

**CONTRA COSTA COLLEGE  
Planning Committee  
Meeting Minutes**

**Date: April 19, 2019  
Time: 12:30-2:30 PM  
Location: SAB 211**

**Present:**

Chairs: Mayra Padilla and Planning Faculty Coordinator Katie Krolikowski

Academic Senate President: Beth Goehring

Managers (3 voting positions): Evan Decker

Classified (3 voting positions): Brandy Gibson, Elizabeth Bremner

Faculty (2 voting positions): Trung Nguyen, Rachel Dwiggin-Beeler

Student (1):

**Absent:**

Ex Officios: Katrina VanderWoude, Carsbia Anderson, Susan Kincade

Managers: Tish Young, Monica Rodriguez, George Mills, Jason Berner

Time	Item	Facilitator(s)	Outcome(s)
1. 12:30-12:40 pm	Introductions Review Agenda Approve Minutes <i>10 min</i>		<p><b>Changes to Agenda:</b></p> <ul style="list-style-type: none"> <li>• Changed agenda to include strategic plan work</li> <li>• Timeline and closing of previous plan.</li> <li>• Changed item 5 to include eLumen language</li> <li>• Need to add Mayra to #3 on agenda</li> </ul> <p><b>Changes to Minutes:</b></p> <ul style="list-style-type: none"> <li>• <b>Katie Krolikowski</b> moves to amend the minutes to spell her name correctly</li> <li>• <b>Evan Decker:</b> Question about notes eLumen portion--who is responsible for the rollout? Need to amend the minutes to reflect that it is the eLumen team that is rolling out the project.</li> <li>• Add <b>Mayra Padilla</b> to the absent list for March Meeting.</li> </ul> <p>Follow up to see if <b>Brandy Howard</b> is on the committee. (F/U: Brandy Howard is <i>not</i> on this committee).</p>
2. 12:40-1:00pm	Validation report-outs <i>20 min</i>	Beth & Katie	<p><b>Validation report outs:</b> Idea was to look for campus-wide trends and the challenges from programs, highlight positive trends or top commendations &amp; create report-out for college council</p> <p>Trends included: COMMENDATION-TYPE TRENDS</p> <ul style="list-style-type: none"> <li>• Auto, Real-estate, and EMS: All thinking hard about finding un-tapped student markets and creating more robust programs.</li> <li>• Departments are going above and beyond normal instruction to provide learning opportunities for students (eg chemistry does chem jam, HHS took 60 students to a conference)</li> </ul>

			<ul style="list-style-type: none"> <li>• Multiple departments actively tried out and reflected on new pedagogy and extra-curricular supports to address equity issues.</li> </ul> <p>RECOMMENDATION-TYPE TRENDS</p> <ul style="list-style-type: none"> <li>• Marketing and outreach, while highly active over the past couple of years, could benefit from a campus-wide plan that is announced every year so that specific programs could benefit from outreach and recruiting. Currently, individual departments feel responsible for recruiting students, but feel alone/un-supported</li> <li>• General education courses have been introduced in multiple programs to boost FTES, and need to be more widely promoted/discussed among counselors/campus. Counseling dept. is encouraged to update knowledge and conversations with students about newly-added GE options</li> <li>• Staffing (both classified and faculty – student support) is a major theme – helping with an analysis of exactly how much staffing it takes to run a particular program--- and why (what function) could benefit multiple programs. This specific services should be institutionalized: For example, the library needs business analysis to determine needs for each department based on their responsibilities: for a program of x size, how many faculty, classified, and student services supports are needed to operate functionally and optimally. (culinary, EOPS, and B&amp;G are other good, clear examples of best practices)</li> <li>• Online course support (expertise, knowledge, and human capital/labor) could benefit multiple academic programs – CBC/OEI/CTE online grant should be mobilized for this.</li> <li>• Campus should recognize ‘character’ of different programs, and the specific needs ‘typical’ of students in that program. Advising/counseling and other resources that could be beneficial campus-wide could be mobilized more</li> </ul>
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			<p>effectively. (eg. many students in automotive don't focus on completing a degree, but could with effective support)</p> <p>PROGRAM REVIEW PROCESS IDEAS</p> <ul style="list-style-type: none"> <li>• Recommend template for us to capture this information when we report out to the campus community. Evan: the region is looking at the platform called "Earn and Learn Bay Area" that has a post-occurrence document that records post-event debrief; would be useful for all campus to document and even track events/conferences and report on benefits to students, faculty &amp; staff.</li> </ul>
3. 1:00-1:20pm	<p>Strategic Plan work</p> <p>New strategic planning cycle, timeline and closing of previous plan 20 min</p>	Beth, Mayra	<p>This work needs to be documented for report and end of strategic planning cycle that will include updates. These are being gathered by committee from stewards.</p> <p>Once we complete that at the end of May, would like to begin with a synopsis of what we were able to accomplish so we can have a kickoff for next year's plan.</p> <ul style="list-style-type: none"> <li>• We are also supporting accreditation cycle which is due at the same time; we are all going to be pressed for time and it will be difficult.</li> <li>• How do we do the work of moving a strategic plan forward?</li> <li>• We are currently going out for chair of planning committee, per Beth G.</li> <li>• Need feedback on what a process might look like for the coming year. If we close out last strategic plan by the end of May, what timeline could: <ul style="list-style-type: none"> <li>○ Review mission statement &amp; update it</li> <li>○ Pull together and review all initiatives that are floating around to start inquiry about an overarching set of goals</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Proposing that we think about what are the three/four major goals that we want to see improved for the campus for 2020-2025 and identify strategic plans that will help us accomplish goals.</li> <li>○ With goals set, next step is to understand how they could be accomplished and identify strategies</li> <li>○ Plan for yearly review of strategy milestones and documentation should be developed</li> </ul> <p><b>What we are asking the campus to agree to in the fall of 2019, need to come up with a unified ask. Need a mechanism:</b></p> <ul style="list-style-type: none"> <li>• Have to review our mission statement first; review it in alignment with the goal selection</li> <li>• By all semester need updated mission, vision, and values.</li> <li>• By spring need to articulate the strategies based on the mission, vision and values.</li> <li>• Goals will get vetted through shared governance; flex activities that help guide the process to collect ideas at the outset.</li> <li>• We will be choosing from among the initiatives put forth by the state.</li> </ul> <p><b>Action item: Mayra put together her draft and that we set a plan for following up, as we have so many advisory groups doing work across the campus, and sometimes we have a recommendation that doesn't get operationalized in a unit in an explicit way→ no way to set deliverables. Will bring forward in May a timeline with recommendations.</b></p> <ul style="list-style-type: none"> <li>• Needs help identifying ways we can engage the campus. For example, should we have listening sessions?</li> </ul>
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			<p>Planning committee unanimously voted to encourage everyone asked to participate in planning committee interviews and activities to help keep us on strategy/task.</p> <p>Note that we need to know where the evidence is for claims made in PRs and in interviews for Strategic Plan, this will assist in accreditation. Planning committee to note references to evidence. Actual gathering of the evidence is for accreditation teams.</p>
4. 1:10-1:15pm	Guided Pathways Update <i>5 min</i>	Katie	<p><b>Guided Pathways Update:</b></p> <ul style="list-style-type: none"> <li>• GP steering didn't meet in April, but did a report to the State re: GP work.</li> <li>• Attended a conference with GP steering and filled out the report. Draft is submitted to the state, but there will be time to prioritize what the GP work will be going forward, can bring the report if we want to discuss at next Planning Meeting. Each essential practice had a number of equity points so when we are planning elsewhere we will have those numbers as a reference.</li> <li>• <b>ADD Essential Practices for Guided Pathways draft to next agenda for Planning Committee so we can see what the priorities are.</b></li> </ul>
5. 1:15-1:25pm	Program review organizational chart for eLumen implementation	Beth	<p><b>Program Review Organizational Chart Review</b></p> <ul style="list-style-type: none"> <li>• eLumen needs our current organizational structure. As of April 19 our chart still needs some changes made. Transfer needs to be reviewed separately, so it will receive its own category in the eLumen structure. <ul style="list-style-type: none"> <li>○ Data will be separated out for each program. Making it so that each program has its own data to be responsible for, and so that SLO info will auto populate into each program.</li> </ul> </li> <li>• Scheduling specialist and Academic CIC administrative assistant are adding department codes for Division and Department; courses that are cross-listed will be identifiable in the eLumen structure.</li> </ul>

			<ul style="list-style-type: none"> <li>○ Need faculty and division deans to double check cross listed classes to ensure accuracy.</li> <li>• ELumen committee is meeting next week to discuss realistic timeline for implementation.</li> <li>• Elizabeth moves that we recommend that we stick with WEPR for the next year's PR for consistency, and then invite faculty to play in eLumen sandbox to see how it works. Trung seconds, 8 ayes, 0 nays and 0 abstentions. <ul style="list-style-type: none"> <li>○ Committee recommends that we use WEPR for another whole year.</li> </ul> </li> <li>• Elizabeth recommends that we ask for volunteers if eLumen is ready to pilot it.</li> </ul>
6. 1:35-2:00pm	<p>Vision for Success and Student Equity Plan  Greg Stoup, metrics and funding  <i>25min</i></p>	Mayra	<p><b>Vision for Success and Student Equity Plan:</b></p> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Disorganized integration efforts from state chancellor's office</li> <li>• Equity plan opportunity to begin institution-wide strategic planning</li> <li>• Next year build confidence in the data &amp; capacity for inquiry (meaning we need to do a better job of addressing where we build capacity to determine factors behind inequities in enrollment).</li> <li>• Focus on historically minoritized groups</li> <li>• Cannot tease apart reasons for disproportionate impacts on white students (may be confounded with middle eastern students) and Filipino/East Asian students.</li> </ul> <p><b>Of students who apply to CCC, what is percentage who actually enroll?</b></p> <ul style="list-style-type: none"> <li>• Need to move from 8353 to 8479 (+1.5%). This is per-year, over the next 5 years.</li> <li>• This is indicator-wide data</li> <li>• Losing students after application, need to increase them</li> </ul>

			<p><b>District has created a data dashboard to verify the state information. Greg Stoup has been involved in the statewide conversations:</b></p> <p>Funding is simply attached to creating a plan at the beginning of the year, and a report at the end of the year. Currently not a penalty for not meeting the goals; need to address inequities in our plan, but actual accomplishment for moving the needle is not required for funding.</p> <ul style="list-style-type: none"> <li>• State contributes for vision for success metrics, which indirectly tie these inequities to our funding.</li> </ul> <p><b>Plan asks us to come up with activities that we are doing to support students with Enrollment:</b></p> <ul style="list-style-type: none"> <li>• Case Management Approach <ul style="list-style-type: none"> <li>○ Targeted outreach &amp; partnerships with community based organizations</li> <li>○ Intentional onboarding</li> <li>○ Enrollment support</li> </ul> </li> <li>• Veterans center support</li> <li>• Other goals: increase retention among vulnerable populations of students</li> <li>• Retention fall to spring:</li> </ul> <p><b>Equity hour has a \$90K line item in budget --group is looking at how to leverage funding to provide support.</b></p> <ul style="list-style-type: none"> <li>• FLOW students take advantage of transportation support; support funds are depleted by the time the FLOW students need them for their second 8 weeks in the program. What can be done to make sure there are funds remaining for the FLOW cohort?</li> </ul> <p><b>AB705: current block scheduling will be negatively impacted</b></p> <ul style="list-style-type: none"> <li>• Strategic enrollment management team</li> </ul>
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			<ul style="list-style-type: none"> <li>• Constituencies worried about certain student populations as well (Athletics)</li> </ul> <p>Transfer activities:</p> <p><b>Goal: Increase institutional capacity for inquiry and research and using data on campus, and then moving this forward during our next planning cycle.</b></p> <p>Sense of belonging, sense of feeling nurtured, sense of identity.</p> <p><b>Mayra observes that with our comparatively small budget, we have been doing exceptional work on our campus. She sees campuses with large budgets.</b></p> <ul style="list-style-type: none"> <li>• Students really feel cared for, and know our campus is going above and beyond to assist students.</li> </ul> <p><b>ACTION: finish validation, add essential practices for Guided Pathways</b></p> <p>May be hearing about institutionalizing Safe Zone</p> <p><b>STEM grant is ending in 2.5 years; need to determine what parts of STEM program we want to institutionalize in the event the funding dries up.</b></p> <ul style="list-style-type: none"> <li>• Gearing up to write a new Title V grant. Considering writing for social science/social justice to balance funding for different focus this time around, but that will require campus conversations. EXPECTED to turn it in in 90 days.</li> <li>• Used to have a STEM advisory committee, an equity advisory committee--have gone by the wayside, but need an advisory group for these, as the conversations around institutionalization are not happening.</li> </ul>
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			<p><b>Would be nice to have a campus-wide body to oversee short term projects on campus, and report on initializing, progress, and closure.</b></p> <ul style="list-style-type: none"> <li>• Could be called “Special Projects Office” and would help us track ephemeral projects/grant funded initiatives.</li> </ul>
7. 2:00-2:15pm	Close, review action items, and determine next steps <i>15 min</i>	Mayra	Next Meeting Fri, May 10 12:30-2:30pm

**Ongoing Action Items**

- April 15 deadline for validations to be complete
- End-of-semester deadline for strategic plan update work

**Parked questions for future meetings**

- *Update committee charge*
- *Review the procedures handbook section A1000 and update. Review list of plans that are “required” and determine if necessary. Update org chart and committee structures.*

<http://www.contracosta.edu/wp-content/uploads/2017/02/Colleges-Procedures-Handbook-2015.01.23.pdf>