![Cañada College logo]

STUDENT SERVICES PLANNING COUNCIL
MEETING MINUTES

Wednesday, September 14, 2016
2:00pm to 4:00pm
Building 9 – Room 154

Members Present: Diva Ward, Sunny Choi, Gloria Darafshi, Maria Huning, Max Hartman, Sarah Aranyakul, Soraya Sohrabi, Ben Yeh, Jazmeen Raja, Lizette Bricker, Kim Lopez, Margie Carrington, Misha Maggi, Chialin Hsieh, Maria Lara (for Ruth Miller), Carlos Luna, Supinda Sirihekaphong

Members Absent: Adolfo Leiva, Ruth Miller, Trish Guevarra, Melissa Alforja, Nicholas Jerrard, Khoa Nguyen, Bob Haick

Guest: Erin Moore

1. **Approval of Minutes – August 24, 2016**
   Unanimously approved with one abstention

2. **Business**

   I. **Professional Development Framework**
      The Leading From the Middle (LFM) Team (Alison Fields, Melinda Ramzel, Trish Guevarra, Erin Moore, and Chialin Hsieh) began working on the Professional Development Framework in January 2016. They will have attended 3 meetings, February, June and October, and are using these meetings to work on the framework. In the Spring semester the Campus-wide Professional Development Committee will begin working on the Professional Development Plan. Erin Moore led our discussion with information about the framework and asked for discussion on the draft Mission, Vision, Values and on the draft framework itself. See draft version at the end of the minutes.

   II. **Student Engagement Plan Progress Report**
      The Student Services Planning Council reviewed and updated the Student Engagement Plan Progress Report from 2014-2015.
      SSPC made changes to the following:

      Connected:

5. **Connections in the Classroom:** Have students introduce themselves in the classroom. **DISCONTINUED**	Faculty	August & January
6. **Class Announcements:** Have faculty give information on what is happening on campus before each class. **DISCONTINUED**	Faculty PIO	Fall/Spring/Summer

8. **Connections with Basic Skills Students:** Encourage faculty to require students enrolled in a basic skills class to attend at least three tutoring sessions (e.g., in the syllabus) **COMPLETED**	Faculty Learning Center	Fall/Spring

Engaged:

6. **Basic Skills:** Review and revise scheduling of basic skills courses to assure students have the opportunity to take them. **COMPLETED**	Office of Instruction Deans	Spring 2014
7. **Campaign:** Conduct a college-wide campaign on why it is important to take English and math courses. **COMPLETED**	Equity Committee	Fall/Spring/Summer

Directed:

1. **Field of Interest Support**: Provide support for students in the three areas: 1) Humanities & Social Sciences, 2) STEM, and 3) Business and Career-Tech, to include workshops, follow-up, counseling, etc. **COMPLETED**	Faculty A2B Counseling STEM ASCC	Fall/Spring
2. **Extra Credit:** Provide extra credit for students to attend specialized major and career workshops. **DISCONTINUED**	Faculty	Fall/Spring/ Summer
3. **Ask about Plans:** Faculty ask all students about their plans – e.g., transfer, AA/AS/ADT degree, or certificate – promote SEP and provide assistance to guide them to success. **DISCONTINUED**	Faculty	Fall/Spring/ Summer
5. **Degree Works:** Conduct workshops on how to use DegreeWorks. **COMPLETED**	Counseling Department	Ongoing

Focused:

2. **Pathways:** Create roadmaps for students describing the steps that need to be completed and at what times, e.g., for Transfer, Degrees, Certificates, etc. **DEFERRED**	Transfer Center Faculty	June-July Spring & Fall 2014
3. **Check-in:** Establish a marketing campaign for seeing a counselor. (e.g., "this time in the semester." "having trouble with a class?" "dropping a class?" "You need an SEP") **DISCONTINUED**	Counseling	On-going
4. **Career Course:** Explore field of interest specific career classes (e.g., careers in STEM, careers in Social Sciences, etc.) **DISCONTINUED**	Counseling Faculty	Fall 2014
5. **CTE Programs:** Post workforce program flow charts on web. **DISCONTINUED**	CTE Departments	Summer/Fall
6. **"One Community-One Read":** Conduct focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc. **DISCONTINUED**	Faculty	Fall

Valued:

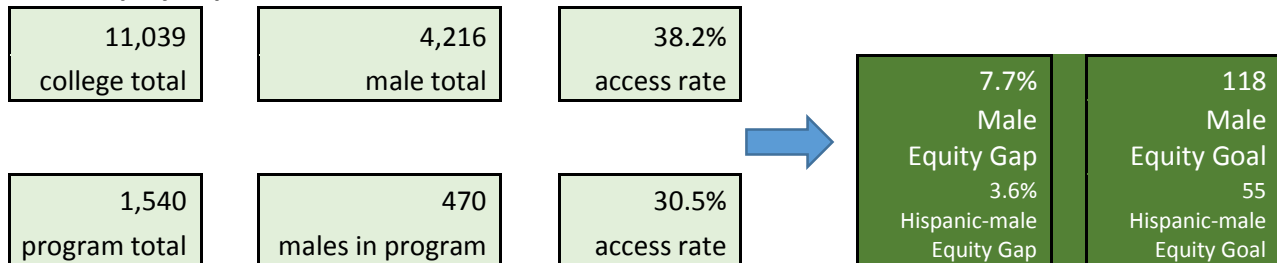|		
2. **Student and Teacher Interaction:** Require all students to meet with their faculty member at least once. **DISCONTINUED**	Faculty	Fall/Spring
4. **New Students:** Ask who the new students are in the class and provide information on services available to help them succeed. **DISCONTINUED**	Faculty	Fall/Spring/Summer

Nurtured:

1. **Service Learning**: Work with faculty to develop a service learning program with possible mentoring program. **DISCONTINUED**	Dean, ALL	Spring
2. **Habits of the Mind**: Conduct a habits of the mind program with monthly topics that everyone embraces. **DISCONTINUED**	CIETL	Fall
3. **Experiences**: Encourage internships, field trips, lecture series, inquiry based learning. **COMPLETED**	CIETL Faculty	Fall
4. **Taste of the Classroom**: Conduct opportunities for students to learn about the next courses they need to take (similar to the Fashion Design and Merchandising Luncheon program). **DISCONTINUED**	Faculty	Fall

III.   Program Review – Gap Analysis

Equity Supplement Gap Analysis for Program Review
SAMPLE - Academic Year: 2015-2016
Biology

Access Equity Gap Identified:

11,039 college total	4,216 male total	38.2% access rate
1,540 program total	470 males in program	30.5% access rate

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7.7% Male Equity Gap 3.6% Hispanic-male Equity Gap	118 Male Equity Goal 55 Hispanic-male Equity Goal

Success Equity Gap Identified: TO BE ADDED IN FINAL

Table 1. Program Access Equity Gap by Gender

Gender	Program enrollment	%	college enrollment	%	Gap
Female	1,034	67.1%	6,823	61.8%	5.3%
Male	470	30.5%	4,216	38.2%	-7.7%

Not recorded	36	2.3%	352	2.9%	-0.6%
Total	1,540	100.0%	11,358	100.0%	0.0%

ble 2. Program Access Equity Gap by Ethnicity and Gender

Ethnicity	Gender	Program enrollment	Program %	College enrollment	College %	Ethnicity Gap	Ethnicity Gap Count	Ethnicity-Gender Gap	Ethnicity-Gender Gap Count
American Indian/Alaskan Native	Female	3	0.2%	13	0.1%			0.1%	--
	Male	1	0.1%	7	0.1%			0.0%	--
	Not reported								
	Total	4	0.3%	**20**	0.2%	0.1%	--		
Asian	Female	80	5.2%	729	6.6%			-1.4%	--
	Male	57	3.7%	548	5.0%			-1.3%	--
	Not reported	2		42					
	Total	**139**	9.0%	**1,319**	11.6%	-2.6%	--		
Black - Non-Hispanic	Female	25	1.6%	209	1.9%			-0.3%	--
	Male	10	0.6%	133	1.2%			-0.6%	--
	Not reported	1		10					
	Total	**36**	2.3%	**352**	3.1%	-0.8%	--		
Filipino	Female	69	4.5%	309	2.8%			1.7%	--
	Male	29	1.9%	185	1.7%			0.2%	--
	Not reported	2		9					
	Total	100	6.5%	503	4.4%	2.1%	--		
Hispanic	Female	359	23.3%	2,381	21.6%			1.7%	--
	Male	147	9.5%	1,446	13.1%			-3.6%	55
	Not reported	11		58					
	Total	517	33.6%	3,885	34.2%	-0.6%	--		
Multi Races	Female	187	12.1%	1,104	10.0%			2.1%	--
	Male	79	5.1%	627	5.7%			-0.5%	--
	Not reported	5		40					
	Total	271	17.6%	1,771	15.6%	2.0%	--		
Pacific Islander	Female	13	0.8%	113	1.0%			-0.2%	--
	Male	6	0.4%	58	0.5%			-0.1%	--
	Not reported	1		4					
	Total	20	1.3%	175	1.5%	-0.2%	--		
White Non-Hispanic	Female	284	18.4%	1,809	16.4%			2.1%	--
	Male	133	8.6%	1,091	9.9%			-1.2%	--
	Not reported	6		86					
	Total	423	27.5%	2,986	26.3%	1.2%	--		
Unknown	Female	14	0.9%	156	1.4%			-0.5%	--
	Male	8	0.5%	121	1.1%			-0.6%	--
	Not reported	8		70					
	Total	30	1.9%	347	3.1%	-1.1%	--		

Table 3. Program Success Equity Gap by Gender [TO BE ADDED IN FINAL VERSION]

Table 4. Program Success Equity Gap by Ethnicity and Gender TO BE ADDED IN FINAL VERSION]

3. **Other**

   PBC will be approving a new Hiring Timeline at their next meeting. Several departments are interested in putting positions forward:

   EOPS, DRC, Financial Aid, Counseling, VROC and Upward Bound

   Proactive Registration will be held on November 16-18

4. **Adjournment**

2016-2017 Upcoming Meetings
~~August 24~~
September ~~14~~ & 28
October 12 & 26
November 9 & 23
December 14

January 11 & 25
February 8 & 22
March 8 & 22
April 12 & 26
May 10 & 24

Mission Draft: To inspire faculty, staff, and administrators to engage in Professional Development that supports our changing student population and strengthens our diverse campus community.

Vision Draft: Our vision is to foster a sustainable community of lifelong learning that embraces and responds to change through promoting innovative and equitable practices campus wide.

Values Draft: We respect and recognize our campus community members are all learners, students, and teachers. Professional development serves as the vehicle for personal and professional growth and transformation. Professional development at Cañada embraces the following values:

- Professionalism, leadership, and collaboration
- Innovation, ingenuity, and creativity
- Inclusion, social justice, and sustainability

Framework Draft:

Professional Learning and Teaching

- Expand job-related skills and knowledge, including new regulations and policies
- Renew and refresh workplace strengths and morale
- Develop methods for meeting varied student needs in and out of the classroom
- Explore technology as a tool for efficiency and innovation
- Introduce new resources and innovative practices for serving students
- Expand/Develop new skills or practices to enhance institutional goals

Communication and Collaboration

- Embrace and model a community of lifelong learning
- Share integrated, campus-wide, district-wide, state-wide, and nation-wide learning experiences
- Celebrate strengths and achievements
- Create innovative approaches for working with one another (faculty, staff, administration, and students) through community building and mentoring
- Provide an opportunity for information sharing, feedback, and networking

Career and Personal Growth and Development

- Promote health and wellness, including work-life balance and managing stress
- Support setting and meeting individual professional goals
- Cultivate individual potential for growth within the organization and possible career advancement and leadership