



**INSTRUCTIONAL PLANNING COUNCIL  
MEETING MINUTES OF**

**Friday, May 4<sup>th</sup>, 2018  
9:30 am – 11:30 pm, Building 2, Room 10**

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

**Members Absent:** James Carranza, Nick DeMello, Susan Mahoney, Christopher Silva-Lucero, Jessica Kaven

**Guests:** Diana Tedone-Goldstone, Allison Field, Nick Carr, Maureen Wiley, David Clay, Yolanda Valenzuela

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### **1) Adoption of [Agenda](#)**

Interim Dean of PRIE, Tracy Huang, asked the committee to modify the agenda to include the IPC Self Evaluation as Business Item D.

**Motion** – Approve agenda with modification to include the IPC Self Evaluation as Business Item D.

**Discussion** – None

**Abstentions** – None

**Opposed** - None

**Approval** - Approved unanimously

### **2) Approval of Minutes – [April 20<sup>th</sup>, 2018](#)**

IPC Co-Chair, Katie Schertle, pointed out that the draft minutes included Katie Schertle, Rebekah Taveau and Christopher Silva-Lucero as both present and absent. All three members should only be included on the “members absent list”.

**Motion** – Approve draft minutes from the April 20<sup>th</sup> IPC meeting, including the revisions indicated above.

**Discussion** – None

**Abstentions** – None

**Opposed** - None

**Approval** - Approved unanimously

### **3) Business**

#### **A. Instructional Program Review Presentations**

##### **[Library](#)**

The presentation for the Library was presented by Valeria Estrada and Diana Tedone-Goldstone. The presentation can be found in the link above and includes information in addition to the notes below.

**Program Strengths** – An online LIBR 100 class has been added for the CWA Program. Additionally, film streaming was added based on Faculty feedback. There has also been an increase in students coming

into the library to get help with research and citation and the online research guide use has increased significantly.

Challenges – The Textbook, Laptops, and Calculator (TLC) program needs more support as it takes up a significant amount of Library Staff time. There are only 5 group study rooms available at the moment for students who come to the Library looking for a quiet space to collaborate with their peers. Additionally, there is no set budget for adjunct librarians and they are typically not scheduled for the semester until later which reduces the efficiency of staffing adjuncts as many of their adjunct librarians may find work elsewhere while waiting to be scheduled to work at Cañada.

Response to Program Review Feedback – The IPC Program Review feedback to the Library was to have their PLO's align with their SLO's. The Library wants to evaluate the Library as a whole program versus just LIBR 100. The SLO's are just for evaluating LIBR 100. There is a lot of other instruction done in the Library besides LIBR 100 such as in-person reference, using resources ethically and evaluating resources. Additionally, classes schedule time for Library Instructional Sessions which are tailored based on course requirements. They also want to measure how students are utilizing the Library space and resources. PLO's are for measuring the Library as a whole and SLO's are for measuring LIBR 100.

Plans for strengthening Program – The Library would like to receive more feedback from the Cañada community. Some examples of how they would like to receive feedback are through student focus groups, faculty surveys, and campus-wide surveys. They would like to promote the Library on campus as well as collaborate with programs on campus (such as with the Learning Center) and off campus (such as with the Redwood City Public Library). The Library will also continue to request new positions for Librarians and a Library Support Specialist.

Discussion – An IPC member indicated that after she heard this presentation she would be more cognizant of reserving the Library private study rooms for students. She also commended the Library on their 40% increase in reference librarians and asked if Diana and Valeria had an idea of what prompted the increase. They stated that they have very good adjunct librarians at the reference desk and that Faculty are encouraging their students to come into the Library and get help. Co-Chair, Katie Schertle, stated that she appreciates the distinction between evaluating the SLOs and PLOs. There was a discussion regarding the construction having an impact on the usage of the Library space as the Library is currently being used to house some Faculty offices. IPC members support the outreach for student study rooms as they notice they sometimes go unused. It was also mentioned that the Library has been very influential with the Puente Program.

### [English as a Second Language \(ESL\)](#)

The presentation for English as a Second Language (ESL) was presented by Rebekah Taveau, Julie Carey and Katie Schertle. The presentation can be found in the link above and includes information in addition to the notes below.

Program Strengths – ESL is constantly working in the community and brings students from the community to Cañada College. Many of our ESL students transfer to Cañada College. There are clear pathways for ESL students and they can finish the pathways within three years. ESL Faculty and Staff are involved across campus and the state. The ESL success rate is currently aligned with the college average and the ESL retention rate is above the college average. Many current and former ESL students (17.5%) are receiving degrees and certificates from Cañada College during graduation.

Challenges – The ESL Department sees challenges as opportunities. Some challenges that were mentioned were working with offsite partners (due to a high turnover in Redwood City Principals) and the Digital Divide. With regard to the above challenges, The Retention Specialist and Coordinator play a key role within the ESL department. The Retention Specialist has launched technology workshops to help with the Digital Divide and provides one-on-one follow up with ESL students. Both the Retention Specialist and Coordinator also work closely with off-site partners. With recent anti-immigrant rhetoric and policy, there has been a big increase in harassment and discrimination which adversely affects students. The ESL Department has been working with the Legal Clinic, Dream Center and the Wellness Center as they all provide important resources for students. Additionally, affordable housing in the Bay area is a huge barrier for ESL (and all) students. Finding a viable solution for the lack of affordable housing for our students is no easy feat but the ESL Department has collaborated with SparkPoint to imbed financial literacy within some of their curriculum. Many ESL students are taking classes to better their careers and they should be looked at as a great group of students to provide “in-reach “as many ESL students are still trying to figure out what to do next.

Response to Program Review Feedback – Katie Schertle read the below memo regarding Program Review and the practicality of SPOL:

*Dear IPC Members,*

*Program Review is meant to serve two purposes.*

- *First, it allows us to identify challenges our programs have been facing or gaps in our programs we may have overlooked.*
- *Second, it provides departments the opportunity to self-reflect, thus enabling us to recognize our strengths and successes and share them with the college community as a whole. When we do this, we are sharing strategies that other departments may be able to incorporate into their own practices in order to address challenges they may be facing. In other words, it serves as a kind of best practices repository for the college.*

*Unfortunately, the mechanism we have been using to conduct Program Review, SPOL, has not facilitated the process in any way. Rather, its cumbersome technology has been an obstacle to completing Program Review in any kind of fruitful manner. The general consensus on campus seems to be that SPOL is not well-liked for Program Review purposes. This is an informal assessment of the campus attitude toward SPOL, but I think it is accurate.*

*I would like to propose that we, the Instructional Planning Council, take on the project of replacing SPOL with another mechanism for conducting Program Review. I would like to begin this project at the beginning of the Fall Semester this year as an agenda item for the first IPC meeting of the semester. My hope is that we can come up with a much simpler process in time for the Program Reviews that will begin in the Spring Semester of 2019.*

*I think we are the logical body to take on this project because Program Review is submitted to us to evaluate, and Program Review presentations are made here at our meetings. I haven't discussed this with James yet, but I don't anticipate any resistance from him. I also hope that this proposal will meet with your support.*

Discussion – An IPC member asked if there has been any thought in offering an interpreter program at Cañada. It was noted that San Francisco State University (SFSU) used to run this program. There was

recently a conversation regarding this program and Monica Malamud has looked into it and should have some additional information. There was a discussion regarding the recent memo concerning AB705 and ESL which was recently released by the State Chancellor's Office. The ESL pathway at Cañada is currently highly accelerated compared to other programs but the ESL Department is sending a team to the California Acceleration Project (CAP) Conference to learn more. Additionally they have started conversations with the English Department regarding providing grammatical support to students. Research shows that learning a second language just takes time and is different than other disciplines. The legislation (AB705) is very vague and our college might not be as heavily impacted by it as other colleges. ESL has been working on their placement exam and are looking at accessible markers for their placement exam. There was a conversation regarding the ESL and Basic Skills Retention Specialist positions and how they support the programs and students on campus. Any student who is placed or taking courses at two levels below transfer is put on the caseload for the Basic Skills Retention Specialist. The ESL Retention Specialist does intrusive counseling (and speaks Spanish) but the Basic Skills Retention Specialist doesn't need to speak Spanish because of the students' level of English competency by the time they are placed into the Basic Skills level courses.

### Learning Center

The presentation for the Learning Center was presented by Diva Ward. The presentation can be found in the link above and includes information in addition to the notes below.

Presentation – The Learning Center is a community of academic support services and programs aimed at improving student success, retention, persistence and completion. Diva Ward passed out the Learning Center “Open House Map” which outlines all of the different programs and services that can be found in the Learning Center. There are many programs and services that can be found in the Learning Center. Additionally, there are 11 courses taught through the Learning Center. Diva presented information regarding the specific programs, courses and logged student usage and tutoring numbers to the IPC committee. Diva pointed out new additions to the Learning Center Website page which includes a new page specifically geared towards instructors. This instructor page points out services that are available to instructors; such as test proctoring and how to refer students to tutoring services. Diva also mentioned that they would like to encourage Faculty to hold Office Hours in the Learning Center as it is a great way to meet students and be seen. It was noted that the Learning Center extended study hours will be ending after the Spring 2018 semester. Diva also discussed the makeup of the Learning Center Staff and the roles of the Instructional Aides who work in the Learning Center. Information on specific Staff members can be found on the website [here](#). The Learning Center staff and their roles were discussed. As noted; Jon Omar (Instructional Aide II) supports evening and extended study hours as well as supports the Learning Center Courses and tutoring; Jonathan MacSwain (Instructional Aide II) was described as the “Master of All Things” and he works behind the Learning Center front desk and coordinates test proctoring services, hiring of all student assistants as well as leading orientations; Nick Carr (Instructional Aide II) helps supports Student Athletes and works behind the Learning Center front desk; Julian Taylor is the Tutor Coordinator and Basic Skills Specialist and Dina Zidan is the Office Assistant II for the Learning Center

Discussion –There was a discussion regarding the possibility of someone in the Learning Center giving regularly planned workshops (scheduled before the semester begins) such as Google Docs, Test Taking Prep, and Time Management etc. Diva mentioned that the Learning Center has tried holding these types of workshops in the past and have scheduled them in advance but it has been difficult to get students to attend them. It was suggested that Faculty might influence students to attend by giving

extra credit to their students who attend these workshops. Additionally, the Learning Center is thinking about tailoring workshops for certain classes and having Learning Center Staff go during class time to provide the workshops in classes (versus inside the Learning Center). In the past, there were required lab hours for certain courses (such as certain English courses) that would need to be completed in the Learning Center. With the introduction of AB705, it might be something to consider for students to attend the Learning Center workshops as a part of their required lab hours. Allison Field mentioned that the Financial Aid Office offers Dream Act Application Workshops every Wednesday from 12pm to 2pm. The workshop is set up essentially as drop-in hours where someone from Financial Aid is available to answer questions, etc. She suggested the idea of setting up Learning Center drop in hours on a weekly basis to mimic these types of workshops that are well attended in Financial Aid.

### **Latin American Studies**

The presentation for Latin American Studies was presented by Allison Field and Yolanda Valenzuela. We are the only college in our District that offers the Latin American and Latino Studies (LALS) Degree and Certificate Program. This degree is interdisciplinary and it is a collaborative of five disciplines; Political Science, History, Music, Drama, English.

Strengths – Due to this degree and certificate program being a collaborative of five disciplines, there is a benefit of involvement of Faculty to get together and assess outcomes and class schedules. They offer at least one field trip each year. A lot of what they teach comes alive in the Arts as they take students to plays, museums and more on their field trips. Many Latino students are able to be exposed to the Arts and make connections with themselves and the pieces of art they are exposed to. Students who might not be Spanish speakers appreciate the ability to be bilingual and are exposed to a culture they may not have been a part of before. Through the field trips, students are able to see Latino culture as a culture that can do performing arts and these field trips promote diversity. The Associated Students of Cañada College have been very supportive in helping to fund the field trips through Vending Commission funds. Additionally, there is a close relationship between the Spanish Program and Latin American and Latino Studies programs and while these are two distinctive degrees, they line up very well.

Challenges – Class cancellations are one of the biggest challenges the Latin American and Latino Studies Program faces. Yolanda and Allison mentioned that they feel there is a lack of visibility of the program and an example they used is that there is no subject designation for this program in our web schedule or printed schedule. The lack of a dedicated program budget (dedicated resources) is also seen as a challenge. The program has some promotional materials but since they do not have a dedicated program budget they are required to pull money from each discipline (history, music, etc.) in order to fund the printing of these materials and often run out.

Response to Program Review Feedback – There was a suggestion that they work with Dean of Planning, Research and Institutional Effectiveness (PRIE) to obtain relevant and meaningful data. Allison noted that the last time they completed Program Review, they did work with the PRIE Office to obtain program data but because there are so few students pursuing this degree the data wasn't very helpful or meaningful. In the future, they plan to meet with the PRIE Office ahead of time to see what kind of data would be relevant or helpful for this interdisciplinary program. The problem of having a small number of students is a larger issue as students struggle to find a class within the program that hasn't been canceled. Once cancellations occur, word of mouth inhibits students from pursuing that degree as they do not want to pursue a degree when they hear that the courses within the degree often are

canceled. They are planning to work more closely with the new Vice President of Instruction to “save” this program and were hoping to get a guarantee that certain classes will not be canceled (regardless of how full they are) for at least two years in order to build the program back up.

Discussion – It was suggested that, because we are an HSI Institution, the program may want to look into channeling students who are currently part of existing HSI grants and programs (such as A2B, STEM, ESO) to create pathways. The program would also like to revisit there is no LALS designation in the schedule in order to draw attention to their courses and increase visibility. There was a discussion about the printed materials and brochure and Yolanda and Allison confirmed that when they go on field trips they pass out the printed material but often run out due to issues with funding. Rebekah Taveau stated that when there are LALS students are passionate about their classes, she would love for them to visit her classes to speak to her students about the LALS courses that are available to them. It was noted that the field trips are open to other students (not just LALS Students) as well and they can target potential future students, such as ESL students by inviting them on these fieldtrips. Part of the problem with targeting students is that students at Community Colleges don’t declare their studies so it is hard to identify students in these programs.

### English

The presentation for English was presented by Doniella Maher, Yolanda Valenzuela, David Clay and Maureen Wiley. The presentation can be found in the link above and includes information in addition to the notes below.

The presents noted that they received the most pleasurable IPC Program Review Feedback they have ever read through.

Looking Forward – The presenters discussed AB705 and how it will impact the English Program as part of the “looking forward” section of their Program Review. Some curricular changes were noted. In the past there were more standalone courses at the pre-transfer level but they have moved toward more accelerated courses. Things are looking very different in English than they did a few years ago as the number of English majors have declined by about 50% from a few years ago. Additionally, it was noted that many students who declare themselves as English majors are ESL students whose goal is to learn English, and not necessarily to transfer. In order to increase the number of English majors, the English Department has done as much as they can at the first level of marketing (flyers, monitor displays on campus, working with the Counseling Department and more).

Current State of the Program – The English Department is attempting to address some of the issues that have begun to emerge over the past few years with regard to Multiple Measures, supplemental instruction, etc. The success rate in English 100 is was at 61% (one of the lowest) last semester and the withdrawal rate was 22% (one of the highest). It was noted that last semester was the first semester with the implementation of the new placement tools which may account for the low success and withdrawal rates. Additionally, they feel there is an absence of a College wide plan with regard to how to address AB705. The English Department is currently looking at the model of in class support as well as co requisite courses in order to address AB705. They hope to meet with the other 3 schools during FLEX Day in August to discuss next steps.

Guided Pathways – Guided pathways was discussed as the question was asked, is there any English Faculty representation in the Guided Pathways conversation? As the college is looking at restructuring what students complete for their General Education requirements, many of them will be taking Math

and English. Math and English will also be affected by AB705 so this will directly impact Guided Pathways as well. While the effects of AB 705 and the restructuring of Meta Majors in Guided Pathways are technically two separate tracks; if we are looking at them both at the same time then they should be considered together. With the acceleration of the English track and the thought that students might be being placed into ENGL 100 without the adequate tools to be successful, it would be beneficial to look at building things like the co requisite model and imbedded tutors into Guided Pathways. Guided Pathways should have a strong focus on the academic support for students. This type of support includes imbedded tutors and mentors in all of English 100 and below courses. A much larger number of students in ENG 100 need help with developmental skills in writing. The need for someone with writing skills to be employed in our Writing Center was also discussed and the possibility of having students who are English majors being used as English tutors.

### Spanish

The presentation for Spanish was presented by Monica Malamud. The presentation can be found in the link above and includes information in addition to the notes below.

Strengths - We have a very comprehensive Spanish program at Cañada College and all courses are offered every year (which is not the case at Skyline whose scheduling is not as comprehensive or at CSM as they only offer 1<sup>st</sup> and 2<sup>nd</sup> year courses). Spanish helps to meet requirements in many different programs and fields and also meets two different areas for IGETC.

Community needs – The Spanish Department has looked at a translation program (previously, there was a translation program offered at Cañada through SFSU but it is no longer offered). The acceptance rate into the program is only 25%. Monica noted that you do not need a degree in order to pass the Court Interpretation examination but the passing rate is very low. You need a lifetime of experience with both English and Spanish in order to pass the course/test. The lifetime experience cannot be taught and thus there aren't classes that can be offered in order to fulfil this need. There were course offered for Medical Spanish but these courses have been canceled due to low enrollment.

Challenges – One of the major challenges the Spanish Department faces is related to enrollment, course cancelations keeping courses offered. Monica was able to show examples of other colleges and the number of entry level through advanced level sections that are offered. By doing this research, it was shown that unless you have a very wide base at the beginning levels (many sections of entry level offered), it becomes difficult to support continuing the program at a higher level.

Modes of Delivery – The Spanish Department is now offering hybrid courses. Monica feels it is not possible to teach a foreign language classes fully online because the goal of mastering a foreign language is directly related to oral communication and conversation.

IPC feedback on presentations – IPC members were thankful for the time and effort that was put into the presentations. They noted that the attendance of this meeting (by both IPC members, administrators and the campus at large) was of concern. Towards the end of the meeting, the only attendees present were 8 IPC members, and there were no administrators present.

### **B. Update bylaws** *(with regard to frequency of meetings)*

IPC Co-Chair, Katie Schertle, presented this agenda item. As a follow up to the last IPC meeting, Katie informed the IPC members that if they wanted to change the frequency of IPC meetings, there would



need to be a motion to update the bylaws in Section IV, C as it is currently stated that “The Instructional Planning Council will meet twice a month and will meet jointly with the Student Services Planning Council at least once a semester, as the need arises“. The committee agreed on the following revised wording to state: “The Instructional Planning Council will meet once a month with additional meetings (including joint meetings with the Student Services Planning Council) as needed.” The most up to date IPC bylaws can be found [here](#).

**Motion** – to revise the wording in Section IV, C of the IPC bylaws to the revised wording as noted above.

**Discussion** – None

**Abstentions** – None

**Opposed** - None

**Approval** - Approved unanimously

### C. Finalize IPC Meeting Dates for 2018-19 Academic Year

IPC Co-Chair, Katie Schertle, presented this agenda item. With the approved changes to the meeting frequency as noted in the IPC bylaws, the IPC committee discussed and agreed upon their meeting schedule for the 2018-19 Academic Year:

#### 2018-19 Meeting Dates/Times

Where: 2-10

When: 9:30am to 11:30am

#### Fall 2018

Day	Date	Start Time	Room
Friday	9/7/2018	9:30am	2-10
Friday	10/5/2018	9:30am	2-10
Friday	11/2/2018	9:30am	2-10
Friday	12/7/2018	9:30am	2-10

#### Spring 2019

Day	Date	Start Time	Room
Friday	2/1/2019	9:30am	2-10
Friday	3/1/2019	9:30am	2-10
Friday	3/15/2019	8:30am – 12:30pm ( <i>Program Review</i> )*	2-10
Friday	4/19/2019	8:30am – 12:30pm ( <i>Program Review Resource Request Prioritization</i> )*	2-10
Friday	5/3/2019	9:30am ( <i>Program Review Presentations</i> )	2-10

Meetings have been scheduled on the first Friday of the month. It was noted that in April 2019, the first Friday of the month falls during Spring Break, so the meeting for the month of April has been scheduled for the third Friday of the month (4/19). Additionally, there is a need for an additional meeting in the month of March 2019 for Program Review and it has been scheduled for the third Friday of March (3/15). There is a conflict with the ongoing Manager’s Forum meeting which are scheduled on the third Friday of every month, so this schedule minimizes the need for meetings on these dates (as much as possible) without also conflicting with Curriculum Committee meetings.

**Motion** – Approve the above IPC meeting schedule for the 2018-19 academic year

**Discussion** – None



**Abstentions** – None

**Opposed** - None

**Approval** - Approved unanimously

## D. IPC Self Evaluation

Interim Dean of PRIE, Tracy Huang, presented this agenda item. The IPC members discussed and completed the IPC Self Evaluation (see below):

### Evaluation Questions

- Are we achieving the desired levels of awareness and participation from faculty, staff and students?  
*Response: No.*
- Is the purpose and charge of the planning council clear? Are we fulfilling our charge?  
*Response: We do what we are supposed to do, but we are unsure of our charge.*
- How is the coordination among the governance groups working?  
*Response: Little to none.*
- How well did the annual planning process work this year?  
*Response: There is less interest in participating in IPC from members, administrators, and general campus community.*
- How well did the process work for request of new (non-temporary) position?  
*Response: The means of providing feedback was not as organized as in previous. Complete feedback may not have been published, nor the rationale for the final decisions.*
- How well did the resource priority setting process work?  
*Response: The rubric needs some improvement. Members did not feel equipped to provide informed or valid feedback.*
- Are there any structural issues that should be addressed?  
*Response: Administrators as members who will be absent at meetings should send a designee. There needs to be more consistent attendance from relevant administrators.*
- Are agendas and minutes communicated to the entire campus?  
*Response: Yes.*
- How effective is the group?  
*Response: Effective in accomplishing our goals.*
- What could be changed for the upcoming year?  
*Response: IPC would like to review the program review process, specifically on the use of SPOL for program review and resource requests.*

## 4) Adjournment

Meeting adjourned at 11:45pm