



**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
April 15, 2022
9:30am – 11:30am, Zoom**

Members Present: Jessica Kaven, Allison Hughes, Diana Tedone-Goldstone, Alison Field, James Carranza, Rian Morrison, Susan Mahoney, Alex Claxton, Joan Murphy, Lisa Palmer, Jill Sumstad

Members Absent: Katie Perkins, Karen Engel, Tammy Robinson

Guests: Sarah Harmon, Ameer Thompson, Katie Dominion, David Eck, Maria Lara-Blanco, Julian Branch, Mayra Arellano

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Alex Claxton, Lisa Palmer

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

- March 4, 2022

Motion – To approve minutes: M/S: Alex Claxton, Jill Sumstad

Discussion – Jessica emphasized the section of the minutes which highlighted the vote that took place via email regarding the Guided Pathway coordinator positions, to ensure the committee took note of this information.

Abstentions – Lisa Palmer (not present at 3/4/22 meeting)

Approval – approved

- March 18, 2022

Motion – To approve minutes: M/S: Lisa Palmer, Alison Field

Discussion – none

Abstentions – none

Approval – approved unanimously

3) Program Review College-Wide Timeline & IPC Dates for 2022-2023

Allison Hughes and Jessica Kaven presented the following proposed timeline information to the

committee:

Program Review/Flex Days

Division Meetings – Confirm with Deans

Cabinet Meetings – Confirm with Cabinet

IPC Meeting – Confirm with IPC

SSPC Meeting – Confirm with SSPC

PBC/Senates Meeting – Confirm with PBC

Due Dates (Not Flexible):

- **October 14, 2022 - Submit your complete Comprehensive Program Review or Annual Update.**
- **October 28, 2022 - Deans and VPs complete feedback of all program review materials.**
- **November 4, 2022 - Review your supervisor's feedback and incorporate it into your PR.**

Proposed Program Review Calendar:

- April 21st – Training on new system
- August 1st – Improve and Data Dashboards open
- August Flex Day – PR Training – special invite for everyone up for comprehensive and all supervisors
- September & October Divisions/Department Meetings – Divisions or departments discuss program reviews at monthly meetings
- October 17 & 24 – Deans and VPs review and complete feedback for all program review materials at Cabinet meetings.
- November 9, 2022 – SSPC Feedback
- November 16 & 17 – PBC Hosts Position Presentations
- November 18th – IPC Feedback
- December 8th – Senates Do Position Prioritizations
- February Division/Department Meetings – Divisions/departments meet to prioritize non-personnel resource requests
- February 3rd – Counseling/VPSS Office/Enrollment Services Department Meetings to prioritize non-personnel requests
- March 15th – PBC receives and certifies non-personnel resource request prioritizations

Susan asked if during the planning process, the committee could discuss how to increase campus engagement with IPC, to inform other constituency groups to plan on attending events and sending representation. Jessica shared that this can be included and can be incorporated as part of the IPC recommendation. Lisa asked if there is a way to have crucial campus IPC meetings joined with other existing campus group meetings. James mentioned that he suggests, as he has in previous years, that all senate, faculty leadership, coordinators, and administrators join in the program review process. James added that he is for anything that can be done to increase presence at this annual event, and commended Allison and Jessica for the creation of the operational calendar which will assist in the planning process. Lisa suggested asking different constituency groups if they would be

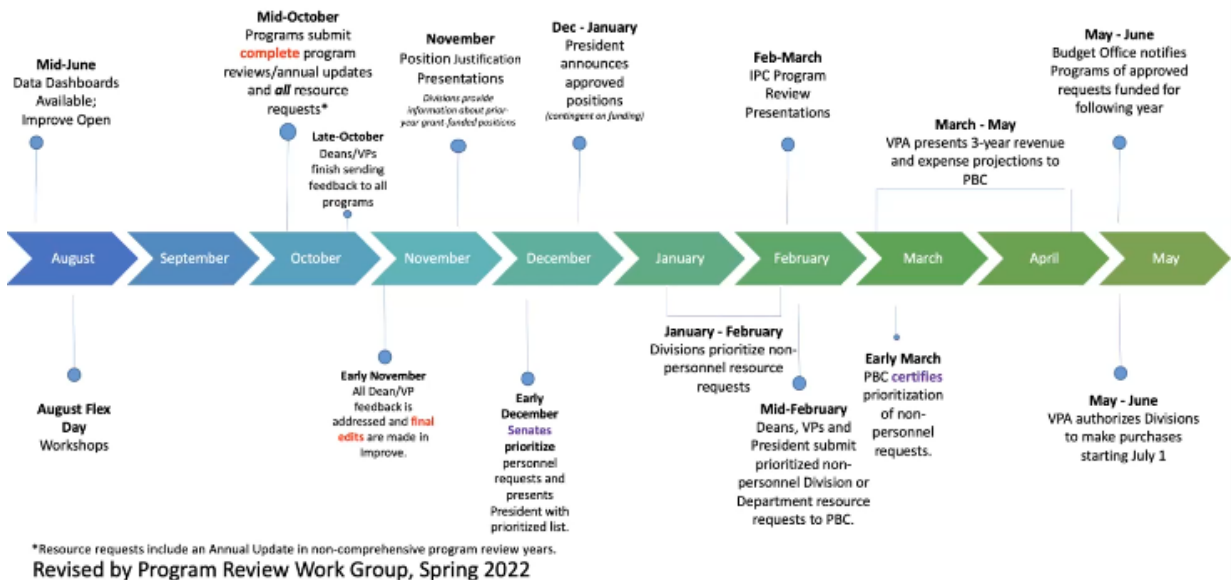
able to reschedule their group meetings to fall on the Program Review date so that more representation was present. Lisa highlighted that in this suggestion, it would not require folks to attend an additional meeting. She suggested that the Curriculum Committee meeting could be moved to coincide with Program Review to ensure the CC members' voices are heard. Susan agreed with both James and Lisa and reiterated that it is crucial that the campus understand what is happening in other departments. David Eck added that he hears the committee's suggestions, however, he does not believe that Academic Senate would be able to move its meeting, noting that the reason program review takes place at IPC is because the bandwidth is not present to view presentations at senate. David added that he is happy to recruit folks to attend these meetings, however. James suggested that this be approached not as an option, and that this is a matter of priority, that when faculty leaders and coordinators are presenting, he would make it a priority to have folks attend, even if that means having a second meeting for other constituency groups or rescheduling the meeting to allow for attendance. James added that the committee has spoken at length about how faculty feel like the process is not important and undervalued, yet people do not attend the presentations, which is designed to bring value to the campus community. James added that from his perspective, what gives the process more value is participation and leadership making this a top priority. Ameer added if it would be wise to consider having division meetings overlap in time to allow folks to attend. Jill added that it sounds like the goal is to have more voices represented. She suggested creating a format where the campus community could view the material within a specific time frame which would allow folks to be able to view it when convenient, and still have their input added. Jill added that she would volunteer to be on a task force for this. Susan added that rebranding Program Review may be necessary as people see this as a chore or as something that opens them up for criticism as opposed to the more positive aspects of the process, such as sharing and figuring out synergies. Jessica added that this feedback is very helpful as the overall goal is to make the process as meaningful as possible for the campus community. Allison added that the Program Review Work Group often discusses having everyone take ownership and responsibility for their parts of the process, and it is helpful to hear the group consider how to make the various pieces more meaningful.

The committee reviewed the following important dates:

- **October 14, 2022 - Submit your complete Comprehensive Program Review or Annual Update.**
- **October 28, 2022 - Deans and VPs complete feedback of all program review materials.**
- **November 4, 2022 - Review your supervisor's feedback and incorporate it into your PR.**
- **November 18, 2022 – IPC Instructional Program Review Feedback Session**
- **March 17, 2023 – Instructional Program Review Presentations at IPC**

The committee also reviewed the revised proposed timeline put forth by the work group, and Allison clarified new additions and updates that the work group put forward as seen here:

Program Review Timeline



Motion – To approve the three due dates for Program Review, IPC meeting dates that are involved in Program Review, and the Program Review Timeline: M/S: Lisa Palmer, Diana Tedone-Goldstone
Discussion – none
Abstentions – none
Approval – approved unanimously

4) Equity & Antiracism Leadership Work Group Proposal

Alison Field and Alex Claxton presented on behalf of this item. Alison shared that the purpose of this is to share out a draft proposal for merging the equity and anti-racism work at the college. The following presentation was shared, and Alison noted that committee members will be able to share their feedback on the document now through April 21:

Equity & Antiracism Leadership Workgroup Proposal for Cañada College



How does it all fit together?
How do we turn recommendations into action and meaningful change?

Our Goal

Formalize and institutionalize a new council or group to combine the objectives and mission of both the Antiracism Task Force and the Academic Committee for Equity & Success (ACES) which ensures that the College expands the scope of our formal committees to include both antiracism and equity.

- **College Antiracism Task Force Recommendation**



Approach



Bring members of Antiracism Task Force and ACES together as part of a *Equity & Antiracism Leadership Working Group*.

Task: develop recommendations for centralizing, merging, and empowering equity & antiracism work.

Duration: one year.

Goals & Timeline, Spring 2022:

- Feb: draft proposal
- Mar: gather feedback & input
- Apr: gather feedback & input; revise
- May: approval by PBC

Fall 2022: Launch new council or committee.

Proposed New Group: Mission & Focus



Mission:

To disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, justice and liberation.

Focus:

Larger landscape of the college and its antiracism and equity efforts for students, staff, and faculty.

Proposed New Group: Goals & Activities



1. Review & Revise Practices and Policies
 - a. For example: bias incident protocol and communication, hiring practices, facilitating student leadership / participation.
1. Develop and Implement Programs
 - b. For example: critical conversations, equity speakers series, affinity spaces.
1. Facilitate Professional and Student Trainings
 - b. For example: establish antiracism and equity training team, supplement & expand existing unconscious bias training (& other mandatory training), provide sustained training; asynchronous training.

Proposed New Group: Approach & Areas



Approach:

Critically examine larger systems of oppression.

Audit and interrogate our campus' racist culture and inequities.

Engage Cañada personnel and students in antiracist systems-changing.

Areas:

Hiring, Communications, Assessment, Compensation, Space Audit, Accountability, Partnerships, Training, Community-Building, Enrollment, and Scheduling

Proposed New Group: What? Who?



- **What?**
 - Equity & Antiracism Planning Council
- **Leadership**
 - Tri Chair: classified, faculty, admin.
 - ASAP: incorporate student leadership. (Need to research models for this.)
 - Long term: Admin rep would have specific focus on equity & antiracism

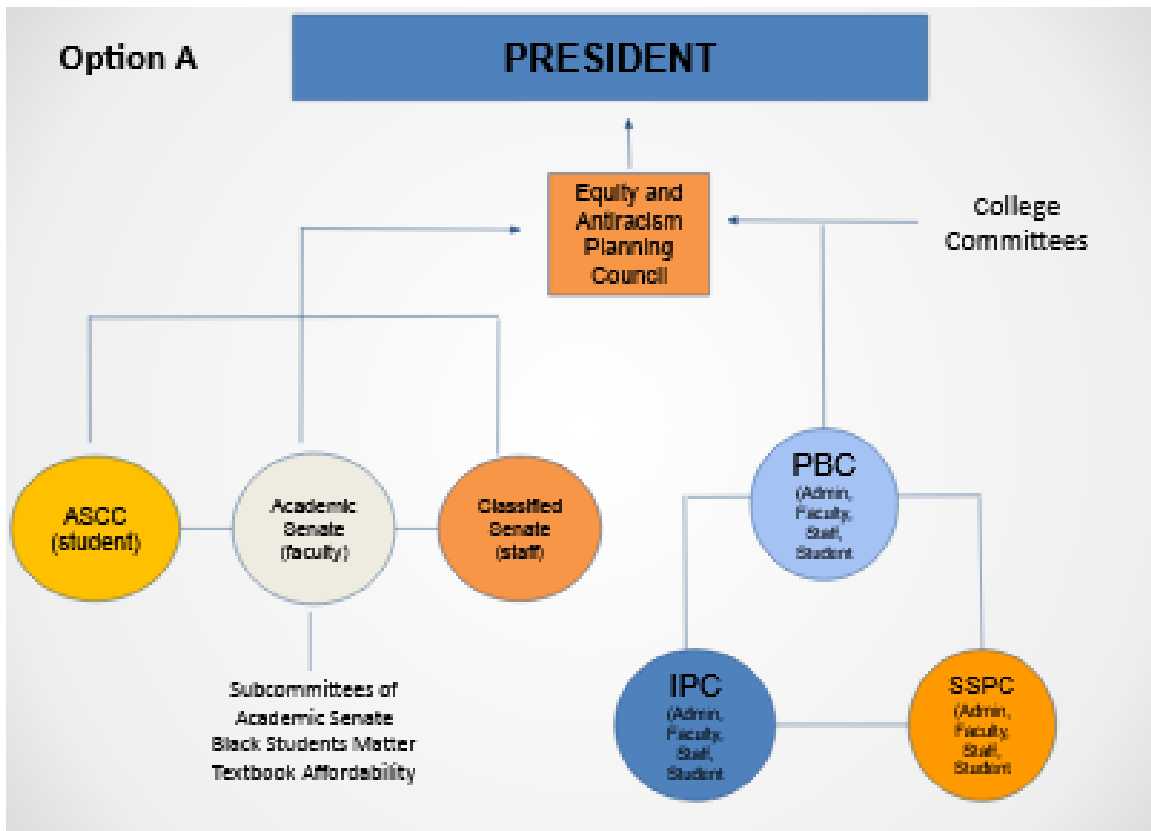
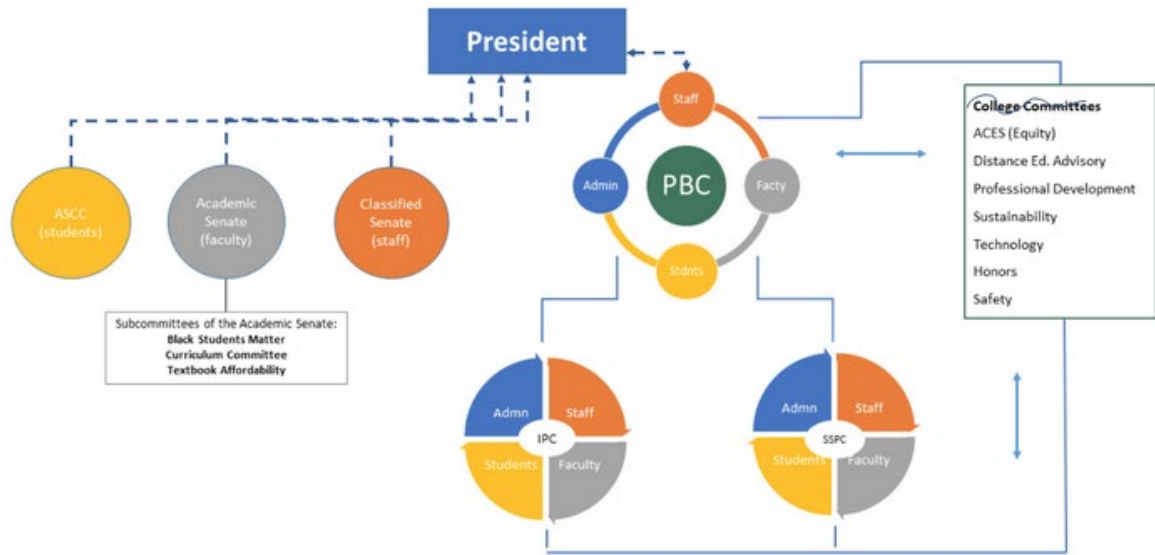
New Group: Who?

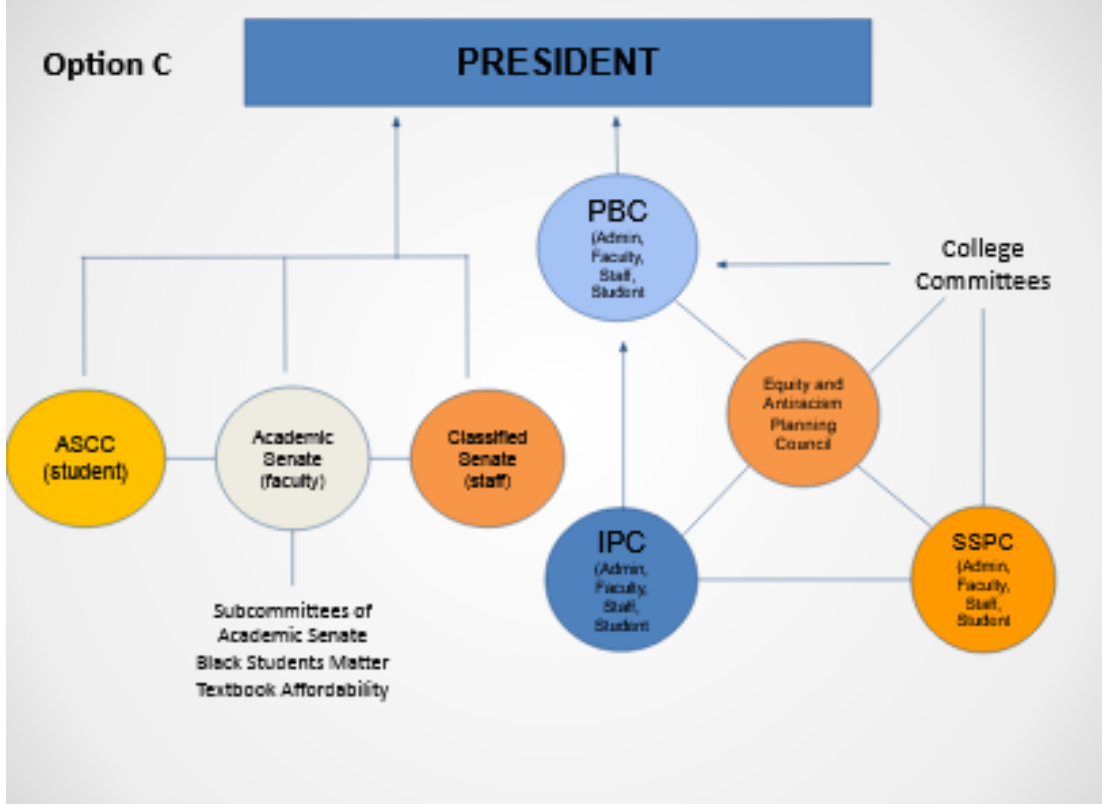
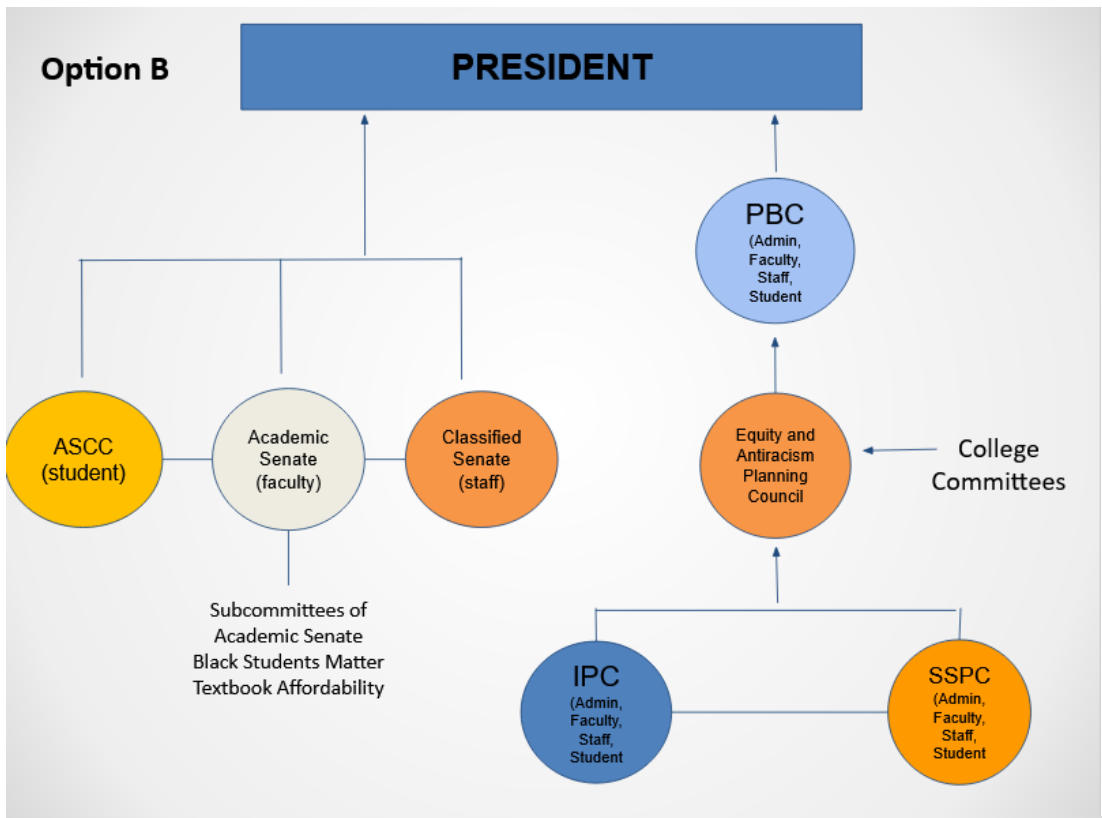


Special Note: Baseline training for all members will include Orientation and one training that will be organized by the Chairs. Additional trainings are optional – conference attendance, Cañada College and/or District Professional Development opportunities related to antiracism and equity.

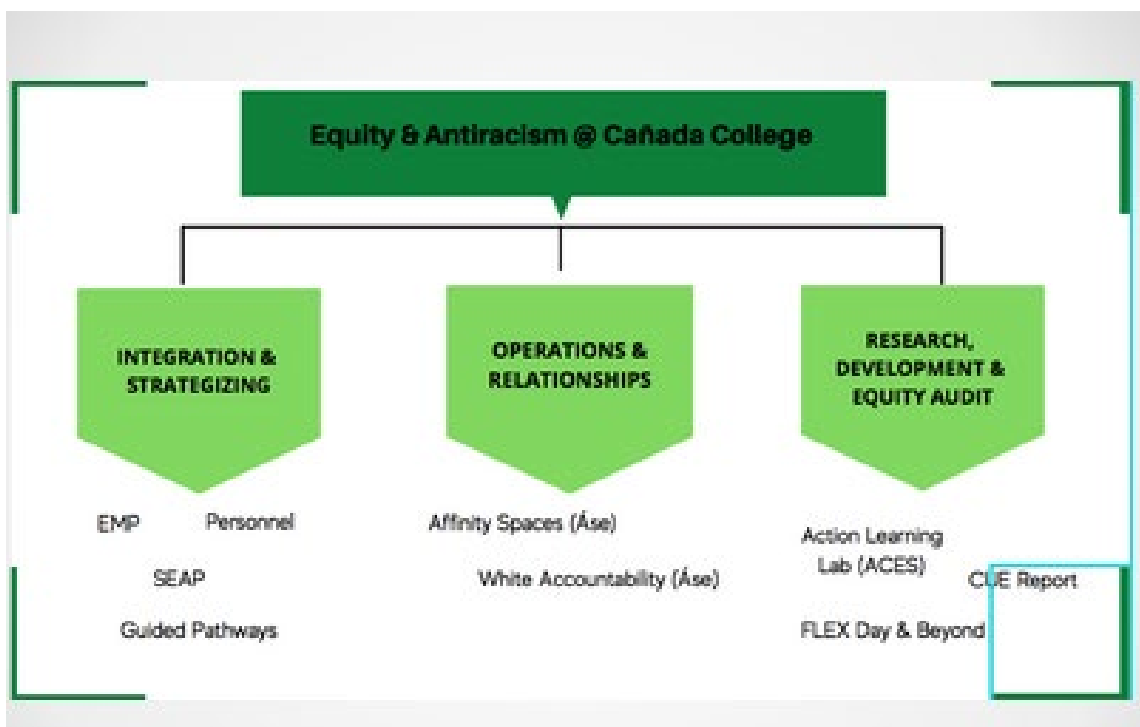
Membership:

- **ACES as a model**
- **Tri-chairs (3):**
 - Staff, Faculty, Admin (student)
- **Faculty (5-6):**
- **Classified (5-6):**
- **ASCC (2); PRIE (1); Admin (1)**





Feedback and Thank you



Jessica thanked Alison and Alex for their work. Jessica shared that for her, in terms of the visual, Option A shows that equity, inclusion, and anti-racism are a priority of the college, and this will

represent what we do as an institution, and that because of this she appreciates Option A. James echoed Jessica's sentiment that the equity and anti-racism work be front and center. James suggested that the committee focus on how to connect the dots operationally in terms of approval processes to ensure clarity. James shared that Option C appears to be more inclusive of the process, as the committees could vet their plans with the Equity and Anti-Racism Council in addition to IPC or SSPC before the plans are finalized in PBC for the final approval/recommendation, however, he also sees the reasoning for putting the Equity and Anti-Racism Council front and center and was unsure how to balance this. Lisa added that Option C centers equity and anti-racism, while Option A appears to create a hierarchy visually. Lisa added that Option C appears more integrative, where members of the task force can be part of the decisions that are being made rather than the decisions being made and then needing to be revisited to include alternate input. Susan agreed with Lisa and asked if these ideas are intended to be embedded in everything rather than have the process take a more hierarchical approach, which seems less efficient and integrated. Susan also asked for clarification regarding the senates' interaction with the council on each of the options. Alison shared that the first draft of option A did not have a direct line from the senates to the President, and everything was modeled to go through EA PC. However, the committee was reminded that legally, the senates need to keep a direct line of communication to the President, so the idea is that in spirit, the integrative lens is present. Alex added that the EA PC would have representation from all of the senates and the members should report back to their respective senate, and the consideration is if there should be a direct line of communication expected moving forward from the senates to the EA PC. Sarah thanked Alison and Alex for their work. She shared that it would be awesome if there could be a way to connect the senates to EA PC. For Sarah, visually, Option C has EA PC in the heart of the planning process. James added that Option C seems most inclusive of college committee planning and the most dynamic. Rian added that Option C appears to present that all groups work together most effectively. Sarah added that Option C seems a bit better at integration with EA PC to ensure solid connections and collaborations. Diana added that she prefers Option C as well. Alex encouraged the committee to add comments to the document, which will then be reviewed to prepare for PBC.

5) Current Draft of New Educational Master Plan (2022-2027)

David Eck presented on behalf of this item. David shared the following link of the draft with the committee as seen here: [Educational Master Plan 2022-2027 Draft](#)

David reviewed areas of the master plan that are in the process of being updated, including the college mission, vision, and values in addition to the draft of four college goals, and the strategic initiatives linked to each. David mentioned that for the body of IPC, Goal 1: Student Access, Success and Completion and the associated strategic initiatives will be important to review related to instruction. Additionally, in Goal 3: Equity Minded and Antiracist College Culture, the strategic initiatives focusing on learning environments will be appropriate for IPC members to review.

David highlighted the section "Tri-Chairs Message" and reminded the committee that this document is not the operational handbook of the college, but rather focuses on the new initiatives that are attempting to improve upon current operations, and creating new operations. The list of goals and initiatives reflect the changes and improvements that we are trying to make. David added that feedback can be made directly on the document, and that the work group will be meeting next week to codify the feedback. This will also be shared at Flex Day to elicit feedback.

Jessica asked if the mission statement has transitioned to one sentence. David clarified that this is the case in the current draft and that more of the narrative style has been shifted to the values section. David shared that after attending workshops, it was clear that a mission statement should be

something that can be committed to memory, and this is why the transition from a paragraph to a sentence was made. Jill suggested the following edit: Cañada College inspires life transformation and community engagement through quality education. David encouraged the committee to share feedback and ideas. David added if there are any substantial changes, it is doable, but he asked that those proposing larger changes plan to meet with him to review. Alex asked if David could give a quick review on the difference between a goal, a strategic initiative, and an activity. David mentioned that the three components are goal, strategy and tactic. He added that for goals, the basic idea is to describe a state of being that you want to achieve that is measurable, realistic, and equity minded among other things; it is the achievement that the institution wants to reach. Strategy is the broader focus that the college will undertake, and specific interventions reference the tactic level.

David asked the committee to please review the document, especially Goals 1 and 3 to ensure it is not missing any important strategic initiatives related to instruction. David added that it was challenging to have faculty representation in the meetings, so he would appreciate the review to ensure all important information is incorporated.

6) English Department: Banking of Pre-Transfer Courses (post-AB705)

Lisa Palmer presented on behalf of this item. Lisa shared that AB 705 states that all students must be enrolled in transfer level English and Math by the end of their first year of college. In practice, this means that the college is dropping many pre-transfer level courses in English and Math. Across the district, the English departments have come up with solutions as there is a bit of a conundrum as AB 705 states that all students should be able to enroll in transfer level courses and the UCs state that English 100 should have a prerequisite that states the required English proficiency level of students taking the course. The English Department drafted the following which was shared with the committee:

Prerequisite for ENGL 100: Appropriate skill level as indicated by at least a 2.6 GPA in high school, completion of ESL 400, or other measures as applicable. Students eligible for English 100 who would prefer to receive extra support in reading and writing skills may enroll in English 105.

Prerequisite for ENGL 105: Appropriate skill level as indicated high school GPA, completion of ESL 400, or other measures as applicable. Students eligible for English 100 who would prefer to receive extra support in reading and writing skills may enroll in English 105.

Cañada's language:

1. *Prerequisite for ENGL 105: Appropriate skill level as indicated by high school GPA, successful completion of ESL or ESOL 400, or other measures as applicable.*
2. *Prerequisite for ENGL 100: Appropriate skill level as indicated by a high school GPA of 2.6 or higher, successful completion of ESL or ESOL 400, or other measures as applicable*
3. *Prerequisite for the other courses that currently list eligibility for ENGL 100 or 105: Appropriate skill level as demonstrated by eligibility for ENGL 100 or 105, or other measures as applicable.*

Lisa added that there are several hundred courses which state that recommended prep is a pre-transfer level English course, which are no longer being taught, which is likely confusing to

students. The English department will be meeting later this afternoon to discuss language options on CurricuNET.

Lisa added that the Mathematics department is waiting to receive more guidance on CIDs, and will not be making changes as of yet. Lisa added that changing options on the drop down menus for courses in CurricuNET will occur once both Math and English decisions have been finalized. Susan added how complex this is as there are so many different pieces to be mindful of, and so many potential impacts in terms of student preparation and success. Susan elaborated on the potential challenges that could arise, and asked what other districts are doing regarding this shift and asked about the success rates of students in ENG 100. Lisa shared that she would have to review this information, and shared that there are potential efforts to push back on the legislation, however, Lisa personally would like to dedicate time to put forth effort into attempting to assist students who do not have the skills they need. Lisa shared research and insight regarding the motivation behind the decision making process. Lisa added that as far as what she has seen, other districts are responding similarly to our district departments. Alex shared that there are three programs of study that require English 100 but do not have English 105 as an alternate which poses a curricular problem. David Eck added that District Academic Senate is bringing the head of FAC to a meeting, and this representative is arguing that the push on acceleration has ulterior motives not having to do with educational success and secondly, the data cited by AB 1705, which is an extension of AB 705 is positive, however there is discussion that the data is insufficient and omits some crucial information. Lastly, David mentioned that the issue with UCs may improve after the AB 928 implementation plan, which will be drafted this May and will possibly make some adjustments to articulation agreements.

7) Distance Education Modality Definitions & Guidance

Sarah Harmon presented on behalf of this item. Sarah shared two documents with the committee:

[DE Modality Definitions](#)

[Guidance](#)

Sarah explained that the DE Modality Definitions are the definitions that the District Academic Senate's Standing Committee on Teaching and Learning established with district DEAC. Additionally, a guidance document that has been written with district DEAC has been established. These documents are being circulated regarding implementation. The Enrollment Services Committee at the district has been consulted regarding incorporating the definitions in banner. Sarah added that the State Chancellor's Office still needs to supply some definitions, for example those for the words HyFlex and Hybrid. Sarah stated that each of the modalities will be coded in Banner in a specific way for proper tracking for scheduling and data collection purposes. Sarah added that the Guidance document is designed with faculty in mind and that another document regarding contact hours will be created in the future for deans, division assistants, and curriculum analysts to reference. Sarah added that the hope is to have the definitions be used in spring of 2023, however, veterans and international students pose challenges as they would not be allowed to take HyFlex courses because of restrictions on asynchronous/online courses, and the hope is that this is resolved at the federal level.

8) Textbook Affordability Subcommittee Implementation Plan

Sarah Harmon presented on behalf of this item. Sarah shared the following document with the

committee:

[OER/ZTC Implementation Plan January Draft](#)

Sarah shared that this is the same draft that was shared earlier, however, this shows tracked changes. Sarah thanked the committee for their comments and perspectives on the draft, and that some of the changes noted are a result of the comments received at spring plenary. Sarah stated that she wanted to highlight the comment that she frequently received about making sure the campus recognizes that there might be ways to purchase course materials for students. Sarah added that there is a sustainability question that needs to be considered, as the goal is to purchase items that are sustainable, which could include library subscriptions. Sarah added sections on grant funding in addition to a focus on sustainability.

Jessica expressed her appreciation for this process and thanked Sarah for the role she had in leading this endeavor.

9) Dual Enrollment Plan Update

Mayra Arellano presented on behalf of this item. She shared the following presentation with the committee:



REDWOOD CITY, CA

Update on Early High School Credit Programs

April 15, 2022

Accomplishments-Spring 2022

1. Successfully on-boarded roughly 200 students across 5 high schools
2. Streamline onboarding- onboarding presentations
3. [Updated our Early College Website](#)
4. Dual Enrollment Implementation Plan- **Available Now**
5. Staffing- PSC and Student Ambassadors
6. Pathways Update: CTE and GE Pathways



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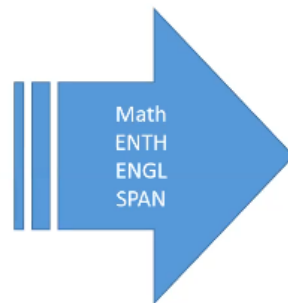
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Dual Enrollment New Request- CTE Pathway

Courses	High School
Digital Arts & Animation	Menlo Atherton HS Redwood High School
Business- Entrepreneurship Spanish Language Entrepreneurship	Pescadero HS
Education & Human Development	Carlmont HS Redwood HS
Culinary	SUHSD

Dual Enrollment General Education Pathways-DRAFT

A-G AREA	SUHSD CURRICULUM AREA TITLE	CANADA GE COURSE	CSU GE AREA	UC GE (IGETC) AREA
A	HISTORY & SOCIAL SCIENCES	HIST 100 History Western Civ. I (GE Area C2 or D)	GE Area C2 or D	IGETC Area 3B or 4
		HIST 101 History Western Civ. II (GE Area C2 or D)	GE Area C2 or D	IGETC Area 3B or 4
		HIST 104 World History I	GE Area C2 or D	IGETC Area 3B or 4
		HIST 106 World History II	GE Area C2 or D	IGETC Area 3B or 4
		HIST 201 US History I	GE Area C2 or D	IGETC Area 3B or 4
		HIST 202 US History II	GE Area C2 or D	IGETC Area 3B or 4
		HIST 245 Race, Ethnicity & Immigration	GE Area C2 or D	IGETC Area 3B or 4
		ETHN 105 African American Hist/Culture	GE Area C2 or D	IGETC Area 3B or 4 (pending)
		ETHN 108 Rethinking Race, Gender, and Nation	GE Area D	IGETC Area 4 (pending)
		ANTH 110 Cultural Anthropology	GE Area D	IGETC Area 4
B	ENGLISH	PLSC 210 American Government	GE Area D	IGETC Area 4
		ENGL 105 Intensive Composition & Reading	GE Area A2	IGETC Area 1A
		ENGL 100 Reading & Composition	GE Area A2	IGETC Area 1A
C	MATH	MATH 200 Statistics	GE Area M	IGETC Area 2
D	SCIENCE	BIOL 110 Principles of Biology (inc. lab)	GE Area B2/B3	IGETC Area 5B/5C
		BIOL 130 Human Biology/BIOL 132 Human Bio. Lab	GE Area B2/B3	IGETC Area 5B/5C
		CHEM 152 Elementary Chemistry (inc. lab)	GE Area B1/B3	IGETC Area 5A/5C
		ENVS 115 Environmental Science/ENVS 101 lab	B1/B3 or B2/B3	IGETC Area 5A/5C or 5B/5C
		ASTR 100 Introduction to Astronomy/ASTR 101 lab	GE Area B1/B3	IGETC Area 5A/5C
		OCEAN 100 Oceanography/OCEAN 101 lab	B1/B3 or B2/B3	IGETC Area 5A/5C or 5B/5C
		ANTH 125 Physical Anthropology/ANTH 126 lab	GE Area B2/B3	IGETC Area 5B/5C
		SPAN 110 Elementary Spanish (SPAN 111/112 equivalent)	GE Area C2	IGETC Area 6 LOTE
F	VISUAL PERFORMING ARTS	ART 101 Ancient Classical Medieval Art Hist	GE Area C1	IGETC Area 3A
		ART 102 Late Med Ren Baroque Art History	GE Area C1	IGETC Area 3A
		ART 103	GE Area C1	IGETC Area 3A
		ART 104 History of Modern Art	GE Area C1	IGETC Area 3A
		DANC 100 Dance Appreciation	GE Area C1	IGETC Area 3A
		DRAM 140 Introduction to the Theatre	GE Area C1	IGETC Area 3A
		LIT 442 Survey of Film	GE Area C1	IGETC Area 3A
		LIT 442 Film Study and Appreciation	GE Area C1	IGETC Area 3A
		MUS 100 Fundamentals of Music	GE Area C1	IGETC Area 3A
		MUS 202 Music Appreciation	GE Area C1	IGETC Area 3A
		ETHN 205 Evolution of Hip Hop Culture	GE Area C2	IGETC Area 3B pending
MUS 210 History of Pop Music & Rock	GE Area C1	IGETC Area 3A		



Summer 2022- Concurrent Enrollment

- Summer Offerings Off Site:
 - ECE 212
 - CRER 137
 - ESL 911
- What classes are you offering?
- How can we support you in advertising your classes for the summer?

Want to get a **jump** on college?

Complete college courses
before graduating from high school - for **FREE!**

BUSINESS
CANADA COLLEGE

Questions?
Mayra Arias
Director of Off-Site,
Transfer & Dual Enrollment
3521.836.3166
aria.m@caafadd.edu

BUS 100 - Introduction to Business (3 units)
Summer Session (Virtual) June 13, 2022 - July 21, 2022
Professor Flores, Course ID (CRN) # 55142 or 55259
Join us for an introductory course to the most popular major
on college campuses today.

FREE for High School students

Transfer credit: UC/CSU
Meets General Education (GE) requirements for CSU/CaFadd
College Area D Social Sciences

For info on how to apply or to sign up for an info session
<https://caafaddcollege.edu/concurrent/>

Outreach Update

- 1) PEPS- Priority Engagement Program
- 2) Connect to College- Open House on May 17th
- 3) Saturday One-Stop Events
- 4) Presentations at Offsite Events for Summer



Lisa Palmer stated that she would be interested in seeing research regarding financial and enrollment trends as well as student advantages. Mayra shared that the committee will be able to access the Implementation Plan PDF which has resources and research for reference. Mayra shared that dual enrollment courses are taught at the high school because the intent is to target students who are not college bound or students who do not have the ability to come to the college setting. Concurrent enrollment alternately provides the option for students who have access to come to campus.

10) Good of the order

-Jessica mentioned that at the next meeting, the group will likely have to vote on membership for next year, including the faculty co-chair position.

-Joan thanked the committee for the experience of serving on IPC and mentioned that she will be cycling off at the end of the school year.

11) Adjournment

Motion – To adjourn the meeting: M/S: Joan Murphy, Alex Claxton

Discussion – none

Abstentions – none

Approval – approved unanimously

a) Meeting adjourned at 11:30 am.