 (Marketing) → BUS 101 (Human Relations) → BUS 230 (International Marketing)

Engineering – Transfer Prep Pathway

ENGR 100 (Intro) → ENGR 210 (Graphics) → ENGR 111 (Surveying) → ENGR 215 (Computational Methods)

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Enrollment of High School Students

Anticipated Growth in Dual Enrollment	2021-22	2022-23	2023-24
Cañada College	250	500	1,000
San Mateo District	3,600	5,000	7,000
% of San Mateo County 11th & 12th Graders served by the San Mateo CCCD Colleges	24%	34%	48%

K-12 STUDENTS ENROLLED AT CAÑADA 2021-22 (TO DATE)

- Middle College, 92, 17%
- Concurrent Enrollment, 297, 55%
- Dual Enrollment, 150, 28%
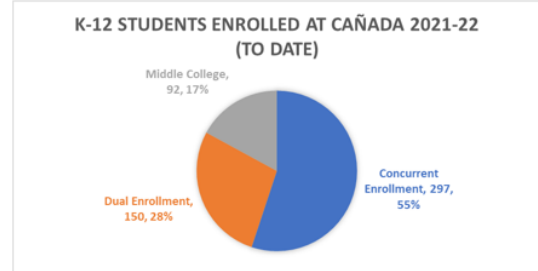
Updates- Spring 2022

- **Expansion of Dual Enrollment Support Team**
  - Program Services Coordinator

- **Onboarding Process**
  - Parent and Student Orientation/ Bilingual
  - Student Handbook
  - Faculty Handbook

- **Dual Enrollment CCAP Course Request and Scheduling**
  - DE Request Form
  - Annual Timeline

- **Curriculum Alignment- HS/College Faculty**
  - Business: Candince Nance
  - College & Career Counseling Class: Dega T.
  - ECE: Sarita Santos

- **Application Workshops** → CCApply & Cañada → Obtain G number
- **Dual Enrollment Form** → Student & Parent Signature → Student and Parent Orientation → Complete form
- **Registration Workshop** → Register for classes → Obtain class materials (books)
- **Class Completion** → Retention → Student Services
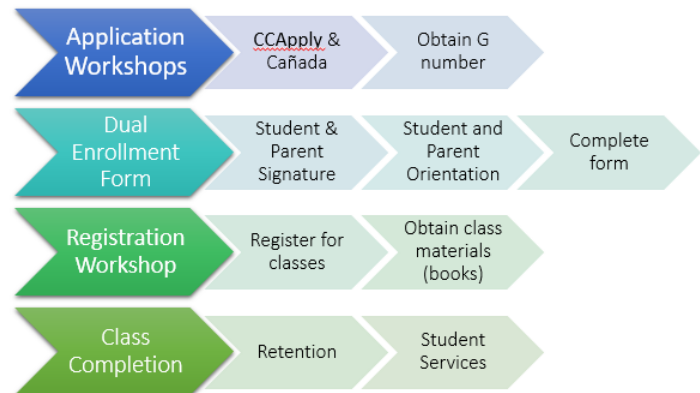
What's Next?

Marketing Plan
- High School and Community Engagement
- Social Media Campaign- Summer/Fall Recruitment
- Website Updates
- Dual Enrollment Videos- How To's, Introduction of Early College Programs
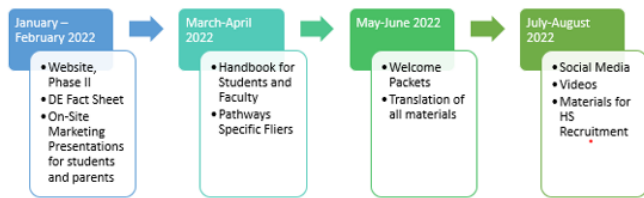
Feedback
- FAQ Document
- Leadership Summit

January – February 2022	March-April 2022	May-June 2022	July-August 2022
• Website, Phase II • DE Fact Sheet • On-Site Marketing Presentations for students and parents	• Handbook for Students and Faculty • Pathways Specific Fliers	• Welcome Packets • Translation of all materials	• Social Media • Videos • Materials for HS Recruitment

Early College: High School Enrollment Programs

OVERVIEW

Start earning college credit as a high school student at Cañada College for FREE

High School Students: Do you want to get a jump start on college or a future career? Our High School programs offer on and off-campus classes to help you earn college credit that you can apply to your degree or certificate.

- Save money
- Discover academic and career interests
- Gain an understanding of college culture

Many courses provide credit that is transferable to the **California State University** (CSU) or **University of California** (UC) systems!

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Questions

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Jessica Kaven asked how the courses of interest are being identified, if by the students, counselors, or others. Mayra shared that she has a counterpart at other districts and they have existing academies that they are interested in dually enrolling. Because these pathways

already exist as does the interest of the students, the schools are hoping to have dual enrollment possibilities. Mayra stressed that this also includes working with counselors and principals at the various institutions to identify the needs and the interests of the students. Recently, ethnic studies and social justice has been an area of focus that many students have expressed interest regarding. Jessica added that she has hope the college can assist with taking the idea further beyond what the institutions are already doing/programs that already exist. Jessica considered this in light of Nancy Moricette's presentation and encouraged the committee to consider this through that lens. Mayra added that the team is working to develop new ideas with an entrepreneurship focus and the BDW division based on current needs and wants of high school students.

Tammy asked if the group is planning on tying the partnership in with any other workforce development programming. Mayra shared that this was the case. Tammy also included information regarding the Black and Brown Summit that is upcoming and shared with the committee the importance of representation and exposure and how students can have access to this information. Tammy thanked the presenters and faculty members for their work on this item.

6) **Fall 2021 Program Review Process Debrief**

Allison Hughes presented on behalf of the Program Review Work Group, and reminded the committee that the task of the group is to facilitate the program review process and to ensure it happens, and receive feedback on how to improve the process. Allison stressed that this presentation includes an early reflection of the program review cycle that the campus is currently in, which is not yet complete. At a future meeting, the work group will present recommendations for improvements.

21-22 Program Review Cycle Early Reflection

Program Review Writers Put Information in Incorrectly, or Not At All

The Process

- If your program is up for comprehensive program review this year, enter your Program Review Narratives. If you're not up for comprehensive program this year and you have resources you want to request this year, enter an Annual Update.
- Enter the Goals that your program will be working on this year.
- If any of your Goals require resources, also enter your Resource Requests.

What Happened This Year

- Resource Requests were entered without an annual update or comprehensive review.
- Resource Requests were entered as goals instead of resource requests.
- Personnel requests were inputted as budget augmentations instead of personnel requests.
- Personnel requests were entered without a personnel request form.

Supervisors Did Not Catch Missing or Incorrect Information Until Very Late in the Process

The Process

- Supervisors read through all their programs' reviews and send feedback and edits before our second deadline.
  - This year they had two weeks to do this.

What Happened This Year

- It is apparent that many supervisors didn't read their programs' review documents at all.
- Missing and incorrect information wasn't caught until the personnel presentation schedule came out from PBC the week of Thanksgiving.

Personnel Request Forms Are Missing Information & Submission Is Challenging

The Process

- Personnel Requests are entered as resource requests in Improve.
- The Personnel Request Form is also filled out and is attached to either the Annual Update or the Comprehensive Review.

What Happened This Year

- Personnel forms were consistently uploaded in the wrong spot in Improve.
- The personnel request forms do not include fields for important presentation information, like who will plan to present and availability on presentation dates.
- The information in the form doesn't align with the information needed for the presentation completely.

Personnel Request & Presentation Process Needs Streamlining

The Process

- Personnel Request forms are pulled from Improve and sent to PBC.
- PBC Co-chairs send out the presentation schedule.
- PBC hosts position presentations on two days, usually at the end of October.
- Classified and Academic Senate the prioritize Classified and Faculty position respectively.
- Senate prioritizations are then sent to the President.

What Happened This Year

- Personnel presentations were coordinated individually and separately for faculty vs. staff.
- Presentation schedule was sent out the week of Thanksgiving for December 1 & 2 presentations.
- Positions are presented and prioritized at PBC, presented and prioritized at Academic Senate and prioritized at Classified Senate. Is it possible to align our presentation and prioritization processes to avoid duplicate and uninformed efforts?

We Struggle to Talk About Program Review Accurately & Effectively

What We Often See in Program Review Conversations

- Lack of ownership
- Speaking from confusion and inaccurate recollections of the PR process and timeline, which breeds more confusion
- Talking in broad, general terms about how 'someone' should fix a part of the process, rather than taking responsibility for our own roles in the process and focusing on what we each can do to improve the process.

What We Need in Program Review Conversations

- For all of us to take responsibility and ownership of the parts of PR that belong to each of us in our roles, or our groups.
- Accuracy in how we discuss program review, being careful to reference our PR timeline and process accurately.
- Focusing on the bigger picture of program review and the parts of the process that we're currently able to improve.

Next Steps

Upcoming Recommendations & Improvements

- Improve Upgrade
- Outlining all dates of next year's cycle
- Personnel Request Form update recommendations
- Supervisor Guides & Checklists
- Brainstorm how we all can integrate program review into our work and clarify the why of program review

Current Cycle To-Dos

- Divisions need to prioritize their resource requests
- PBC needs to certify and finalize this prioritization process
- Resource decisions need to be communicated to requestors and their supervisors
- Program Review Presentations

Questions for Us

- How do we become better engaged in the program review process as a college community?
- How do we take ownership and responsibility of the parts of the program review process that we each own?
- How can we better integrate the different parts of the program review process?
- How can we get our program review process, specifically our resource allocation, to be more aligned with our goals and learning outcomes?

Lisa Palmer thanked Allison for conveying so much information in a clear and thorough way. Allison spoke to the fact that the upgrade will provide clarity and an opportunity to simplify the system side of things to ensure simplicity in the process but also that it is consistent and includes the necessary information. Jessica added that from the faculty perspective, ensuring the process is useful, yet streamlined and clear is going to be crucial. Jessica highlighted other possible improvements to the "Improve" (formerly TracDat) system. Diana Tedone-Goldstone thanked the group for continuing to work to improve the process. Jessica encouraged the group to continue to send feedback on the process.

7) **Reminder:**

- Instructional Program Review Presentations at IPC on Friday, March 18th (*presentations start at 9am):
    - Astronomy & Physics
    - Biological & Health Science
    - Computer Science
    - Cooperative Education
    - Chemistry
    - Education & Human Development
    - Honors Transfer Program

8) **Good of the Order**

- Jessica reminded the committee that the Presidential search for the college is underway and reminded the committee to submit feedback here: https://smccd-czqfp.formstack.com/forms/canada_college_presidential_search_survey_questions . Jessica added that a town hall meeting will take place on February 8 to discuss a summary of the feedback received.
- Karen encouraged the committee to attend the Educational Master Planning Taskforce community forum on Friday, February 11 from 1-3pm to discuss the challenges and

opportunities the college is facing in the next five years.

- Diana shared that additional workshops will be offered from the library in the coming weeks.
- Juan Carlos Cornejo shared that the campus COVID-19 office is open.

9) Adjournment

Motion – To adjourn the meeting: M/S: Karen Engel, Alex Claxton
Discussion – none
Abstentions – none
Approval – approved unanimously

a) Meeting adjourned at 11:50 am.