Cañada College

**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
May 5, 2023
9:30-11:30am, Zoom**

Members Present: Jessica Kaven, Chris Burns, Chloe Knott, Sarah Cortez, Alison Field, Lisa Palmer, Natalie Melgar, Jose Manzo, Jill Sumstad, Karen Engel, Chialin Hsieh, Candice Nance, Susan Mahoney, Alex Claxton
Members Absent: Allison Hughes, Erik Gaspar, James Carranza
Guests: Natalie Alizaga, Lezlee Ware, David Eck, Kathy Kohut, David Reed

1) **Adoption and Approval of Agenda**

> **Motion** – To adopt and approve agenda: M/S: Candice Nance, Lisa Palmer
>
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

2) **Approval of Meeting Minutes (April 21, 2023)**

> **Motion** – To approve meeting minutes of March 17, 2023: M/S: Lisa Palmer, Chris Burns
>
> **Discussion** – none
> **Abstentions** – Candice Nance, Alex Claxton, Susan Mahoney (members not present at 4/21 meeting)
> **Approval** – approved

3) **ACCJC Mid-term Report**
   • Link to current draft

Karen Engel presented on behalf of this item. Karen thanked Jessica Kaven and other contributors who have helped provide feedback on the mid-term report. Karen noted that there is one week remaining to receive additional feedback. The draft will go to PBC on May 12 with the hope that it will be approved on May 17. Karen shared that any last call questions or concerns, particularly

related to instruction or any of the standards that IPC monitors are welcome. Jessica Kaven encouraged the committee to review the pieces related to IPC and provide feedback where appropriate. Chialin Hsieh thanked Karen and Jessica for their hard work, and also encouraged the committee to share their feedback stressing the importance of all voices being heard.

4) Responses to IPC feedback on Instructional Program Review
- **PRIE**
- **Academic Senate**
- **Office of Instruction**
- **IPC**

Jessica Kaven presented on behalf of this item. She shared that she compiled the feedback submitted regarding the Instructional Program Review Process. She shared the following document with the committee, reviewing each piece and checking in with the responsible parties regarding status updates on progress made:

Dear Academic Senate, IPC, the Office of Instruction, and PRIE:

Please find IPC's feedback on Instructional Program Review below. There are 5 bulleted areas: questions, suggestions - general, comments/suggestions on the PR questions, data requests, and process and reflections. IPC would appreciate your feedback and responses to the areas that you have been identified as a responsible party. We also understand that program review is faculty purview and will defer to the Academic Senate on all matters.

- <mark>Academic Senate</mark>
- <mark>IPC</mark>
- <mark>Office of Instruction</mark>
- <mark>PRIE</mark>

Best,
IPC

- Questions: Responsible parties: <mark>Academic Senate</mark> and <mark>IPC</mark>
  - Next year there are programs that will use the "general" rubric and the one for the Learning Center/Library. Are there any updates to the questions? If so, the rubrics also need to be updated.
    - Yes, questions were updated. Natalie will update the rubric and bring it back to IPC. Draft to IPC in May. Senate will approve by first meeting in Sept, IPC by the end of Sept.
  - Next year the first mid-cycle reviews are up. Does IPC provide feedback on them? If so, do we have the questions and the rubric?

- Planning to use as an annual update. If so, no feedback from IPC needed. TBD
    - If a program review is being done by a department that only has adjunct lecturers, who should be assigned to aid and support the adjunct in completing the form? Should this be an IPC rep, Academic Senate Officer, Dean? Can we assign a "coach" for all adjunct faculty who are completing program review? Perhaps a "buddy" system for all authors would be helpful.
        - Need to support. Deans should be able to identify and work with all to support.
    - How can we increase faculty participation in program review feedback sessions? Want more support across the campus with regard to reviewing program reviews. Can coordinators attend?
        - See data discussed regarding participation
        - Non-instrucitonal faculty, marketing, outreach
    - This process is less advantageous for new programs. It seems like it would be good to not review a program that hasn't existed for at least 3 years. Can we create a shorter/streamlined form for newer programs?
        - Senate considering new program development guidelines (brings transparency for new programs) - different process? Can be helpful for goal setting (aligns with ACCJC feedback). Bigger than just "program review".
        - Limited data for programs to use to set goals, etc.
        - Maybe wait one cycle?

- Suggestions - General: Responsible Parties: ==Academic Senate==, ==IPC==, ==Office of Instruction==, ==PRIE==
    - As part of the program review process, can we require authors to complete the rubric for reviewers as a guide/self-evaluation?
        - Ask if feedback was helpful
    - Make the rubric a working (i.e. collaborative, like a Google doc.) document
    - Small departments, especially departments that rely heavily on adjuncts, need more training on how to create and provide their information and feedback. Several of the Sections and Standards are vague in their needs or how they overlap, which is confusing the first time a person tries to fill it out and provide info. In the Paralegal review we found that several sections were missing vital info through no fault of the program but instead due to not having enough mentorship or training in the form of Program Review.
        - Idea: every Friday (focused on questions for each meeting)
        - Working meeting during division meeting
    - Writers could use more mentoring when analyzing quantitative data.
        - PRIE is available. What suggestions do we have?
            - Encourage to review data earlier
            - Data available during the summer (dashboards updated by June, packets will need more time)
            - Program review session together (some of us have never taken stats)
            - Suggestion: To questions about sampling: maybe have an FAQ that clarifies the answers that Alex gives when asked these questions

- - - Buddy system could help with this as well (pair with folks that are comfortable with data analysis)
      - Comment: Last year, at Jessica's suggestion, Alex created this step-by-step guide on how to use the dashboards - happy to get suggestions on how it might be even better: https://Cañada college.edu/prie/guidance_for_data_packets_2022.pdf
      - One question we often have in English: how large does the sample size need to be to be representative? Is it possible to create a FAQ on that?
  - VPI should be present during the entire program review feedback session, in addition to Academic Senate Officers.

- Comments/Suggestions on questions: Responsibility parties: <mark>Academic Senate</mark>
  - More direction for question #5A: IPC Feedback ("Provide your responses to all recommendations received in your last program review cycle")
    - Maybe more direction to the authors to copy and paste the feedback and provide the responses to all recommendations received from the last review.
  - 7A & 7B seems a bit redundant and obfuscated; what is the difference between the two questions? This needs to be clarified. We "guess" that the difference is:
    - 7A = *What* are the trends?
    - 7B = *Why* are these trends occurring?
  - In this review process, only someone having access to Nuventive could access this section (Last Qsn. #11)…..As for question #11 related to goals, we currently do not "check" if any were submitted (it's part of "step 2" of the process). Do we want to do that or are we okay with just asking question 5B ("provide a summary of the progress you have made on the program goals identified in your last program review") and assume goals were inputted.
    - Reviewers could not access the program goals in the exported document for question #11 without someone who could log in and access the program in Nuventive.
    - Would like programs to focus on goals. Some didn't have stated goals and may not set goals again during the current cycle. Missing plans/action plans (how they plan to achieve the goals)
  - Suggested word limits for each question
  - Some were in-depth with lots of information, others were minimal in their approach. Can we provide guidelines or gentle suggestions (e.g., suggest 3 goals for 3 years). Can we share examples or best practices?
    - Senate will consider looking at the process on how we make changes. Considering collecting feedback over the life of a cycle and make changes upon completion of the cycle.

- Data Requests: Responsible Party: <mark>Academic Senate</mark> and <mark>PRIE</mark>
  - It would benefit writers to have a clearer definition of "access" in the equity sections of program review.
    - Will provide definitions
  - Writers could use more mentoring when analyzing quantitative data.
  - Writers would benefit from an exemplary write-up of quantitative data online.

- o Authors still struggled with the data packets. Can we better align them with the questions, especially for those up for comprehensive review?

- Process comments/reflections: <mark>Academic Senate</mark> and <mark>IPC</mark>
  - o It was great to have the program lead present during the review process. I was able to put a face to the name
  - o Expanding and learning more about SLO/PLO assessment.
    - Sessions beyond flex days?
    - FTLCL sessions during Spring 2023
  - o This process was much more meaningful in a number of ways than last time program review was done. First, the interactive format with colleagues allowed me to answer questions as an author and to have a dialog about what had been written. In the past, program review was a stream of information given in one direction, with colleagues listening to what they most likely had probably already read. The time was much better spent, and I understood comments given by the evaluators better. The second thing that felt more meaningful was having a division meeting in which those who could answer questions were all present, from the VP to IT support. I was able to write my program review ahead of time, then attend this meeting to have questions quickly answered. Those who had not started the process could collaborate with colleagues, so all with different approaches to this process could have their needs met.
  - o I thought the process was well-organized, and actually a pleasure to participate in (as much as these things can be "pleasurable")
  - o IPC: Can reviewers work asynchronously?
  - o Want more support across the campus with regard to reviewing program reviews. Can coordinators attend?
  - o We need to think about working outside of the box. Can presentations be part of flex day? Can we have a program improvement/innovation fund to award programs? Let's reimagine the process!

5) **International Student Services Update**

Kathy Kohut presented on behalf of this item.

Cañada College
Silicon Valley | California | U.S.A.

International Student Program Updates Spring 2023

OUR TEAM - INTERNATIONAL STUDENT CENTER 9-163

Cañada College

STUDENT AMBASSADORS

SILICON VALLEY INTENSIVE ENGLISH PROGRAM (SVIEP)

SPRING 2023 Cañada At A Glance

- 81 F-1 Students + 3 GOL Students = 84 Total

- <u>TOP COUNTRIES</u>: China (25%), Brazil (9%), Japan (9%), Nepal (5%) + 32 other countries.

- <u>TOP MAJORS</u>: Business or Marketing (15%), Economics (14%) Computer Science (7%), Biology (6%), Interior Design (5%), Studio Art (5%)

- 85% Degree-Seeking Students and 15% Certificate Students

INTERNATIONAL STUDENT CENTER AT Cañada College

Cañada College

Silicon Valley | California | U.S.A.

- Located in **Redwood City, California, Gateway to Silicon Valley**
- Student Population: 6,000
- International Students: 80 Intl + 20 SVIEP
- 56 AA/AS Degree Majors
- 35 Certificate Programs
- 2 staff, 1 academic counselor, and 5 student assistants to support the International Program

Student Leadership

Cañada International Students have a strong tradition of being leaders on campus; in the Student Government and in Clubs. In the past years, 2 Student Body Presidents and 1 District Student Trustee were international students.

Phi Theta Kappa (PTK)

Cañada College's PTK chapter was named the Most Distinguished Chapter in the Nevada-California Region and the 6th most distinguished chapter out of **1300 chapters internationally**. Last Spring, an intl student received a PTK scholarship for Columbia University.

FALL SEMESTER New Intl Student Arrivals 2019-2022

Legend: ■ Fall 2019 ■ Fall 2020 ■ Fall 2021 ■ Fall 2022
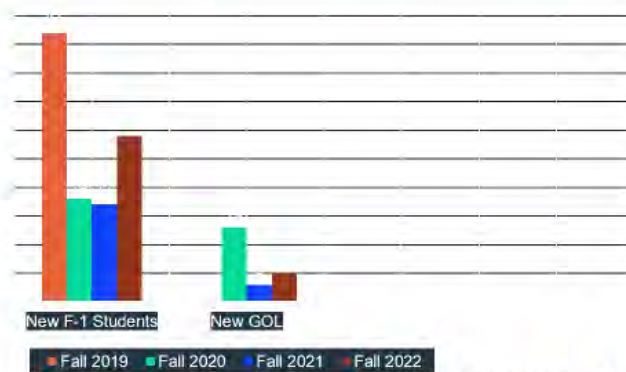
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	FALL 2023
NEW F-1 Students	47	18	17	29	ADMITTED 20

Aggressively continuing to admit and register new students through August 16th

F-1 Student Visa Regulations 8 CFR 214.2(f)(6)(i)(G) – Distance Education (circa 1990's)

"For F-1 For students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or **three credits** per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing."

SEVP COVID-19 Guidance – in effect March 2020 through 2022-2023 Academic Year

SEVP Extends COVID-19 Guidance to 2022-2023 Academic Year. In an April 18, 2022 revision to its COVID-19 guidance, SEVP to the 2022-2023 academic year. SEVP states that it "**will continue to abide by guidance originally issued in March 2020 for the 2022-23 academic year and did not make any changes to the March 2020 guidance.** Stakeholders should continue to refer to existing resources at ICE.gov/Coronavirus for information about the original March 2020 guidance."

Waiting for an announcement after May 11, 2023

•**Biden Ends COVID-19 National Emergency Declaration**. On April 10, 2023, President Biden signed into law a joint resolution that terminated the national emergency related to the COVID-19 pandemic. H.J.Res. 7, Public Law No: 118-3 (04/10/2023). President Biden originally anticipated terminating the national emergency on May 11, 2023, but by signing the joint resolution on April 10, 2023 ended it early.

•**SEVP Continues to Assess Its COVID-19 Guidance**. In a February 28, 2023 Broadcast Message, SEVP notified stakeholders that SEVP "continues to assess its Coronavirus Disease 2019 (COVID-19) guidance following publication of the Feb. 14, 2023, Federal Register Notice announcing the anticipated end of the COVID-19 national emergency declaration on May 11, 2023."

Many institutions are waiting – Sample Message

Updates and guidance for Fall 2023 (2023-2024 academic year)

•In a February 28, 2023 Broadcast Message, Student and Exchange Visitor Program (SEVP) sent notification notifying that SEVP continues to assess its (COVID-19) guidance following publication of the Feb. 14, 2023, Federal Register Notice announcing the anticipated end of the COVID-19 national emergency declaration on May 11, 2023. 88 FR 9385 (Feb. 14, 2023).

•SEVP's message indicates that SEVP will take into account President Biden's announcement of his intention to end the COVID-19 National Emergency declaration on **May 11, 2023.**

•IESC will continue to monitor SEVP's communications for updates including Broadcast Messages, Study in the States and additional SEVP's communication channels.

•**Planning for fall 2023 and beyond**

•SEVP's COVID-19 guidance remains in effect through the 2022-23 academic year. As we wait for updated guidance for fall 2023, and because it appears that SEVP is expected to rescind COVID-19 flexibilities for international students effective Fall 2023, students should plan for a return to normal (pre-pandemic) immigration regulations regarding online enrollment for fall 2023 and beyond.

https://www.csun.edu/international/news/important-information-international-students-during-covid-19

SMCCCD Sample Message

"In preparation for the end of the COVID-19 public health emergency on May 11, 2023, please register for __no more than 1 online class__ for Fall 2023 in order to ensure that you are prepared to maintain your F-1 status when the U.S. government updates us on their COVID-19 regulations.

- *Hybrid classes DO count as in-person, but __online classes__ do not.*
- *Please note that for each semester, you need to:*
  - → *Be registered for at least __12 units__*
  - → *Be registered at least __6 units__ at Canada College*
  - → *Not be enrolled at more than __2 colleges__ at the same time*
  - → *Be registered for __no more than 1 online class (out of 12 units)__*

If you have questions about whether a class is in-person, hybrid, or online, please get in touch with the International Student Center"

Majors we're worried about (re: modality options)

- **Fashion Design**

- **Paralegal***

- **Certificates in General**

*Was not an option pre-COVID/online, however we have been getting more interest during COVID and now

Future Discussion:

Definition of "Hybrid" – SEVIS does not specifically define hybrid. Hybrid could mean anything; as little as one campus meeting per semester.

The group discussed being mindful of how Title V defines hybrid courses as this will impact students as well. Lisa Palmer and Susan Mahoney thanked Kathy for her presentation and the insightful information she provided. Susan shared she would like to meet to provide updated statistics regarding the Honors program, including how many international students are involved and their transfer successes which can be used to inform marketing campaigns. Candice Nance asked if international students are being impacted by the lack of lower level courses in English and Math placement. Kathy shared that there has not been much of an impact on the international student community. Candice asked if Kathy has found that international students want to be present on campus. Kathy shared that the students who began their studies pre-Covid or during Covid are those who are resistant

to returning to campus, however, new students are eager to be present on campus. Candice asked how she can partner with the International Student Services counseling team. Kathy noted that the overall team has a case management meeting once a week with the staff and counselor, and that individuals can be invited to this meeting. Candice noted that she is eager to maintain a partnership and advocate for international student needs through course offerings within her division. David Eck suggested that Kathy speak to Sarah Harmon regarding hybrid courses within the district. Chloe Knott shared an example of how course modality and individual campus offerings can make it difficult for international students to register for appropriate classes.

6) **Strategic Enrollment Management (SEM) Operational Plan**
   - **Discuss strategic action plan for implementation (identification of responsibility parties)**
   - **Link to current draft**

   The group reviewed the following portion of the SEM Operational Plan:

Proposed 2-Year Strategic Action Plan for Implementation

#	Two-Year Strategy	Responsible Party	Start	Completion
1.1.1	Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.	Curriculum Committee	Year 1	On-Going
1.1.2	Evaluate high unit local degrees (over 34 major units) to optimize degree complete-ability in two years.	Curriculum Committee	Year 1	On-Going
1.1.3	Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.	Curriculum Committee	Year 1	On-Going
1.1.4	Identify, address, and publicize a complete sequence of prerequisites (e.g., hidden prerequisites) in program maps, schedules, and/or the course catalog.	Curriculum Committee & Office of Instruction	Year 1	On-Going

1.1.5	Provide clear information in the catalog regarding course frequency and make sure the Program Mapper and SEP templates are in alignment with the offering pattern.	Curriculum Committee & Office of Instruction	Year 1	On-Going
1.2.1	Create, optimize, and scale dual enrollment opportunities for high school students.	Director High School Transitions and Dual Enrollment	Year 1	
1.2.2	Provide faculty support and professional development to ensure an effective dual-enrollment program	Director High School Transitions and Dual Enrollment Faculty Dual Enrollment Coordinator	Year 1	
1.2.3	Create more K-14 academic pathway programs (including summer programs) in partnership with feeder school Districts and community organizations.	Director High School Transitions and Dual Enrollment	Year 1	
1.2.4	Expand promotion of Cañada's programs of study and support services for prospective students at local high schools and in the community.	College Recruiters	Year 1	
1.2.5	Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.	College Recruiters	Year 1	
1.2.6	Increase the number of Adult Education and English as a Second Language (ESL) students to Cañada College degree and certificate programs.	Adult Education Transitions Coordinator & Director High School Transitions and Dual Enrollment & Workforce Director	Year 1	
1.2.7	Implement Living The Promise MOU (Sequoia Union High School District, Cañada College, SFSU, CSU East Bay).	Director of Middle College and Director High School Transitions and Dual Enrollment	Year 1	

1.3.1	Publicize annual goals and operational strategies for the Colts U Transfer Center.	Colts U Transfer Center	Year 1	
1.3.2	Increase the number of UC and CSU transfer agreements.	Colts U Transfer Center & Curriculum Committee	Year 1	
1.3.3	Expand UC and CSU transfer agreement and Associate Degrees for Transfer workshops	Colts U Transfer Center	Year 1	
1.3.4	Build year-two goals and strategies for Districtwide alignment and expansion of the Colts U Transfer Center partnerships with local 4-year Universities.	Colts U Transfer Center	Year 1	
1.3.5	Implement the provisions of California Assembly Bills 1111 and 928 and develop processes for local-level and Districtwide alignment as needed.	Colts U Transfer Center	Year 1	
2.1.1	Create a one-year course schedule.	Office of Instruction & iDeans	Year 1	
2.1.2	Evaluate and offer hybrid short-term and, late-start courses (i.e., mini-mester).	Office of Instruction & iDeans	Year 1	
2.1.3	Schedule summer courses and bridge programs (e.g., Jams) to support student completion.	Office of Instruction & iDeans	Year 1	
2.1.4	Continue to assess our course offerings to determine the feasibility of online degrees and certificates.	Office of Instruction & iDeans	Year 1	
2.1.5	Implement degree/certificates that are obtainable via evening, weekend and online.	Office of Instruction & iDeans	Year 1	
2.1.6	Offer key courses (e.g., popular, commonly needed General Education courses), particularly those with one section per semester, in multiple instructional modalities.	Office of Instruction & iDeans	Year 1	

2.2.1	Provide support for faculty to learn current standards (i.e., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students.	Dean of ASLT and Online Teaching & Learning Team	Year 1	
2.2.2	Ensure all faculty, staff, and students have access to the hardware and software technology resources needed for instruction in multiple modalities (EMP 4.10).	Dean of ASLT, ITS, and Online Teaching & Learning Team	Year 1	
2.2.3	Provide training needed to ensure new technology resources facilitate quality teaching and learning.	Dean of ASLT and Online Teaching & Learning Team	Year 1	
3.1.1	Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).	Director of Guided Pathways, Office of Student Services & Office of Instruction	Year 1	
3.1.2	Develop, launch and sustain a First Year Experience program which engages all Interest Areas and Special Programs.	Director of Guided Pathways, Office of Student Services & Office of Instruction	Year 1	
3.2.1	Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs.	Dean of Enrollment Services and Support Programs & Director of Guided Pathways & College Recruiters	Year 1	
3.2.2	Implement new and scale existing proactive strategies for registration support for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds).	Dean of Enrollment Services and Support Programs & Director of Guided Pathways & College Recruiters	Year 1	

3.2.3	Scale single-stop registration programs and events to support new and continuing students (e.g., registration workshops, FAFSA workshops, Financial Literacy workshops, Super Saturday).	Dean of Enrollment Services and Support Programs & Director of Guided Pathways & College Recruiters	Year 1
3.3.1	Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support.	Director of Guided Pathways & Learning Center Manager	Year 1
3.3.2	Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, and goal completion.	Director of Guided Pathways & Learning Center Manager & PRIE	Year 1
4.1.1	Develop updated marketing, messaging and outreach strategies that address the needs of Black, Indigenous, People of Color (BIPOC) communities and special program populations, including implementation plans for paper, online and social media.	Marketing/Public Information Office & College Recruiters	Year 1
4.1.2	Build new and strengthen existing community engagement partnerships and relationships with BIPOC and special program populations that the College has not successfully connected with in our service area.	President's Advisory Council	Year 1
4.1.3	Develop and launch the Cultural Center facility and set goals for the academic year.	Office of Student Services	Year 1
4.1.4	Onboard and training Cultural Center leadership team (Director, Program Services Coordinator) in alignment with College-wide goals for equity and antiracism.	Office of Student Services	Year 1
4.1.5	Develop new and expand proactive student support initiatives and programs for the success of College BIPOC communities (e.g., Men of Color program, UMOJA, PUENTE, ARC Project).	Office of Student Services	Year 1

4.1.6	Develop, launch, and support the proposed Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices, as well as other faculty-driven teaching and learning opportunities, to help students, particularly those who are disproportionately-impacted, succeed (e.g., culturally responsive teaching, which includes course design and pedagogy).	Faculty Teaching & Learning Coordinator(s) & Equity & Antiracism Planning Council	Year 1	
4.1.7	Support the participation of underrepresented students in program-relevant, experiential, and work-based learning.	Office of Student Services & Office of Instruction	Year 1	
4.1.8	Provide opportunities for faculty to advance equity-mindedness in their discipline or practices.	Faculty Teaching & Learning Coordinator(s) & Equity & Antiracism Planning Council	Year 1	
4.1.9	Provide opportunities for Success Teams to advance equity-minded student support practices at the college (e.g., advising that could affect student aspirations for a particular field and/or program selection).	Equity & Antiracism Planning Council & Director of Guided Pathways	Year 1	
4.1.10	Provide regular and frequent pedagogical training opportunities for faculty (i.e. Faculty Learning Program).	Faculty Teaching & Learning Coordinator(s) & Equity & Antiracism Planning Council	Year 1	
5.1.1	Create a hub for evening and weekend students to connect and support their success through an Evening One Stop with aligned instructional spaces and support services. (EMP 4.3)	Office of Student Services & Office of Instruction	Year 1	
5.1.2	Scale the Promise Scholars Program for part-time students. (EMP 1.13)	Director of High School Transitions & Dual Enrollment	Year 1	
5.1.3	Improve access to campus via public transit, shuttles, and on-demand rideshare services.	Office of Administrative Services	Year 1	

5.2.1	Develop new Kinesiology, Athletics, & Dance programs and certifications in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region.	Dean of Kinesiology, Athletics and Dance (KAD); Dean of Business, Design, & Workforce (BDW)	Year 1	
5.2.2	Increase the number of course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto) to support program completion and help students access needed courses closer to home.	Office of Instruction Division of ASLT Office of Student Services	Year 1	
5.2.3	Utilize the Program Improvement and Viability (PIV) process to assist in the revitalization of instructional programs.	Academic Senate	Year 1	

The group discussed the necessity of the "start" and "completion" columns of the chart, with some members feeling both were not necessary or added confusion as to how the words "year 1" or "ongoing" were interpreted. Lisa Palmer suggested incorporating metrics and date goals with updates/timelines for each of the metrics. Chialin agreed that this is a good suggestion, but wondered if a different document would be a better place for that. Karen agreed that was a good suggestion, noting that it could be incorporated in a separate document, or in an additional column on the above chart highlighting what success looks like. Chialin asked the committee to focus on the "responsible party" column to see if they had feedback/ changes/ suggestions. Chialin suggested that the responsible parties for each section be the folks that would ultimately devise the measurable outcome section for each. Lisa Palmer shared that at present, the assigned responsible parties seem appropriate. Jessica shared a link to provide additional feedback on the document. Both Candice and Lisa shared that the two far right columns do not add value overall and could be removed. Chialin thanked the college for the great work done on this item.

7) IPC PBC Representative 2023-2024

Jessica Kaven thanked Lisa Palmer for serving as IPC PBC representative this past year. Jessica shared that the committee will vote on the IPC PBC representative for 2023-2024 at the next meeting, which is also the last meeting of the year. Jessica encouraged the committee to consider nominating either themselves or others for this role for the upcoming cycle.

8) IPC Summary Report 2022-2023

Jessica Kaven presented on behalf of this item. She shared the following IPC Summary Report with the committee for 2022-2023:

Per IPC's Bylaws, as part of the committee's evaluation, a "yearly summary of progress and possible suggestions will be presented to PBC"

2022-2023 IPC Summary:

- Appointed Reassigned Time Communication Workgroup
- Discussed several updates from Reassigned Time Communication Workgroup Discussed Reassigned time Application Process and Timeline
- Discussed Reassigned time expectations
- Appointed Program Review Workgroup IPC representative
- Discussed updates from Program Review Workgroup
- Identified IPC goals for the year
  - New advisory role to the Office of Instruction
- Discussed institutionalizing support for the Faculty Learning Program on a 2-year pilot basis (out of cycle)
  - Approved; 1st of two cohorts started Spring 2023
- Discussed ASCC's recommendation as it relates to course offerings:
  - Spring 2022 recommendation:
    - "ASCC recommendation that the College provides 100% of certificate and degree classes online"
    - IPC discussed on May 6, 2022 and to action on May 20, 2022
      - College to 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.). Will form a workgroup in Fall 2022
  - Discussed recommendation on September 2, 2022 to create a workgroup. Because the recommendation was recently updated, IPC discussed things further at several meetings and decided the council will serve as the workgroup.
  - Fall 2022 Update to Spring 2022 resolution:
    - "ASCC recommendation that our college 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"
    - Discussed updated recommendation on September 16, 2022 & October 17, 2022
- Discussed inventory on degree completion
- Discussed course scheduling (e.g., current list of modalities, scheduling considerations, and other data)
- Discussed online teaching and learning specific to the Local Peer Online Course Review (POCR) process

- Received update on COLTS-U Transfer Station
- Received several updates on Dual-Enrollment
- Discussed students-first course schedule and 3-year completion (also discussed Strategic Enrollment Implementation and College for Working Adults (CWA) model)
- Discuss the ACES Equity Plan (update from Equity Plan Writing Group)
- Updated IPC bylaws
    - Added additional faculty member-at-large position; included the following the language "faculty-at-large positions will be used to balance membership – adjunct, career education, division representation, etc.)"
    - Updated faculty co-chair position from serving a 1-year term to a 2-year term
    - Discussed the inclusion of OER/ZTC as a member (TBD)
- Discussed Student Equity & Achievement Program (SEAP) Plan several times (update from ACES Equity Plan Writing Group)
- Discussed and provided feedback on Program Improvement and Viability (PIV), led by Academic Senate workgroup
- Discussed District and State Alignment Initiatives: Implications for Cañada College
- Discussed and provided feedback on the ACCJC Midterm Report
- Discussed Program Compatibility (e.g., online, evening)
- Discussed and provided feedback several times on the Strategic enrollment Management (SEM) plan
- Provided feedback on all comprehensive Instructional Program Reviews (this included use of the Instructional Program Review Rubric and working in small groups via Zoom breakout rooms to provide feedback)
- Reviewed and provided feedback (vote of support or non-support) on all Reassigned Time Applications (new, renewals, and revised)
- Provided feedback on Instructional Program Review Process (feedback was shared with Academic Senate); organized feedback based by responsible party (IPC, Academic Senate, PRIE, and Office of Instruction)
- Received updates from Marketing, which included advertising virtual degrees and certificates
- Discussed and provided on the New Faculty Position Proposal Application Workshop
- Discussed and provided feedback several times on the topic of Increasing Engagement, Involvement, and Communication in Instructional Program Review
- Discussed draft of Professional Development Plan's needs assessment
- Revisited the issue with the naming of the Professional Development Planning Committee (conflict with Faculty Professional Development provided via the faculty contract) - unresolved
- Discussed Textbook Affordability Subcommittee Implementation Plan (2022-2027)
- Reviewed and provided feedback (vote of support or non-support) on all Reassigned Time Applications (new, renewals, and revised)
- Discussed a draft of reassigned time faculty appointments

- Hosted Instructional Program Review Presentations (5 programs)
- Approved IPC Instructional Program Review 2023-2024 due dates
- Approved Reassigned Time due dates for 2023-2024
- Incorporated Curriculum Report as a standing item on agendas
- Equity and Antiracism Planning Council (EAPC) updates
- Discussed IPC membership for 2023-2024
- International Student Services update
- Created and discussed IPC summary report 2022-2023
- Discussed proposed change to the 50% rule (for local degree, students must earn 12 units or 50% of the units in their major in the district, rather than at Cañada)
- **Appointed faculty IPC co-chair
- **Discussed Cal-GETC
- **Appointed PBC representative 2023-2024
- **Discussed updates from the Disability Resource Center (DRC) (e.g., support for students and letters of accommodations -LOAs)
- **Local Peer Online Course Review (POCR) and Distance Education updates
- **Discussed updates from Umoja program
- **Discussed updates from Faculty Teaching and Learning

**5/19/2023 DRAFT agenda items, the last meeting of the semester

Jessica noted that the above will be shared with PBC.

9) **Curriculum Report**
   - **Proposed change to the 50% rule (for the local degree, students must earn 12 units or 50% of the units in their major in the district, rather than at Cañada)**

Lisa Palmer presented on behalf of this item. She shared that all faculty completed their course outlines of record this term that were due. There are plans for fall to assist faculty with workshops and troubleshooting to establish a more collaborative and supportive curriculum environment. Lisa noted that there was one exception, the CIS or cloud computing courses which were banked as the dean would like to remove this program. Per the Program Improvement and Viability Process, steps need to occur before this can happen. The PIV process will be revisited in the fall semester to address these courses.

Regarding the 50% rule, Lisa shared that colleagues at CSM have already voted to allow students to take courses in their major at any college in the district and Skyline has gone further in stating that students can take courses in their major anywhere (for example transferring in from another community college) and still obtain a Skyline degree. Lisa noted that there has been pushback within the Curriculum Committee as the group has considered who this change will in fact impact. Lisa shared the data of 7 year award conferrals that PRIE compiled. Lisa shared that the question on the table is: Should students who are earning local degrees (not AD-T for transfer degrees) be able to take their courses at any college in the district, rather than having to take 12 units or 50% of the major at Cañada. The data shows how many degrees would be impacted.

Susan Mahoney asked for clarification regarding 50%, asking if it just refers to core courses in the degree, or if it also includes GE courses. She also asked for clarification if this applies to AA-T or AS-Ts. Lisa shared that this does not apply to the associate degrees for transfer. Lisa highlighted that there is a Title V residency requirement where all students have to have 12 units at the college where they receive their degree, but it can be unrelated to their major coursework. Lisa and Alex clarified that the 50% applies only to courses in the program of study course requirements. Candice noted that she would be interested to hear from counselors regarding their opinion and thoughts. She also wondered how eventually being enrolled in the California Virtual Campus (CVC) would impact degree granting. Lisa shared that Gloria Darafshi has been involved in these conversations and her main recommendation has been that the college slow down and consider the impact through further discussion with faculty. Lisa noted that the issue is that Skyline and CSM are moving forward. So another consideration is Skyline and CSM students will have more flexibility about where they can take their courses and our campus students will not.

Candice asked if there is any sense that this is happening outside of the district. Lisa shared that Marianne Beck did research that showed about 40% of community colleges in California require students to have 12 units, or 50% of the major courses at the college where they receive their degree, and the other 60% do not have this stipulation. Lisa also noted that Jessica Hurless shared that she could not locate any other community college districts where students had to earn their units toward their major degree at the college where they receive their degree, so there is some conflicting information.

Lisa and Jessica discussed the board policy and how it is written. They highlighted that it states transfer students must take 50% of their major units or 12 units, whichever is fewer, at the college they transferred into but does not mention other non-transfer students. She noted that the colleges in the district have been interpreting the policy to be inclusive of all students, however, this is not what the policy explicitly says. The board policy will need to be revised come fall as it is very unclear. Jessica asked if there is a local process to make this change. Lisa shared that he Curriculum Committees at the other two campuses vote and the decision becomes part of the catalog. Lisa agreed that it does not make sense to make the decision in a localized capacity as it is a major decision with far-reaching impacts. Lisa shared that this will be on the agenda for the next and final Curriculum Committee, where the group will have the opportunity to vote. She shared that there is still much research to be done (such as impacts on course substitution and articulation), and it is possible that the committee vote to approve or not approve and seek additional discussion/information. David Eck noted that he would include this in the upcoming Academic Senate meeting for further discussion.

10) **Good of the order**

- Susan Mahoney thanked the group for attending the Honors Research Showcase this year and shared that 7 students are presenting this upcoming weekend at Stanford University for the Bay Honors Consortium Honors Research Symposium.
- Chris Burns shared that therapy pets (therapy dogs and possibly a peacock) will

be on campus on May 18.

11) Adjournment

> **Motion** – To adjourn the meeting: M/S: Lisa Palmer, Alison Field
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously
>
> a) Meeting adjourned at 11:31 am.