Cañada College

INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF

Friday, March 2ⁿᵈ, 2018
9:30 am – 11:30 pm, Building 2, Room 10

Members Present: James Carranza, Loretta Davis-Rascon, Nick DeMello, Valeria Estrada, Tracy Huang, Matt Lee, Sandra Mendez, Katie Osborne, Katie Schertle, Rebekah Taveau

Members Absent: Susan Mahoney, Jessica Kaven

Guests: Leonor Cabrera

1) Adoption of [Agenda](#)

Motion – Approve as presented
Discussion – None
Abstentions – None
Opposed - None
Approval - Approved unanimously

2) Approval of Minutes – *[February 2ⁿᵈ, 2018](#)*

Motion – Approve as presented
Discussion – None
Abstentions – Two members
Opposed - None
Approval - Approved unanimously

3) Business

A. Institutional Set Standards Progress

This item was presented by Interim Dean of PRIE, Tracy Huang. Tracy presented the Institutional Set Standards Progress and additional information can be found [here](#). Every year, our institution sets standards to ensure that we achieve our mission. The standards are related to our success, retention, number of students completed, etc. It is required by ACCJC and the Department of Education that all institutions have set standards or targets that we should annually meet and strive to achieve and that we monitor. We submit our Institutional-Set Standards and Goals to the ACCJC and they review them by trend.

James Carranza asked the question, do we have any notes on the process for setting our targets, or set-standards? Tracy informed the group that we do not have any notes on the process and she will

bring this back to the Planning and Budgeting Council (PBC). She also indicated that we should not be using the word "benchmark" as that could be misunderstood as national bench-marking when our set-standards are set by our own college to monitor where we are at. We should also try to consider trends. For example, as you notice below in our Student Course Completion set-standard, our completion rates are exceeding our set-standard but this data is from 2016-17 and our current enrollment is down which will lead to a decline in completion in upcoming years. Updated set-standards, or goals, will be discussed in April. It was suggested that we consider national averages during the April discussion so we have external data to compare to our own set-standards The discussion in PBC has always been to make sure we are setting reasonable goals.

In further explaining the process for developing set-standards, Tracy explained that we are currently using the District's metric which looks at a 5-year average and our college will adjust our percentage of goal accordingly. She also noted that some colleges use the "floor" or a three-year average and take 75% of that average as their minimum (or benchmark) and if they are falling below the minimum then this is a way to monitor their set-standards. These colleges also have "stretch goals" which are aspirational goals that are above the floor that the college strives towards.

Below you will find the (5) set-standards and progress data:

Note that the green bars indicate our progress based on data from the 2016-17 academic year and the grey bars indicate our set-standards.

   i. Student Course Completion (broken down by different types of courses)
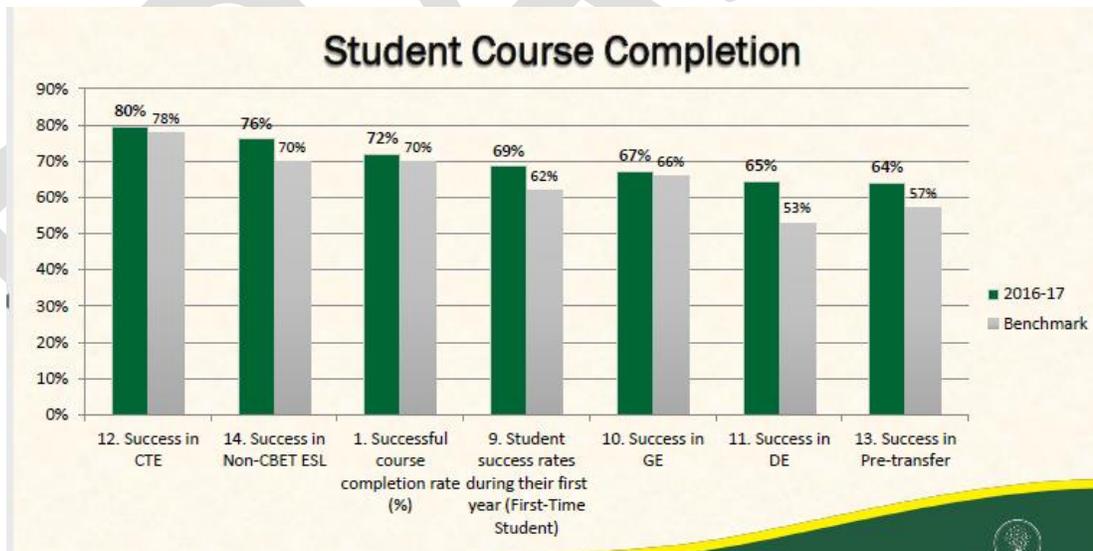
It was suggested to couple the set-standards with our goals from our college's integrated plan which targets specific student groups.

ii. Degree or Certification Completion & Transfer

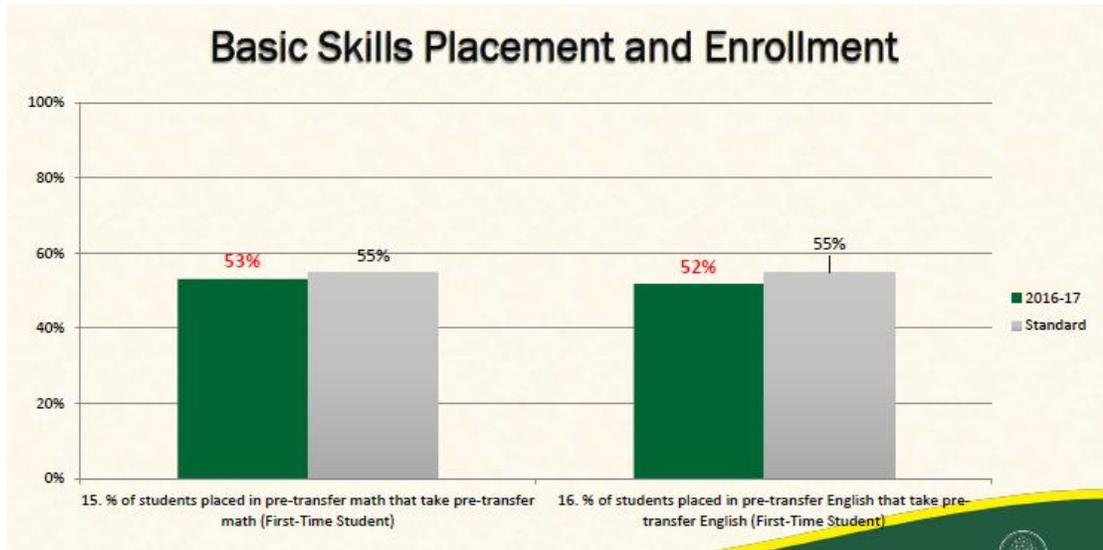

Degree or Certification Completion and Transfer
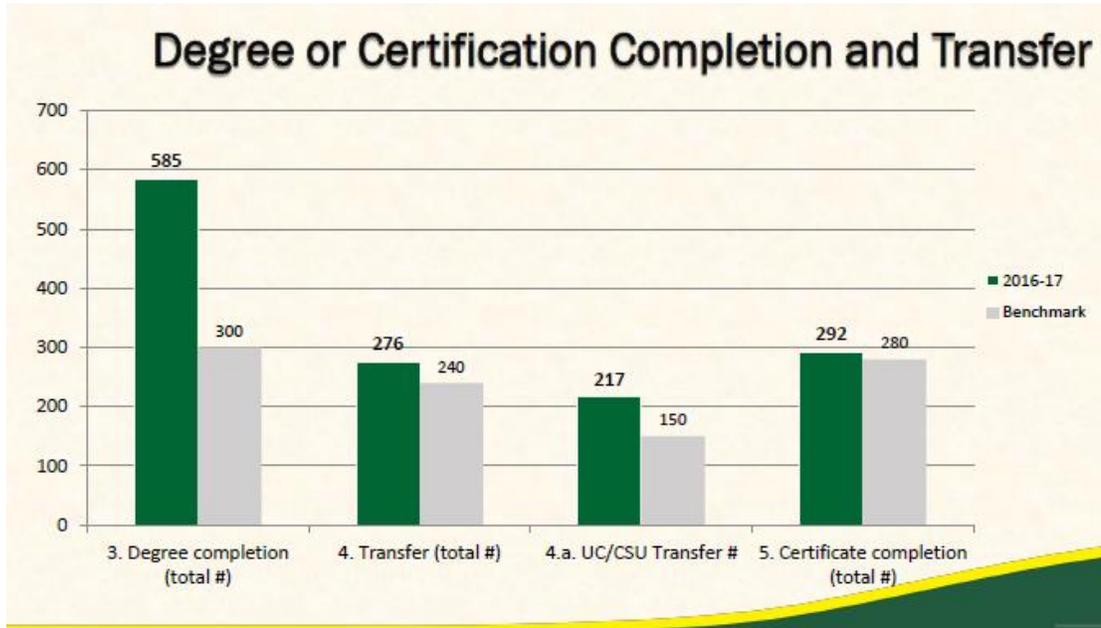
If you notice, we have almost doubled our goal for degree completion (total #) which we might want to revisit and increase. It may also be the case that since our enrollment has decreased, the trend will not be the same moving forward and we should adjust based on a current percentage of enrollment.

iii. Persistence Rate
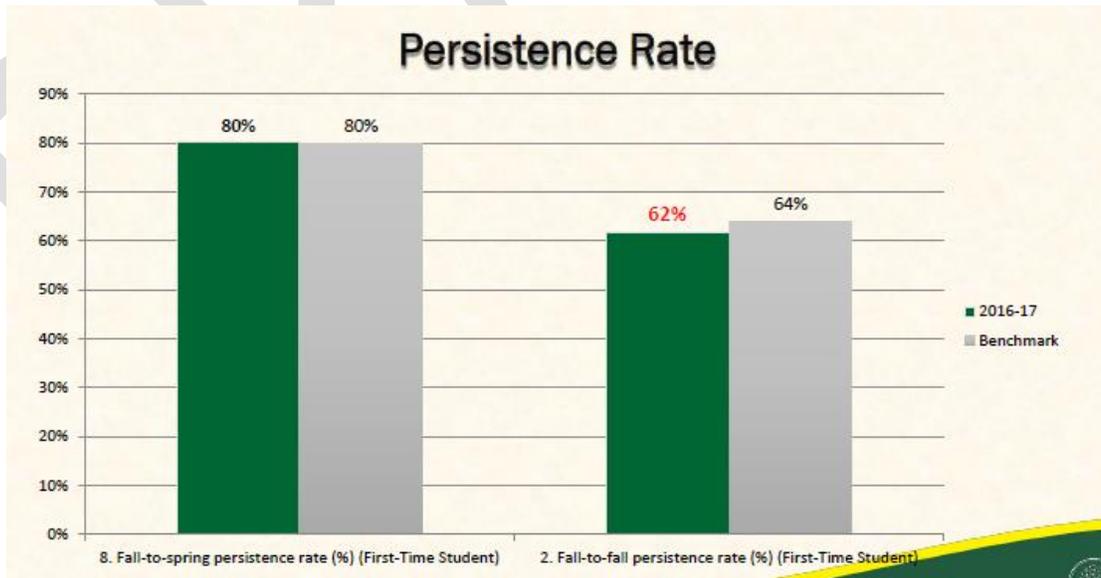
Persistence Rate

Since we did not meet our persistence rate goal (or floor) from Fall to Fall we can either consider adjusting our goal or focus our efforts on our persistence rate. This data shows that students are coming back for the next semester (between fall and spring) but are not necessarily coming back the following academic year (fall to fall).

iv. Basic Skills Placement & Enrollment

Basic Skills Placement and Enrollment

The first comparison is the percent of students who are placed in a pre-transfer math that take a pre-transfer math course which allows students to work towards obtaining their certificate, degree or transfer (completion). The data was taken from the Fall 2016 cohort and with the new AB 705 and math sequences we can expect this number to increase. It was also noted that Multiple Measures was already implemented during this time the data was collected from. The second comparison is the percent of students who are placed in pre-transfer English that take a pre-transfer English course.

v. FTES & Productivity (Load)

FTES and Productivity (Load)
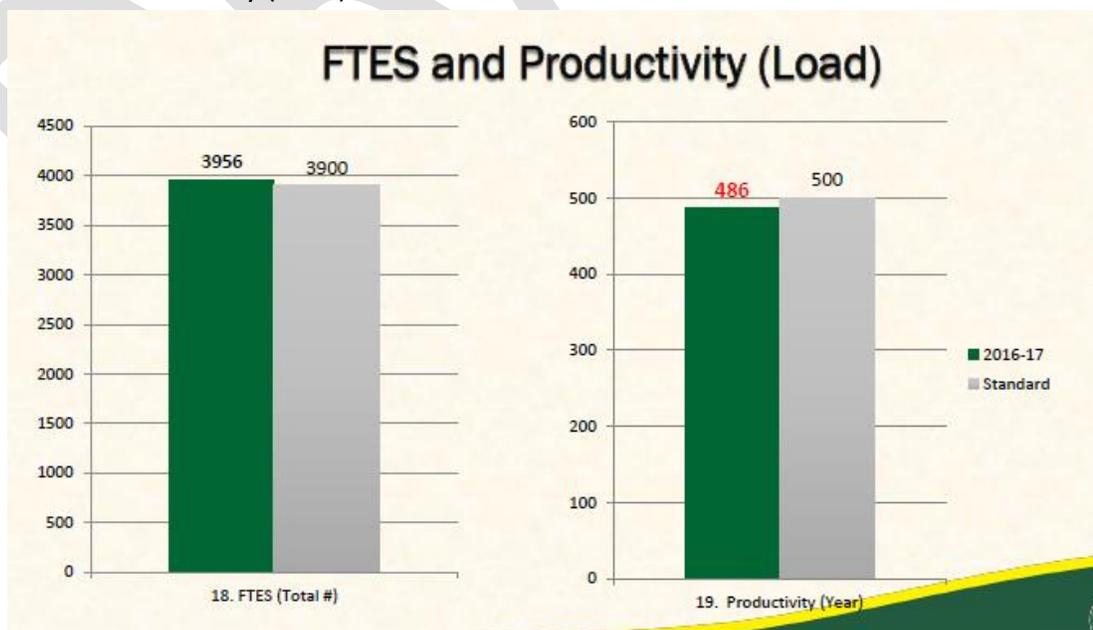
The next steps are to adjust the standards that we are meeting extremely well; degree completion and certification completion. Additionally we will develop plans and steps towards closing the gaps and have a follow up discussion about the set-standards, both the metrics and goals. Tracy will be put a future IPC meeting agenda to discuss this further.

B. **Update on Positions**
Dean of Humanities and Social Sciences and IPC Co-Chair, James Carranza presented this agenda item. The following positions have been approved:
  i. Faculty Positions
      1. Consistent with the Academic Senate Prioritization list the new faculty hire will be for the biology position (tenure track).
      2. Consistent with the requests we received the replacement faculty positions will be for two ESL positions. With the support of the Academic Senate and PBC, we also anticipate funding a replacement position in psychology.
  ii. Classified Positions
      1. Shipping and Receiving Clerk (increase from .48 to 1.0)
      2. Staff Assistant, Middle College (increase from .48 to 1.0)

C. **Program Review Timeline**
Dean of Humanities and Social Sciences and IPC Co-Chair, James Carranza presented this agenda item. The March 16th IPC meeting will be a long meeting, scheduled from 8:30am to 12:00pm and will be dedicated to Instructional Program Reviews. Dean Carranza asked all IPC members to bring their laptops to this meeting. On the agenda on March 16th, President Moore will be presenting the results of the climate survey and Rebekah Sidman-Taveau will be presenting the resolution on Equity before the Instructional Program Review begins. IPC members will break up into groups of two to three people and will review Instructional Program Reviews online using SPOL and will complete the IPC feedback form for each Instructional Program Review.

The April 6th IPC meeting will be dedicated to Program Review Resource Requests. Each Division will prioritize their requests prior to this IPC meeting.

The April 20th IPC meeting will reserve additional time as needed for the Program Review Resource Requests.

The May 4th IPC meeting will be dedicated to Program Review Presentations from the following departments:

English	Learning Center
English as a Second Language	Library
Latin American Studies	Spanish

An IPC member asked for some clarification on the process for the Program Review Resource Request process. Resource Requests were have already been submitted in SPOL, is there still time for those who submitted requests to work with their Deans to look at prioritization at the Division level? Dean Carranza confirmed that the VPA Office has sent lists to all Deans to include the resource requests for their divisions and each division will prioritize their requests before submitting them to IPC for review. Tracy Huang reminded IPC members that this is a new process and in future years, the prioritization at the division level should be done *before* the resource request are submitted into SPOL. Programs should discuss their requests with their Dean before submitting into SPOL as not all resource requests go into SPOL via the Resource Request process, only those that are lottery funded (not funded by program budgets already such as instructional materials).

D. **Additional Announcements**

James Carranza presented some information on IPC membership. Based on the IPC membership (15 members) our quorum in order to vote on action items is 50% +1 members, or 8 members. With IPC's current active membership, there are 11 members which means that only three members can be absent from any meeting. It was noted that our student representatives were having some trouble making the meetings to ASCCC has included it on their next agenda item to see if they can appoint one or two (ideally) new members who can be present for the remaining IPC meetings of this year. It does not state in the IPC bylaws if we use the actual membership as stated in the bylaws (15) or only the active membership of positions that are filled (currently at 11) in order to determine quorum. IPC members can designate an alternate representative for themselves if they are unable to attend.

Tracy Huang announced that there is a need for SLO Coaches (for the Assessment team) for Humanities and Social Sciences, Science and Technology, and Counseling. The role of these coaches is to work with their divisions to complete their three-year SLO plans. We report the percent of updated plans to ACCJC.

Rebekah Sidman-Taveau announced that Dr. Marc Marje Howard, Professor of Government and Law at Georgetown University will be holding a talk on "How to Address Prison Injustice in Educational Programs". Students, Staff, Faculty and Administrators are all invited and encouraged to attend. The event will be held on March 9th from 12pm to 2:30pm in 3-142 and lunch will be served.

4) Adjournment

Meeting adjourned at 10:15am