Cañada College

INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF

Friday, October 6, 2017
9:30 am – 11:30 pm, Building 2, Room 10

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

Members Absent: James Carranza, Jessica Kaven, Luis Mendez, Rebekah Taveau

Guests: Dayo Diggs, Candice Nance, Jamillah Moore

1) Adoption of Agenda
Co-chair Johnson mentioned that we would be adding two announcements to our agenda by David Reed and Tracy Huang

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

2) Approval of Minutes – *September 15, 2017*

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

3) Business
   A. Approval of revised Reassigned Time Application
      i. Co-Chair Johnson presented the revised RRP application that can be found on the IPC website here. This revised application incorporates changes suggested in our September 15, 2017 IPC meeting
      ii. Co-Chair Johnson asked for any questions or feedback
         1. Guest stated that she liked the examples online and the transparency of who received release time via the reassigned time application process. She also liked the "if, then" steps listed on the website.
Motion – Approve Reassigned Time Application as presented
Discussion – None
Abstentions – None

Opposed - None
Approval - Approved unanimously

    A. Reassigned Time positions that did not go through IPC

        a. Co-Chair Johnson presented this topic. There are certain assignments for which faculty receive reassigned time. Sometimes those duties are designated outside of the IPC reassigned time application timeline or application process. Examples include: SLO Assessment Coordination and Accreditation Co-Chair (both are positions that are a result of something the college has to do). We need to have a consensus that even if someone is assigned a duty and even if the college has to meet the obligation which results in a position that yields reassigned time, there has to be some mechanism to explain why/how this process would be done.

        b. Co-Chair Johnson used the example of Accreditation Co-Chair and posed the question that if there was a need for an Accreditation Co-Chair and faculty were volunteering to be the Accreditation Co-Chair, how can this be best communicated to IPC and the larger campus community?

            i. A committee member wanted to clarify that the process that IPC was looking at was that if there is a need that the college identifies (outside of the RRP Application process), how do we communicate who is assigned the release time for that particular role. The committee member stated that in the past, there has been a campus wide announcement that includes the criteria of the position to let people apply for the reassigned time and the applications went through a screening process. After the faculty member who received the release time was identified, a summary was sent to the campus community of who was assigned the release time.

           ii. Co-Chair Johnson wants IPC to take the lead on communicating the criteria for the position(s) as well as outlining the process for assigning release time for those positions to ensure it was done appropriately. He proposed that the position is created based on the needs of the college, the duties of the position are spelled out and a solicitation is made ("please apply by x date"). The faculty member then applies for reassigned time and IPC should have a role in ensuring that the screening and decision making process was equitable and done properly. The results would then be communicated with the larger campus community.

          iii. A committee member asked the clarifying question if IPC or Academic Senate is the approving body for these positions.

          iv. Co-Chair Johnson stated that at the very least, IPC is where we are accounting for reassigned time and all reassigned time should be listed on the IPC website.

          v. Co-Chair Schertle stated that on the IPC website [here](), we do have a page that lists all of the reassigned time application proposals and the results from each year. She suggested that on this page, we could include a section of "reassigned time positions that were approved outside of the regular timeline "and includes the process of approving each position. This will ensure that everyone has access to this information.

          vi. A guest included that it is important to archive online the roles and responsibilities for each position as well as the applications for those positions that fall outside of the regular reassigned time application timeline. If there was no application (it was an executive appointment) then that information should be listed as well, including the process. She brought up the ["Conditions for Reassigned Time"]() page which does include some reassigned time positions that do not go through the IPC reassigned time process and suggested linking them on the page that includes the additional reassigned time applications.

vii. Co-Chair Johnson reiterated that there is a need for an exhaustive list of both positions that go through the IPC reassigned time application process as well as positions that fall outside of this process. He stated that the extent to which we can be transparent about what is going on dispels rumors, etc. so that we can focus on what really matters. Having all of the information available in one place eliminates the question of "how did that happen?"

viii. We will revisit the website and make the proposed changes at our next IPC meeting.

B. Announcement – David Reed (ACES)

iii. David Reed, Interim Dean of Academic Support and Learning Technologies (ASLT), wanted to present some upcoming ACES related events in the absence of Rebekah Taveau.

1. October 17th – 3CSN Sponsored event – Anita Porter will be leading a workshop on culturally relevant teaching and learning and how to sustain our work around equity and CRTL (culturally relevant teaching and learning). This presentation is entitled: [Introduction to Designing a Cohesive, Equity-embedding Framework for Student Success](). This is not just for faculty as there will per pertinent information and discussion for classified professionals as well. Please be sure to RSVP.

2. October 11th – At the RP Group's Strengthening Student Success Conference in Burlingame, a group of Cañadians will be making a presentation entitled: Integrating Plans into your College Fiber by Telling your Data Story. The presenters will be Maggie Baez, Hannah Morrison, Diva Ward and David Reed.

3. Reminder that ACES Inquiry has funding to support classified overtime and faculty overload for work on inquiry projects. ACES Inquiry meets on Fridays at 2:30pm in 9-257A.

   a. A committee member asked David Reed how ACES Inquiry can relate to Business.
      i. David Reed explained that ACES Inquiry is a combination of Equity and Basic Skills and encompasses work across the campus. Funding was established to provide direct support to students (especially disproportionally impacted students). ACES Inquiry can include anyone on campus.

   b. A committee member asked the question about how ACES can focus on students taking classes online and those students who are not on campus.
      i. David Reed agreed that we need to focus on what we are doing in the online space that we have with our students as we need to approach this space from an equity lens and focus on how we are serving ALL of our students.

   c. A committee member mentioned that many students take classes at all three of our campuses and asked if anyone knew if the college has looked into a shuttle between the three campuses (Cañada, CSM and Skyline).
      i. Dayo Diggs, Interim Director of Operations, mentioned that the College/District is working on that.
      ii. A committee member mentioned that some students take classes online because they can't get to campus but they would love to be a part of an in-person campus community. The Sustainability Committee has been trying to address this issue for a while including trying to reduce the number of single person cars on campus.

        iii. A committee member mentioned that Uber is now doing corporate partnerships and suggested that maybe we could look into this for our college. Additionally, if we have a ridesharing stop on campus, this may prevent ride sharing services from dropping off in the red zones around campus.

        iv. A committee member stated that ASCC will be putting together a video about housing and transportation issues that students on campus face.

   d. A committee member suggested the idea of an online resources helpdesk
      i. David Reed has submitted a proposal to the VPSS for a technology helpdesk that would be located in the library to offer canvas and general technology support to both students and faculty and staff.

   e. A committee member brought up the idea of video conferencing systems/platforms. Something that would allow for online counseling and tutoring that would integrate with Canvas that students would not need special hardware/software in order to utilize.

C. Online Degrees

a. Co-Chair Johnson handed out a list of courses at Cañada for which there is a Distance Ed Addendum. The first section lists courses that can be taught as Hybrid only (need lab or in person component) and the second section lists courses that have the possibility of being taught 100% online. This information can be found on the IPC website under the 10/6 materials here.

b. *Co-Chair Johnson also brought up the Substantive Change Proposal from September 23, 2014 which shows a proposal for the* AA Degrees at Cañada College where 100% of the courses can be taken in the online format.

AA Degrees where 100% of the courses could be taken in the online format

Anthropology
Economics
History
Political Science
Psychology, including AA-T
Interdisciplinary Studies: Social and Behavioral Sciences
Interdisciplinary Studies with Transfer: Social & Behavioral Sciences
Interdisciplinary Studies: Natural Science and Mathematics
Interdisciplinary Studies with Transfer: Natural Science and Mathematics

c. [The Substantive Change Proposal from February 17, 2013](#) which shows where we were at Cañada with our *Majors Substantially Available through Distance Learning* (see page 35 and 36)

Appendix D
Majors Substantially Available through Distance Learning

Majors with 50% or more of required major units available through courses approved for distance learning (DL) mode - either online, hybrid or web-assisted. The approval process does not distinguish between the hybrid and online options. This table was developed by assuming that all approved courses are being offered and are offered online (not hybrid or web-assisted), thus they are overestimates of what is currently available. Major requirements are from the 2011-12 catalog. Where major has a range of units, the limit that gives the highest DL percentage is used.

DL availability = 100*(DL Units)/(Required Units)
Majors substantially available through DL: 35 (of 67 majors in 2011-12 catalog)

Major	Major Units	DL Major units	% of DL Availability
Anthropology With an Emphasis in Archaeology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Cultural Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Linguistic Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Physical Anthropology, AA	19.0	19.0	100.0 %
Anthropology With an Emphasis in Visual Anthropology, AA	19.0	16.0	84.2 %
Business Administration, AS	27.0	18.0	66.7 %
Communication Studies, AA	18.0	9.0	50.0 %
Communication Studies, AA-T	18.0	9.0	50.0 %
Computer Business Office Technology: Administrative Assistant, AS	33.0	17.0	51.5 %
Computer Business Office Technology: Administrative Support Assistant, AS	23.5	15.5	66.0 %
Computer Information Science: C++ or Java, AS	32.0	23.0	71.9 %
Earth Science, AS	30.0	19.0	63.3 %
Economics, AA	18.0	18.0	100.0 %
Engineering, AS	37.0	19.0	51.4 %
English, AA	18.0	12.0	66.7 %

Major	Major Units	DL Major units	% of DL Availability
Geography, AA	18.0	12.0	66.7 %
Health Science, AS	30.0	22.0	73.3 %
History, AA	24.0	24.0	100.0 %
Interdisciplinary Studies (Opt 1): Natural Science and Mathematics, AA	18.0	18.0	100.0 %
Interdisciplinary Studies (Opt 1): Social and Behavioral Sciences, AA	18.0	18.0	100.0 %
Interdisciplinary Studies (Option 1): Arts and Humanities, AA	18.0	9.0	50.0 %
Interdisciplinary Studies with Transfer Status (Opt 2): Natural Science and Mathematics, AA	18.0	18.0	100.0 %
Interdisciplinary Studies with Transfer Status (Opt 2): Social and Behavioral Sciences, AA	18.0	18.0	100.0 %
Interdisciplinary Studies with Transfer Status (Option 2): Arts and Humanities, AA	18.0	9.0	50.0 %
International Studies, AA	24.5	13.5	55.1 %
Kinesiology, AA	21.0	11.0	52.4 %
Kinesiology, AA-T	21.0	11.0	52.4 %
Political Science, AA	21.0	18.0	85.7 %
Political Science: Pre-Law (with Transfer Status), AA	21.0	12.0	57.1 %
Political Science: Pre-Law, AA	21.0	12.0	57.1 %
Political Science: Public Administration and Service (with Transfer Status), AA	25.0	22.0	88.0 %
Political Science: Public Administration and Service, AA	25.0	22.0	88.0 %
Psychology, AA	19.0	13.0	68.4 %
Psychology, AA-T	19.0	13.0	68.4 %
Spanish, AA	20.0	12.0	60.0 %

d. Co-Chair Johnson asked the IPC members to think about programs where it would be affective for them to be supported 100% online. He stressed that he wants the conversation to start with IPC. He is not trying to make Cañada College an online college but certain programs may lend themselves as 100% online. He noted that some majors already have a majority of their courses with DL availability so that may be a good place to start (find out why the remaining percentage of classes in those particular majors are not offered online).

e. Candice Nance, Curriculum Committee Co-Chair, made an announcement regarding the 11/2 Curriculum deadline for major impacts that affect the fall 2018 schedule. Those curriculum changes that need to be made by the 11/2 deadline are: Change in Course Title, Change in hours/units, Change in Class Schedule Course Description, Change in prerequisites, co-requisites and/or recommended preparation, Change in grading method, Change in materials

fee and Change in transferability. Smaller changes can still be submitted after 11/2 (this includes DE Addendum).

f. A committee member stated that she felt like the role of IPC would be to look at our local AA GE requirements and see what classes there are currently being offered and filled online and building a core of GE courses offered online so students aren't limited to only 18 unit online certificates. Students are already shopping around for courses they can take online in order to earn their AA 100% online by taking courses through other colleges such as CSM and Skyline if needed.

g. Co-Chair Johnson points out that the Substantive Change Proposal from 2014 includes a list of AA degrees that you can earn 100% online and that you can't earn a degree unless you have the GE courses so this must mean the GE is 100% online as well.

   i. Co-Chair Johnson stated that not *every* GE course is offered online but you could potentially build a schedule with available online GE courses.

   ii. A committee member stated that she would like to see a track of GE courses that are realistically scheduled to be offered online to provide guidance to students who are trying to fulfill their AA 100% online.

   iii. Co-Chair Johnson pointed out that the list he provided was a list of courses for which there is a DE addendum but there may be courses on this list that are not offered as 100% online currently or have not been offered in the online format in a long time. The Office of Instruction would need to make a commitment to offer certain courses online every semester and in a particular order (similar to what CWA does) despite enrollment numbers. The college would need to make this commitment and start with a few particular programs.

   iv. A committee member mentioned that the Distance Ed committee has already started the process of looking at what degrees are being offered online or that we can offer online.

h. Co-Chair Johnson mentioned that if you are a student who takes one of our online courses and you live (and are receiving your degree) in a different state then our college has to pay a fee to the other state in order for the student to take the course and have it count towards their degree . This just happened with a student from Missouri as we had to be a registered institution in the state of Missouri and the fee was $500. This is a one-time fee per state.

   i. A committee member asked if the District could pay these fees.

   ii. Co-Chair Johnson stated that some schools do not let non-residents take online courses.

i. A committee member mentioned that some faculty who are not teaching online or whose programs are not offered online may feel threatened. Co-Chair Johnson stated that by "starting off small" and picking certain disciplines or faculty members, this may alleviate this feeling. This will also give time to allow for training of faculty to do online teaching. Additionally, there will always be a population that wants to in-person experience of classroom learning. The core principle needs to always be that we are scheduling based on students' needs and wants.

j. Practical considerations of 100% online degrees:

   i. Online counseling platform (Cranium Café).

   ii. Education Delivery – Canvas. We may not be utilizing Canvas to its maximum potential. Canvas does not have an interactive component so we cannot have live conversations with students.

      1. A committee member mentioned Adobe Connect which has good tools for "human interaction" including an interactive whiteboard, counseling and the

ability to create live online events with hundreds of online event attendees. Adobe Connect works seamlessly with Canvas.

2. A committee member also mentioned CCC Confer/Zoom which is comparable to Adobe Connect.

iii. Lab Courses – online lab simulations can be developed.

iv. The question arose if we could bring these technologies in-house? There are companies that offer products that can be personalized and they will build a particular program for your college but those personalizations will be limited on the tools they can provide based on the product being offered. Sometimes it is better to build a program in-house to get exactly what you need/want. Interim Dean, David Reed suggested this information regarding products for Online Teaching be presented at the next Distance Education meeting.

v. The topic of Online Degree will be added to the next IPC agenda to continue this conversation.

D. Announcement – Tracy Huang (College Mission and Vision)

iv. Interim Dean of PRIE, Tracy Huang, presented on the current Cañada College Mission Statement. The current Cañada College Mission Statement can be found here. The Mission Statement has not been reviewed since our last accreditation cycle. Tracy would like IPC to submit feedback on the Mission and Values included in the Mission Statement that can be submitted in the online feedback form here. During the 2016-17 Academic year, the updated EMP touched on the values and goals but PBC tabled the Mission and Vision statement to this academic year. Tracy mentioned that the feedback given should not focus on word smithing the document but rather focus on if the Mission and Vision are still relevant or need to be updated. Tracy will gather results and bring them back to PBC.

4) Adjournment

Meeting adjourned at 11:02am