Santa Rosa Junior College

INSTITUTIONAL PLANNING COUNCIL
Monday, May 13, 2019
Plover 526
1:30 PM – 3:00 PM
MINUTES - APPROVED

VISION – *SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.*

MISSION – *SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.*

- *We focus on **student learning** by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.*
- *We provide a comprehensive range of **student development** programs and services that support student success and enrich student lives.*
- *We support the **economic vitality, social equity and environmental stewardship** of our region.*
- *We promote **personal and professional growth** and cultivate joy at work and in lifelong learning.*
- *We foster **critical and reflective civic engagement** and thoughtful **participation in diverse local and global communities**.*
- *We regularly **assess, self-reflect, adapt, and continuously improve**.*

Excerpted from SCJCD Board Policy 1.1 – Vision, Mission Statement, Values (approved October 8, 2013)

In attendance: Pedro Avila, Frank Chong, Dorothy Battenfeld, Stephanie Dirks, Jeanne Fadelli, Karen Furukawa-Schlereth, KC Greaney, Vince Hamilton, Cece Jones, Jan Kmetko, Jessica Melvin, Luz Garcia-Navarrette, Jane Saldaña-Talley, Eric Thompson

Absent: Abril Barbosa, Patty Collis, Jean Farnham, David Harden, Kate Jolley, Mary Sandberg

Guests: Victor Tam, Lori Kuwabara, Robert Holcomb, Mark Ferguson, Kirby Bunas, Amy Flores, Lynn Erickson-Rhode, Michelle Vidaurri, Li Collier

Proxy: N/A

1. **APPROVAL OF MINUTES (1:30-1:35)** From the meeting of April 22, 2019
   Eric Thompson motioned to approve the minutes, CeCe Jones seconded. Minutes were approved.

2. **COMMITTEE BUSINESS**
   a. Meeting location for Spring 2019 is 526 Plover

3. **INTEGRATED PLANNING**

   IPC members are encouraged to review the minutes of the following shared governance and planning bodies at: http://committees.santarosa.edu/ and to direct questions to the chairs of these committees/councils as needed:
   - *Academic Senate*
   - *Student Government Assembly*
   - *Budget Advisory Committee*
   - *Classified Senate*
   - *College Council*
   - *Integrated Student Success Committee*
   - *District Facilities Planning Committee*
   - *Educational Planning and Coordinating Council*
   - *Sustainability Committee*
   - *Institutional Technology Group*
   - *Petaluma Faculty Forum*
   - *President's Consultation Council (pending)*

4. **PLANNING UPDATES (1:35-1:45)**

   a. Accreditation Update: Vice President of Academic Affairs Jane Saldaña-Talley provided an update on accreditation tasks and activities for the 2018/19 academic year.
   KC and Jane attended the ACCJC conference held every couple of years. KC attended the preconference for new liaison officers. Our accreditation is approaching sooner than later. Our visiting team is anticipated

to be here in Spring 2022 for the next review. Need to begin organizing a steering committee starting next Spring. It is important to organize and understand the process. We will need a faculty coach for accreditation. Strategic planning and accreditation needs to be laid-out strategically so we do not over-burden ourselves. Most colleges have a small well-organized accreditation team put into place to help keep things on track. Even with the recent shrinkage, we need to keep a strong grasp on self-evaluation and credential visit.

b. <u>Administrative Update:</u> Superintendent/President Frank Chong provided an update of administrative concerns as relates to institutional planning.
Commencement season is occurring right now with many various graduations, i.e.- park ranger, certified nursing assistants, foster youth, latinx, etc. This really speaks to the quality of the college in terms of all these completions and the number of students that are reaching their goals upon enrollment.

The early retirement incentive deadline has passed. We will work with Keenan to see if the program is viable, but it looks promising. Will put out an announcement Thursday, May 16th letting people know whether the program is a go or no-go. We will be working on planning for next steps if approved.

c. <u>Budget Advisory Committee Update:</u> Vice President of Business Services Kate Jolley provided an update from the Budget Advisory Committee. (Budget 101 PPT included as reference.)
Kate not in attendance. The presentation is to keep members well informed.

Jane summarized some points:

- There was a decrease in the COLA
- There is still funding for the College Promise
- Funding available for the STEM building
- Added $39.6 million for deferred maintenance and instructional equipment, which had a zero allocation before
- Budget taken from the State Chancellor's Office and Kate took the highlights from this

d. <u>Academic Senate Update:</u> Academic Senate President Eric Thompson provided an update on Senate matters as pertain to planning. (Guided Pathways Scale of Adoption document included as reference.)
The main topic is guided pathways. We have undergone a process, which is almost complete, and drafted a structure for next year, which contains some principles for spending the funding. Once this is completed in the next day or so, we will forward to AFA to negotiate and create an MOU, which will specify job descriptions. This will include mostly hourly pay, but will also provide reassign time for the faculty members. We will have a transparent process for populating these positions. We've identified three teams, plus a fourth half team which will work on the website. Eric set up a meeting with Erin Bricker to discuss how to interface the guided pathways enterprise with our website and how these two things should talk to each other. One team will look at the 1st year experience to enhance students' introduction into college. The second team will look at program mapping and how our programs relate to each other so it's not unclear to students. The third team will look at embedded student support, for example, PALS, which is a banner example. We would like to expand PALS into all disciplines, not just math & English. We are looking at ways to increase support for students. We submitted the scale of adoption form one day early, and it is located on the Senate website. This is going to be the springboard for an ongoing conversation with the Chancellor's office. Eric was the mediator, but there were other contributors. It identifies our strengths, and weaknesses or areas we think we need to improve, as well as some protests about the way some things are being rolled out. Eric is having coffee with Krista Johns, an advisor from the Chancellor's office next Thursday.

e. <u>PRPP Update:</u> Director of Institutional Research, KC Greaney, provided an update from the PRPP Coordinating Committee, which is a sub-committee of IPC.
No updates provided, except a reminder about the concerns of the timing for early retirement plan possibly postponing the PRPP calendar deadline. The decision was made that we are not going to postpone the regular deadlines and we are leaving it up to each component Administrator. It's more important to stay with the calendar that faculty originally created. PRPP's are open until they are approved, but can be reopened if needed. We have the option to revise the PRPP's in the Fall if needed.

5. INSTITUTIONAL PLANS AND PLANNING

a. **Vision Goal Setting (1:45-2:00):** Vice President of Academic Affairs Jane Saldaña-Talley reviewed institutional goals set to align with the Chancellor's Vision, as required. This will be the final review of the goals at IPC. Further, the Vice President will discuss President's Consultation Council recommendations for vetting this year's goals, for future goal setting, and the anticipated process for next year. The Vision Goals are included as an attachment.

This will go to the Board tomorrow night. This is just a focus on the vision for success goals. The vision goal is a combination of all the Chancellor's office degrees, certificates including ADT's. This provides a baseline and most recent data, as well as the goal with the anticipated number. We are down to three years from five years, to accomplish this goal. Workforce indicates no change due to the template limitations not showing points, for example, 73.8% base shows as 74%. There is a different baseline for transfer to UC and CSU data because the transfer data goes back one year. One recommendation being presented to the Board is that people who are on the ground in each specialty department set the goals. We received the data from the Chancellor's office late this year, so we are hoping to receive the data sooner next year, which would result in earlier goal setting. Our transfer rates are already doing so well, that we not proposing a large goal increase. We looked at how we are doing compared to the Chancellor's target, and we are above the goal as a college.

b. **Student Equity and Achievement (SEA) Plan (2:00-2:10):** Senior Dean, Counseling & Student Success Li Collier answered questions regarding the final draft of the SEA plan. This will be the final review of this plan, and the institutional goals set within it, at IPC. The Student Equity and Achievement Plan is included as an attachment.
No questions brought forward.

c. **Focused Conversation: AB705 and Academic Support Services (2:10-2:35):** Robert Holcomb, Dean of Language Arts and Academic Foundations, Victor Tam, Dean of Science, Technology, Engineering & Math, Li Collier, Senior Dean, Counseling & Student Success and Michelle Vidaurri, Director, Assessment and Student Success Technology, discussed efforts the District is undertaking to support students who, under AB705, will be able to place directly into transfer level Math, English and ESL and might not be academically prepared for transfer level work. They were joined by Kirby Bunas and Mark Ferguson (Math faculty), Lori Kuwabara (English faculty), Amy Flores (College Skills faculty), and Luz Garcia (ESL faculty).

Math:
We have the map for math; it's in the catalog now, but the results are still unknown. Looking for confirmation the form was done correctly (scale of adoption form). The draft form was submitted and the final is to be submitted in September. We have a clear implementation but still waiting on the results. We have a link "understanding your math placement". What are we going to do for students under AB 705? Our math English & ESL have revised curriculum to follow AB 705 best practices. We are increasing our learning support including tutoring, math lab, two things that have already happened. The support we have currently is math lab and PALS. Existing support needs to be expanded, and we haven't received additional funding. Something that is overlooked is to have readers for the classes, as we used to. PALS supports students by running study groups, running homework, etc. It's an inexpensive way to help students a lot. Other ways of support would be to offer smaller class sizes. By shrinking basic skills sections and increasing college level courses, we are shifting the funding to support students in completing transfer level courses. We as a college have fewer sections of math, which may result in a surge of students that need to enter at transfer level. We have no additional hours for PALS or in math lab. We offer a math 15 co-req course starting in the Summer 2020 implementation (phase II). We still need expanded support for students. There are still a number of sections without co-req support.

English, College skills, ESL:
For student academic support, we want to enhance our one on one with students for one hour per week with students throughout the semester. Not all students are taking advantage of this, so we are able to

accommodate last minute appointments for tutoring. We also have group tutoring. We are also trying to come up with meaningful workshops to fill the common gaps with students, to include various sessions and activities to be led by staff and faculty. We need to keep textbooks located at the library because we don't want students to leave. The next item is outreach. We have to get students to the tutorial center, to be part of campus activities. We also have round table discussions each semester, with student clubs about how to help students. This is a good way to introduce the tutorial center. Collaboration with faculty provides valuable feedback, along with a partnership with DRD students. Starting in Fall 2019, we will target DRD students taking algebra and statistics to offer one on one tutoring. We will also be working with Veteran students. The last focus is about staff support. We need to provide the support they need in order to serve our students, which includes professional development such as workshops around campus, tutoring lingo training, and in-house student tutor training monthly. Mentoring support for student tutors is also available.

ESL has an additional year to implement AB705, so it's not in effect yet. We are still looking into it, and actively looking at what other colleges are doing via listserve. The English learners' goal is to complete transfer level composition within three years or less. The goal is not to eliminate ESL. Instead of thinking of it as remedial, we'd like to refer to it as foreign language acquisition. One of the tasks we need to do is inform students of their rights concerning their access to ESL coursework. We are working on communicating to students how to get this access.

English like math has a PALS program, and we're trying to make it as applicable to all levels as we can. We also have a writing center, but we are also thinking of other creative things. We are thinking about having PALS housed in the writing center so they have a place to go, more centrally located to do group sessions and be able to have longer sessions. We are in dialogue with library staff and college skills, DRD, etc. so that students can get as much support as possible. We are talking about having "cool jam workshops" in the writing center offering pizza on a Friday where students can voice their challenges. We'd also like to offer appointments instead of just a drop-in to help expand the 15 minute timeframe. This would include a workshop during the night where any faculty can participate on various topics such as thesis topics, etc. Also, we are talking about having an "emergency room" for last minute urgent support. We would like to offer a mobile writing lab accessible wherever students are. We can offer an online writing lab through Purdue, while developing other online sources of our own. We've talked about developing a chat feature with English instructors. We've also talked about starting a peer tutoring service, but much more involved than PALS. We need support for tutors. We've had five COPs (Communities of Practice) this semester with faculty groups focusing on English 1A, co-req, and Petaluma technology, which helps to bring faculty together to talk about ideas. We will continue this next year with six groups altogether. As for our enrollment status, the 309's are getting full, the 100 levels are really down, and the 1A's are getting there as we get closer to the fall term. We will be looking at some adjustments for our course offerings.

Placement is sharing resources with tutoring, math lab, etc. Through the efforts of the assessment work group at the welcome week, we will be offering workshop style activities. We are scaling off the effective practices of EOPS, targeting students with lower high school GPA, who have enrolled in Math 215 or English 50. We will do a lot of faculty mentoring from math & English to try and increase the academic maturity of these students. Those who go through the program will be carried through with student success peer coaches. All of our technology that we are using such as starfish and SRJC mobile app are working in the background to do target messaging and pacing management to these specific students.

"SRJC Ready" is a new program that has started. This program helps AB705 transition focus on students with lower range GPA. This is just a guide to which path they should take. We will be explaining the charts, pathways, and the choices to help students make a good decision. In the Welcome Center (previously assessment) area, we will have coaches during the onboarding process so we can capture the students early in the process.

We still need to support the students going into statistics. It took a lot of work to restructure the number and types of course offerings, as well as changing the current offerings. Will know more after the Fall term to determine how well the Co-Req courses worked. The math lab is still available for drop in tutoring staffed with both faculty and peer tutors. There is a structure is in place, but additional resources are still needed.

Feedback & questions: Are we anticipating making more schedule adjustments? Counselors need to remain aware of the changes. We need to make sure part-time faculty don't lose their assignments, as well as full-time faculty. For example, if one class is cancelled due to under-enrollment, we need to try to replace

it with a higher demand class, but need to make sure unit for unit is matched. Schedule changes are difficult to manage. We only have three months until the fall semester starts. A lot of thought went into schedule changes to ensure assignments for faculty. Recently, in English there was a summer schedule change to replace a 100 level with 1A due to low enrollment. We have some unstaffed classes in case we need to convert from 100 to 1A. We have a need for the 50's but more for online 50's level. How do we serve new students that struggle with math coming in? The concurrent support classes are designed to help students succeed in the parent course. We can no longer recommend prerequisites going forward due to limitations with AB705. As an alternative, perhaps we recommend going with the cohort model like math 15 & 215.

Remedial courses are still there, but we are not allowed, per AB705 regulations, to recommend this option to students.

Dr. Jane Saldaña-Talley says there are colleges that are implementing this right now, so we should learn from them what the specific challenges are. We are already hearing positive things about AB705 from other colleges and that it is actually working. A student perspective from Pedro is that some students are aware of AB705, and look at it as an improvement, for example only failing the course two times instead of three or four times is still an improvement.

d. **Focused Conversation: Chancellor's Office Data (2:35-2:50):** Eric Thompson, Academic Senate President, led a discussion based on the Academic Senate for California Community College's Resolution from their Plenary meeting in Spring 2019 to request the Chancellor improve data and research capacity for the system. An opinion piece by Sacramento political commentator Dan Walters, and the Senate Resolution, are included as attachments to the agenda for discussion.
There were two documents provided for this meeting for reference. There is a very robust conversation occurring amongst institutional researchers throughout the state. At the Academic State plenary, there was a resolution, #07.01 that calls for the integrity or improvement in the California Community College data. This is a very big problem. One problem is the staffing of researchers and miners of data at the Chancellor's office. The staffing has been reduced to a limited team, where there were six fulltime analysts, and one Dean, now reduced down to only one analyst currently. One of the issues is that the data is being farmed out to consultants who may not have any expertise in education. The state senate has asked the State Chancellor for improvements. Dan Walter's article about data within community colleges quotes the listserve for institutional research. We have our own internal data gathering and analysis, but the reporting requires us to use the Chancellor's data. One of the reasons this is important to IPC is it is related to goal setting for student equity understanding. Our data in general is very clean, MIS data that is uploaded to the Chancellors office is accurate, but the way it is analyzed can be confusing. Who are the consulting firms? West ED, and the Chancellor's Foundation has hired staff to support staff initiatives. The foundation pays a lot more than the Chancellor's office. The office lost researchers and never replaced them and the pay was always too low to retain quality researchers. The Chancellor's office was reorganized, but nobody is paying attention to the research unit. To save money, they use faculty members that are paid by their home college. It is concerning that, the office cut funding and at the same time have lost researchers. What are the implications for us at the college? We know the numbers might not be solid, but we do the best we can do under the circumstances. The baseline comes from the State. Our student equity data comes from the State, which initially gets uploaded from our MIS, and then they analyze the data. The data is not necessarily inaccurate, it just doesn't make sense how they are analyzing the data or interpreting it. The researchers are saying there is a real struggle.

e. **Evaluation of IPC and Suggested Changes for the 2019-2020 Academic Year (2:50-3:00):** IPC Co-Chairs Eric Thompson, Academic Senate President, and KC Greaney, Director of Institutional Research, are requesting input on changes for IPC next year in the spirit of continuous quality improvement.
Any feedback? What changes should we propose for next year?

The focused conversations were helpful to classified members to better understand the content and enabled members to be able to relay the information to other staff. Some thought the focused conversations were too presentation heavy in the beginning, but improved towards the end. There is issue with a lot of overlap between committees, so we need a better differentiation. We need to streamline committees, as we get smaller as a college. We are looking forward to the recommendations on how we can build a better shared governance system. KC's facilitation was great; she always held to the agenda and was able to provide the materials to the members ahead of time. There is value to all members being able come into the

room together, but can we also offer a zoom option for convenience purposes? Perhaps we can offer this option on request only, not as a regular practice though. The transparency of this committee is appreciated, as it allowed a lot of opportunity for learning. This is a true benefit of this committee. What decision-making power or influence does IPC have?