



**INSTRUCTIONAL PLANNING COUNCIL  
MEETING MINUTES OF**

**Friday, October 2, 2015  
9:30 am – 11:30 am, Building 2, Room 10**

**Members Present:** Gregory Anderson, Danielle Behonick, Nick DeMello, Valeria Estrada, Maria Huning, Jessica Kaven, Adolfo Leiva, Andee Liljegren (ASCC), Nick Martin, Katie Osborne, Anniqua Rana, Alexandra Wildman (ASCC).

**Members Absent:** David Hamilton, Michael Hoffman, Chialin Hsieh.

**Guests:** Loretta Davis-Rascon, Maggie Baez, David Johnson, Candice Nance, Janet Stringer.

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- 1. Approval of Agenda** – amended to add Nick Martin as co-presenter for item D. Student Success Support Plan.

**Ayes** – all

**Abstentions** – none

**Approved unanimously**

- 2. Approval of September 4, 2015 Minutes**

Corrected to list David Johnson as Guest, not Members Absent.

Removed the statement that Nick asked if PT faculty serving on committees would be paid and replaced with “It was asked whether it had been determined if part-time faculty serving as committee representatives would be paid for this work”.

**Motion:** Approve the minutes as corrected.

**Ayes** – Anderson, Behonick, DeMello, Huning, Kaven, Liljegren, Martin, Rana, and Wildman.

**Abstentions** – Estrada, Leiva, Osborne.

- 3. Business**

- A. Membership/Bylaws**

It was determined that this item was already voted and covered at the previous IPC meeting on September 4, 2015, therefore it was **deleted** from the agenda item.

- B. Reminders: Instructional Program Review and Reassign Time Applications**

Chair Kaven stated that the instructional program review will be online. ASGC President, Doug Hirzel, will discuss this at the division meetings. Information about Instructional Program Review can be found at <http://canadacollege.edu/programreview>

under "Instructional Programs". The following biennial reviews are due February 2016:

- Anthropology
- Art
- Career
- Communication Studies
- Economics
- English
- English as a Second Language
- Geography
- History
- Kinesiology, Athletics & Dance
- Latin American Studies
- Learning Center
- Library
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre Arts

6-year program reviews and its presentations will be completed at IPC instead of Curriculum Committee. The following are due:

- Art
- Athletics
- Career
- Dance
- Kinesiology
- Music
- Theatre Arts

Anniqua Rana stated that the Learning Center and Library are working on finding the best way to provide a comprehensive a program plan that includes both academic and non-academic areas.

Anniqua Rana stated that data packets for the ALL division will be available at today's division meeting and David Johnson stated that for the Humanities & Social Sciences division will be available on October 30.

If support is needed, please contact IPC Co-Chairs Kaven and Anderson.

- C.** Applications for reassigned time are due January 26, 2016 to their respective Division Deans and can be found at <http://www.canadacollege.edu/ipc/reassignment>

The deadline date was moved two weeks earlier than last year for it was determined from last year's process that more time was needed to gather all input from faculty, deans, and IPC members.

**D. Representative to PBC**

Co-Chair Anderson presented the importance of faculty presence in all committees, especially at Planning and Budgeting Council. It was discussed that there are IPC members who are already members of PBC; however, they represent a different position.

**Motion** - Approve Anniqua Rana as representative of IPC at PBC.

**Discussion** - none

**Oppose** – none

**The motion was approved unanimously**

**E. Student Success Support Plan**

Maggie Baez and Nick Martin presented the draft Student Success Support Plan. This document is an annual report to the State to receive funding for SSSP which is the replacement of the Matriculation fund. Please note that areas in the document that are highlighted in yellow have pending information. The plan has six sections and each was presented:

**1. Planning**

Feedback from 2014-2015 review were used to create the 2015-2016 plan. The following were incorporated:

- More information on partnerships like Adult Education
- Special or Extended Orientation programs
- Include counseling services for special groups like CTE, Foster Youth, etc.
- Highlight courses that support counseling services
- More information on the collaboration with Student Equity

**2. Orientation**

To adjust the orientation process form 2014-2015, in summer and fall 2015, the department identified the number of students who applied, attended orientation, completed assessment, attended a counseling session, and registered for classes. To increase attendance to orientations, the department provided a consistent weekly schedule by adding evening, Saturday, Spanish speaking orientations, and call each student to confirm attendance to the orientation. An improved New Student Handbook was also created. In addition, a PT Office Assistant and FT Retention Specialist was hired in Fall 2014 to increase follow up with new student orientation attendance and to follow up with students to complete class registration.

Online registration is being revamped to make it more user friendly since COMEVO has not provided a suitable environment. The staff and funds associated with orientation are:

<b># of FTE</b>	<b>Title</b>	<b>Role</b>	<b>Funding Source (SSSP/Match/GF)</b>
1.0	Dean, Counseling	Oversee the New Student Orientation Program	GF (83% Match)
1.0	Program Services Coordinator	Manages the day-to-day scheduling and conducts the orientations	SSP 90%, GF 10% (GF 100% match)

2.0	Office Assistant II	Assists in scheduling and conducting the orientation sessions	SSSP 50%, GF 40%, 10% International (GF 100% match)
1.0	Retention Specialist	Assists In follow-up with students who have attended assessment and have not yet registered	SSSP 100%

Co-Chair Anderson clarified that SSP funding is not additional funding but a replacement to matriculation funding. The report is made annually to receive funding for SSSP.

### 3. Assessment for Placement

Nick Martin covered Multiple Measures Pilot Program (MMAP) which was added to the assessment for placement process and procedures from the 2014-2015 plan. This project allows incoming high school students to submit high school transcripts for placement into English and/or Math.

### 4. Counseling, Advising, and Other Education Planning Services

Nick Martin reported that based on the outcomes from the 2014-2015 plan, the counseling services added a non-tenured FT Counselor dedicated to College for Working Adults (CWA) program, FT General/Transfer Counselor, a tenured DRC Counselor/LD Specialist. Three degree auditors shared by the three colleges were also added to expand the services from a six month wait to six weeks which impacts student education planning and/or degree completion.

Service (counseling, advising, and education planning) delivery methods include 30 minute in-person appointment online counseling, online counseling, and drop-in counseling. The 30 minute in-person counseling is where new students have an abbreviated student educational plan (SEP) entered in Degree Works and a follow-up appointment for complete a comprehensive educational plan.

Other College programs that provides counseling, advising, and education planning are General Counseling/Advising (on and off campus locations), Associates to Bachelor's Degree (A2B), Beating the Odds (BTO) peer mentoring program, Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Career Center, Career and Technical Education Transitions (CTE), Community Based English Tutoring (CBET), Disability Resource Center (DRC), Educational Opportunity Program and Services (EOPS), Foster Youth, English as a Second Language ESL), Financial Aid counseling for students at-risk of losing their financial aid, International Student Center (ISC), Student Support Services (TRIO), Transfer Center and the Science Technology, Engineering and Match (STEM), Expanding Student Opportunities (ESO).

### 5. Follow-up for At-Risk Students

Students that have been identified as at-risk meets with an Early Alert counselor and are required to complete a student success contract. Conditions of continued enrollment requires regular contact and mid-semester progress report. Early Alert counselor works closely with faculty to identify and communicate with students who shows signs that they are not successfully completing a course. The following provides follow-up services for at-risk students:

<b># of FTE</b>	<b>Title</b>	<b>Role</b>
1	Division Assistant	Provides clerical support in contacting students who are on Probation 1, Probation 2 and Dismissed students each semester.
1	Retention Specialist	Provides support to counselors in following up with students on Probation 1, Probation 2 and Dismissed students each semester
1	Retention Specialist	Provides support to counselors in following up with students in one level below transfer level English.
1	General Counselor (1 FTE)	Provides general counseling and serves as the Early Alert and Probation/Dismissed/Reinstatement counselor
1	Basic Skills Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the Basic Skills program. Serves as the Early Alert and Probation/Dismissed/Reinstatement counselor for students enrolled in basic skills courses
1	General Counselor(1 FTE)	Provides general counseling and serves as the e - counselor and career counselor
1	General Counselor (1 FTE)	Provides general counseling and serves as the e - counselor and career counselor
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and services as counselor and coordinator for the Puente Program
1	Transfer/Honors Counselor (1FTE)	Provides Transfer Services counseling for the Transfer Center and serves as the Honors Transfer counselor
1	General Counselor (1 FTE)	Provides general counseling and teaches CRER courses and serves as the Veterans and Athletics counselor
1	EOPS/CARE Coordinator & Counselor (1 FTE)	Serves as the counselor and coordinator for the EOPS/CARE programs
1	Disability Resources Center Counselors (1 FTE)	Provides specialized counseling and services for students with disabilities
1	CWA and CAA Counselor (1 FTE)	Serves as counselor for the College for Working Adults and the Career Advancement Academy - MEDA program
.240	Part-time counselor	Serves as a part-time counselor for the Associates to Bachelor degree program(A2B)
1	EOPS/Cal WORKs Counselor & Cal WORKs Coordinator (1 FTE)	Serves as a counselor for the EOPS & Cal WORKs programs and as the coordinator for the Cal WORKs program

1	TRiO Coordinator and Counselor (1FTE)	Serves as the counselor and coordinator for the federally funded TRiO student support services program
.412	Part-time counselor	Serves as a part-time general counselor
.303	Part-time counselor	Serves as a part-time general counselor
.240	Part-time counselor	Serves as a part-time counselor for the EOPS program
.240	Part-time counselor	Serves as a part-time counselor for general students and athletes
.488	Part-time counselor	Serves as a part-time counselor for the STEM
.333	Part-time counselor	Serves as a part-time counselor for General, Human Services, Transfer, and for the Menlo Park Center
.47	Part-time counselor	Serves as the part-time counselor for A2B/BTO and TRiO

#### 6. Other SSP/Match Expenditures

This area was not presented for information was still pending.

The final draft will be submitted and presented to Planning and Budgeting Council on October 21. Please email your feedback to Interim Dean Bricker at [brickerl@smccd.edu](mailto:brickerl@smccd.edu)

Co-Chair Kaven inquired how online orientation is provided. It was informed that online orientation is given as option to students who requests it.

**Motion** - To approve the SSSP as presented.

**Discussion** - none

**Oppose** – none

**The plan was approved unanimously**

#### F. Strategic Enrollment Plan

Co-Chair Anderson reported that the document will be submitted to Planning and Budgeting Council in a month. The documents presented at the meeting are located in the PRIE website, under Plans, Procedures, and Evaluations, titled [Strategic Enrollment Plan 2014-2017](#) and [Strategic Enrollment Plan Progress Report 2014-2015](#).

The purposes of the Strategic Enrollment Plan 2014-2017 are:

- **Establish Comprehensive Enrollment Goals**
- **Promote Institutional Success**
- **Strengthen Internal and External Communications**
- **Increase Campus Collaboration**

The plan contains six goals and twenty-five objectives:

1. Enrollment Management Goals
2. Community Goals

3. Student Success Goals
4. Student Demographic Goals
5. Instructional Program Offerings & Labor Markets Goals
6. New Student Enrollment Pipeline Goals

The summary of progress report 2014-2015 document was reviewed and Co-Chair Anderson stated that the goal is to have everything at 100%:

Summary of Progress

Progress Report 2014-2015	Planning/ Discussion (25%)	Implementation (50%)	Ongoing (75%)	Complete (100%)
<b>A. Enrollment Management Goals</b>				
1. Load target	√			
2. Analysis of course schedule	√			
3. Criteria for course schedule				√
4. Current HS			√	
5. International students			√	
6. DE—CTE		√		
7. Late-start DE	√			
8. Online degree				√
<b>B. Community Goals</b>				
1. Pathway—job training			√	
2. Marketing material			√	
3. Promote College			√	
<b>C. Student Success Goals</b>				
1. Success rate of Black & Hispanic students			√	
2. Basic skills			√	
3. Monitor DE success			√	
4. Student Engagement Plan		√		
<b>D. Student Demographic Goals</b>				
1. High School Relations Plan			√	
2. High school students enrollment			√	
3. Research on high school graduates				√
4. Evening course offering & expansion of CWA			√	√
5. Research on greying population				√
<b>E. Instructional Program Offerings &amp; Labor Markets Goals</b>				
1. CTE offering			√	
2. Potential new CTE programs			√	
<b>F. New Student Enrollment Pipeline Goals</b>				
1. Application to orientation			√	
2. Application to registration			√	
3. Orientation to registration			√	

It was requested that IPC members review the document and send feedback to Co-Chair Anderson.

**Motion** - To approve the Strategic Enrollment plan as presented.

**Discussion** - none

**Oppose** – none

**The plan was approved unanimously**

## **G. Distance Education Plan**

Janet Stringer distributed documents that shows enrollment during academic school year, Fall2010-Fall 2015. The graph shows that we are almost at 17% online for hybrid which has been growing steadily.

Of the three instructional divisions, Humanities and Social Sciences has the largest growth of enrollment for online education.

In Summer 2015, 44.6% of enrollment was online which increased significantly from 21.7% in Summer 2012. In addition, we now have 48 (24 Adjunct and 24 FT) that teach hybrid classes.

The DE Strategic Plan Progress Report 2014-2015 were:

**Goal #1:** Broaden distance education course offerings to meet the needs of Cañada students.

**Objective 1.1:** Determine the overarching goals of the College in terms of distance education. 0% complete.

**Objective 1.2:** Continue to monitor online offerings and enrollment to allow planning for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review. 100% complete, but an ongoing activity.

**Objective 1.3:** Continue to survey our students to determine which students are looking for online education and which courses they would be taking. 100% complete, but an ongoing activity.

**Goal #2:** Develop a community of well-trained DE faculty members

**Objective 2.1:** Continue to provide training and support for faculty interested in teaching via distance education. 10% complete and ongoing resource need.

**Objective 2.2:** Work with and through the district DEAC to coordinate faculty development through STOT training and through @One. 15% complete.

**Objective 2.3:** Encourage faculty to attend DE conferences and share their experience with their colleagues. 100% complete, but an ongoing activity.

**Objective 2.4:** Update and share the Distance Education Handbook with faculty. This objective is 100% completed, but the handbook needs regular review and updating.

**Objective 2.5:** Finalize and implement the faculty checklist for distance education assignments. 90% complete.

**Objective 2.6:** Develop plan to fund distance education training and the instructional designer once funding from Measure G ends. 15% complete.

**Goal #3:** Increase student awareness, retention, and success

**Objective 3.1:** Continue to routinely assess and review the performance of students in online compared to face-to-face classes. 100% complete, but an ongoing need.



**Objective 3.2:** Continue to monitor services to students enrolled in distance education to ensure access to services. 100% complete, but an ongoing need.

**Objective 3.3:** Recruit and train a cadre of student tutors for online tutoring with an emphasis on writing and math. 0% complete

**Objective 3.4:** Assess the usage and effectiveness of online tutoring  
Online tutoring continues to be a work in progress. 0% complete.

Goals for the 2015-2017 will focus on developing a community of well-trained faculty members and strategically growing our distance education offerings to support degree, certificate, and transfer paths. In light of the state-wide initiative for online education (OEI), as much as possible, we should take advantage of the tools and contracts being developed by the OEI to leverage our limited resources.

The DE Strategic Plan is for 2015-2017 and it states the following:

**Objective #1:** Broaden distance education course offerings to meet the needs of Cañada students

**Action Plan 1.1** Determine the overarching goals of the College in terms of distance education.

**Action Plan 1.2** Each semester track online offerings and enrollment, along with results from student surveys, to plan for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review with student input.

**Objective #2:** Develop a community of well-trained DE faculty members

**Action Plan 2.1** Work with and through the district to coordinate faculty development around distance education.

**Action Plan 2.2** Encourage faculty to attend DE conferences and share their experience with their colleagues

**Action Plan 2.3** Annually update and share the Distance Education Handbook with faculty

**Objective #3:** Increase student awareness, retention, and success

**Action Plan 4.1** Annually assess and review the performance of students in online compared to face-to-face classes.

**Action Plan 4.2** Monitor the development of student success tools by the OEI and coordinate discussion and adoption (if appropriate) across the district.

**Action Plan 4.3** Adopt the OEI tutoring platform and recruit and train a cadre of student tutors for online tutoring with an emphasis on writing and math.

**Action Plan 4.4** Assess the usage and effectiveness of online tutoring.

To continue growing online education, we can leverage what the statewide initiative OEI (Online Education Initiative) is offering. The initiative is focused on Transfer, ADTs that are C-ID approved.

The PowerPoint presentation can be found in the [ASGC website, under Projects, then Online Education](#) There will be an open forum on Friday, October 16 1:00 – 3:00 pm at the District Board Room.

The OEI is a state-funded collaborative effort among California Community Colleges (CCCs) to

increase student success and completion by working together to increase access to quality online courses and support services for students. It creates opportunities for Cañada to participate in the Online Exchange of courses, and/or to take advantage of the online resources/services that will be provided at low to no cost to all California Community Colleges.

- **Course Exchange** – final product of OEI but most complex. Courses selected are part of ADTs. None of the SMCCCD colleges are participating in the pilot.
- **eTutoring** – nettutor from Link Systems International (LSI). The state currently have a discount pricing for online tutoring services for colleges that want to be part of this initiative.
- **Student readiness modules** – college can adopt any or all part and can be embedded into courses:
  - Module 1: Introduction to Online learning
  - Module 2: Getting Tech Ready
  - Module 3: Organizing for Online Success
  - Module 4: Online Study Skills and Managing Time
  - Module 5: Communication Skills for Online Learning
  - Module 6: Online Reading Strategies
- **Canvas** – chosen as the course management for OEI course exchange. We are currently using Moodle but if we as a district decide to move to Canvas, we can be part of cohort that the State will pay for all costs associated with the move. It is free to all CCC until 2018-2019 academic year.
- **Course Rubric** – all courses in OEI is evaluated using this rubric that meets standards to course design, instruction, and accessibility. Courses must have 70% passing to be retain in the system. The rubric consists of four components:
  1. **Course Design** - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.
  2. **Interaction and Collaboration** - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

3. **Assessment** - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.
4. **Learner Support** - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

Courses are scored from 0-6:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

To be approved as part of OEI, these criteria need to be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
  - A minimum cumulative score of 51, earning at least 70% of all possible points
  - Inclusion of a component with content related to the Online Education Initiative
- **Standards for faculty preparation** – OEI currently doesn't have any requirement; however, there is interest in developing district-wide standards for faculty preparedness for teaching online.

Stringer strongly suggests that our college send faculty to the next training which will be held on December 4, 2015 at Evergreen College.

**Motion** - To approve the Distance Education plan as presented.

**Discussion** - none

**Oppose** – none

**The plan was approved unanimously**

#### H. Adjournment

The meeting was adjourned at 11:25 am.