



**INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF**

**Friday, May 05, 2017
9:30 am – 11:30 pm, Building 2, Room 10**

Members Present: Gregory Anderson, Danielle Behonick, Nick DeMello, Heidi Diamond, Chialin Hsieh, Maria Huning, Jessica Kaven, Luis Mendez (ASCC), Anniqua Rana, Lorena Silva (ASCC)

Members Absent: Valeria Estrada, Michael Hoffman, Jamie Hui, Nicholas Martin, Katie Osborne

Guests: Leonor Cabrera, Ronda Chaney, Mary Chries Concha Thia, Susan Mahoney, Cheri Markt, Jess Miller, Candice Nance, Anne Nicholls, Melinda Ramzel, Elsa Torres, Lezlee Ware

1. Adoption of [Agenda](#)

Motion – Approve as presented

Discussion – None

Abstentions – None

Opposed - None

Approval - Approved unanimously

2. Business

A. Instructional Program Review Presentations - *Information/Discussion*

[Human Services](#)

Jess Miller presented the review for the [Human Services Program](#) by providing an overview of the program design. She proudly shared that its 20 years of service celebration will be next year in 2018. She commented that this successful strengths-based philosophy/approach program has successfully trained hundreds of workers from the Human Services agencies of San Mateo County and many students. Considering that the advantage of this program is that it is the only Human Services Program in the county, there are only two challenges. One is the fact of that the program has no coordinator or full time faculty. The second is that enrollment has declined in the recent academic year. She is counting on the expertise of Alex Kramer and Jonathan Wax,

the two new employees, who will participate on the Advisory Board Committee to identify possible resolutions to these challenges. She agreed with reviewers' feedback and will take immediate action on requesting faculty advice on "implementing new program strategies based on the results of SLO's and PLO's." Their 2017-2018 Action Plan will focus on decreasing equity gaps, identifying better community relationships to provide students with better employment and internship opportunities, proposing Patient Navigator Certificate and expanded Family Development Specialization to a Certificate to Curriculum Committee, and investing in new marketing efforts - new logos, new brochures, postcards, and other materials.

A committee member inquired about expectations for the Advisory Board committee. Jess commented that participation has been challenged from 12 people last summer to only 3 individuals currently. She expressed that she had difficulty recruiting members and now she is hopeful because a current member who has been in the field for a long time gave her 5 referrals. She believes new advisory board membership will bring new context.

Another member asked what classes have better enrollment and Jess responded that the average enrollment in the Spring 2017 semester was only 20 students at Census day and 5 of them dropped. She added that this number is less than half of the students she had 10 years ago. Their strategy will be to look at transfer paths to other colleges to determine what is happening. They want to be not only a career based occupational program but one that really encourages transfer.

[Fashion Design](#)

Ronda Chaney presented an overview of the [Fashion Design and Merchandising program](#). She explained how much more extensive this program is when comparing it to many other fashion schools around the country. She showed members the brochure they are currently using and commented on the program's focus. The program includes building student's skills in administration, instruction, pattern making with an understanding of how to make and sell clothing, how to start a business and custom plays and movies, global aspects of apparel design and changing environmental standards of textile production. She added that students improve and practice their time management and communication skills while enrolled in this program. Students are often encouraged to present their projects and community research to their peers in the classrooms. She commented that these presentations are especially useful for the ESL

and international students who practice their English skills during these presentations. All courses incorporate academics such as Math, Geometry, History and Science as part of textiles studies.

To market this program, they create fliers, maintain the two [websites](#) and [Facebook](#), coordinate teachers and students to talk about the program to High school students, etc. She sees that students take advantage of the team work environment and hears that they are satisfied and feel part of this program because they often come back to freshen up their skills. She also thinks that the chance to participate in internships and hear the experiences of professionals in this field make a difference to students. Ronda also emphasized the program successes. She shared photos of students presenting their achievements and celebrations the department has often. Ronda commented that one of the opportunities for this program is to upgrade the current computerized pattern making program.

One of the members suggested making the tri-fold flyer simpler by bringing some of the information to the website. Others complemented the great environment and welcoming place for students and professors this department has, especially in the middle of the semester.

[Interior Design](#)

Elsa Torres presented the [Interior Design program](#) information and shared three different scenarios to heighten the committee's awareness of the need/importance of this program. She showed buildings, rooms, bathrooms, kitchens that needed improvement either for basic or special needs situations. She said that this program offers solutions to interior design problems for which required technical skills are needed based on codes and regulations to avoid random ideas when people want to change spaces because they want to do so. She said this outstanding curriculum program has been training and preparing professionals for 45 years, working with clients to satisfy their needs. This program has 3 certificates and 1 Associate degree which varies from color classes to space planning classes. Out of those 3 certificates, 2 of those help promote and attract students to this college because of their recognition. The Kitchen & Bath Design Certificate was one of the first in the nation to be accredited by the National Kitchen and Bath Association. The Home Staging Certificate was the first in Northern California. Student success and retention rate of this program is 90 - 91% and is among the highest in the college. Elsa said that this rate is due to the faculty team expertise, active student club, a strong advisory

committee which has 16 members including faculty, all of them graduates from this same program, and volunteers who are actively engaged in meetings. She also gave credit to this program for being given regional and statewide recognition. She stated that this program is recognized nationwide and that is the reason students come from far away colleges, such as Santa Rosa Junior College, to finish it at Cañada. Elsa talked about the successful projects students have completed at Cañada College since 2014 such as the Lobby Theater in Bldg. 2; faculty workroom in Bldg. 18; the ECE faculty, students, and staff workroom in Bldg. 22; and Dean Heidi's office, division of BDW. She showed photos and talked about current projects such as the Ronald McDonald's House, Christmas Tree Elegance, YMCA room in East Palo Alto and ABODE Project for homeless veterans and special needs children. Lastly, Elsa commented that the CTE program courses maximum enrollment is set to be 30 and 45 students. This current number is an unreasonable challenge and needs revision. She stated that with the contribution of Alex Kramer and the Strong Workforce grant they will be able to keep improving. Elsa said that even though this program is a women driven program, they will keep recruiting and promoting it in high schools as always.

Members thought it would be beneficial to students to be involved in the soon to come new buildings designs and construction on campus projects. Elsa commented that the last time students were involved was about a decade ago choosing the furniture for the Grove and also for Cañada Vista.

[Cooperative Education](#)

Anne Nicholls presented about the [Cooperative Education program](#). She said it is a working partnership among the students, faculty employees and employers, to bridge what they are learning in the classroom with what is going on in the real world. Students can get paid or volunteer and earn up to 16 units credit which also helps boost their GPA. They are a 1.69 FTE department with two focuses: Occupational Coop – students working doing jobs related to their major or future career goals; and Internship Coop – part of all the programs that offer internships. Anne connects students to several programs such as Interior Design, Career Services. This program is also intertwined and connected with all of the major ECE programs and is giving students the opportunity to do the internships. Anne stated that they have a bilingual class in Human Services to better serve our student population. This program has an excellent and

dedicated team of faculty, flexible scheduling and course offerings that meet the needs of the students. To facilitate for students, orientations are available the first 3 weeks of every semester at various times. All programs advisory board committees at Cañada know and support this program. The Strong Workforce grant money is assisting with keeping and developing partnerships with the Industry and also improve outreach and marketing. Another opportunity is to have an internship center in conjunction with the Career Center at Cañada College where students can be connected with employers. Anne said that everything the department does ties to the college and district mission. This program offers credit towards certificate programs, general education for AA and AS degrees, and it is transferable to California State Universities and other private institutions. She added that this program serves a very diverse community. Anne decided to include the SLO to the presentation and commented that she has been working on it for the last several years. Anne does the SLO for every single section she teaches and also asks the adjunct faculty to send her an assessment with at least one wording SLO every semester and she actually has learned how to add these to TracData. She commented that the program does very well with their SLO and most of the students that successfully complete - 90% successful and retention rate range. She recognized and thanked Jonathan Wax's assistance not only with the slideshow but also with the new flier where they will change the photo and add a student testimony. The Curriculum is based on the SLO's; on the actual things students learn in this class; what is done through the workplace; and through the supervisor in conjunction with when the students come up with the objectives; and it changes with the students and the jobs.

[Early Childhood Education](#)

Melinda Ramzel presented information about the [Early Childhood Education program](#) by saying that this program is a CTE and transfer program supporting students in their academic journey in education. This program provides certificates, AS and ASTs, to approximately 475 students each semester. She summarized the mission and vision by saying that the department's goals are to support students and work with children and families – a diverse community of students and learners – including those that are in or out of the workforce, all that are trying to improve their skills in working with children or entering the fields from 0 – 5 early childhood, all the way through education in a K-12 setting. She stated they work closely with the High Schools in the area. Specifically, they have had articulation agreements with San Mateo High School District and they are working with Carlmont and other high schools to support the Early Pathways in

education to a credential program if that is what the students are interested in. She talked about their retention specialist, Jamie Hui, who has worked very hard in outreach to students all around the county, and especially in the High Schools. They are starting a new collaboration with Adult Schools at La Costa this Fall 2017 with new adjunct faculty working on ESL and ECE learning communities. In this collaboration, students will gain English language skills as they learn theory and application to work with children. They are also working with San Francisco State University and University of Washington in two different degree completion programs. One is the University of Washington Online ECE Bachelor's degree. About a year ago they piloted two classes with approximately 25 students and they are still working on figuring out how to best articulate their college's classes here to the UW. The other collaboration is with San Francisco State University. The ECE/CD Department is looking to partner with the Child and Adolescent Development Department on Bachelor's degree program down at Cañada. The program would offer students their last 2 years of upper division courses in the early childhood education concentration. They are closer than they have ever been to making this partnership a reality.

Melinda pointed out the strengths of this program - strong community and labor engagement in San Mateo County including our advisory community which is cooperative with Skyline College, which also has an ECE program. Very strong attendance of community leaders, former students and faculty come together once every semester to talk about what is going on in the field and their programs.

The ECE/CD Department are trying to solve the existing k – 12 teacher shortage. They have been working with both the County in San Mateo, Notre Dame De Namur University, and San Francisco State University. Specifically, these groups have been trying to figure out how to get those students that are in coursework for child development into teaching multiple and single subjects (math and science). There is strong support of external grants for department activities, including the EQ+IP grant from the county office of education and the Foster Care and Kinship Education Program. The EQ+IP grant is from San Mateo County Office of Education and First 5 San Mateo County. For over 10 years, this grant has given funds to the ECE/CD Department to support the textbook loan program to pay for conferences at Skyline and Cañada. The grant funds both college departments, but it is housed at Cañada College. They are also involved with the [Foster Care and Kinship Education program](#) supporting individuals interested in becoming

or are currently foster parents and her colleague Sarita Santos has been working really hard this semester to continue the work on that grant.

Things they are looking to do in the future: they are focusing on any possible development on their AST; working very hard to add distance education addendum to all their classes – currently only one class is offered online - and getting their faculty employees eligible to teach online; aligning degrees and courses to better serve the community with the focus on not only ECE but also special education in the K-12 setting. In reflection of their program review, they did very well – pretty comprehensive. They want to increase outreach to assure they are meeting the needs of the community by sequencing their courses better. They are focused most on their equity gap, which is like many of the other CTE programs with a female focus. They think this pushed them to look for teaching older grades, not just the early childhood 0-5. They think this will attract more males and they are also thinking about some type of coaching or after school certificate that can maybe pull from those who are looking at that work with children as referees, coaches, little league that will need the child development background. She finalized by agreeing with the review that they will need to update their mission and vision, executive summary, streamlining of their offerings and more online classes to support their student's dynamics.

Engineering

Cheri Markt presented the [Engineering program](#) by focusing on the program review feedback. She outlined the program by commenting that the department enrollment has a good success rate based on the college's success average. She showed the department statistics which demonstrated that the busiest semester is Spring semester when they offer more courses. She explained the change in the department during the transition phase because of Professor Amelito Enriquez' retirement in June 2017. Cheri has acquired 7 lectures and 5 labs, Professor Rhodes (Biology) will take care of the PI for NSF S-STEM and GANAS grants, Professors Hoffman & Lapuz (Math) will run the Summer Engineering Teaching Institute (SETI) and Professor Langhoff (Engineering-Skyline) will lead the ASPIRES program, internships & research.

She said that going forward the metrics will be different because their current students are in the category of having work experience – not necessarily coming straight from high school. Since they are working, supporting families and taking engineering courses they have limited time

available for extracurricular activities and clubs. Cheri's focus will be to bring the industry to these students when they sign up for the classes. They will learn skills to add to their resumes and experience to use in the field. For that they will bring professionals in the classrooms, do projects, presentations, tours, etc. For instance, for Material Science they went to a tour at Stanford and just recently came up with a way to offer the opportunity for students to do research at Stanford University starting in the Fall 2017

In addition to providing that Industry experience to students in the classroom, they are also interested in serving the 3.25% female equity gap identified in engineering. For that, Cheri attended a workshop and learned what makes female engineering students unique and how they do experiments differently. She shared that it is not enough for women to have access to technology, they want to know why, how it is useful and what make this program unique. They will need additional access to lab equipment because they are not as comfortable with them as men are. Women are not normally exposed to equipment early in life like men are. She commented that female students are whole models and are dedicated to learn all or nothing. Cheri showed photos of events available to these students and commented that they will also need access to a big lab, dedicated space for printing, robots, etc.

Earth Science

Susan Mahoney presented the [Earth Science program](#) overview. She gave the committee a concise version of their focus, which is to introduce students to the sub-disciplines of Earth Science and to the realm of scientific thinking. She said most students in this program are GE students and that they are often taking their first science courses. The department currently has one major, the Earth Science Associate's Degree, and will also submit the Environmental Science Associates of Science degree for Curriculum Committee approval. She said the one full time and one adjunct faculty employees of this department are able to offer students with a broad range of discipline's expertise such as, Environmental Science, Geography, Geology, Meteorology, and Oceanography. She commented that the college's location is another huge strength. Our location provides students with vast exposure opportunities to local natural and human resources, in terms of places they can go on field trips, (coast, bay and recycling centers, etc). They can also collaborate with groups such as USGS in Menlo Park and our own facilities department along our new waste, water, and energy programs. She said that the challenges this program has are very similar to the challenges other programs have, underprepared and

overextended students. The small size of this department, having only one full-time faculty, is another challenge. There is no time to focus on trying to better the program by connecting with more local resources, K-12 and local industry, to develop CTE or to better collaborate with other departments and programs and adjunct instructors. Students would also benefit from more mentoring of this major and facilitated research opportunities. To help strengthen the program they want to get better with their assessments such as SLO (each semester end), TracDat, and others. They will get together as a group in August to plan out a process for that. Also, because they are starting the new degree program, they will probably shift to an AS-T program when the State requires that they do a better job with program review. She repeated that they need to do more outreach to K-12 and develop better collaboration with some of the other departments on our campus. She added that they are also working on some research opportunities primarily through their Honors courses; and that they hope to work more with the GE Pathways program in sustainability to help with their GE students. She stated that IPC feedback was centered on the SLO Assessment both at the course level and also at the problematic level. They also focused on collaborating better with the research department and Workforce Development to try to better connect students with why they would take Earth Science class in terms of career opportunities.

B. Results for [Reassigned Time Proposal Process](#) and Overall Reflection - Discussion

VPI Anderson stated that the [Reassigned Time results](#) are posted on the website. He commented that only two requests were not met at all; two were not granted the augmentation requested; and one was redirected significantly instead. He added that he already heard indirectly that the process took too long and he agreed. He explained that it was because they had to solicit feedback from so many different parties. He stated he has a couple of ideas to shorten the process and will suggest them to the next Vice President of Instruction.

Members comments overall were about the process length and its timeline. Members suggested aligning the process timeline to coincide with the time faculty are planning for that respective semester. For instance, they are currently informing their departments of Spring 2018 plans and to find out results for a semester before, Fall 2017, can be very challenging to plan especially when faculty is trying to be student focused. They mentioned that students get confused when there is a change of professor after the schedule has been printed. They reflected on the current

dates when applications were submitted, January 26, 2017, and when the IPC committee reviewed them, February 03, 2017. Based on that, members commented that the process after the IPC committee does their revision is what needs adjustment. One of the members pointed out that the RRP timeline on the IPC website needs to be revised from March 17, 2017 to February 03, 2017. Co-chair Kaven shared her appreciation for faculty opportunity to apply for reassigned time instead of granting it randomly.

C. Enrollment Update - Information

VPI Anderson informed members that enrollment is down significantly. Depending on how we look at the data, the worst is in terms of FTES; it is better to look at it in terms of headcount. In general, we have fewer students. What is more significant is the number of units they are taking is significantly down and it continues going down each consecutive semester. This is true across the Bay Area but it is worse here than in other colleges. One of the members asked where the students are going and if the reason could be that students are transferring earlier than before. VPI Anderson said that students are going to work. He added that the unemployment rate is among the lowest of any metropolitan area in the United States; even Fast Food are paying from \$15 - \$18/hour dollars an hour. It is hard when students have to make a choice about the opportunity cost of attending college versus the immediate cash on hand that you can have.

D. [PBC Hiring & Governance Manual Review](#) – Discussion

Maria Huning presented this item by informing members that the verbiage of the draft documents below will be voted on at the PBC meeting on May 17, 2017. She highlighted the importance of members reviewing these documents before they are approved to assure that the IPC's previous suggestions were taken into consideration and responded to on these current drafts. She also asked members to email their comments, feedback, and/or questions, to her or Douglas Hirzel, so they can bring them to the attention of the PBC committee before they approve these documents.

- [Hiring and Governance Manual](#)
- [Strategic Initiative Plan](#)
- [Professional Learning Plan](#)

Maria reminded members to consider attending the [College Budget De-Mystified workshop](#) on May 11th at 2:30pm in 9-154.

3. Announcements – Information

Co-chair Kaven announced that her last meeting as the IPC Co-Chair will be next meeting, May 19, 2017.

4. Adjournment

The meeting adjourned at 11:30 am.

DRAFT