



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
September 16, 2022
9:30am – 11:30am, Zoom**

Members Present: Jessica Kaven, Susan Mahoney, Lisa Palmer, Karen Engel, Chris Burns, Erik Gaspar, Sarah Cortez, Allison Hughes, James Carranza, Chialin Hsieh, Jill Sumstad

Members Absent: Alison Field, Alex Claxton, ASCC Rep

Guests: Gerardo Pacheco, Lezlee Ware, David Eck, Candice Nance, David Reed, Hyla Lacefield, Ameer Thompson, Matt Lee, Gampi Shankar, Diana Tedone-Goldstone, Leonor Cabrera

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S: Lisa Palmer, Chris Burns

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

- September 2, 2022

Motion – To approve minutes: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

3) Faculty Learning Program (FLP) Coordinator (out-of-cycle request for reassigned time) – Decision

Chialin Hsieh presented on behalf of this item. Chialin shared with the committee that she was pleased to inform them that the position has been approved. The assignment is .2 FTE (3 units), equal to 7.5 hours per week (about 125 hours per semester) and will begin fall 2022. Chialin shared that the term length is 2 years, or 4 semesters and will be renewable. Chialin shared that she appreciated IPC's support for this position

4) Program Improvement and Viability (PIV) Process

Diana Tedone-Goldstone presented on behalf of this item. Diana shared that she was asked to give an update on the Program Improvement and Viability (PIV) Process workgroup which met last week to work on integrating the recommendations from IPC into the current draft. Diana shared that the group incorporated the feedback and will be meeting again the last week of September to continue working on the draft and look at the LMC PIV process to see if any information can be utilized. Diana shared that the document is still in the draft and revision stage currently.

Jessica asked Diana if there was a timeline for completion. Diana shared that a workable draft is the hope by the end of the semester. Diana shared that once a draft that is considered workable is complete, a practice run will take place to ensure the steps and the process make sense and is not redundant, inappropriate or unfair. Diana shared that she is hopeful the upcoming meeting will almost complete the process. Lisa Palmer added as a member of the workgroup, her understanding was that at the upcoming meeting, the group would review the remaining comments from IPC in anticipation of the practice run.

Jessica appreciated Diana, Lisa, and the other members of the workgroup for their commitment and time on this project. Jessica shared that she would send the workgroup via email feedback from a member who was not present at today's IPC meeting. Chialin added that ultimately, it is important to connect this PIV process to program review.

5) Online Learning – An Equity and Inclusive Issue

- **ASCC Recommendation that our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi modal) format by spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or students households.**
 - **Inventory on degree completion**

Chialin shared that for this item, Karen Engel and Alex Claxton created a PowerPoint sharing the results for the inventory on degree completion. Jessica provided a recap to the committee and discussed the following:

<p>Spring 2022 ASCC Resolution</p> <ul style="list-style-type: none"> • “ASCC Recommendation that the College provides 100% of certificate and degree classes online” 	<p>IPC Action on May 20, 2022</p> <ul style="list-style-type: none"> • “IPC supports the ASCC recommendation that Cañada strive to create opportunities for students to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.). We commit to forming a workgroup in fall 2022 to facilitate this effort, including researching how to work with Skyline and CSM to make this happen.”
<p>Fall 2022 REVISED ASCC Resolution (September 1, 2022)</p> <ul style="list-style-type: none"> • ASCC Recommendation that our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi modal) format by Spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or students households. <ul style="list-style-type: none"> ○ Follow-up: “the recommendation is asking that any class needed to attain a degree/certificate should be offered in an online (or multi-modal) format.” 	<ul style="list-style-type: none"> • IPC to take action on REVISED recommendation on 10/7 <p>Topics Identified (IPC meetings: 9/2 & 9/16)</p> <ul style="list-style-type: none"> • Inventory <ul style="list-style-type: none"> ○ Modalities, course offerings, course scheduling, course success • Quality of Instruction <ul style="list-style-type: none"> ○ Faculty professional development/trainings • Student technology needs <ul style="list-style-type: none"> ○ Laptops/Chromebooks • Program Success and Compleatability <ul style="list-style-type: none"> ○ Success and completion specific to degrees/certificates and based course modalities

Jessica added that at the last meeting, IPC discussed the inventory and the group asked for follow up by what is meant by 100% of classes. To follow up, Jessica clarified that the recommendation is asking that any class needed to attain a degree or certificate should be offered in an online or multi-modal format. Jessica added that at the last meeting, the group discussed forming a workgroup, but with the new recommendation, there is more information to cover and follow up regarding, and this is why the inventory and data was needed. Jessica added that an action item regarding the revised recommendation will be forthcoming. Jessica added that at the 10/7 IPC meeting, the group can revise its recommendation based on ASCC’s revision. Chialin stated that Karen would share with the committee what the DE addendum inventory looks like currently, and Chialin will share the ways IPC can support the student first schedule and the formation of an advisory group surrounding this item.

Karen shared the following presentation with the group. She stated that this discussion is about program completability, considering all of the campus existing degree and certificate programs currently offered. Of those that fall into the various core required or selective

categories, which can be offered online? Jose from the VPI Office gave PRIE a full list of every course that currently has a DE Addendum, and this information was cross-mapped with core requirements, the CSU GE and IGETC requirements. Karen thanked Alex Claxton as well for his work on this presentation.



Degrees/Certificates Completable Online based on active DE addenda

as of September 9, 2022

Office of Planning, Research, Innovation & Effectiveness (PRIE)

Summary

- This analysis is based on active DE addenda for each approved course at Cañada College.
 - 83% of courses now have an active DE Addendum
- **Cañada has 133 active degree and certificate programs.**
- Assuming major courses with DE addenda are offered online:
 - 109 (82%) of the 133 active degree and certificate programs at Cañada are able to be completed online
 - 24 (18%) of the 133 active degree and certificate programs at Cañada are NOT able to be completed online

**109 (82%)
degree and
certificate
programs
obtainable
online IF key
courses are
offered online**

**Cañada has 133
active degree
and certificate
programs**

Completable Online	AA	AS	ADT	Certificate	Completable Online	AA	AS	ADT	Certificate
3D Animation and Videogame Art	x			x	History	x		x	
Accounting		x		x	Home Staging				x
Administrative Assistant		x		x	Human Relations in the Workplace				x
Administrative Support Assistant		x		x	Human Services Paraprofessional				x
Allied Health		x			Inclusion Support	x			
Anthropology	x		x		Interdisciplinary Studies, Option 1, Cañada	x			
Bilingualism and Biliteracy in English/Spanish				x	Interdisciplinary Studies, Option 1, Cañada	x			
Biological Sciences		x			Interdisciplinary Studies, Option 1, Cañada	x			
Biology			x		Interdisciplinary Studies, Option 2, Transfer	x			
Business Administration		x		x	Interdisciplinary Studies, Option 2, Transfer	x			
Business Administration 2.0			x		Interdisciplinary Studies, Option 2, Transfer	x			
Business Assistant		x		x	International Studies	x			
Business Information Worker				x	Law, Public Policy, and Society			x	
Business Management		x		x	Litigation				x
Chemistry		x			Marketing		x		x
Child and Adolescent Development			x		Mathematics			x	
Cloud Computing				x	Medical Administrative Assistant				x
Communication Studies	x		x		Medical Billing Specialist		x	x	
Computer Science			x		Medical Coding Specialist				x
Computer Science C++				x	Multilingual Learner Teaching				x
Computer Science Java				x	Nutrition and Dietetics			x	
Computer Science Swift				x	Option 1: CSU General Education (CSU GE) Certificate of Achievement				x
Custom Dressmaking/Small Business Oriented		x		x	Option 2: Intersegmental General Education Transfer Curriculum (IGETC)				x
Dance	x				Option 3: Intersegmental General Education Transfer Curriculum (IGETC)				x
Digital Art and Animation	x			x	Paralegal		x		x
Early Childhood Education		x	x	x	Pathways to Student Success				x
Earth Science		x			Payroll Specialist				x
Economics	x		x		Philosophy	x			
Engineering		x		x	Physics		x	x	
English		x	x		Political Science		x	x	
Entrepreneurship and Small Business Management		x		x	Preparation for Academic Scholarship and Success (PASS)				x
Entry Level Bookkeeper				x	Psychology		x	x	
Environmental Science		x			Social Work and Human Services			x	
Ethnic Studies	x				Sociology	x		x	
Fashion Design Merchandising		x		x	Spanish	x		x	
Funeral Service Education		x			Technical (Apparel Industry Oriented)		x		x
General Office				x	Theater Costuming		x		x
Geography	x		x		User Interface/User Experience Design	x			x
Graphic Design				x	Video Game Design				x

**24 (18%) degree
and certificate
programs NOT
obtainable online
due to a lack of
active DE addenda
for some
requirements**

**Cañada has 133
active degree and
certificate programs**

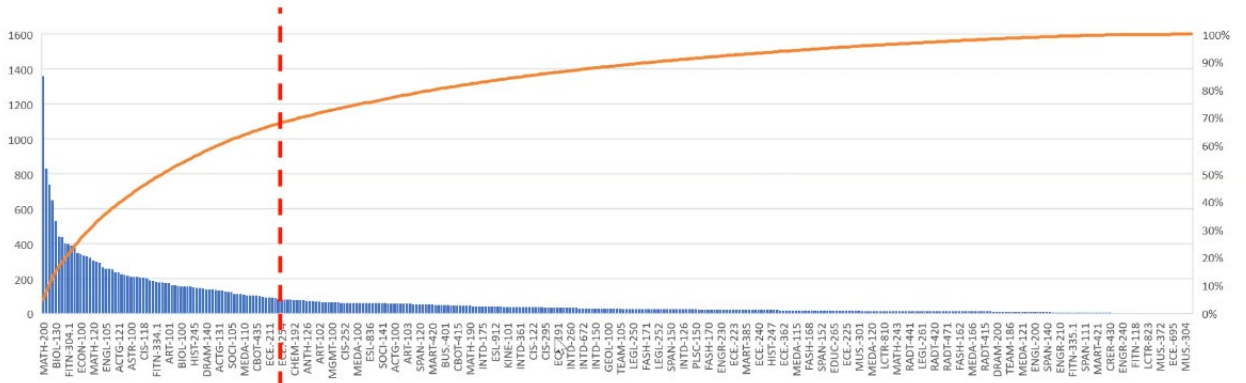
Not Possible Online	
Advanced Optics and Photonics Technology	Certificate of Achievement
Art History	AA Degree Program
Art History	AA-T Associate in Arts Degree for Transfer
Elementary Teacher Education	AA-T Associate in Arts Degree for Transfer
Environmental Science	AS-T Associate in Science Degree for Transfer
Interior Design	AS Degree Program
Interior Design	Certificate of Achievement
Kinesiology	AA Degree Program
Kinesiology	AA-T Associate in Arts Degree for Transfer
Kitchen and Bath Design (Affiliated with NKBA)	Certificate of Achievement
Latin American and Latino/a Studies	AA Degree Program
Latin American and Latino/a Studies	Certificate of Achievement
Math for Surveying and Computer-Aided Design	Certificate of Achievement
Medical Assisting	AS Degree Program
Medical Assisting	Certificate of Achievement
Music	AA Degree Program
Philosophy	AA-T Associate in Arts Degree for Transfer
Photonics and Laser Technology	Certificate of Achievement
Radiologic Technology	AS Degree Program
Studio Arts	AA Degree Program
Studio Arts	AA-T Associate in Arts Degree for Transfer
Theatre Arts	AA Degree Program
Theatre Arts	AA-T Associate in Arts Degree for Transfer
Youth and After School	Certificate of Achievement

Percentage of courses in each GE Area with active DE addenda

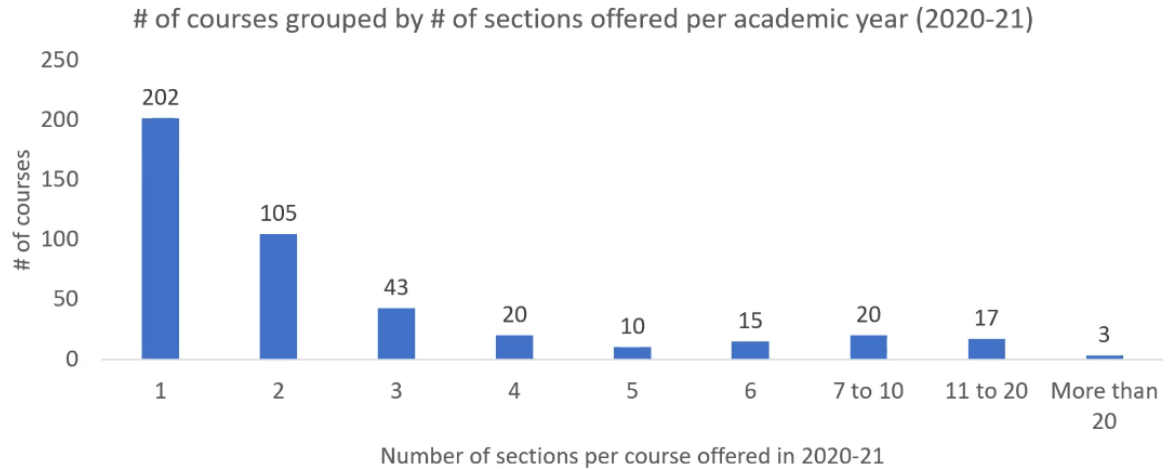
GE Pattern	Area	DE Addenda	No DE Addenda	% W/ Addenda
CSU GE	A1: one course	4		100%
CSU GE	A2: one course	2		100%
CSU GE	A3: one course	5		100%
CSU GE	B1: one course	18	3	86%
CSU GE	B2: one course	9		100%
CSU GE	B3: one course	17	4	81%
CSU GE	B4: one course	13		100%
CSU GE	C1: one or two courses	23	12	66%
CSU GE	C2: one or two courses	46	2	96%
CSU GE	D1: two courses	47	2	96%
CSU GE	E1: one course	9		100%
CSU GE	E2: adds up to 2 units	109	16	87%
CSU GE	F1: one course	7		100%
IGETC CSU	1A: one course	2		100%
IGETC CSU	1B: one course	2		100%
IGETC CSU	1C: one course	4		100%
IGETC CSU	2A: one course	10		100%
IGETC CSU	3A: one or two courses	19	12	61%
IGETC CSU	3B: one or two courses	33	3	92%
IGETC CSU	4A: 3 courses from 2 subjects	44	3	94%
IGETC CSU	5A: one course	15	3	83%
IGETC CSU	5B: one course	11		100%
IGETC CSU	5C: one course	15	2	88%
IGETC UC	1A: one course	2		100%
IGETC UC	1B: one course	2		100%
IGETC UC	2A: one course	10		100%
IGETC UC	3A: one or two courses	19	12	61%
IGETC UC	3B: one or two courses	34	2	94%
IGETC UC	4A: 3 courses from 2 subjects	45	2	96%
IGETC UC	5A: one course	15	3	83%
IGETC UC	5B: one course	11		100%
IGETC UC	5C: one course	15	2	88%



20% of courses saw 67% of enrollments in 2020-21



71% of courses are offered only 1-2 times per year



Jessica asked for clarification regarding what is meant by “key courses.” Karen shared that lately work has involved reviewing the entire inventory and identifying classes that are required to obtain a degree or certificate. Those are called core required classes, and then there are cross-mapped classes that are in that selective field. In addition, courses that are GE which can qualify and fulfill general education requirements for CSU or UC are considered. Karen shared that a key class therefore might be one that is a core required class and meets the GE requirements in other programs, or it may be a selective class and a GE class that may be more in demand because more students may need it in different programs to obtain different degrees. Key classes are those that are in demand often because they fulfill many requirements.

Hyla Lacefield shared that she was one of the first proponents of bimodal teaching, and she was worried that folks were not prepared and enrollment would suffer when the return to campus was looming as only one course would often be offered. Hyla shared that she encouraged faculty to consider cross-listing that allowed students to sign up for an in person section or an online section, which would allow the faculty member to still only teach one group of students. Hyla added that while this has worked well, it has added a lot of complexity to the data. Hyla added that this has been successful in terms of enrollment more than doubling in some course offerings, and this is significant when considering that some courses are only offered once per year, or once per semester. Hyla added that DE addenda were added to virtually every offering where this was possible, however, in certain cases such as Medical Assisting courses, in person components were necessary. Hyla encouraged the addition of “when possible, feasible, legal, or safe” to the request for online course offerings.

Ameer Thompson agreed with Hyla regarding the feasibility for some courses. He provided

the example of RadTech being determined that it could not meet online and had to have an in-person presence. Ameer added that a lot of courses which are critical to students are currently offered in a variety of modalities. He provided specific examples from his division:

Course Type Legends [Learn more details about course types.](#)

Astronomy

Course Type	Status	CRN	Course Title	Units	Days	Instructor	Meeting Date	Meeting Time	College
 	Closed	97379	ASTR 100 – Introduction To Astronomy	3	M, W	Elteco, A	08/17-12/07	9:45am-11:00am	
 	Closed	90879	ASTR 100 – Introduction To Astronomy	3	M, W	Elteco, A	08/17-12/07	9:45am-11:00am	
 	Closed	95036	ASTR 100 – Intro To Astronomy-Honors	3	M, W	Elteco, A	08/17-12/07	9:45am-11:00am	
 	Closed	93378	ASTR 100 – Introduction To Astronomy	3		Digel, J	08/17-12/16		

He noted that ASTR 100 was one of the first classes that turned multimodal, and he worked closely with faculty to offer a single course available in multiple modalities, as noted above, the same course is offered in three modalities.

































Ameer also gave the examples of BIOL 100 and MATH 200:

Course Type Legends [Learn more details about course types.](#)

Biology

Course Type	Status	CRN	Course Title	Units	Days	Instructor	Meeting Date	Meeting Time	College
 	Closed	80882	BIOL 100 – Intro. to the Life Sciences	3		Limm, M	08/17-12/16		
 	Closed	95730	BIOL 100 – Intro To Life Sciences	3		Limm, M	08/17-12/16		

Mathematics

Course Type	Status	CRN	Course Title	Units	Days	Instructor	Meeting Date	Meeting Time	College
	Closed	96751	MATH 200 – Elem Probability & Statistics Note: This course has corequisites . See All Corequisite Schedules . Corequisite(s): MATH 200 AAA is linked with CRN 96845: MATH 800 AAA. When you enroll in a linked section you must enroll in the companion course(s). Note: This course has a cohort restriction .	4	M, W	Hoffman, M	08/17-12/07	9:10am-11:00am	
	Closed	91990	MATH 200 – Elem Probability & Statistics Note: This course has corequisites . See All Corequisite Schedules . Corequisite(s): MATH 200 AAC is linked with CRN 96511: MATH 800 AAC. When you enroll in a linked section you must enroll in the companion course(s).	4	M, W	Monarres, D	08/17-12/07	12:10pm-2:00pm	
	Closed	96512	MATH 200 – Elem Probability & Statistics Note: This course has corequisites . See All Corequisite Schedules . Corequisite(s): MATH 200 AAD is linked with CRN 96513: MATH 800 AAD. When you enroll in a linked section you must enroll in the companion course(s).	4	T, Th	Alkeswani, A	08/18-12/08	8:10am-10:00am	
	Closed	90272	MATH 200 – Elem Probability & Statistics	4	M, W	Meng, H	08/17-12/07	8:10am-10:00am	
	Closed	92987	MATH 200 – Elem Probability & Statistics Note: This course has corequisites . See All Corequisite Schedules . Corequisite(s): MATH 200 YEH is linked with CRN 96505: MATH 800 YEH. When you enroll in a linked section you must enroll in the companion course(s).	4	M, W, F	Klimkovsky, V	08/17-12/09	9:45am-10:55am	
	Closed	94437	MATH 200 – Elem Probability & Statistics	4	M, W	Meng, H	08/17-12/07	12:10pm-2:00pm	
	Closed	92987	MATH 200 – Elem Probability & Statistics Note: This course has corequisites . See All Corequisite Schedules . Corequisite(s): MATH 200 YEH is linked with CRN 96505: MATH 800 YEH. When you enroll in a linked section you must enroll in the companion course(s).	4	M, W, F	Klimkovsky, V	08/17-12/09	9:45am-10:55am	
	Closed	94437	MATH 200 – Elem Probability & Statistics	4	M, W	Meng, H	08/17-12/07	12:10pm-2:00pm	
	Closed	81373	MATH 200 – Elem Probability Stats- Honors	4	T, Th	Klimkovsky, V	08/18-12/08	8:10am-10:00am	
	Closed	97513	MATH 200 – Elem Probability & Statistics	4	T, Th	Klimkovsky, V	08/18-12/08	8:10am-10:00am	
	Closed	95241	MATH 200 – Elem Probability & Statistics	4	T, Th	Fahey, A	08/18-12/08	12:10pm-2:00pm	
	Closed	95699	MATH 200 – Elem Probability & Statistics	4	T, Th	Fahey, A	08/18-12/08	2:10pm-4:00pm	
	Closed	83175	MATH 200 – Elem Probability & Statistics	4	T, Th	Choy, J	08/18-12/08	6:10pm-8:00pm	
	Closed	90046	MATH 200 – Elem Probability & Statistics	4		Lopus, R	08/17-12/16		
	Closed	95700	MATH 200 – Elem Probability & Statistics	4		Shankar, S	08/17-12/16		
	Closed	97745	MATH 200 – Elem Probability & Statistics Note: This course has a cohort restriction .	4		Lopus, R	08/17-12/16		

Ameer added that he appreciates this effort, but part of what is missing from the narrative is that the campus has already been doing much of this work, and planning takes into account different restrictions, modalities, constraints and possibilities.

James Carranza shared that looking at degree completability is very helpful, and considering which degrees can be made possible online is something that has been discussed for quite some time, even pre-pandemic. James added that the campus is always trying to offer as many different options for students as possible, and there are potential challenges. James added that the campus does not have enough students to take enough classes in enough modalities or enough variety to sustain enrollment in particular classes. Deans constantly struggle to balance this. James shared that there are 64+ ways that the campus can offer a class, but in some departments, the campus may only have one class, so the question arises which of these ways should the course be offered? James added that when the campus reviews the history of how a course is being offered, from his perspective, the campus is doing a fantastic job of trying to meet the wealth and variety of needs that students bring. James added that often, there is a habit of managing to the exception as opposed to the rule. Currently, there are 8k enrollments that are being satisfied in whatever modality or format, and it is often stressed that the campus considers the percentage that is not being met, which can be hard to quantify. James also added that there are some percentage of students that the campus will likely not be able to serve/accommodate based on scheduling, and this is when looking at sister campuses could be helpful. James gave specific examples of multimodal and fully online courses in his division and how offerings have impacted students.

Hyla added that data varies drastically based on the specific department and the specific students in those departments. Therefore, course offerings cannot be generalized across the whole school based on any one success or failure. Hyla also added that one of the reasons the term multimodal is now used instead of HyFlex is that HyFlex is technically all three in person, synchronous online and asynchronous online offerings that students can move back and forth between, and the state will not allow that based on the attendance method.

Jessica asked the committee to pause to define some terms. DE addenda: Lisa clarified that when you have a course outline of record, there is an attachment that can be added called the Distance Education addendum, and this explains how the course will be taught online if that is what the campus chooses to do. Jessica and Lisa provided examples of DE addenda offerings and circumstances that could impact the data. Allison Hughes added that the term multimodal is used to describe courses that are offered in multiple modalities at the same time.

Allison reiterated that the campus focuses on the quantity of online classes: how many are being offered, what modalities are being offered, and ASCC's resolution leads with the quantity aspect of course offerings. Allison highlighted that focusing solely on quantity without considering quality is often overlooked, and just because something could be offered online, this does not mean that the campus is ready to, or should be.

Lezlee Ware shared that she felt it would be helpful to have this type of conversation with

ASCC so that students can learn the process by which the campus decides to offer courses online or not, as well as the student experience. Lezlee shared that from her perspective, a joint meeting including students and Academic Senate could be an enriching conversation.

6) **Course Scheduling**

- **Current list of modalities**
- **Scheduling considerations**
- **Other data**

Chialin Hsieh presented on behalf of this item. Chialin shared the following presentation with the committee:

Comprehensive Student First Course Schedule based on Student's Preference, Student's Behavior, and Course Success-- Modality

Office of Instruction
To
Instructional Planning Council
9.15.2022

9/16/2022

Purpose

Create an effective and efficient student first course schedule based on students' preference (voice) and behaviors (action) to achieve their educational goal-Modality

Student Survey

Student Behavior

Course Success

9/16/2022

2

Student's Voice Course Modality Preference Survey

◇ Missing

9/16/2022

3

Course Sections Fall 2022

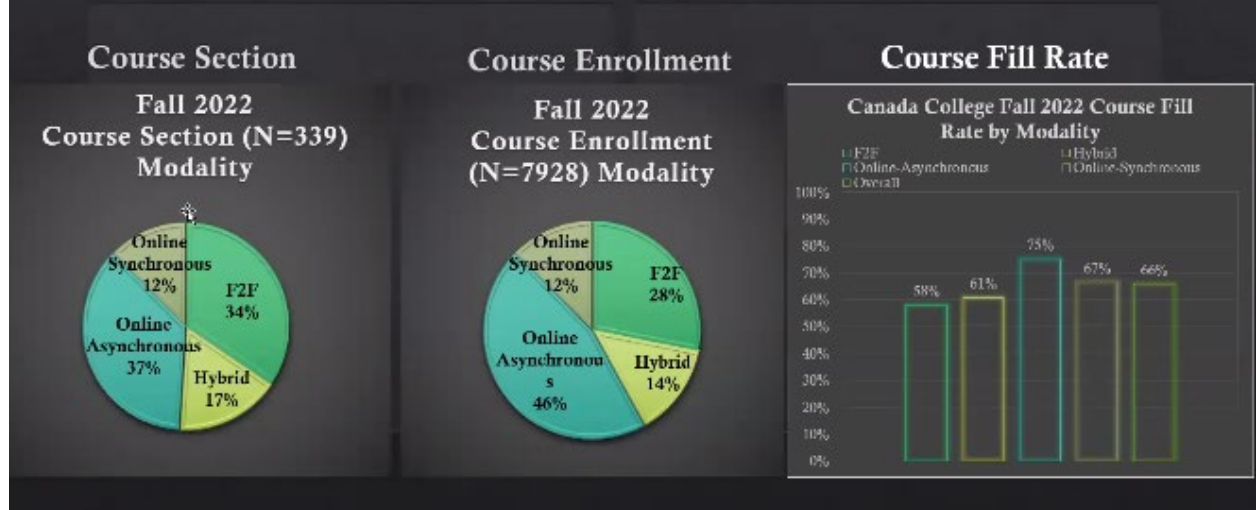
- ◆ 339 Sections
- ◆ 119 Cross-listed Sections
 - ◆ 39 Multi-Modal sections
 - ◆ 80 cross-listed section
- ◆ A total of 458 Section

	Sections	Enrollment	Average enrollment/Section
Non Cross-Listed	339	7928	23
Cross-Listed	80	1735	22
Multi-Modals	39	1049	27
Total	458	10712	23

9/16/2022

4

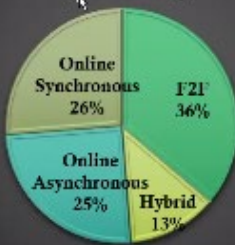
Course Section, Enrollment, and Fill Rate by Modality



Cross-Listed Course Section, Enrollment, and Fill Rate by Modality

Course Section

Cross-Listed Course Sections (N=80) by Modality



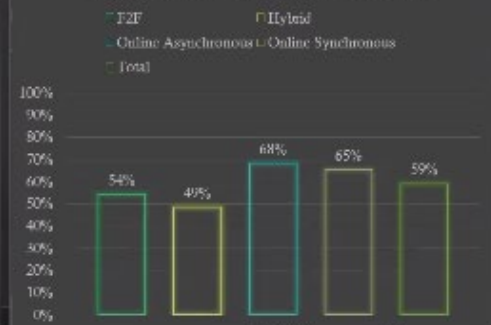
Course Enrollment

Cross-Listed Course Enrollment (N=1711) by Modality



Course Fill Rate

Cross-Listed Course Fill Rate



Multi-Modals Course Section, Enrollment, and Fill Rate by Modality

Course Section

Multi-Modals Course Section (N=39)



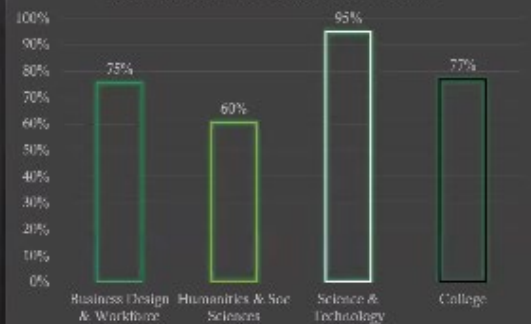
Course Enrollment

Multi-Modals Course Enrollment (N=1049)



Course Fill Rate

Multi-Modals Course Fill Rate



Achieve Educational Goal Course Success Rate

- ◆ Missing

9/15/2022

8

Take away



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- ◆ Creativity and Innovation
- ◆ Risk taking
- ◆ Collaboration
- ◆ We are on this together
- ◆ Multi-Modals have higher course fill rate
- ◆ Are we meeting students' needs based on student's course taken behaviors?

1

9/15/2022

9

Instructional Deans

◆ Sharing

9/16/2022

10

Ameer noted that the student voice is absolutely necessary and that the campus needs to get a sense of how representative the ASCC recommendation is of the student population. Ameer added that student feedback has been incorporated in his division course offerings as well. Ameer noted that what students need at different time periods can shift, and this is why continuing to involve student voices in the process is necessary. Ameer, Hyla, and James shared more specific data from each of their divisions.

Things to Consider



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Missing pieces needed to complete the picture

1. Student's Voice--Course Modality Preference Survey
2. Impact of various modalities on disproportionated student population
3. Impact of various modalities on disciplines
4. Impact of various modalities on Course Success Rate
5. Continue providing high quality professional development
6. Technology needs
7. Others?

9/16/2022

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Jessica suggested adding ways to capture the student voice. Lezlee shared that she felt this meeting was very productive and thanked IPC. Lisa appreciated the deans and administrators for gathering this information. James suggested identifying exceptions and clearly identifying them, then looking for options to meet that exception, as opposed to generalizing it. Leonor Cabrera suggested considering barriers to enrollment, as streamlining enrollment/troubleshooting issues could increase enrollment numbers. Leonor voiced her wish to have the BDW division represented in terms of faculty membership within IPC.

7) IPC Goals for 2022-2023

Jessica Kaven presented on behalf of this item. Jessica shared that in identifying the committee goals, one place that the committee should be looking is here: [Cañada Collaborates | Office of Planning, Research, and Institutional Effectiveness \(PRIE\) | Cañada College \(canadacollege.edu\)](https://www.canadacollege.edu/office-of-planning-research-and-institutional-effectiveness/prie/)

Jessica reviewed the EMP Initiatives for which IPC is responsible. Karen shared that feedback is welcomed in this endeavor.

The committee particularly discussed 2.12 Identify and address equity gaps in Program Review. David Eck shared that Academic Senate would be interested in feedback from faculty and is eager to listen. Leonor shared that evening and weekend students have limited service offerings because there are limited if any employees staffing particular student services during these times. The group discussed specific examples of offering student supports on campus. Chialin also shared the Office of Instruction priorities within the EMP.

Office of Instruction Priorities 2022-2023					
Theme	Number	Strategic Initiative	Detailed Language	Lead (Name)	Lead Committee, Council, or Senate, operational group
1. Student-first course schedule and completion in 3 years.	1-3	Create a student-first course schedule	Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.	Chialin Hsieh	iDeans
	1-16	Create campus culture that supports completion within 3 years	Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by student Education Plan (SEP) data); (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.)	Chialin Hsieh & Manuel Alejandro Pérez	Cabinet iDeans
	4-12	Offer key courses in multiple modalities	Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.	Chialin Hsieh	iDeans
2. CWA model and Evening Hub	1-2	Build on the CWA model	Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings, to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.	James Carranza	iDeans
	4-3	Create a hub for evening and weekend students	Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop).	Manuel Alejandro Pérez, James Carranza and Jose Zelaya	SSPC, IPC, iDeans and CWA
3. Big MOU	3-4	Increase dual enrollment opportunities for high school students	Increase the number of high school students participating in dual enrollment course-taking opportunities (particularly low-income, minoritized students) (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027	Mayra Arellano	VPI, VPSS, iDeans
	3-5	Double the size of Middle College in 5 years	Double the size of the Middle College program in 5 years, with particular focus on expanding access to the program for first generation, low income, BIPOC students who may not yet be on track to attend college or complete high school.	Steven Redman/Chialin Hsieh	Bonnie, Chialin, Kim, Darnis
	3-7	Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay	Fulfill the purposes of the Memorandum of Understanding (MOU) between Cañada and San Francisco State University, California State University East Bay, and the Sequoia Union High School District created in 2022.	Steven Redman/Chialin	Bonnie, Chialin, Kim, Darnis

8) Good of the order

-Community mural: Jessica shared the feedback document with the committee and encouraged members to provide their feedback via the google doc. Lisa encouraged the committee to review the mural proposal and submit their feedback and comments, as she and others have submitted feedback regarding depicting cultures in a more appropriate way. Hyla also shared feedback regarding the sizing and fit of the mural.

-Lionor shared her concern for the ed2go website which appears to present a misleading collaboration with SMCCD.

9) Important Dates:

- Program Review
 - **October 14:** Instructional Comprehensive Program Review or Annual Update due
 - **October 28:** Dean/VP feedback due
 - **November 4:** Review and incorporate supervisor's feedback due
- Reassigned Time (New, Renewals, & Revisions)
 - **November 11:** Online applications due for all new, renewal and revised positions
 - **November 18:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction

10) Adjournment

Motion – To adjourn the meeting: M/S: Allison Hughes, Karen Engel

Discussion – none

Abstentions – none

Approval – approved unanimously

a) Meeting adjourned at 11:33 am.