Cañada College

**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
February 2, 2024
8:30am-12:30pm, Zoom/9-154**

Members Present: Diana Tedone-Goldstone, Chialin Hsieh, James Carranza, Maribel Zarate, Lisa Palmer, Sarah Cortez, Jose Manzo, Kiran Malavade, Rebekah Sidman-Taveau, Erik Gaspar, Althea Kippes, Karen Engel, Paul Roscelli
Members Absent: Vijeet Upadhyay, Ava Johnson
Guests: Lezlee Ware, Elizabeth Terzakis, Ron Andrade, Mahitha Rao, Ameer Thompson, Alyssa Lucchini, Gampi Shankar, Autumn McMahon, Michiko Kealoha, Anniqua Rana

1) **Adoption and Approval of Agenda**

> **Motion** – To adopt and approve agenda: M/S: Lisa Palmer, Sarah Cortez
>
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

2) **Approval of Minutes - December 1, 2023**

> **Motion** – To approve minutes of December 1, 2023: M/S: Lisa Palmer, Sarah Cortez
>
> **Discussion** – none
> **Abstentions** – Jose Manzo (not present at 12/1/23 meeting)
> **Approval** – approved

3) **IPC Representative at PBC**

Diana Tedone-Goldstone reminded the committee that last semester, IPC created a rotating PBC representative schedule. Shen mentioned that this semester, her schedule would allow for her to be the IPC representative to PBC, or the committee could continue with the rotating schedule if that is preferred.

Motion – To nominate and approve Diana Tedone-Goldstone as the IPC representative to PBC for the Spring 2024 Semester: M/S: Lisa Palmer, Rebekah Sidman-Taveau

Discussion – none
Abstentions – none
Approval – approved unanimously

4) Umoja Updates

Lezlee Ware, Mahitha Rao, Autumn McMahon, Alyssa Lucchini, Elizabeth Terzakis, and James Carranza presented on behalf of this item. They presented the following information to the committee:

Sankofa Ancestral Acknowledgment

We acknowledge and thank the people of African ancestry who were stolen from their homelands and brought to this country and whose free labor played a major role in the formation and economic wealth of this country.

We also honor the contributions of African American ancestral scientists, inventors and entrepreneurs whose contributions were stolen or never acknowledged due to white supremacy.

We honor and will not forget the thousands upon thousands of lives lost at the hands of enslavers, vigilantes, law enforcers and other forces of hatred in this country, generation after generation for the singular crime of being black, indigenous or other people of color.

We affirm and uplift those of African ancestry living in this country today as living testaments to the strength, love, faith, and fortitude of a resilient people."

Sankofa is a word from the Akan people of West Africa (present day Ghana). It's literal translation means, "It is not taboo to go back and fetch what you forgot

Cañada College
UMOJA COMMUNITY

Cañada College
UMOJA COMMUNITY

De Young Museum Visit (Fall 2023)

Umoja Program IPC Update
Fall 2021 to Spring 2024

The Umoja Team

James Carranza (Dean)
Michael Hoffman (Faculty)
Alyssa Lucchini (Welcome Center Support)
Autumn McMahon (Retention Support)
Mahitha Rao (Academic Counselor)
Lesly Ta (Program Services Coordinator)
Elizabeth Terzakis (Faculty)
Lezlee Ware (Coordinator & Faculty)
Jose Zelaya (Director & Mentor)

*Note: Each team member is very
part-time in the program*

*George Floyd
(October 14, 1973 to May 25, 2020)*

Support for the 2022-2027 Educational Master Plan's Strategic Initiatives

1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)

2. *Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)*

3. *Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)*

4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships

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. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)*

6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)

7. *Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)*

8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)

9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)

Support for the 2022-2027 Educational Master Plan's Strategic Initiatives (cont'd.)

10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)

11. *Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Competion & Gaol #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)*

12. *Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)*

13. Core courses (2-3 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)

14. *Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)*

15. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)

16. *College Visits (EMP/SEMP Goal #2 – College Partnerships)*

17. *Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)*

Cañada College
UMOJA COMMUNITY

- Umoja Cohort Classes
  - Fulfill General Education Classes for Transfer
    - Fall: ENGL 100, PLSC 210
    - Spring: ENGL 110, PLSC 310, MATH 200
- Campus visits
  - Partnership with HBCU's
  - Collaboration with conferences (SF State, UCLA, Black College Expo)
  - Connection to Black Student Services on transfer campuses
- Transfer Counseling Services
  - Transfer workshops
  - CSU/UC/HBCU application assistance
  - Student Education Plans working towards transfer goal
- Student Engagement College Community
  - Black Student Union
  - Black Students Matter Committee

Enrollment Numbers

Currently serving:
82 students

Fall 2022:

PLSC 210: **8 students** (5 in person, 3 Synchronous)

Spring 2023

ENGL 110: **7 students** (2 In Person, 5 Synchronous)

PLSC 310: **7 students** (4 In Person, 3 Synchronous)

MATH 200: **16 students** (In Person and Synchronous)

Fall 2023

ENGL 100: **20 students** (13 In Person, 7 Synchronous)

PLSC 210: **28 students** (19 In Person, 9 Synchronous)

Spring 2024

ENGL 110: **10 students** (7 In Person, 3 Synchronous)

PLSC 310: **32 students** (23 In Person, 9 Synchronous)

MATH 200: **25 students** (22 In Person, 3 Synchronous)

Umoja Program v non-Umoja Program Classes' Success & Retention

- ENGL 100: **90%** v 60% (success)
- ENGL 110: **87%** v 57.5% (success)
- MATH 200: **82%** v 59% (success)
- PLSC 210: **100%** v 60% (success)
- PLSC 310: **94%** v 65.4% (success)

Retention, overall, for Umoja Program classes is close to 100%.

Transfer level first year completion for Black students within the District:

- MATH: 42%
- ENGL: 46%

Student Voices

Student X: "I feel a deep sense of gratitude for my experience in Umoja classes. The teachers went beyond academics, investing time and care into understanding and supporting us on a personal level. Their genuine efforts made me feel valued and that I truly mattered in the classroom. It wasn't just about education; they poured into us, creating an environment where joy, empathy, and personal growth were as important as academic success."

Student Y: "It went beyond academics; it embraced our identities and created a space where we truly had each other's backs. It's experiences like these that make education about more than just learning—it becomes a shared journey of growth and understanding."

"Ubuntu" - I am because we are
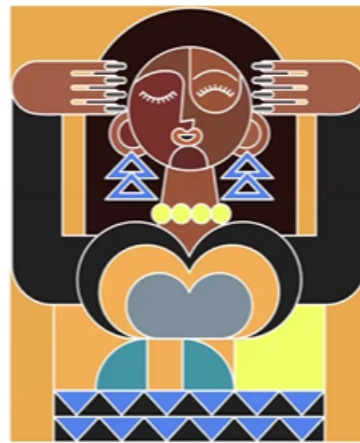
We are trying to, but not able to serve 500+ Black students.

Decolonization of Education

- The Umoja Team works to decolonize the educational experience to create an ecosystem that allows students to explore their own identities and how they relate to the world around them.
- Decolonized educational experiences are key in developing praxis among students, who then are empowered to create systemic change.

"Knowledge is like a garden; if it is not cultivated, it cannot be harvested."
-African Proverb

Cañada College
UMOJA COMMUNITY

What still needs to be done with closer to full-time staffing:

1. Serve more than 22% of our Black students
2. Expand the program/Umoja community to serve more than the small cohort of students in our current or recently past Umoja classes
3. Grow the program in order to fully address the college's goal of increasing Black students' success and retention rates.
4. Ensure the longevity of the program with full-time staffing
5. Meet the Umoja (UCEF) MOU requirements

Mattering: Years of institutionalized educational inertia can cause students in general and Black students in particular to feel that they don't matter to education and education doesn't matter to them. We encourage our students to reclaim mattering and exercise agency as people who matter. Our curriculum fuses awareness of ongoing oppression, identity, and freedom, increases context, reflects what is urgent in the moment, and sees students themselves as a critical resource for our classes and program.
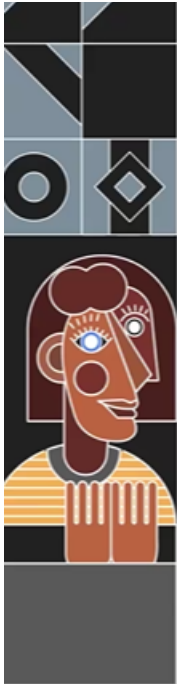
Umoja Statewide MOU Recommendations/Requirements

1. Maintain and manage Umoja Program reporting and data requirements
2. Prepare and submit End of the Year Report
3. Submit budget plan and requests for funds to UCEF
4. Maintain and track program budget and expenditures.
5. Submit requisitions for program expenditures
6. Program planning and budget reporting in NOVA (California State Reporting System)

Cañada College
UMOJA COMMUNITY

Thank you! Questions?

Umoja's true student-centered approach demonstrates a college's commitment to showing students that they matter, they are capable, they are worthy, and they are deserving of success.
In other words, that they are loved.

"Love is the greatest force in the universe." MLK, Jr.

The committee thanked the presenters for the information and updates regarding the Umoja program, and applauded the group for the great work they have done.

5) Out of Cycle Reassigned Time Revision Request

Lezlee Ware and James Carranza presented on behalf of this item. Diana Tedone-Goldstone clarified that the revision request for this application is to increase the amount of reassigned time from .4 to .6. Lezlee and James shared the following information with the committee:

Cañada College
UMOJA COMMUNITY

IPC Revision Application
Umoja Faculty Coordinator

Requested by: Lezlee Ware (Umoja Program Coordinator/Faculty) and
James Carranza (Dean – Humanities and Social Sciences)

How would your program be impacted if this position is not funded?

1. We will continue to not be able to serve even ½ of the college's Black students.

2. We are not able to expand the program/Umoja community to serve more than the small cohort of students in the program's current Umoja classes.

3. Inadequate retention support

4. Unable to expand our current support and services

5. Unable to serve the broader Black community with current staffing levels. Currently, we most fully support our students who are either enrolled in our Umoja cohorted courses or have already taken our cohorted courses.

6. The program will not be able to grow in order to fully address the college's goal of increasing Black students' success and retention rates.

7. The longevity of the program is threatened/uncertain since the staffing is overly part-time/inconsistent (coalition of the invested), which is not sustainable.

8. Unable to meet the Umoja (UCEF) MOU reccomendations regarding staffing

1. Maintain and manage Umoja Program reporting and data requirements

2. Prepare and submit End of the Year Report

3. Submit budget plan and requests for funds to UCEF

4. Maintain and track program budget and expenditures

5. Submit requisitions for program expenditures

6. Must be trained and then maintain all program planning and budget reporting in NOVA (California State Reporting System)

(Note) "Given the varied duties required to effectively coordinate and administer an Umoja program, UCEF advises and supports the best practice of having Umoja coordinators with a 1.0 assignment dedicated to the Umoja program."

Elizabeth Terzakis, Mahitha Rao, and Rebekah Sidman-Taveau also offered their support for additional release time for this position. The submitted revision application can be found here: Spring 2024 Revision to Existing Position Application: Umoja Faculty Coordinator.

> **Motion** – To recommend the release time for the position of Umoja Faculty Coordinator be increased from .4 to .6: M/S: Rebekah Sidman-Taveau, Lisa Palmer
>
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

6) **MESA Update**

Ron Andrade and Anniqua Rana presented on behalf of this item. Ron shared that the MESA resource request process was approved, largely because this is state funded, and that this was board approved last week. Conversations have started to take place regarding how to move forward in the director hiring process. The intent is to have someone detail into the role as the full-time position search is underway, as there are certain program components that need to be in place by the end of the first term, and if the campus waits to hire a full-time person, this will not allow for enough time to complete these tasks by the deadlines the state has set. Ron hopes to make the April board meeting with the permanent hire. Currently, he is working with Dean Ameer Thompson and STEM faculty in identifying a faculty sponsor to work with the director position. The detail director position should be posted by HR once the position description is fully approved. Anniqua added that in March, the whole campus will be invited to celebrate the return of the MESA Program. More updates will be shared with the committee as they become available.

7) **Provide Feedback on Instructional Program Review Process**

Diana Tedone-Goldstone reminded the committee that this item is a continuation item from last semester. At the end of last semester, Diana sent the committee a form asking for feedback regarding the Instructional Program Review process. Diana shared the document with the committee, noting that it is also available on the IPC website for review: IPC Instructional Program Review Feedback. The group reviewed and discussed the below feedback:

IPC Feedback Process

Things that worked
- Working in small groups with people from different areas
- Coordinating into groups beforehand
- Getting program reviews beforehand made the process more smooth and efficient
- Hearing from colleagues about the great work they do is always inspiring and gives me useful information to share with students
- Having someone in the group who had been through it before

Areas to Improve/challenges
- More time ahead to read program reviews
- Reviewing in a group seemed inappropriate and got people off track
- Hard to give feedback to some programs, like the Learning Center, when program review questions don't fit the program
- Have those being reviewed on call for questions but not in session
- Invite folks who submitted program review to attend IPC feedback session
- Include at least one experienced person in each reviewer group
- Only have people who have been assigned to the group ahead of time be in the feedback group
- State expectations of IPC reviewers and clarify purview before providing feedback on program review
    - Provide training on how to give feedback to program reviews
    - Comments on a program's curriculum is outside of IPC program review feedback and is the purview of the faculty expert
    - Ideally, the program review process allows faculty to review and assess their own programs and, in the process, determine what is working and what needs improvement. The IPC focus should be on learning about our programs, accomplishments, and needs, and the tone, in my view, should be appreciative and celebratory. If, instead, program review becomes a venue for non-experts to criticize a program's curriculum, that will have a detrimental effect on the process and on faculty willingness to engage.
    - Is the purpose of IPC feedback to lead to programmatic changes, or is this part of the program faculty discussion when they complete program review?
    - Feedback should be more than checking boxes

Bigger conversations
- How does equity fit into IPC's feedback on instructional program reviews? How do we have difficult conversations with our colleagues?

- What is the purview of IPC for providing feedback on comprehensive program reviews?
- EACP needs to come and remind all involved that a core part of program review is the equity and antiracism questions implemented very thoughtfully back in 2016 by the Equity Committee and modified over the semesters first by the Equity Committee (ACES) and later by EACP. Equity and Antiracism are the heart of our mission and what we do, so these questions are a key part of Program Review. There may be some tough questions, but we have to all be respectful, give people the benefit of the doubt, ask questions, focus on our mission, and uplift each other so that we have more fuel for students and quality instruction.

Instructional Program Review in General

Things that worked/were helpful
- Program Review questions were focused
- New system on Nuventive
- Flex training and website information on Nuventive
- Using Google Docs to write program review before putting into Nuventive allowed for deeper discussion and reflection
- Taking part in my own program's review was also enlightening in terms of identifying challenges and devising strategies to ameliorate them.
- Google docs
- Data packets

Areas to Improve/challenges
- Guidance document on how to answer questions
- Establish Program Review Workgroup (part of PBC)
    - Scheduling
    - Training
    - Organizing
    - Implementing changes (timeline of implementation)
- Require word count limit in Program Review
    - Others argued that this is unnecessary
- Nuventive needs to more secure
- More explanation on how departments can avoid losing their work
- Need space that for more than one resource request that is easy to fill out and read
- The questions that need to be addressed don't always apply to a program, or are worded awkwardly, or are not clear as to how to answer them. They should be edited to make more sense.
- Meaningful and mandatory sessions for those who are reviewing their own programs on the purpose of equity questions and direct guidance about how to develop/brainstorm ideas for changes to be made. What follow up is there regarding the changes proposed?
- The once-a-week meetings that were optional on Fridays (one for each question) seemed like overkill and were not well attended. We need a better way.
- Accountability for making changes when we write that we will be making those changes
- Discussing with Academic Senate the inclusion of a word limit on responses and reviewing the expectations of faculty time and responsibilities within the process.

Diana informed the committee that she would be sharing the feedback discussed at today's meeting with Academic Senate.

8) **ACCJC Accreditation Update**

Karen Engel presented on behalf of this item. She shared that the ACCJC midterm report was accepted and commended, which was successful. Karen thanked the committee for reviewing. She also thanked Jessica Kaven and Sarah Harmon for their in depth reviewing of the document. Karen shared that the campus has to start working on the next ISER (Institutional Self Evaluation Report) which is due at the end of the 7-year cycle, or December of 2025. The ISER process has officially been kicked off by PBC. Academic Senate is posting an opportunity for a Faculty Accreditation Lead position for the next two years. PBC has also adopted the idea of having a steering committee, and members of the steering committee would be the tri-chairs for each accreditation standard (an administrator, faculty member, and classified staff member). Tri-chair names will be sent to PBC next week and both senates are reaching out to employees now. Karen shared the link to Spring 2024 Evidence Gap Analysis Worksheet with leads document.

9) **Curriculum Report**

Lisa Palmer shared that there are still a number of outstanding courses that need to have updated course outlines of record. Lisa asked the committee to remind their peers that the COR updates need to be completed. She shared that there will be updates forthcoming regarding AB 928, the Cal-GETC transfer path. CSUs and UCs decided on one transfer path, but this path eliminates area 6, Personal Development, that will impact some course offerings on our campus and in our district. Further discussions must take place regarding local degree offerings with the sister campuses as the goal for the district is to align as much as possible.

10) **Good of the Order**

11) **Important Dates:**

March 15th Program Review Presentations (6-year cycle):
Human Services, Kinesiology, Athletics & Dance, Learning Center, Library, Medical Assisting, Radiologic Technology

12) **Adjournment**

> **Motion** – To adjourn the meeting: M/S: Lisa Palmer, Sarah Cortez
>
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously
>
> Meeting adjourned at 11:00am.