



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
September 2, 2022  
9:30am – 11:30am, Zoom**

**Members Present:** Jessica Kaven, Susan Mahoney, Lisa Palmer, Karen Engel, Alison Field, Chris Burns, Erik Gaspar, Sarah Cortez, Alex Claxton, Allison Hughes, James Carranza, Chialin Hsieh, Louis Tang (ASCC Rep for 9/2 meeting)

**Members Absent:** Jill Sumstad

**Guests:** Gerardo Pacheco, Ameer Thompson, Neda Nekrep, Lezlee Ware, David Eck, Candice Nance, Ray Lapuz

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda: M/S: Lisa Palmer, Allison Hughes

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

- May 20, 2022

**Motion** – To approve minutes: M/S: Lisa Palmer, Alex Claxton

**Discussion** – none

**Abstentions** – Erik Gaspar

**Approval** – approved

**3) Membership**

Jessica Kaven shared the following updates to committee membership with the group. At the time of the meeting, the following membership list is accurate:

## IPC Members, 2022-2023 (16 voting members)

### Co-Chairs: Vice President, Instruction and one faculty member (from list below)

- **8 Faculty** – appointed by Academic Senate
  - **Curriculum Committee Chair** – Lisa Palmer (PBC Representative)
  - **Faculty Assessment Coordinator** – Jessica Kaven (co-chair term ends Spring 2023)
  - **Honors Coordinator** – Susan Mahoney
  - **ACES Coordinator** – Alison Field
  - **Counselor** – VACANT
  - **Librarian** – Chris Burns (term ends Spring 2023)
  - **2 Faculty Members-at-large:**
    - Erik Gaspar (term ends Spring 2024)
    - Jill Sumstad (term ends Spring 2024)
- **2 Classified Members-at-large** – recommended by Classified Senate and appointed by CSEA:
  - Sarah Cortez (term ends Spring 2024)
  - Alex Claxton (term ends Spring 2024)
- **2 Students** – appointed by the ASCC:
  - VACANT
  - VACANT
- **1 Instructional Technologist** – Allison Hughes
- **1 Instructional Dean** – James Carranza (term ends Spring 2024)
- **Dean of Planning, Research and Institutional Effectiveness** – Karen Engel
- **Interim Vice President of Instruction** – Chialin Hsieh (co-chair)

**Motion** – To approve IPC membership as above: M/S: Lisa Palmer, James Carranza

**Discussion** – none

**Abstentions** – Erik Gaspar

**Approval** – approved

#### 4) Umoja: Change to Reassigned Time

Chialin Hsieh and Lezlee Ware presented on behalf of this item. Chialin mentioned that the purpose of having this item on the agenda is due to personnel change and Umoja needing appropriate support. The updated route is to change the reassigned time to properly support the program.

Lezlee Ware added that there was an error that occurred at the administrative level, and due to this the PSC who was previously helping with outreach for the program was no longer able to do so. An English 100 course taught by Professor Elizabeth Terzakis was cancelled as a result of low enrollment. Professor Terzakis is currently receiving one unit of reassigned time for retention work related to UMOJA during the semester, and an additional unit will be added to her assignment solely for fall 2022 to assist with outreach, for a total of two units for the current semester.

James Carranza summarized that this is a stopgap measure to help the campus continue recruiting students and supporting the program while the PSC role and staffing is further discussed moving forward.

Jessica Kaven reminded the committee of the formal process and timeline that takes place throughout each year's cycle related to reassigned time position review. Jessica mentioned that this item is included because there has been a change to the originally approved reassigned time, and there is no formal process to outline how the campus is informed. Therefore, this is a good-faith effort to inform the campus of the change and is simply an informational item. Lisa Palmer added that she thinks this makes sense and she sees a significant advantage of a faculty member being engaged in recruitment.

## 5) Program Review & Data Dashboards

Allison Hughes and Alex Claxton presented on behalf of this item. Allison shared her screen and shared an overview with the committee of the college Program Review website as seen here: <https://canadacollege.edu/programreview/>.

Allison reviewed notable dates related to Program Review. Allison also walked the committee through the Templates & Forms tab on the site outlining templates for Comprehensive Program Reviews and Annual Updates. Allison also discussed the Instructional Programs tab which outlines the program review cycle and the programs that are up for comprehensive review in addition to the CTE programs up for review. Additionally, Allison highlighted the Improve Guides tab, highlighting the video and written guides that have been created for faculty to use as references.

Allison also projected the new Improve system and provided the committee with information regarding the log in process. Allison discussed components of the homepage that are helpful for faculty. She highlighted the program review process that will be available in a multistep process. Allison highlighted similarities and differences between the two systems.

Alex Claxton projected an example of how to utilize the filtering tool within the system. Alex additionally directed the committee to the PRIE Data Dashboards page as seen here: <https://canadacollege.edu/prie/Data-Dashboards.php>

Alex shared that there are step by step guides available for how dashboards work. Alex highlighted the most common areas on the site that will be helpful for faculty, including data packets for particular fields of study. Alex discussed the Student Enrollment & Demographics, Course Outcomes, and Equity and Disproportionate Impact dashboards and highlighted specific areas that may be of interest to faculty.

Candice Nance offered her thanks to both Allison and Alex in sharing so much useful information and maintaining websites with helpful resources for faculty. Susan Mahoney asked if programs not up for Comprehensive Program Review still have to complete an Annual Update. Allison shared that if a program is up for Comprehensive Program Review (CPR), they must complete CPR plus goals and only resource requests if any are needed. If a program is not up for CPR, the program only needs to complete an Annual Update, which is much shorter than CPR, only if resources are being requested. If a program is in an off year and does not require resources, then nothing needs to be submitted to Program Review. Allison reminded the committee that resources requested through Program Review are those which cannot be funded any other way, for example via a grant or other existing funding.

Jessica thanked Allison, Karen, and Alex for their assistance throughout this process.

**6) Request for Faculty Learning Program Coordinator (out-of-cycle request)**

Jessica Kaven, Lezlee Ware, and Ray Lapuz presented on behalf of this item. Jessica reminded the committee of how out of cycle applications work. She shared that the faculty are present to provide additional context to the out of cycle request, and then the committee reviews the committee feedback that was submitted earlier in the week regarding this position. Lastly, the committee votes to supply a recommendation to support, not support, or abstain from supporting to the VPI who will ultimately consult with others and provide the final decision.

Ray Lapuz shared that in 2018, one of the STEM grants allowed the campus to research a way to have professional development opportunities for faculty. The campus became involved with UC Berkeley's program, and this program is directly connected through NSH. Faculty from different institutions came together, and universities partnered with community college faculty to complete curriculum, peer observations, and provide feedback on ideas to transform teaching. Our campus was the first community college to have a stand-alone program outside of the universities. Ray shared that the idea is to create a community of faculty to discuss and implement different active learning and pedagogical designs in their classrooms. Ray added that he would like to try to generate momentum and is interested in having communities of practice beyond the faculty learning program that will continue to address shifts as they occur.

Lezlee ware added that the community of faculty was across disciplines, and this offered a unique opportunity to see how approaches can be applied in different subject matters and how the results differed. Lezlee added that a rewarding component is that faculty are filmed with their students applying the practices, which allows for analysis and feedback to be shared.

Allison Hughes mentioned that she facilitates the QOTL 1 and 2 online teaching trainings and at times, faculty comes to her trainings and are disappointed that there is not more of a "teaching" component included. Allison felt that FLP would be beneficial to fill that gap and shared that from her perspective there is a need for people to obtain teaching training. She shared that online teaching training is very different and she wanted to ensure the committee was aware of the distinction and feedback she has received historically.

Candice Nance added that she is part of FLP and loves it. She shared that research shows that faculty professional development is not successful with a one and done approach that is often typical of campus Flex Day format. Candice added that the FLP format allows for time to cross collaborate, follow up, and implement what is learned. She shared that she has also found it beneficial in cross promoting other instructors whom she has had the opportunity to work with and witness teach while in FLP. Lisa Palmer added that FLP was very helpful for her as well and is in support of this offering. Chialin Hsieh appreciated the faculty for their forward movement in the development of such a program.

The committee reviewed the compiled feedback from the Reassigned Time Rating Form submissions, including committee responses to the following questions:

- 1) The responsibilities associated with this reassignment are NOT included as part of faculty workload
- 2) The position's proposed outcomes align with the college's strategic plan and initiatives
- 3) Amount/duration of reassigned time requested is reasonable
- 4) Duties are most appropriately performed by a faculty member.

Ameer also read the comments that were provided by the committee members regarding this position.

To address aspects of the comments, Ray noted that this position has been grant funded a few times, and at some point, when positions are being grant funded and the campus finds them to be effective, the movement is toward them being institutionalized. Ray added that from his perspective, if this continues to be grant funded, it can be expected to disappear in the future, but if this is something that the campus is interested in, it should be taken on by the institution.

Jessica addressed the question asking why this program is listed as a department position as opposed to a college-wide position. She noted that in order to lead this program, the coordinator has to complete a very specific training. Therefore, the program has very specific programmatic needs which apply to the entire college, but from a process standpoint, the selection of the coordinator is different. For college-wide positions, the entire campus is available to apply, and that process works with Academic Senate in collaboration with the Office of instruction. For this position, only those who have completed the programmatic training to facilitate are eligible to serve in the role, and therefore eligible to apply. Other examples of this type of coordinator roles are Puente and UMOJA. Ray added that this is curriculum that is being used from UC Berkeley, and it is called Faculty Learning Program. This is why the name remains as such.

Lezlee added that faculty members who have gone through the training can become facilitators of the subgroups. The idea is that these facilitators as well as the participants will be compensated.

**Motion** – To support the position of Faculty Learning Program

Coordinator: M/S: Lisa Palmer, Susan Mahoney

**Discussion** – none

**Abstentions** – none

**Approval** – approved

## 7) Program Review Workgroup (PBC)

- **Seeking IPC Membership**

Karen Engel presented on behalf of this item. Karen shared that when the campus completed accreditation, there was one recommendation for improvement that dealt with the program review process. Karen shared that one of the steps that was taken in early 2020 was to create a Program Review Workgroup. Karen directed the committee to the workgroup's website as seen here: <https://canadacollege.edu/programreview/programreviewworkgroup.php>

Karen shared that Jessica Kaven has represented IPC the past several years and has termed out. Therefore, she is requesting membership from a new faculty member within IPC to represent the committee within the workgroup. Jessica added that this is a really important position for faculty to ensure their voices are representing Program Review in college-wide conversations.

Allison added that much of the work of the workgroup has to do with drafting communication that is shared with the campus regarding Program Review. Additionally, a main task is to make recommendations to PBC about potential changes or edits to Program Review. Time is taken to discuss gaps or questions that arise from other areas or groups on campus.

Susan Mahoney volunteered to serve in the role.

**Motion** – To recommend Susan Mahoney as the IPC representative on the Program Review Workgroup: M/S: Lisa Palmer, Chris Burns

**Discussion** – none

**Abstentions** – none

**Approval** – approved

**8) Formation of Workgroup to Support ASCC's recommendation**

- ASCC Recommendation that the College provides 100% of certificate and degree classes online (discussed at IPC on May 6, 2022)

Karen updated the committee that since last year, when this was discussed, two things have happened. First, all Student Senate members are new and different from last year. Second, Lesly Ta is now the student representative to the board at the trustee level and wants to continue to make this recommendation at that level. Lesly will also be the student PBC representative.

Karen shared that Lesly brought the recommendation to the new group of student representatives to see if they agree and support the recommendation. After some discussion, the recommendation was refined as follows:

For 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 student households.

Jessica added that as a body, IPC should be thinking about what the committee and workgroup can do to support and examine the issue, and who should be present on the workgroup. Students shared that they do want student voices on the work group.

Alex Claxton noted that he still feels similarly as he has expressed in previous meetings, most notably that there is a difference between offering 100% of our certificate and degree classes versus 100% of our certificate and degree requirements available online or in a multimodal format.

Susan Mahoney added that she considered her own department and while most classes are online or have been offered online, there are some that have not been and this is not because they pose a health/chemical risk, but rather, because students are completing the work in outside environments, doing things that are hard to translate to the home environment, such as ecological field studies. This is an example of how this recommendation could be challenging in some cases.

David Eck mentioned to the committee that it would be helpful and appreciated by PBC if IPC members who have been part of this conversation continue to share these sentiments so that constructive feedback can be provided.

James Carranza posed to the group the question of still needing a workgroup for this purpose. He shared that it might be wise to use the regular IPC time and the wisdom of the whole committee to consider the various factors, and then, together with IPC student representatives, a recommendation can be made to the administration.

Allison Hughes shared that she would be happy to serve on the workgroup, but also considered that she agrees with James' point. She noted that she has been in multiple meetings where this issue has been discussed, and the same concerns are raised, yet the recommendation continues to look very similar with each iteration. Allison shared that she agrees that a larger group together looking at this may be more significant.

Jessica posed to the group that it would be helpful to look at the data of course offerings the campus has been able to provide in different modalities from a historical perspective. Karen Engel shared that she believes the workgroup would be the setting where nuanced information could be discussed with students, which could be harder in a larger group. Karen added that the campus does have an EMP strategic initiative which is similar in spirit, not necessarily guaranteeing 100% of all courses will be multi-modal, but that the campus will strive to do that as much as possible, as well as creating 100% online programs as well.

Candice Nance shared that from her perspective it is important to capture the student voice. She shared that her department is working to listen to student requests and needs and a workgroup with a counselor and students would be beneficial and speak to these needs and address them appropriately.

Chialin Hsieh mentioned that she agrees with much of what has been shared so far. She noted that an inventory is necessary to see what programs and degrees we can help student through. James is leading this conversation for the Instructional Deans. We need to know what degrees or programs we can have students complete in 2 years, and can these be done online and in a multi-modal fashion. Down the road, when this inventory information is confirmed, it will be shared with IPC. Chialin also agreed that as this student recommendation is such an important topic, perhaps it can be added to the IPC agenda on a recurring basis for discussion as opposed to creating/forming a workgroup to discuss these matters. Chialin felt that the current IPC body has sufficient representation to address these concerns, and students can be invited to IPC meetings in the future to share their perspective with the group. Additionally, Chialin highlighted that the quality of course offerings cannot be compromised in this process, that training will be crucial to support faculty members in various modalities.

Chris Burns added that it is important to note that 100% of students do not have the technology to support approaching 100% of courses online, so this would also be leaving out a large portion of students when considering the equity issues of this recommendation. Chris noted that there is a significant need for students to have technology that would allow them to be successful in online course offerings. In addition to training, equipment should also be a consideration.

Allison added that she does agree with the idea of having this item be a standing consideration on IPC. Allison shared that her goal is to work with students in this process to provide feedback that can be valuable to them, and stressed the quality that is necessary for students to be successful in courses.

David Eck noted that some students see this initiative as a way to request more resources. Additionally, the AFT union notes that there is nothing currently that is official which requires a dean to consider teachers' preferences. David stressed the importance of language when setting goals.

## 9) Online Teaching & Learning

- Local Peer Online Course Review (POCR) Process

Nada Nekrep presented on behalf of this item.

## Peer Online Course Review (POCR) Workgroup

### Online Teaching & Learning Team

Nada Nekrep  
DE Coordinator & Science Faculty | [nekrepn@smccd.edu](mailto:nekrepn@smccd.edu)

Allison Hughes  
Instructional Technologist | [hughesa@smccd.edu](mailto:hughesa@smccd.edu)

David Reed  
Dean, Academic Support and Learning Technologies |  
[reedd@smccd.edu](mailto:reedd@smccd.edu)



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## POCR Workgroup Members

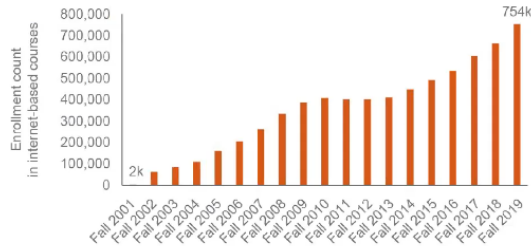
1. Online Teaching & Learning Team (OTL)
2. POCR-certified Cañada Faculty
  - Reviewers
  - Lead reviewers
3. Accessibility expert  
(eventually replaced by Instructional Designer)





# The Need for Peer Review

Community college enrollment in online courses rose sharply even before the pandemic

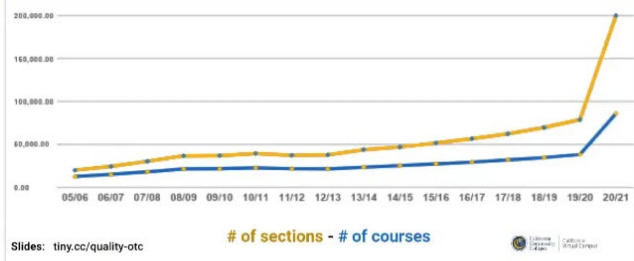


SOURCE: CCCC Datamart, restricted to enrollment in credit courses flagged as distance education instruction methods (internet-based delayed interaction and internet-based simultaneous interaction).  
FROM: PPIE Blog, August 2022.



# The Need for Peer Review

## Framework for Scaling Student Equity & Success in DE: The "Why"



Slides: [tiny.cc/quality-otc](https://tiny.cc/quality-otc)



# The Need for Peer Review

Persistent Equity Gaps in Online Course Success

Success						
Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian	2021-2022	1,659	82.0%	71.6%	10.4%	3.0%
Black - Non-Hispanic	2021-2022	315	55.2%	71.6%	-16.4%	5.5%
Filipino	2021-2022	726	72.0%	71.6%	0.4%	3.6%
Hispanic	2021-2022	5,167	66.3%	71.6%	-5.3%	3.0%
Multiraces	2021-2022	768	78.9%	71.6%	7.3%	3.5%
Pacific Islander	2021-2022	184	70.7%	71.6%	-1.0%	7.2%
Unknown	2021-2022	508	70.1%	71.6%	-1.5%	4.3%
White Non-Hispanic	2021-2022	2,664	75.5%	71.6%	3.8%	3.0%

Cañada College Office of Planning, Research, and Institutional Effectiveness (PRIE) Equity & Disproportionate Impact.



## Benefits of Peer Review

### Before Certification

- Improved quality & accessibility of reviewed online courses = Student Success!
- Promoting cross-disciplinary collaboration (content experts, instructional designers, support teams)
- In-depth understanding of the OEI Rubric that contains detailed course review criteria (focus is on successful teaching approaches)
- Positive loop: Continuous college-wide course improvement
- Potential for district-wide effort and resource sharing



## Benefits of Peer Review

### After Certification

- College can self-award Quality Reviewed (QR) badge for every aligned course!
- QR Courses move to the top of the list in the CVC Course Exchange
- QR Courses become visible and easily accessible to statewide enrollment



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## Real-time Data

### Local POCR in Numbers (as of June 2022)

- 38,328 courses offered in CCCs
- 28 colleges Local POCR-certified, with 25 in-process
- 946 courses aligned and QR-badged (2.5%)
- Peer Online Course Review process has already impacted student success in aligned courses - success rates 4.9% rates higher than the statewide average for online courses!

## POCR Workgroup: Current Work



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## Accomplishments

### Past

- POCR certification of 14 faculty members (certified reviewers)
- Funding secured
- Collaborations established with colleges further along this path, some already certified
- Proposed POCR Process reviewed with the CVC team

### Current

- Invitation of Cañada POCR-certified faculty to participate
- OTL team meetings
- POCR Workgroup meetings




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## Draft Criteria for Initial Course Selection

(Fall 2022)

### 3 selected online courses

- Already meet many/most OEI Rubric criteria
- Designed by instructor enthusiastic about course review
- Cover various disciplines (CTE, ST, HSS/BDW)
- Up to 3 unit courses




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## Draft Criteria for Course Selection post-certification

- Cover various disciplines (CTE, ST, HSS/BDW)
- Include under-enrolled course(s)
- Focus on (introductory) courses that are challenging to students with special needs when in online modality
- Include harder-to-convert courses (accessibility)



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## Proposed POCR Process (Fall 2022)

1. Instructor (course contributor) is given tools to **maximize course alignment** to the OEI Rubric *before* the review.
2. POCR Workgroup assigns reviewer for the **initial course review**.
3. **Meeting #1: Instructor + Reviewer**
  - Reviewer points to any changes still needed
  - Instructor makes required changes to the course
4. **Meeting #2: Instructor + Lead Reviewer**
  - All required changes to the course were made
  - Final checkpoint: accessibility criteria are fulfilled

Candice Nance asked for clarification regarding the review process of instructors being connected to particular courses. Nada shared that the review will be for the course. David mentioned that he does believe the course can travel with an instructor and he mentioned he would follow up with Nada about this in the future. Allison shared that a course is quality reviewed regardless of who teaches it, as long as it is taught that exact way. Ameer encouraged questions to be further discussed with Nada offline.

### 10) IPC Goals for 2022-2023

Jessica encouraged the committee to begin thinking about what they would like IPC's goals to be for this cycle, and what the group would like to focus on in addition to their typical duties. Jessica shared that a goals list will be finalized within the next few meetings.

### 11) Good of the order

### 12) Important Dates:

#### A. 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

### 13) Adjournment

**Motion** – To adjourn the meeting: M/S: Lisa Palmer, Alex Claxton

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:30 am.