



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
May 6, 2022  
9:30am – 11:30pm, Zoom**

**Members Present:** Jessica Kaven, Allison Hughes, James Carranza, Rian Morrison, Susan Mahoney, Alex Claxton, , Lisa Palmer, Jill Sumstad, Valeria Estrada (for Diana Tedone-Goldstone), Karen Engel, Tammy Robinson

**Members Absent:** Katie Perkins, Diana Tedone-Goldstone, Alison Field, Joan Murphy

**Guests:** Lesly Ta, Sarah Harmon, Roslind Young, David Eck, Ameer Thompson, Soraya Sohrabi

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda, including revision of removing item E.  
Dual-Enrollment Plan Update: M/S: Lisa Palmer, Alex Claxton

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

- April 15, 2022

**Motion** – To approve minutes: M/S: Lisa Palmer, Jill Sumstad

**Discussion** – none

**Abstentions** – Karen Engel (absent from 4/15 meeting)

**Approval** – approved unanimously

**3) Program Improvement and Viability (PIV) Process**

- **Academic Senate Workgroup Update**

Lisa Palmer, Sarah Harmon, David Eck presented on behalf of this item. Lisa stated that the group came together to review the comments and feedback IPC provided regarding the PIV process. Sarah shared the following document, and current draft of the PIV process with the committee here: [PIV Process Document](#)

David explained the updates made to the Criteria for Initiating the PIV process section. He stated that the previous draft was focused on enrollments and specific numbers, and the committee thought it was appropriate to instead outline the many factors that should be considered when discussing criteria for entering into the process. Lisa posed to the committee if they felt it was appropriate to

define periods of time and percentages in this section, or if they agreed with the draft of the committee that presented the information in a more general way. James suggested it may be helpful to discuss the pros and cons, the benefits and drawbacks of taking either approach. Jill added that the pandemic period will likely provide differing data, and for that specifically, she felt it would be important to know the timeframe, however, she felt that in general, this could be harmful as it may not reflect the whole picture. Lisa added that some of the benefits of being more specific are that clear metrics can be useful in terms of standardization, however, it may not allow for variation and can be challenging to define. James added that if part of the goal is to review enrollment trends, the PRIE office would need to be given a particular period of time to review to provide data. James added that it may not have to be definitive but rather could be a recommended framework for data collection if looking at student persistence, retention, and success compared to the college average, for example. James added that Comprehensive Program Reviews are completed every three years, and that one idea could be a 3-6 timeframe as a guide. Alex shared that having different programs being evaluated under different metrics could be a problem with a more subjective as opposed to defined approach. Karen added that the quantitative factors should be part of program review, so that every three year cycle, people are considering at least five years of trend data for all of the metrics, and this encourages reflection. Karen suggested a five year period to consider trends and that every three years, the quantitative and qualitative factors are considered when making changes. Karen added that the program review questions are under the purview of Academic Senate, and while we have a Program Review Workgroup that attempts to create consistency across the college in the process, this should come from faculty and Academic Senate as a recommendation for how to align the processes. Ameer posed to the committee if there should be language regarding the evaluation period and when it should start. Alex suggested that if the committee is considering needing 5 years of data, perhaps new programs do not enter the process until that milestone is met. Jessica added for historical context that when reviewers look at program reviews, they would identify a program that needed improvement, but the process was not followed up on, and never aligned with the PIV process. Jessica shared the feedback document that IPC provided last year: [IPC Feedback Document](#).

David sought feedback on the enrollment trends sections of the criteria, for example, if the committee felt strongly that more general language was used such as “compared to college enrollment trends” as opposed to a specific percentage difference. James suggested being consistent across the board, however, if a program is going through the PIV process, there is nothing that precludes the asking for additional data along a different timeline. James highlighted that consistency in key factors can prevent duplicative work. Alex added that the exact differences in enrollment trends should not be specified as a 10% difference for a large program and a small program will be extremely different.

Jessica asked if the section related to Student Learning Outcomes referred to institutional learning outcomes or those at the course level. Lisa added that they were conscious of how the change or ending of a program could affect the larger outcomes and other programs, for example. Jessica suggested stating “Learning Outcomes” and then being specific on ILOs, PLOs, and SLOs, and that using SLO language only means that only course level outcomes are being considered, as opposed to program level and institutional level as well.

Lisa added that this document is created so that people can review and add their comments. She encouraged committee members to add their comments within the next week with the hope that the document can be added to the agenda for a formal vote at the final IPC meeting of the year. Jessica suggested that the committee review this document as well as the feedback document so that additional discussion can take place on the 5/20 meeting. Quantitative and qualitative factors and how to determine them in terms of metrics is the main area of focus where the committee’s

feedback is requested. Sarah asked the committee to review the comments that currently exist in the margins of the document and to add to those discussions as well. Jessica thanked the workgroup for their hard work on this item.

#### 4) **Instructional Program Review Presentation Date (Spring 2023)**

- **Goal: Increase participation/attendance**

Jessica presented on behalf of this item. Jessica reminded the committee that at the last meeting the dates for Instructional Program Review were discussed. Jessica added that David Eck informed her that Academic Senate leaders will be unable to attend the date that was initially approved, March 17, 2023. Therefore, Jessica is posing to the committee the idea of moving the date to March 3, or February 17. Jessica added that the March 3 date falls on a first Friday when division meetings take place, and this could be a way to encourage attendance as discussed at the previous meeting. Lisa shared that she felt the March 3 meeting was a great idea. Jessica asked the deans in the meeting if they would support IPC in encouraging folks to attend the presentations by using their division meeting time slot for that week. James shared that he is not opposed to dedicating that Friday that would typically be reserved for a division meeting for presentations and that at this point, there would be enough time to plan ahead with his division regarding this change. Lisa added that she plans to schedule the Curriculum Committee meeting to overlap with presentations to also encourage additional attendance. Jessica shared that this is just a discussion item for now, but the hope is that this will be brought back to the 5/20 meeting as an action item for a vote.

#### 5) **Transfer Plan Implementation Process**

Max Hartman presented on behalf of this item. Max shared that last year, the Transfer Plan Workgroup was created through PBC to bring an inaugural transfer plan to the college. Max shared that the plan was approved by PBC early in the fall semester and part of the process includes providing an end of year update to the various constituency groups. Max and Alex shared the following presentation:



# Brief Intro (Background)

The purpose of developing a transfer plan

- Address antiracism, equity and access to transfer services
- Promote and improve transfer outcomes among our students
- Promote pathways and activities that ensure timely transfer support

Started by implementing the following essentials:

- Understand who our transfer students are
- Identify students' needs and their progress in transfer pathway
- Promote and enhance a transfer culture on campus
- Promote a system to gather and report transfer data for assessment
- Streamline pathways from high school to Cañada to university

# Milestones...Steps for Successful Transfer

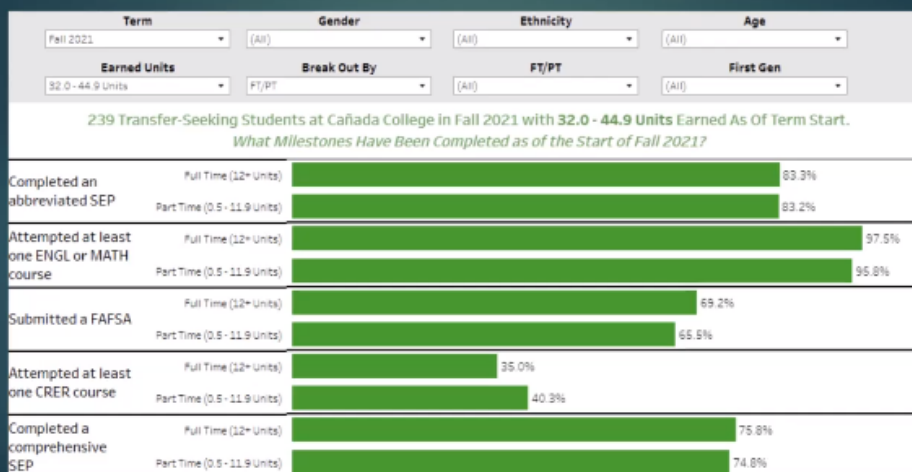
Milestone Categories:

- Accessing Student Support Services
- Knowledge of Transfer Process
- Utilizing Transfer Initiatives
- Successful course completion
- Activities on and off campus
- Application submission and follow through

The complete [Transfer Milestone Chart](#)

[Transfer Milestones 2.0.docx - Google Docs](#)

# Data Dashboard



## Next Step: COLTS-U Transfer Station

- A Transfer Hub
  - A one stop for students for all transfer related information
  - Enhance strong transfer culture on campus
  - Cultivate a sense of belonging among transfer students
- Unify and consolidate the transfer efforts
- Collaboration with the University Representatives
- Greater availability to support students
- A center for transfer workshops and activities
- Program Representation
  - Transfer Center
  - Transfer Counseling
  - STEM
  - ESO! Adelante
  - Honors Transfer Program
  - University Center
  - Others

## Next Step: SMCCCD/Sequoia High School District/SFSU & East Bay MOU (Lessons Learned)

- Value of peer-to-peer support (i.e peer mentors, transfer ambassadors etc.)
- Aligning high-touch activities with key performance indicators (admitted, accepted and enrolled)
- Bi-institutional data sharing
- Centering our student identities (BIPOC, first-gen, working adults etc.)

Lisa asked if Colts-U transfers online as well. Max shared that the space is not yet set up as a HyFlex room, but a NeatBoard can be set up in that space in the future. Soraya Sohrabi added that counseling hours are offered virtually as are workshops, and many university representatives are meeting with students virtually. Soraya mentioned that using a HyFlex option has been a discussion that has taken place. Max shared that this would be a next step. Jessica asked if Colts-U is open during the evening. Max added that evening hours exist in Building 9 on Tuesday and Wednesday until 7pm, and this semester, in person connection has been relatively low during those hours. Max shared that this is open for conversation to meet the needs of the students. Soraya added that the majority of students who are seeking evening support prefer a zoom option. David asked if the dashboard was available for students or for employees only. Max shared that it is for employees to use as an evaluative tool to measure the milestones students should be meeting and how better to assist them. David mentioned that a student version may be useful in the future. He commended the

centralization of the information and noted that with so much information, it may be helpful to highlight sections most relevant to students. If the committee has questions or further ideas, they were asked to email Max or Soraya.

## 6) Improve (formerly TracDat) Upgrade

- **Discuss current status of upgrade**

Allison presented on behalf of this item. She shared that TracDat is now known as Improve. She shared that in terms of updating the committee, the assessment side of things is about 97% complete. A group of faculty has been testing out the assessment side of Improve, and in the next few weeks, Allison is hoping to complete guides for faculty so they can understand how to use to use the new program. Allison added that access information will be sent out at the end of the semester so that spring of 2022 assessment results can be added into the system.

Allison added that the program review side is beginning to come into existence. In some ways, it will be similar to the old system, but much improved in other ways, for example accessing data within Improve, being able to create bulleted lists, and incorporating personnel request forms into the system. This portion will be ready before the fall semester.

Allison projected the Improve system and provided a general preview/demonstration of what the system will look like and how aspects of it will function for the committee.

## 7) Online Learning-An Equity and Inclusive Issue

- **ASCC Recommendation that the College provides 100% of certificate and degree classes online**

**Lesly Ta presented on behalf of this item. Lesly provided the following presentation:**



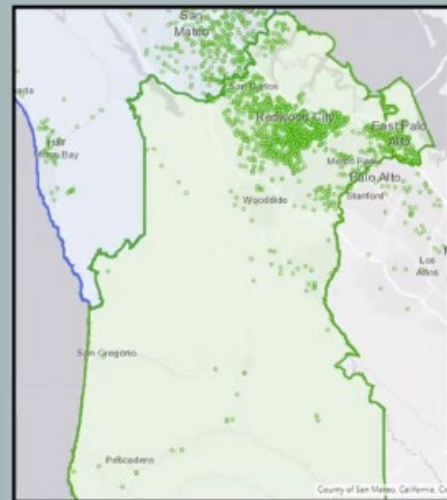
# Enrollment Heat Map

GREATER BAY AREA AND ALL OF CALIFORNIA



# Enrollment Heat Map

SERVICE AREAS OF SMCCD



# Equity

The quality of being fair and impartial

- Most degrees and certificates can be completed online

Creating an equity issue between departments, degrees and certificates

- Some teachers are choosing not to try high flex or neat board technology
- Some teachers do not have access to the high flex or neat board option
- There is not enough support for teachers who do not understand the technology

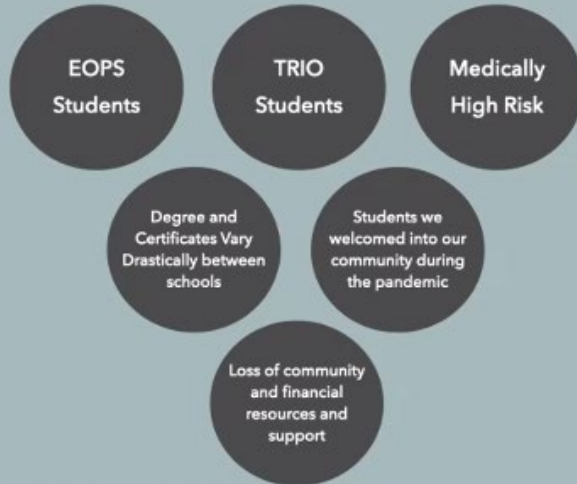


## Who's Being Left Out





# Why should we support these students?



## Inclusivity

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.



# Canada College

Educational Master Plan  
2022-2027



Cañada College provides quality, equitable education that inspires and empowers students to achieve their goals and benefit the world.

**Access:** a community where all students have access to academic tools and student support resources to help them succeed.

**Students' Feelings –** Students move forward from Cañada feeling proud, accomplished and prepared for what is next for them.

**Being Supportive - Meeting Students' Needs & Providing Opportunities –** Provide a supportive environment where we work to meet students' needs and provide opportunities to all students, so that they can continue the work of transforming their own lives.

## The Ask

Support us in finding a solution to this equity issue!

**“The ASCC ’s recommendation to Canada College and the President we provide 100% of our Certificate and Degree classes in an online format by Spring 2023 with the exception of lab classes that would pose a health threat to the students or students households.”**

Lesly shared that when denying access, this impacts students' futures, and she wants the school to be able to provide support to teachers in the classroom to ensure faculty are comfortable with the technology to be able to offer more options for success to students. Lesly shared that she is seeking IPC's support and understands that she will need the support from other constituency groups as well. Lesly also is seeking to understand the needs of instructors so she can incorporate this into her advocacy work. Lisa thanked Lesly for her presentation and shared that she agrees with what she is hoping to achieve. Lisa mentioned that she has frequently heard the argument that not all students have access to technology, so while we may think that we are creating more inclusivity, we are actually excluding students, and was interested in learning Lesly's perspective. Lisa felt that more data might be needed in this case to better understand. Lesly agreed that more data regarding why students are not enrolling would be helpful. Lesly clarified that she is not wanting in person courses to not be offered, but rather, to have both options for students who may benefit from one versus the other. Lisa also mentioned that from her experience, there have been challenges with online completion and success rates for students, where many students sign up but do not make it to the end of the semester. Lisa shared that an idea she had was to offer partially synchronous online classes where students would meet face-to-face for one day a week, for example, and online during

the remainder of the weekly meetings to allow students the opportunity to meet face-to-face with the instructor. Lesly shared that based on her circumstances, she prefers online courses, however, other students may have other circumstances where one option is more viable. The committee thanked Lesly for her work on this item. Jessica shared that Lesly will be bringing this back to IPC at the May 20 meeting as an action item where IPC can offer support or recommendations on the proposal.

## 8) Reassigned Time Due dates 2022-2023

Jessica presented on behalf of this item. Jessica projected the proposed due dates for next year's cycle as follows:

- Item I: Recommended Reassigned Time Due dates for 2022-2023
  - Friday, November 11<sup>th</sup>: online applications are due
  - Monday, November 14<sup>th</sup>: all applications will be sent to appropriate Dean
  - Friday, November 18<sup>th</sup>: Deans review, provide recommendations, sign and submit final applications to Office of Instruction
  - Friday, December 3<sup>rd</sup>: IPC will review all applications and provide feedback to the VPI during 12/3 IPC meeting
  - Monday, December 5<sup>th</sup>: VPI and iDeans provide feedback on all applications
  - Friday, December 9<sup>th</sup>: VPI announces which applications have been approved or denied
  - Friday, February 17<sup>th</sup>: Faculty reassignments will be determined
  - By end of February: submit appeal

**Motion** – To update the calendar dates for the next cycle as noted above:

M/S: Lisa Palmer, Alex Claxton

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

## 9) IPC Membership 2022-2023

Jessica presented on behalf of this informational item. Jessica shared that at the next meeting, the committee will have to vote on a co-chair for the next year cycle. The co-chair must be elected from one of the faculty coordinators within the committee. Additionally, membership vacancies in the Counseling division, 2 faculty members at large (Jill Sumstad has agreed to serve another term, pending approval), 2 classified member-at-large (Alex Claxton has agreed to serve another term, pending approval), 2 students appointed by ASCC and 1 instructional dean currently exist. A PBC representative will also need to be selected from the membership.

## 10) Reassigned Time Communication Workgroup

- **Membership for Fall 2022**

Jessica presented on behalf of this item. Jessica mentioned that last year, there were several members who served on the Reassigned Time Communication Workgroup, that this is a fall commitment where members assist with ensuring the timeline information is established and followed and that communication occurs between the necessary groups on campus.

**Motion** – To continue the Reassigned Time Communication Workgroup:

M/S: Lisa Palmer, Jill Sumstad

**Discussion** – Lisa Palmer, Jill Sumstad and Susan Mahoney were open to serving as members for next cycle.

**Abstentions** – Rian Morrison  
**Approval** – approved

### 11) IPC 2021-2022 Summary

Jessica Kaven presented on behalf of this item. Jessica shared the following with the committee:

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

#### 2021-2022 IPC Summary:

- Created Reassigned Time Communication Workgroup
- Discussed Reassigned time Application Process and Timeline
- Discussed Reassigned time expectations
- Discussed updates from Program Review Workgroup
- Discussed IPC goals for the year
- Discussed Center for Innovation and Excellence in Teaching and Learning (CIETL) renewal request for reassigned time (out of cycle); new proposed name of Faculty Professional Development Coordinator (Fall 2021)
- Discussed several updates from Reassigned Time Communication Workgroup
- Revisited discussion on naming and duties of "Faculty Professional Development Coordinator"
- Received several updates from the Equity and Antiracism Leadership group
- Received updates on Flex Day Workshop
- 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)
- Discussed Asé Consulting Equity Team updates
- 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)
- Discussed Asé Consulting's recommendations
- Discussed role of instructional faculty and Guided Pathways
- Discussed Dual-Enrollment Implementation Plan
- Discussed Fall 2021 Program Review Debrief by the Program Review Workgroup
- 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)

- Reviewed and provided feedback (vote of support or non-support) on Guided Pathways Faculty Coordinators request for reassigned time (out of cycle) [Spring 2022): Interest Area Faculty Leads and Success Team Counselors
- Received update on Banking of Pre-Transfer Courses (post-AB 705)
- Discussed and approved Program Review College-Wide timeline and IPC dates for 2022-2023 academic year
- Hosted Instructional Program Review Presentations (7 programs)
- Discussed current draft of the new Educational Master Plan (20220-2027)
- Discussed Distance Education Modality Definitions and Guidance
- Received several updates on Dual-Enrollment
- Discussed Program Improvement and Viability (PIV) Process, led by Academic Senate Workgroup
- Received updates on and discussed the Transfer Plan Implementation Process
- Received updates on and discussed Improve (formerly TracDat) Upgrade
- Discussed (and will approve) IPC membership for 2022-2023
- Establish new Reassigned Time Communication Workgroup membership for Fall 2022
- Discussed and approved request for reassigned time due dates for Fall 2022
- Discussed IPC Summary 2021-2022
- \*\*Discussed and voted on support of ASCC recommendation on Online Learning - An Equity and Inclusive Issue
- \*\*Appointed faculty IPC co-chair for 2022-2023
- \*\*Discussed online teaching and online learning webpages
- \*\*Discussed faculty resource repository

\*\*5/20/2022 agenda items, the last meeting of the semester

Jessica asked for any suggested edits to be shared with her by the end of the next week. Allison Hughes, PBC Representative from IPC will present this summary at the final meeting on behalf of the committee.

## 12) Good of the order

- Valeria Estrada mentioned that the library will be open for an additional hour during finals week. She will ensure a confirmation of this is shared with the campus.
- Susan Mahoney gave a shout out to the students who were part of the Honors Research Showcase, and thanked the employees who were present to support the students.
- Sarah Harmon shared that the OER/ZTC Implementation Plan was approved at PBC and Academic Senate, and she will connect with IPC next year regarding this.

## 13) Adjournment

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

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:31 am.