



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
March 19, 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, Elizabeth Terzakis, Lezlee Ware, Michael Hoffman

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**1) Adoption and Approval of Agenda**

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

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

**Motion** – To approve minutes of March 5, 2021: M/S: Lisa Palmer, Joan Murphy

**Discussion** – none

**Abstentions** – none

**Approval** – approved

**3) Formation of an UMOJA Program**

Lezlee Ware, Elizabeth Terzakis, and Michael Hoffman presented on behalf of the Black Students Matter core group leading this initiative. The following presentation was shared:



## Umoja at Cañada College

Brought to you by the Black Students Matter (BSM) Core Group & Black Student Union (BSU)

### Who is Umoja?

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- ❖ Umoja (a Kiswahili word meaning unity) is a community.
- ❖ 30 years of proven success (Chabot).
- ❖ Curriculum focused on Black history, literature, and culture.
- ❖ Pedagogy reflects African principles of collective learning.
- ❖ Learning community with wrap-around services.

# Umoja Program Requirements

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- ❖ Program Coordinator (with designated reassign time) to plan and administer program activities and oversee program budget.
- ❖ Program Counselor (academic, career and personal)
- ❖ Summer Learning Institute (SLI) Conference attendance for core program leaders
- ❖ Student orientation/welcoming ceremony/ritual
- ❖ At least one Umoja supported class
- ❖ Dedicated space for Umoja students (can be a shared area)
- ❖ Program participants with activities
- ❖ Community updates regarding Umoja

3

# Objectives

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1. Acknowledge and rectify with action our abysmal record with Black student equity, success and retention rates.
2. Establish a supportive community for Black students on the Cañada campus, which will enrich the experience of all students.
3. Create and institutionalize sound intervention strategies that promote equity and success for Black students and other students, as well.

4

# Goals

1. Improve Black student success and retention rates in 5 years.
  - A. Reduce the equity gap for success rates (from 10% to 5%)
  - B. Reduce the equity gap for retention rates (from 8% to 2%)
2. Make Cañada College an area magnet school for Black students.
3. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4. Infuse our curriculum with African and African-American content and pedagogy.
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, EPA community members, and . . .)

5

## Black-Identifying Students at Cañada College: ~500 enrolled per year

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Black, Hispanic	75	82	91	81	113
Black, non-Hispanic	320	302	307	289	291
Black, Multiracial	99	107	108	107	139

Source: PRIE Office, Cañada College

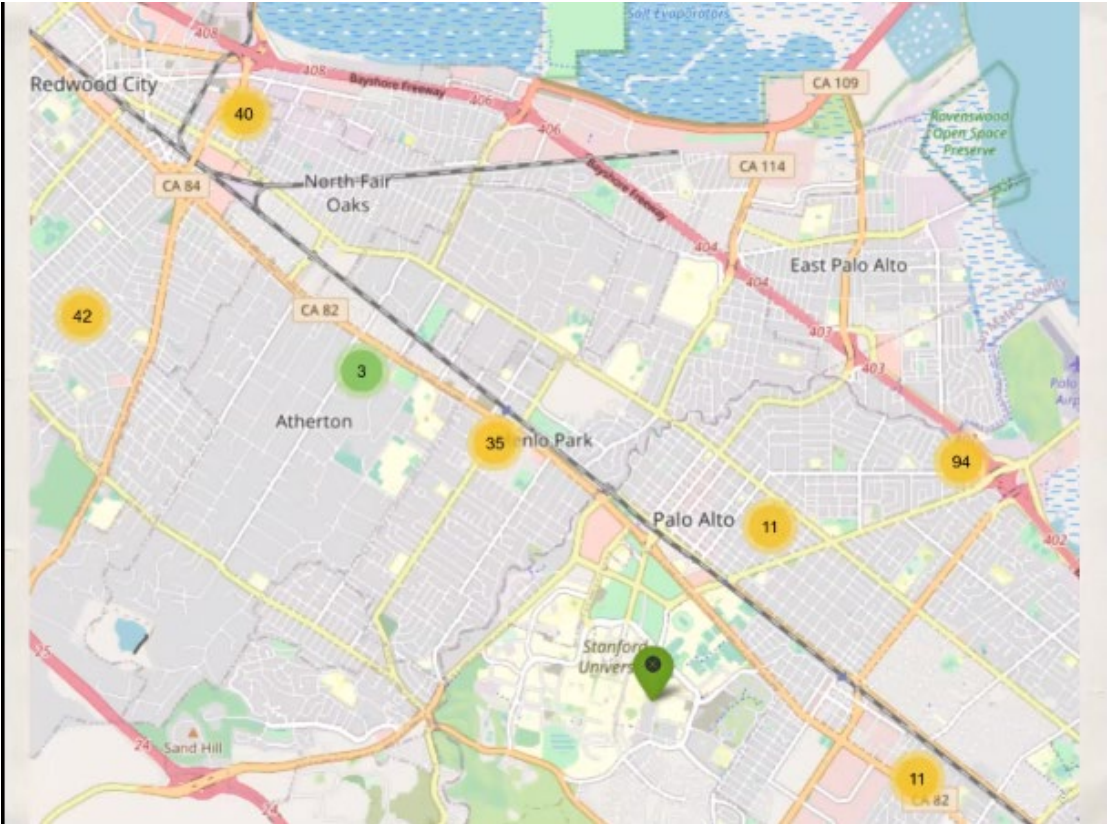
6





# Geographic Distribution

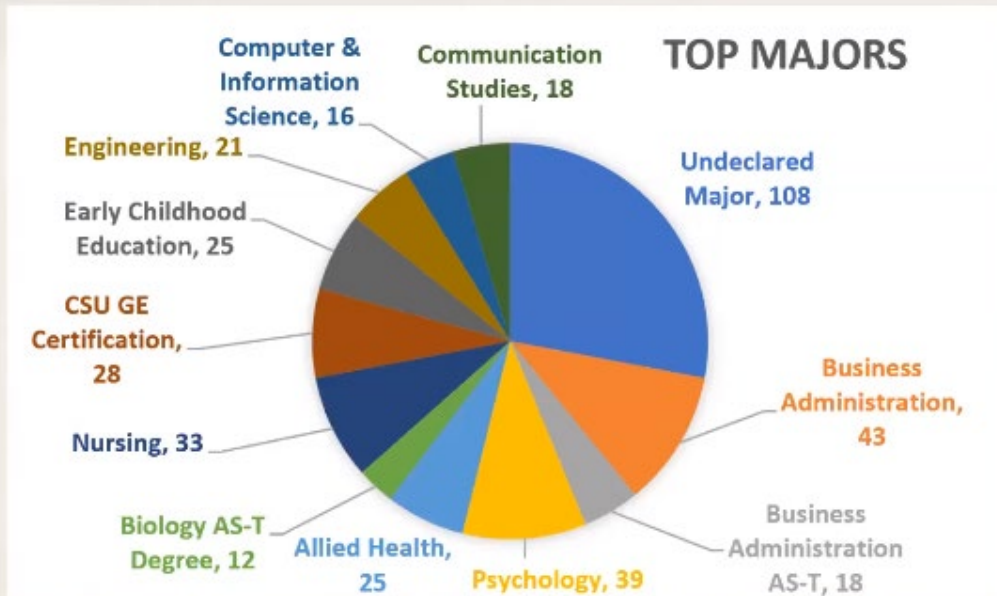
**Map indicates the Zip-Code distribution of Black-identifying college-enrolled students over past 3-years.**



# Local Demographics: Segregated Context

- ❖ US Census Bureau
  - ❖ Total East Palo Alto (EPA) population = 29,314
  - ❖ Black 11.6% of EPA vs. 2.8% in San Mateo County (SMC)
  - ❖ Native Hawaiian/Pacific Islanders 4.6% of EPA vs. 1.5% in SMC

9



Top Majors of Black-Identifying students aggregated over the past 2-years.

Included above are majors that had over 10 enrolled students in the past two years. Totals indicate total enrollments of Black identified students for two years

10

# Umoja MOU and Data



## MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made effective this \_\_\_\_\_ day of

### VIII. PROGRAMMATIC REPORTING REQUIREMENTS

The College shall participate in an assessment process, which includes the collection of quantitative and qualitative data. Umoja and the College will establish a data collection methodology and schedule. The data to be collected shall include, but is not limited to: student information forms, student activity surveys, official grades for each term, student update forms, and statistics regarding the College's ethnic breakdown, course completion rates, retention/persistence rates, graduation rates, and transfer rates. Students will also participate in interviews, complete questionnaires, and/or complete other assessments related to participation in Umoja programming with College. In no case will data be collected which identifies individual students without a release form signed by the student. In addition to the foregoing, College must submit data as required by the California Community College Chancellor's Office (CCCCO), to the MIS Special Populations database (SG08) within 30 days of the end of each academic term. The College will ensure that each Umoja student as described in Exhibit E is entered in the MIS Special Populations Database and confirm that the data is accurate via Datamart.

# Special Populations Data-Mart

**Special Population/Group Student Count - Parameter Selection Area**

Select State-District-College: Districtwide Search | Select District-College: San Mateo CCD | Select Term: Fall 2020/Summer 2020/Spr

[View Report](#)

*Please note: Statewide results for the most recent term should not be considered complete until all districts have submitted data.*

Export To:  Excel  CSV  Text | Records Per Page: 10 |  Simple Layout  Advanced Layout

**Special Population/Group Student Count - Data & Format Area**

Report Area: Special Population/Group Student Count

Page 2 of 2 (12 items)

	Spring 2019					Summer 20		
	Unduplicated Head Count	Credit Enrollment Count	Credit FTEs	Non-Credit Enrollment Count	Non-Credit FTEs	Unduplicated Head Count	Credit Enrollment Count	Cred FTE
Incarcerated	6	9	0.65	0	0.00			
MCHS - Middle College High School Program	118	317	45.77	1	0.00			
MESA - Mathematics, Engineering, and Science Achievement	338	1,090	185.56	52	4.56			
Military (Active Duty, Active Reserve, National Guard)	103	293	45.78	1	0.02	54	81	12.0
Special Admit	2,111	3,057	419.39	36	0.38	1,548	1,961	323.0
Umoja	29	103	14.57	0	0.00			
Veteran	345	950	150.62	19	0.38	170	274	40.0



# Timeline - Fall 2020

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## ✦ Fall 2020

- ✦ Black Students Matter (BSM) Core Group initiates Umoja discussions.
- ✦ Gathered information from community schools: CSM, Chabot, Santa Monica, *Marin*, *Pierce*, . . .
- ✦ Connected with iDeans
- ✦ Black student data provided from PRIE (Karen and Alex)
- ✦ Applied for professional development funding to attend Umoja Learning Institute (January 2021)
- ✦ Continually update campus partners and receive endorsements: Black Student Union (BSU), Academic Senate, Classified Senate, ACES, President Moore, District Anti-Racism Council, Social Sciences Group, *iDeans*, *Student Services*, *ASCC*, *Promise*, *PUENTE*, *Colts*, *Spark Point*, *Guided Pathways*, . . .

13

# Timeline Spring 2021

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## ✦ Spring 2021

- ✦ Sarah and Lezlee attended the Umoja (Winter) Learning Institute
- ✦ Requesting endorsements from campus partners: Academic Senate, Classified Senate, ACES, PBC, IPC, ASCC, SSFC and . . .
- ✦ Continue updating & collaborating with campus partners: College-wide communities (i.e. Colts, Promise, EOPS, Divisions, Marketing & Outreach, VROC, Sparkpoint, and . . .
- ✦ Identify Umoja courses and support faculty
- ✦ Flex Day Umoja presentation (January)
- ✦ Begin working on Umoja program requirements
- ✦ Complete proposal and budget
  - ✦ Submit Umoja application to become an Affiliated Program
- ✦ Web Presence: BSM, Umoja, BSU, and . . .

14



# Timeline Summer 2021

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- ❖ Summer 2021
  - ❖ Elizabeth and Michael H. will attend the Umoja (Summer) Learning Institute
  - ❖ Umoja curriculum & pedagogy development
  - ❖ Invite Tom Dewit to meet with our Umoja Instructors / Fall Flex

15

# Timeline - Fall 2021

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- ❖ Fall 2021
  - ❖ Tom Dewit (Chabot) Flex Day session
  - ❖ Outreach / Recruitment for soft launch (registration begins early November)
  - ❖ Umoja website, intake form, flyer

16

## Timeline - Spring 2022

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- ❖ Soft Launch -
- ❖ Umoja website, intake form, flyer . . .
- ❖ Outreach/Recruitment (March)
  - ❖ Fall registration begins late April / early May for new students

17

## Timeline - Summer 2022

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- ❖ Student Recruitment
- ❖ Umoja Orientation

18

## Timeline - Fall 2022

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19

## Research Conducted

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- ❖ CSM
  - ❖ Dean Carranza
- ❖ Chabot x2
  - ❖ Class Observation
- ❖ Santa Monica
- ❖ *Marin*
- ❖ *Pierce*

20

# General Program Design

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- ❖ Umoja cohort takes designated courses with an established annual semester plan
- ❖ Umoja cohort participates learning communities
- ❖ Guided Pathways affinity groups



21

# Hybrid Program Design

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- ❖ Works well with smaller Black student communities
  - ❖ Umoja cohorted single class with supported Umoja classes.
  - ❖ All faculty must have training and participate in African diaspora curriculum development and pedagogy
  - ❖ Learning communities (may and will probably include other students)
  - ❖ Umoja students participate in program supported classes
  - ❖ Include our Polynesian students to support their improved success and retention rates.
  - ❖ Club affiliation (BSU)



22



# Services

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- ✦ Intrusive Counseling (academic & personal) - "Never give up on students. No student left behind" TD
- ✦ Workshops/Meetings
- ✦ Scholarships to active participants
- ✦ Leadership Activities
- ✦ Mentorship (peer to peer and faculty to student)
- ✦ Tutoring
- ✦ Mental Health
- ✦ Priority Enrollment
- ✦ Book Vouchers, School Supplies & Transportation Assistance
- ✦ Field Trips
- ✦ Work-Study and Placement (90% retention rate)

23

# Aligns with BSU Demands

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1. The implementation of a Zero Tolerance Policy for racial discrimination including real consequences for students, faculty, staff and administrators who exhibit racist behavior/anti-Black behavior (i.e. suspension, expulsion - escalating results)
2. A proper investigation of all reports of racism, racial discrimination, and microaggressions with a diverse student-led committee with emailed (written) reports to all community members (accessible to all community members)
3. A mandatory online and in person module highlighting systemic and individual internal/external racism each year
4. Strong recommendation: equity trainings for ALL EMPLOYEES through Skyline's Equity Institute and Professional Development opportunities
5. District transparency on incidents of racial discrimination
6. Develop a Racial Discrimination Registry for employees

24

# Aligns with BSU Demands

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- ❖ Mandate Courageous Conversations about Race throughout the district
- ❖ Advocate for overturn of Prop 209 by connecting with the UC Regents
- ❖ Hire Black academic counselors
- ❖ Hire Black personal counselors
- ❖ Hire Black teaching faculty

25

## Umoja Student Quotes

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- ❖ "I went from high school to Umoja and I realized that the Umoja teachers are more open to talk to you and help you more. Umoja is more of an one on one experience and the teachers are more understanding."
- ❖ "I really like the one on one and that the teachers actually care about your point of view and situation instead of making it hard on you. Umoja is more there for the students. Students really get to know each other and support one another. We all know each other because college is usually in and out and people don't take time to know each other. It is really nice having group projects."
- ❖ "On campus Umoja classes are perfect for incoming students – really got to know people – made my college friends in that first class – community, belonging, help, support."
- ❖ "In high school, I was not invested in school and my grades reflected that. But, my grades have improved being in Umoja because I am now connected to school, teachers and other students. Umoja is a supportive community and the content is very enriching."
- ❖ "I am a 2nd year student – I joined Umoja and it has worked for me. Very supportive compared to all other classes. So much support and a lot of flexibility. Caters to what the student needs on their time. Great way to transition from high school (to Umoja) – with comfortability and ease. An organization that really does care."



26

# We need your support for . . .

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- ❖ An Umoja Program at our college
- ❖ Budget allowance (out of cycle) – Summer 2021, Fall 2021 & Spring 2022
- ❖ Curriculum and pedagogy development (Summer 2021)
- ❖ Program Coordinators = Faculty + Counselor (Fall 2021 & Spring 2022)
- ❖ Core Faculty (Fall 2021 & Spring 2022)
- ❖ Other program essentials (Spring 2022)

27



## Thank you!

Black Students Matter (BSM) and Black Students Union (BSU)

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28

Joan Murphy asked how many Umoja students are currently at CSM and with the population of students in East Palo Alto, what are the plans to recruit and perform outreach in this area. Lezlee shared that the plan is to work with high schools in the area in addition to community centers and churches. Lezlee shared that a list is being created. Past students will also assist with recruitment. Lezlee attended an Oxford Day Academy meeting and informed them of the presence of Umoja at the campus. Elizabeth also added that they have been talking to marketing and high school recruitment to include information on Umoja on their slide presentations to integrate this information into the regular activities of student ambassadors and other recruiters. James Carranza added that creating awareness on campus for black students is crucial, and creating a space is important for the college community to acknowledge. James added that all students can benefit from this program as partnerships with other groups on campus can provide opportunities to celebrate black culture and bring awareness to issues black students are facing. James added that having cohort classes would be an ultimate goal for this program. Tammy Robinson added that when she was dean at Skyline over the ASTEP program, a college tour took place to expose black students to educational opportunities and environments that exist, and this was an important part of exposure for students. Julian Branch added that the Menlo Park center may possibly have funding and can be used as a resource or classroom space to assist the Umoja program. Jessica Boyle shared that she would be happy to connect the core team with case managers in the county serving foster youth that may benefit from Umoja as well. Lezlee added that she core group is hoping to have a future action item on an agenda and they are planning to have an official proposal with a budget within the next week.

#### **4) Program Improvement/Discontinuance Process**

Tammy and Jessica projected the following website

[https://www.canadacollege.edu/academic senate/program\\_devtodiscontinue.php](https://www.canadacollege.edu/academic senate/program_devtodiscontinue.php)

Tammy shared that the goal is to take a deep dive into the program improvement/discontinuance process. Tammy added that this was something in the accreditation report that the campus was a bit weak in, as the process was not clear to the accreditors. Jessica added that the Academic Senate would like to receive IPC's feedback on what has been shared and developed from 2019.

Jessica shared that Academic Senate is specifically seeking feedback at this time on the following document: [Draft of Program Improvement and Viability Process \(Spring 2019\)](#). Jessica shared that the committee would look at this document at today's meeting, and also revisit this document at a meeting in mid-April and update Academic Senate with any feedback the body may have.

First the committee reviewed the "Criteria for Initiating the PIV Process" section of the document, and asked questions regarding definitions and clarity needed in each of the sentences of the section. Committee members provided suggestions and posed questions to ensure understanding. Jessica added the comments of the committee members as comments in the word document to capture the feedback in a working file.



The committee then reviewed and provided feedback on the “Overview of Process” section of the document and used this section to further inform their feedback on the “Criteria for Initiating the PIV Process” section. Jessica encouraged the committee to continue to review the document in preparation for future IPC meetings where the committee will continue to add suggestions and edits to the working document. Tammy shared that hopefully the feedback portion can be completed and a presentation made to Academic Senate prior to the end of the semester.

## 5) Good of the Order

Jessica updated the committee on the committee’s request to review program review questions and provide feedback from an equity and data lens. Jessica shared that Academic Senate stated that a task force was put together last year who looked at the questions, and because comprehensive program review was paused, the new questions were not able to be implemented. Academic Senate encouraged IPC to continuously consider revisions from the committee perspective, but shared that they were not in a position to put together another task force to review the questions again this term before next fall. Alex shared that the key indicators are potentially good data points and that dovetailing the two processes of IPV and program review together could improve the experience for everyone. Rebekah asked if a question inclusive of equity can be incorporated into the series of questions. Allison suggested posing a revision to the current equity focused question as opposed to revising all questions. Jessica added that this could be included on the next meeting agenda.

## 6) Adjournment

**Motion** – To adjourn the meeting: M/S: Joan Murphy, Rebekah Sidman-Taveau

**Discussion** – none

**Abstentions** – none

**Approval** – approved

a) Meeting adjourned at 11:18 am.