



**INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF**

**Friday, September 15, 2017
9:30 am – 11:30 pm, Building 2, Room 10**

Members Present: Loretta Davis Rascon, Nick DeMello, Tracy Huang, David Johnson, Matt Lee, Susan Mahoney, Sandra Mendez, Katie Osborne, Katie Schertle, Rebekah Tavaeu

Members Absent: James Carranza, Valeria Estrada, Jessica Kaven, Luis Mendez

Guests: Leonor Cabrera, Patty Hall, Alex Kramer, Jamie Hui, Wanda Nalls

1) Adoption of [Agenda](#)

Motion – Approve as presented

Discussion – None

Abstentions – None

Opposed - None

Approval - Approved unanimously

2) Approval of Minutes – [August 25, 2017](#)

Motion – Approve as presented

Discussion – None

Abstentions – None

Opposed - None

Approval - Approved unanimously

3) Business

A. Human Services Department

- i. Interim Dean of Business, Design and Workforce, Leonor Cabrera, presented a PowerPoint presentation related to the declining enrollment in Human Services classes. This presentation can be found on the IPC webpage under the documents column for the 9/15/2017 meeting [here](#).
- ii. Co-Chair Johnson wanted to make it clear that this presentation is informational and for context only and should be looked at as initiating an inquiry and not an inquisition. This presentation is not the start of any formal processes.
- iii. *Slide #2 – Findings: Decrease in enrollment (census) from 2014 to 2017 of 60.1%*
 1. 2017 enrollment number noted is not the actual number of enrollments at census, it is the number of enrollments before classes were canceled (duplicated student headcount).
 2. In years past, HMSV had access to the PEEP Grant to teach classes in Spanish and the grant ran out which might have contributed partially to the decrease in enrollment.
- iv. *Slide #3 – Findings: Decrease in LOAD from fall 2014 to fall 2017 of 70.5%*
- v. *Slide #4 – Job Titles & Education Required*

1. How much education is necessary for Human Services Jobs?
 2. Social and Human Services Assistants and Eligibility Interviewers in Government Programs are the two jobs that do not require a Bachelor's or Master's degree but an AA is not necessary to obtain these jobs. If someone has a GED or a High School Diploma they may have been getting entry level jobs and competing with our students who have an AA.
- vi. *Slide #5 – Projected Growth (2017-2027) and Annual Salary*
1. Information was obtained from Bureau of Labor Statistics, and EDD.
 2. The largest growth is among Healthcare and Social Workers which requires a Master's Degree.
 3. The annual salary for Social and Human Services Assistances is only \$43,238 which is below what San Mateo County states as the “low low” to live in the area.
- vii. *Slide #6 and #7– Promotions/Marketing*
1. Researched other Human Services programs in the area and found that they also are not doing very well and that those programs focus on alcohol and drug substance abuse which Cañada's program does not do.
- viii. *Slide #8 – Brainstorming Ideas*
1. The Brainstorming of ideas were brought about at the Human Services Retreat with HMSV Faculty and Staff as they brainstormed what could be done to improve enrollments.
- ix. Interim Dean, Leonor Cabrera, will be bringing the findings to all Participatory Governance groups.
- x. Questions/Comments
1. A Committee member asked; what are the student populations (demographics) that typically take Human Services Courses?
 - a. Interim Dean, Cabrera, answered that the demographics are students over the age of 40, more women than men and majority Hispanic (especially when the PEEP grant was in place and courses were being taught in Spanish)
 2. A Committee member stated that the Welcome Center gets many phone calls from current or potential students asking about substance abuse programs. The member also stated that students want to take classes are transferrable to their CSU programs.
 - a. Interim Dean, Cabrera stated that CSM did have a substance abuse program but dropped the program.
 - b. Interim Dean, Cabrera stated that all classes are transferrable but possibly because they are not lined up exactly with a CSU they may not transfer on a one-to-one basis.
 - c. A Committee member clarified that the Human Services Department wanted to focus more on transfer and getting students prepared for their Bachelor's because that is where the better jobs are. The TMC and align with transfer will be looking particularly at SFSU, SJSU and Notre Dame de Namur.
 3. A Committee member asked if the CSU's do not have Human Services as a major.
 - a. A member of the Human Services Department stated that SJSU has a Social Work program but SFSU and Cal State Easy Bay do not. Since Cañada's Human Services program does not feed directly into a Social Work program there is no direct program to feed into at these colleges.
 4. A Committee member asked if any of the Human Services classes at Cañada are transferrable as part of a major.
 - a. Interim Dean, Cabrera had previously asked Janet Stringer (Articulation Officer) and she stated that two classes are directly transferrable but who need some additional work done to the curriculum; the Intro class and the Internship class.
 5. A Committee member stated that both Foothill and Skyline are able to offer BA Degrees. There are changes occurring at the State level that are opening up more opportunities. The current restriction is if there is no UC or CSU within 100 miles that offers that degree then the community colleges can offer the Bachelor's Degree. Perhaps this can be done in partnership with Notre Dame de Namur.

- a. Interim Dean, Cabrera stated that Human Services is very broad and programs are very specific. Offering a Human Services Bachelor's Degree would run into the same problem that the jobs do not line up with the broader degree. Wants to focus more on lining up with the CSU degrees (Substance Abuse Counseling, Social Work). In order to do this, all curriculum would need to be submitted by October 31st, 2017 to have it be applicable for fall 2018 but the program is suffering right now.
6. A Committee member asked how the promotional postcards are being distributed
 - a. Alex Kramer (Director of Workforce Development) stated that the postcards are mostly being distributed at tabling events with local high schools and they are not being mailed out to the community.
 - b. A Committee member suggested to reach out to hiring professionals who may be able to hand the post-cards out when people apply for jobs they are not qualified for to encourage them to enroll in our program to become qualified for the position they are applying for.
 - c. Alex Kramer stated that he did make many one-on-one calls with local Human Services Agencies in the area and most stated they are hiring but only for entry level jobs and there are not many full-time positions available. He also stated that the County would be a good partner for jobs for our students.
7. Patty Hall, Human Services Faculty, stated that the challenge is that the idea that the degree does not naturally link to anything people are hiring for. The jobs that are available are high school diploma or equivalent so many students may already have the entry level job and come to Cañada to obtain a degree to advance but then the degree does not align with any specific job advancement opportunity. The market for certifications (stackable certificates or micro-credentials) that enhance jobs for our HMSV students is not that robust. They can be a part of a Department but they need the strength of a career path in order to build robust classes. Classes can also be cross-listed with other programs on campus but there still needs to be a core definition.
8. Wanda Nalls, Human Services Faculty stated that obtaining a job straight out of high school in the Human Services field does not typically happen unless the person has experience. There are probably many people with Bachelor's Degrees applying for Human Services jobs where only a High School Diploma or equivalent is required which makes these jobs very competitive. A six figure salary is needed to live comfortably in San Mateo County and she does not believe that any of our AA Degrees at Cañada are equating to jobs that bring in six figure salaries. While Human Services is broad there are jobs that do gear themselves towards Human Services work (requires high school diploma or equivalent with additional community college unites or credential) such as Family Service Worker, Family Outreach Workers, and Crisis Intervention Workers. She feels there has not been a real strategy with regards to the distribution of materials, outreach and recruitment for the Human Services program. She feels that it is rare to have students over 40 in her own Human Services classes and that students of all age ranges take Human Services classes.
9. A Committee member wanted to stress that aligning with the TMC (Social Work/Human Services) is very important but it probably doesn't follow what has been done in the past. Working with County and Government agencies to form partnerships is also very important.
10. A Committee member suggested that this may be a good project for ACES Inquiry. There is compensation (10 hours) available to work on these ACES projects.
 - a. Patty Hall stated that pay is important because this is a program that is staffed by Adjunct Faculty and when the PEEP Grant was providing funding there was a lot of additional support for the Human Services Program. Agrees that ACES Inquiry project do provide great support and could provide a more comprehensive look at the program.

B. Review Reassigned Time Application

- i. The Committee reviewed the below information listed on the [Instructions & Forms page](#) of the IPC webpage.


How to Request Reassigned Time

1. Is the **reassignment mandated** by AFT contract or other agreement with the District, mandated by external agency, accreditation or grant contract?

- If **YES**, you do not need to complete a **Request for Reassignment (RRP)** – contact your dean to establish your reassignment.
- If **NO**, go to 2.

2. Is the reassignment due to a class cancelation?

- If **YES**, you do not need to complete a RRP – work with your dean to search for an alternative teaching assignment or to establish your reassignment.
- If **NO**, go to 3.

3. Is the reassignment for work that is covered by [Appendix D1](#) .

- If **YES**, this work is not eligible for reassignment – contact your dean to learn about alternative ways of accomplishing the work.
- If **NO**, go to 4.

4. Download and complete the RRP application (see Downloads below). You may want to examine the example application and review the rubric to see how your application will be scored.

5. The completed RRP application must be signed by your dean.

6. Submit the completed document to the Office of Instruction who will forward it to IPC for review.

- ii. The Committee worked on discussing and submitting changes to the Request for Reassigned Time Proposal (RRP) Application. Refer to changes indicated in the document below:

Request for Reassignment Proposal

Instructions: Complete the following form, ask your dean to review and sign, and then submit it to the Office of Instruction. You can use the Tab key to move through the form fields.

1. Term in which assignment would begin (*semester, year*)

2. Application Date (*mm/dd/yyyy*)

3. Author(s)

Overview

4. Type of Request:

- New request for reassignment
- Renewal of existing reassignment
- Augmentation to existing reassignment
- ~~Revision to a previously submitted application~~

5. Position or Project Name:

Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)

Amount of Reassignment

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week

6. Fall (FTE) Spring (FTE) Total Annual (FTE)

7. Duration of Reassignment

How many semesters of reassigned time are being requested? When is the end date? (Please note that if the request exceeds two years, a renewal RRP will be required.)

~~10. The following responsibilities are included as part of faculty workload (insert hyperlink to Appendix D1). Please explain how the duties for which you are requesting reassigned time are different from those enumerated in Appendix D1.~~

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~~40-11. Identify the core responsibilities, duties to be performed, and explain why they require the amount of requested reassigned time.~~

~~44-12. Identify how the activities align with the college's strategic plans and initiatives. (Please limit response to 250 words).~~

~~42. Provide evidence that the quantity of reassigned time being requested is justified by the workload.
This might be accomplished by providing a schedule of work to be performed during a typical week. (1 unit = 2.5 hours per week)~~

~~43. Nature, number and frequency of meeting (if applicable)~~

~~44. Number of faculty directly served by this position annually (if applicable)~~

~~45-13. Number of students directly served by this position annually (if applicable)~~

~~Assessment~~

~~46-14. Outcomes~~

~~List the outcomes that can be expected upon completion of the term of reassignment.
(Please limit response to 250 words)~~

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~~47-15. Accountability~~

~~Describe how the activities performed under this assignment will be recorded and reported.~~

1. A Committee member stated that when applications were submitted in the past, there were two types of applications that were received. 1) Applications where people only filled in the boxes and 2) Applications where people used the form as a guideline to provide a proposal.
 - a. Co-Chair Johnson agreed that we want our form to indicate to those that are filling it out that more is better than less and we do not just want those checking boxes without additional information.

- b. A Committee member stated that when she is filling out a form, whatever space is provided on the form to complete the answer that guides how long her answer may be. Suggested indicating word count on application.
- 2. Above changes will be included in an updated RRP Application and made available on IPC webpage.

C. Faculty Professional Development

- i. This item will be revisited at a future meeting.
- ii. Reassigned time for CIETL Coordinator position.
 - 1. 6 units for the year – being split between Lezlee Ware and Jessica Kaven
 - 2. They will be working on reestablishing a physical space for Faculty Professional Development.

D. Setting Goals for 2017-18

- i. Refer to 8/25/2017 minutes [here](#). Section D includes Goals from 2016-17 IPC and items that are not highlighted are ones in progress from 16-17 to be added to 17-18 goals.
- ii. Co-Chair Johnson referred to the goal of *Program Migration and Revitalization*. He stated that he would like to see IPC play a more prominent role in this work. He would like IPC to be proactive in trying to identify areas of concern other than waiting until those areas of concern are presented to us. He feels like this rarely happens and often by the time the concerns are brought to IPC it is can be late. IPC should play a role in leading the conversation about program creation and program improvement.

A Committee member stated that IPC should be doing some research of new programs occurring at other institutions because we may not have Faculty appropriate for entirely new programs. Finding new opportunities, bringing them to Senate and suggesting exploratory committees.

Co-Chair Johnson asked the Committee members if there was any conversation last year regarding the viticulture program. He used this as an example of how IPC should be involved in the creation of new programs, working in tandem with the Curriculum Committee and PBC as this is the role of the Instructional Planning Council. Co-Chair Johnson brought up the *New Program Development Process* in the [Participatory Governance Manual](#) (see page 24 below)

5. New Program Development Process (Fund 1)

The process for developing new programs can be varied – it may be recommended by an individual within a department, a dean, a vice president or an outside mandate. The following is a “general” guide for how the process will work for creating new programs:

Step 1. The Idea

The idea for a new general fund (Fund 1) program is identified and a proposal developed.

Step 2. Review by Dean/VP

The proposal is reviewed by the Dean, VP, VPC and Faculty Council.

Step 3. Data and Financial Analysis

The Office of Research, Planning & Student Success and the Business Office provides an analysis of the proposal presented.

Step 4. Review by Groups

The new program idea is reviewed by appropriate groups such as the Division, the Curriculum Committee, Academic Senate, or the SSPC/IPC/APC.

Step 5. Review by Cabinet

The College Cabinet will review and discuss the proposed program.

Step 6. Review by PBC

The Planning & Budgeting Council will review the request for a new program and advise the President.

Step 1 – Co-Chair Johnson suggested the IPC should be the space for Faculty members who are developing a proposal for a new program to come and share their ideas to get feedback from IPC before it goes to the Deans/VP. Committee members agreed that IPC should be at ground floor of new program creation/development. The Committee proposed the addition to the line in the above section of the Participatory Governance Manual so Step 1 would read: “The idea for a new general fund (Fund 1) program is identified and a proposal developed. IPC is the primary group to provide a forum for new program feedback.” This is a proposal for a revision to the New Program Development Process.

Step 4 – IPC’s official review of new program being presented.

Co-Chair Johnson pulled up the [IPC bylaws](#) and referenced the Purpose of the Instructional Planning Council, #5 which states “Evaluate proposals for new instructional programs and instructional program discontinuance”. IPC would like to evaluate new instructional programs a little earlier in the process. A Committee member stated that IPC would like to help programs a little earlier in the process not just when it comes to new programs but also the revitalization aspect. The key is reaching out before there is a problem and looking at ways to enhance and expand even healthy programs. When writing program reviews, some programs try to hide that things are going wrong as programs want to put their best foot forward in Program Review. This is a defensive posture which does not help the students or the program. Co-Chair Johnson stated that we should try to engender a culture where it is not punitive as IPC is trying to help programs. A Committee member suggested the change to #5 in bylaws to include the wording “cultivate new proposals” in addition to evaluate.

The topic of SPOL and Program review were discussed amongst the IPC members and Co-Chair Johnson suggested that a training for Assessment tools (SPOL and TracDAT) be included on a future IPC agenda to be taught by Allison Hughes or Jessica Kaven. All members of IPC should feel comfortable with SPOL and TracDat. Interim Dean of PRIE, Tracy Huang, let the Committee know that SPOL recently received an update to make more user friendly. A Committee member stated that people spend a long time working on their program reviews and after reviews are submitted, there is no feedback. Interim Dean of PRIE, Tracy Huang stated that as we move into our comprehensive review that is a process we need to evaluate ourselves on and understand. We need to close the loop on program review (resource requests) and VPI Marquez and Tracy Huang or working on developing a process for this as it pertains to resource requests. The evaluation of existing programs should be a part of program review.

E. Other topics/questions

- i. A Committee Member asked if there was any news or update about the hiring justification procedures and timeline or deadline for this year
 1. The timeline is to be approved at the PBC meeting on 9/20/2017
- ii. Reassigned Time Budget
 1. The Office of Instruction has put together a budget of reassigned time that was approved through the Reassigned Time Process from 16/17

2. Co-Chair Johnson will present this budget to PBC on 9/20/2017 (this includes salary, benefits and FTEF) to see if we can assume the same or similar budget for the 2018/19 proposals
 - a. Total Salary and Benefits = \$251,691.56
 - b. Total FTEF
 - i. Fall 2016 = 2.16
 - ii. Spring 2017 = 1.96

Items in yellow have been entered in Banner							FALL 2016			SPRING 2017		
Name	G Number	Request	Reapp	Position / Project	Reassigned Time Salary	Reassigned Time Benefits	Fund 1	Grant	AFT	Fund 1	Grant	AFT
Castello, Jenny	G00003980	Renewal (Approved 15-16)	1718	ESL Department Coordination	\$18,362.16	\$6,470.82	0.20			0.20		
Chaney, Ronda	G00000665	Renewal (Approved 15-16)	1718	FASH Coordination	\$19,714.32	\$7,148.41	0.20			0.20		
Erickson, Denise	G00004070	Renewal	1718	GE Pathways Instructional Support	\$10,522.80	\$3,708.25	0.20			n/a		
Field, Alison	G00691509	Augmentation/Renewal (.13, .13)	1718	Social Sciences Coordinator	\$5,888.20	\$2,135.06	0.13			n/a		
Garcia, Mike	G00000141	Renewal	1718	Athletic Director	\$38,465.28	\$13,947.51	0.25			0.25		
Garcia, Mike	G00000141			Other Stud. Svcs. - Athletics (Staff Training)			0.15			0.15		
Kaven, Jessica	G00943166	Renewal	1718	Honors Transfer Program Coordinator	\$36,037.44	\$12,699.63	0.40			0.40		
Maher, Doniella	G00860076	Renewal	1718	English and Reading department Coordination	\$7,157.16	\$2,595.19	0.10			0.10		
Meckler, David	G00508598	New	1718	Fine & Performing Arts Coordination (entered under MUS)	\$18,586.80	\$6,739.57	0.20			0.20		
Naas, Paul	G00282688	Renewal (Approved 15-16)	1718	MART Coordination	\$15,658.54	\$5,677.79	0.20			0.20		
Smith, Ami	G01005829	Augmentation/Renewal (.13, .13)	1718	Social Sciences Coordinator	\$5,155.72	\$1,869.46	n/a			0.13		
Torres, Elsa	G00912904	Renewal (Approved 15-16)	1718	INTD Coordination	\$9,651.73	\$3,499.72	0.13			0.13		
Renewal from 15/16				TOTALS	\$185,200.15	\$66,491.41	FA16			SP17		
Results from 16/17				TOTAL SALARY & BENEFITS	\$251,691.56		2.16	0.00	0.00	1.96	0.00	0.00

4) Adjournment
Meeting adjourned at