



**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)

Members Absent: Valeria Estrada, Chialin Hsieh

Guests: Nick DeMello, David Johnson

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- 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**

A. 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

B. 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.

C. Representative to PBC

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

D. Basic Skills Plan and E. 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 Liljegren 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 Liljegren 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, Liljegren, Martin, Rana, Wildman

Absent from vote – Hamilton, Huning

E. 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, Liljegren, Martin, Rana, Wildman

Abstentions – Anderson

Absent from vote – Hamilton, Huning

F. 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.

It was asked whether it had been determined if 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

G. 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