Cañada College

**INSTRUCTIONAL PLANNING
COUNCIL
MEETING MINUTES OF
October 21, 2022
9:30am – 11:30am, Zoom**

Members Present: Jessica Kaven, Susan Mahoney, Erik Gaspar, Sarah Cortez, Allison Hughes, Field, Jose Manzo, Chloe Knott, Alex Claxton, Lisa Palmer, Karen Engel
Members Absent: James Carranza, Chialin Hsieh, Jill Sumstad, Chris Burns
Guests: Hyla Lacefield, David Eck, Candice Nance, David Reed, Gampi Shankar, Ameer Thompson, Gerardo Pacheco, Diana Espinoza Osuna, Melissa Maldonado

1) **Adoption and Approval of Agenda**

> **Motion** – To adopt agenda: M/S: Alex Claxton, Lisa Palmer
> **Discussion** – none
> **Abstentions** – none
> **Approval** – approved unanimously

2) **Approval of Minutes**
   - October 7, 2022

> **Motion** – To approve minutes: M/S: Lisa Palmer, Sarah Cortez
> **Discussion** – none
> **Abstentions** – Alex Claxton (not present at 10/7 meeting)
> **Approval** – approved

3) **Change to Bylaws**
   - **Request to add an additional faculty member-at-large position**

Jessica reminded the committee that they were asked to review the committee membership, and it was highlighted that Business and Workforce/CTE was not represented. This item was requested to be considered by the committee to potentially add a third faculty-member-at-large or to consider looking at division representation across the membership. Jessica projected the current list of voting members from the IPC bylaws. She noted that there are currently 8 faculty members mainly by position, including 2 faculty members-at-large, classified members, students, and other membership spaces by position. Jessica mentioned that she reviewed the bylaws from past years, and in 2016, it was noted that the committee would prefer membership from at least one adjunct and one CTE representative, and that

implementing something like this again could also be an option.

Alex Claxton shared that he was not here for the initial discussion but did read through the minutes. He stated that he knows this concern has been raised in other areas about the need for faculty to serve on committees, and that he could see one of the faculty-member-at-large positions being converted to specifically be CTE focused, and that this preference be named with intention instead of using language such as "preferably." Lisa Palmer agreed with Alex that adding one more position would be a challenge as faculty are already spread thin in their responsibilities, despite the fact that having more campus representation is a good thing. Lisa suggested adding language that the faculty-at-large positions are those from divisions not already represented. Gampi Shankar shared that he does feel his division does need a voice as they represent a large body, and from his perspective, the more faculty voices present the stronger the committee. Candice shared that she acknowledges Lisa and Alex's concerns regarding the workload issue for faculty, however, speaking for her division, folks are quite passionate about embedding CTE representation into the committee because it is such a unique need that is not as well understood across campus as it is in the BDW division. Additionally, Candice stated because IPC has oversight into release time and other important decisions related to program review, the committee would only be strengthened by a CTE perspective.

Alex Claxton posed the question of how Academic Senate elected the members-at-large to appoint to IPC. Lisa shared that it is typically who volunteers. David Eck added that "selected" is not the appropriate word as Academic Senate instead appoints. Alison Field shared that within ACES, she understands the challenge of respecting people's workloads and having representation. She asked if it might be possible to suggest two or three faculty-at-large positions to allow for some flexibility. David shared that this would be allowable, and if there was trouble filling the third position in certain years, it could remain vacant, and while this is not ideal, it would satisfy this possibility. Erik Gaspar asked if there was someone prepared to join the committee if this addition were to be approved, and Jessica confirmed that there were. Erik stated in that case, focusing on the trouble of filling the role is irrelevant, and if folks feel there is a need for a particular voice and representation and they are willing to fill that role, he sees the addition as a benefit to the committee. Susan Mahoney agreed that three faculty-members-at-large be included in the membership bylaws and that ideally to bolster the diversity of the committee, roles are filled representing the most areas on campus as possible, including various divisions and the adjunct voice. Hyla Lacefield shared that Career Education has many additional challenges and requirements that the AFT workload pilot has brought to light based on the number of points folks are generating. Hyla noted that despite this, it is crucial that there is the CTE voice represented on all of the planning councils because there is a different experience and she is pleased to see committee members acknowledging and respecting this need. Lisa Palmer asked the CTE folks in the room if they felt it would be better to have a designated position or to add an additional faculty-member-at-large role to the committee membership. Candice shared that a designation for CTE would be most explicit, and a direct call to the area to step up and serve. Ameer posed to the committee the idea to consider that in the future, establishing this designation for one area may lead other areas questioning their lack of designated representation. Candice added that there are other CTE roles outside of the BDW division.

Allison Hughes stated that she likes the idea of adding a third faculty-member-at-large positon and then adding wording that these positions are used to balance committee representation at the time. Alex Claxton added that this also appears to be an issue that Academic Senate should discuss in terms of timelines for appointments and the overall process. Susan Mahoney added that the committee would need to be clear on its membership entering into the next year so that Academic Senate can most appropriately make the appointments. David Eck shared that Academic Senate spends significant time recruiting and attempting to fill vacancies and that they entrust the councils and college-wide committees to know their bylaws and reach out to those they need to fill the roles. David added that these folks are then added to the consent agenda and that is the time for anyone to speak or raise concerns. David added that it has been difficult with appointments this year with the workload pilot among other factors.

> **Motion** – To add a third faculty-at-large position, with a note that we use our faculty-at-large positions to balance our membership however needed (adjunct, CE, division representation, etc.) when a position becomes vacant: M/S: Allison Hughes, Lisa Palmer
>
> **Discussion** –Lisa asked if folks can be put forward for this position and then this be voted on at the next Academic Senate meeting, and Jessica confirmed this was the process. Hyla added that the division recommends Candice Nance to Academic Senate for approval, and stated that she would email the division to share this information and allow any feedback.
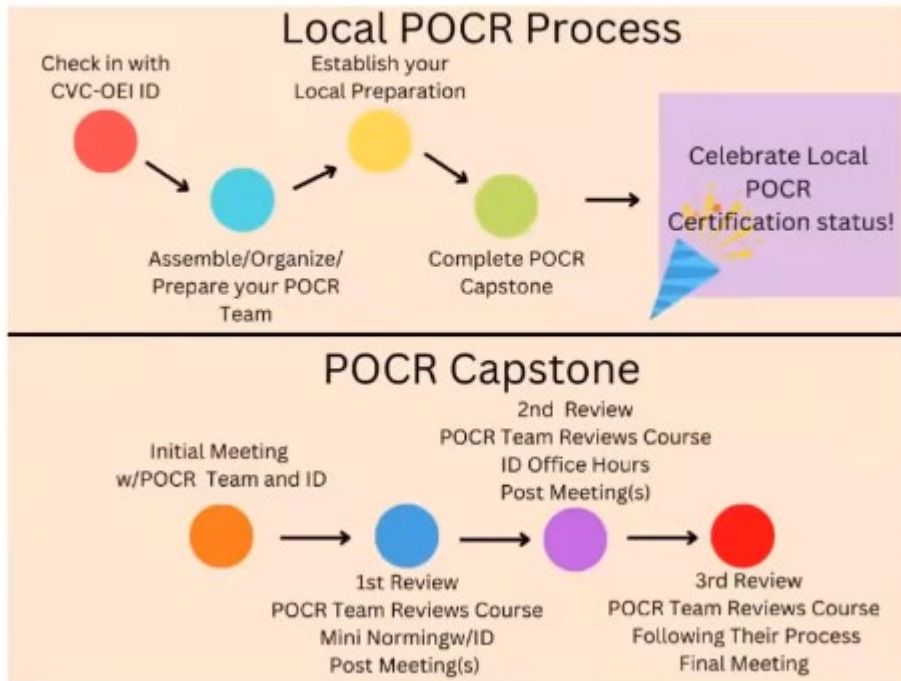> **Abstentions** – none
> **Approval** – motion passed with 1 voting member opposed and all others in favor

4) **Online Teaching & Learning**
   - **Local Peer Online Course Review (POCR) Process**

   David Reed presented on behalf of this item. He shared the following presentation:

CVC's Sept 2022 Update

Local POCR Process

Check in with CVC-OEI ID

Assemble/Organize/Prepare your POCR Team

Establish your Local Preparation

Complete POCR Capstone

Celebrate Local POCR Certification status!

POCR Capstone

Initial Meeting w/POCR Team and ID

1st Review
POCR Team Reviews Course
Mini Normingw/ID
Post Meeting(s)

2nd Review
POCR Team Reviews Course
ID Office Hours
Post Meeting(s)

3rd Review
POCR Team Reviews Course
Following Their Process
Final Meeting

Cañada Academic Senate Meeting
- Request for approval to begin the proposed work
- Establish reporting line

POCR Workgroup Goals
- Complete reviews of 3 selected courses
- Submit to CVC for verification

- Wrap-up event
- Workgroup sharing and reflection

Aug 2022 — **September 2022** — **Fall 2022** — **Spring 2023** — **May 2023**

POCR Workgroup Meeting
- Select 3 courses
- Finalize the POCR Process

- If Local POCR certification granted:
Begin reviewing other courses for QR badging
OR
- If not granted yet:
Review/submit 3 additional courses to CVC

Selection Criteria for the initial 3 courses
(Fall 2022)

- Courses already meet many/most OEI Rubric criteria
- Instructor (course contributor)
  - is enthusiastic about course review
  - has taken QOTL training (or equivalent)
- Courses cover various disciplines (CTE, ST, HSS/BDW)
- Caution with STEM courses due to accessibility issues! (pdfs, formulas…)
- Up to 3 unit courses

Selection Criteria for the initial 3 courses
(Fall 2022)

		Division	Instructor	Instructor Training		Initial Rubric Alignment Level	# Units	Online Modality	Reason to Postpone to S23
				QOTL 1	POCR				
BUS 100	Intro to Business	BDW	Gampi Shankar	equivalent	✅	high	3	ASYN	n/a
			Candice Nance	✅					Instructor available in F22
COMM 180	Intro to Communication Studies	HSS	John Perez		☑	high	3	ASYN	n/a
			Jessica Kaven	☑	☑				Instructor available in F22
MART 362	Intro to Digital Photography	BDW	Emanuela Quaglia	🟧	🟧	high	3	ASYN	n/a
									Instructor available in F22
SPAN 131/132/140	Spanish (various levels)	HSS	Sarah Harmon		🟥	high	3	SYN	Instructor's time availability
COMM 150	Intercultural Communication	HSS	Jessica Kaven	☑	☑	high	3	ASYN	Instructor's time availability
MATH 200	Elem Probability & Statistics	ST	Adam Fahey	🟪		approaching	4	SYN	a. STEM course (harder to convert)
									b. Number of units
ASTR 101	Astronomy Laboratory	ST	(Gabriel Prochter)	🟧		approaching	1	ASYN	a. Confirm instructor
			(Jeanne Digel)						b. Number of units
ENGL 105	Intensive Composition & Reading	HSS	Yolanda Valenzuela	🟧		approaching	5	SYN	a. Low enrolment (not currently offered online)
									b. Number of units

Candidate Courses

1. **BUS 100**
   - Candice Nance / Gampi Shankar
2. **COMM 180**
   - John Perez / Jessica Kaven
3. **MART 362**
   - Emanuela Quaglia

Cañada POCR Process (Fall 2022)

1. Instructor (course contributor) completes the course review prep form
2. Based on result of form review, tools are provided to maximize course alignment to the OEI Rubric *before* the review.
3. POCR Workgroup assigns reviewer for the initial course review.
4. Meeting #1: Instructor + Reviewer (+ Accessibility Specialist)
   - Reviewer points to any changes still needed
   - Instructor makes required changes to the course
5. Meeting #2: Instructor + Lead Reviewer
   - All required changes to the course were made
   - Final checkpoint: accessibility criteria are fulfilled

David Reed thanked Nada for her work, noting that she was unable to be at today's meeting, and highlighted that this is a faculty driven process and that as dean, he is supporting the process. Candice Nance asked how this impacts scheduling and load. David added that the idea is to expand access to the course by putting it into the online course finder, and one of the biggest outcomes of this is to create a collaborative process where faculty can work together to build their online courses. Lisa Palmer asked how this translates if students take courses at other institutions. David added that there are specific criteria that are in place to ensure students follow appropriate processes for their home campus which are inclusive of the finish faster online goal that is set by the Chancellor's Office. Lisa noted that she can see this developing into there

being no rationale for campuses to say students have to take a minimum number of units within their campus if course equivalencies within the online system exist. While this increases access, it may be more challenging for home campuses to monitor certain challenges.

5) **Student Equity & Achievement Program (SEAP) Plan**
   - **Update from ACES Equity Plan Writing Group**
   - **Seeking input and feedback**

Allison Field, Karen Engel, and Alex Claxton presented the following on behalf of this item:

Overview: Student Equity and Achievement (SEA) Program

What is it?

- State Chancellor's Office Program established in 2018
  - Student Equity + Basic Skills + Student Services and Support
- Cañada receives SEAP funds each year
- SEA Program Plan is submitted every 3 years
  - Aligns with Guided Pathways and Vision for Success Goals

What is it not?

- The SEA Program Plan is not everything we want to do/accomplish when it comes to equity (and antiracism).

Current Planning Cycle: SEAP Plan, 2022-2025

EQUALITY   EQUITY   LIBERATION

Who: ACES & SEAP Writing Group

Timeline: Due Nov. 30.

What's new / different from last time?

- Last plan: 23 pages; this plan: 2500 characters per entry
- USC Center for Urban Education (CUE) review:
  - Race-conscious
  - Engage instructional faculty / focus on classroom
  - Focus on equity assets
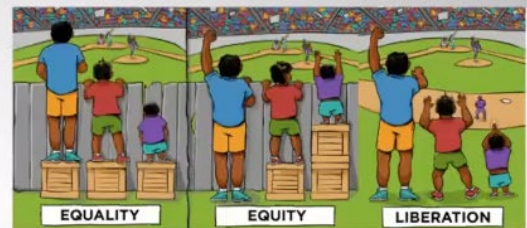
CUE Review Recommendations: Equity Assets

- Structures
- Programs
- Policies
- Personnel

- Capacity-Building: General
- Capacity-Building: Equity
- Culturally Relevant Curriculum

Clearly delineate different types of activities and goals (e.g capacity-building, programs, etc...), rather than discussing numerous types of activities under the same goal. (CUE Review)
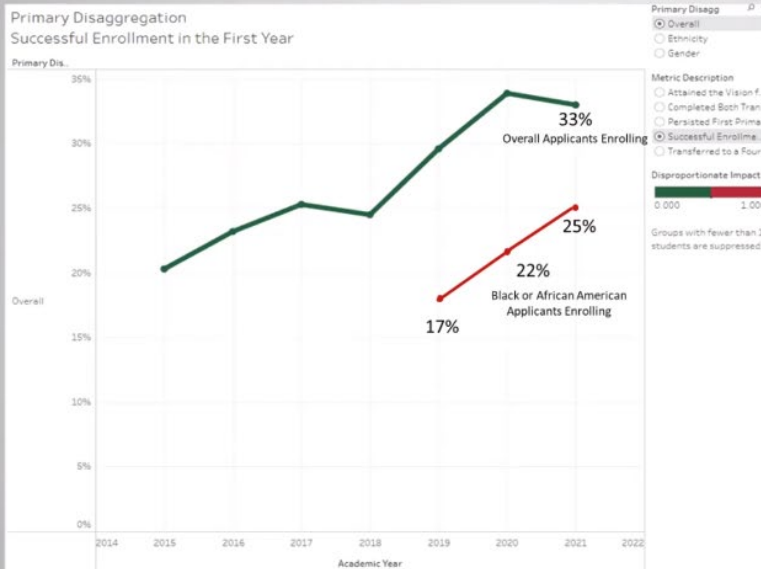
SEAP Metrics:

Student Outcome Metrics SEAP focuses on:	Disproportionately Impacted Student Population for each SEAP Metric (on which we could focus 2022-25)
Successful Enrollment in the first year	Black/African American Students
Completed Transfer Level English and Math in the first year	Hispanic/Latinx Students
Persistence: First Primary Term to Subsequent Primary Term	Filipino Students
Attained the Vision for Success Definition of Completion within three years	Hispanic/Latino Male Students
Transferred to a Four-Year Institution within three years	Hispanic/Latinx Students

For each Metric & DI student group in the plan:

- Target Outcomes by year
- Structural Impediments
- Proposed changes: "process/policy/practice/culture"
- Target audience & Support needed

Metric 1: Successful Enrollment in the first year

(Leads: Mary Ho & Manuel Alejandro Pérez)

Primary Disaggregation
Successful Enrollment in the First Year

- 33% Overall Applicants Enrolling
- 25%
- 22%
- 17%

Black or African American Applicants Enrolling

Primary Disagg
- ⦿ Overall
- ○ Ethnicity
- ○ Gender

Metric Description
- ○ Attained the Vision f...
- ○ Completed Both Tran...
- ○ Persisted First Prima...
- ⦿ Successful Enrollme...
- ○ Transferred to a Four...

Disproportionate Impact
0.000   1.000

Groups with fewer than 10 students are suppressed.

Definition:

Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

Metric 1(Enrollment): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- No interventions and programs that directly support Black/African American students except Umoja.
- Lack of qualitative data to understand our and Black/African American student experience.
- Financial barriers to enrollment (enrollment fees, cost of living, other basic needs, etc.)

Metric 1 (Enrollment): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Implement regular qualitative and quantitative tools to capture the Black experience for students, faculty, staff, and administration at Cañada.
- Increase support and institutionalization of UMOJA program deliverables, strategies, and structure.
- Institutionalization of strategic plans for college outreach and recruitment of Black/African American students.
- Implementation of affinity groups for Black-African American faculty, staff, and administration.
- Implementation of Senate Bill 893 to address financial barriers by reducing and eliminating enrollment fees.

Metric 2: Completed Transfer-Level Math and English

(Lead: Karen Engel)
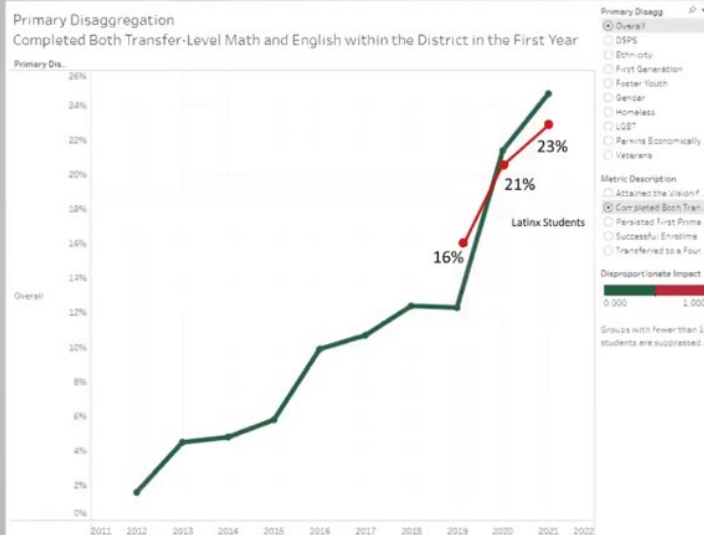
Definition:

Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Metric 2 (Math & English): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Enrollment:
- Many first-time, Latinx degree and transfer-seeking students are not enrolling in transfer-level math or English at all during their first year
- Many Latinx students attend part-time and some take very few units at a time (6 or fewer)
- English 105 (5 units) is offered in 2-day blocks (rather than 3-day blocks or hybrid modalities) and so may conflict with other courses
- Other factors?

Completion:
- These courses are challenging, especially for English language learners
- Faculty teaching the co-requisite courses would like more institutional support
- How do we know which of our supplemental instruction methods are effective for Latinx students?

Metric 2 (Math & English): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Establish guidance for first-time students placed into co-requisite math and English to take one course at a time (but to start in their first term)
- Adjust ADT degree program maps to recommend taking one per term (most ADT's maps recommend taking both during the first term)
- Schedule Math 200/800 and English 105 to minimize creating conflicts with each other as well as other in-demand courses (GEs, etc) - MWF v. MW patterns or Hybrid
- Scale a variety of just-in-time academic supports: embedded tutors, instructional aides, workshops, additional support in the Writing Center and STEM Center in all (or most) sections of both the regular and co-requisite courses
- Provide additional, institutional resources and support for faculty teaching co-requisite courses

Jessica asked what feedback the group has received from faculty in English and Math regarding their thoughts. Karen added that they need more expertise and feedback and a Google doc will be provided for folks to add feedback. This includes focusing on the instructional practice that faculty would like to incorporate, some of which they may already have expertise surrounding.

Metric 3: Persistence

(Leads: Alison Field & Manuel Alejandro Pérez)
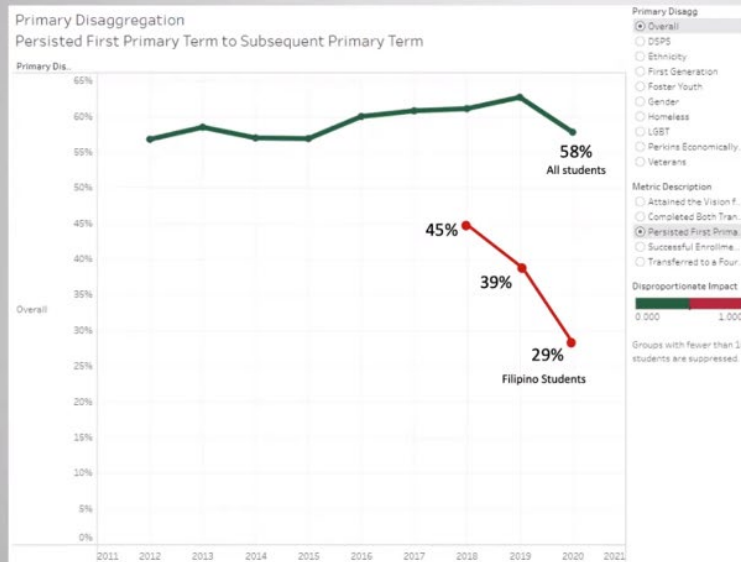
Definition:

Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term.

Metric 3 (Persistence): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Filipino students:
- lack sufficient opportunities for community-building;
- are underrepresented in cultural programming;
- lack mentors & role models;
- lack access to affinity spaces / groups;
- lack cohort-type program & support;
- lack equity-minded, culturally relevant, curriculum;
- experience incidents of bias (stereotyping & microaggressions)

Metric 3 (Persistence): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Cultural Center programming & affinity group / space development.
- Hire and train a diverse team of student ambassadors or mentors to support the Cultural Center.
- Consider adoption of a cohort program (Kababayan program @ Skyline).
- Professional learning: equity-minded and culturally relevant curriculum development.
- Professional learning: implicit bias and microaggressions.

Metric 4: Completion

(Lead: Alex Claxton)
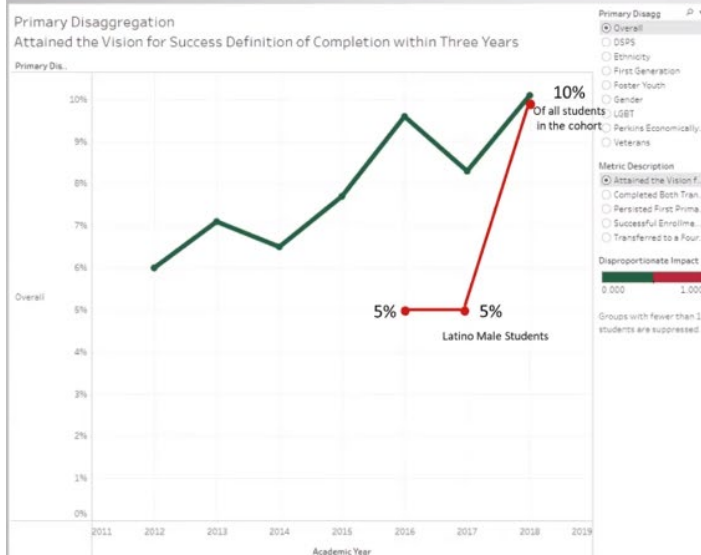
Definition:

Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Metric 4 (Completion): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- Schedule of Courses, Schedule Conflicts, Single Section Courses

- Access to the physical campus and resources to access courses online
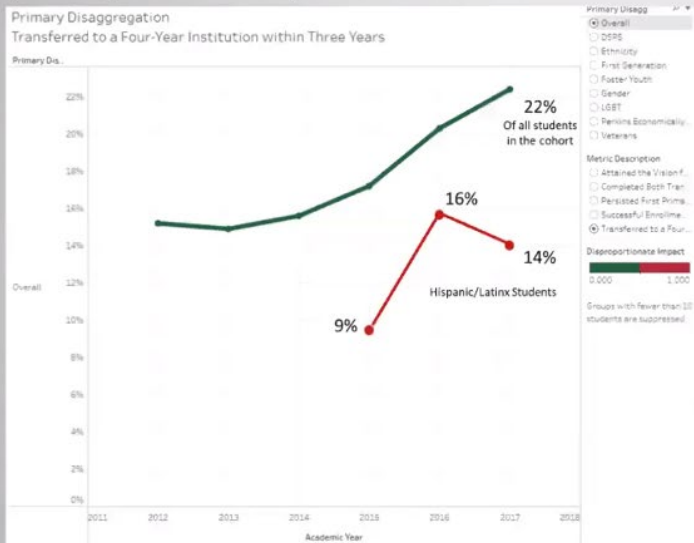
- CE Award options

- Some College, No degree

Metric 4 (Completion): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Student First Scheduling and cross division collaborations

- Direct line to East Palo Alto, Redwood City satellite location, and expanded technology loan program

- Expanded CE offerings based on labor market needs

- Clearer path for students to complete their degrees

Metric 5: Transfer

(Leads: Mary Ho & Max Hartman)

Primary Disaggregation
Transferred to a Four-Year Institution within Three Years

22% Of all students in the cohort

16%

14%

Hispanic/Latinx Students

9%

Primary Disagg
- Overall
- DSPS
- Ethnicity
- First Generation
- Foster Youth
- Gender
- LGBT
- Perkins Economically...
- Veterans

Metric Description
- Attained the Vision f...
- Completed Both Tran
- Persisted First Prima...
- Successful Enrollme...
- ⦿ Transferred to a Four...

Disproportionate Impact
0.000 — 1.000

Groups with fewer than 10 students are suppressed

Definition:

Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Metric 5 (Transfer): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- Because of our **high cost of living** many of our students need to work one or more jobs just to afford to live in our community. Likewise, many of these students are enrolled part time, thus extending the time it takes to complete their transfer goals.
- **SSSP dollars that have been rolled into SEAP are funding salary and benefits for personnel connected to matriculation that limit our opportunity to use SEAP dollars to fund additional transfer interventions for Latinx students** that may be able to reduce some financial burdens to allow students to concentrate on their studies.
- **Minimal building of transfer practices and interventions using race-conscious data and need-base data.** Elevate transferring as a culture at our college, particularly for our disportionately impacted student populations. The silo-ing of special programs, learning communities and transfer services. Offering evening hour transfer support services.

Metric 5 (Transfer): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- CRM: Develop an integrated system of support aligned to transfer milestones centering equity practices for Latinx and low-income students (Transfer Plan)
- Ensure the COLTS-U Transfer Station in 9-106 develop high-touch support for Latinx and low-income (Transfer Plan)
- Develop and grow additional "warm-hand off" university relationships that center our status as an Hispanic Serving Institution (HSI) in our transfer practices (Transfer Plan)
- Expand Promise and develop Part Time Promise Program

Feedback/Discussion

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Critical Question:

1. Are we being race-conscious?

Lisa added that there are many issues with learning disabilities which is a cross race issue, and she often feels not as well equipped to deal with learning differences that may present themselves in the student populations within her courses. Candice added that we also need more strategy around how our Menlo Park location (and specialized funding supporting that location) can support these goals for reaching our BIPOC students on the eastern side of our service area. Jessica shared that she would like to see intentional collaboration with faculty and others working directly with students especially in Math and English. Jessica added that the day to day classroom experience can often be overlooked, and she would like more faculty to be involved in the conversation to speak to some of these aspects. Ameer shared that he is happy to have the group present at an upcoming division meeting.

Alison shared a link to the google doc where additional feedback can be entered by the

campus community.

6) **Strategic Enrollment Implementation & Program Completability**

The Instructional Deans, with support from Melissa Maldonado and Diana Espinoza-Osuna, presented on behalf of this item:

Strategic Enrollment Implementation

Office of Instruction

Presentation

Instructional Planning Council Meeting

10.21.2022

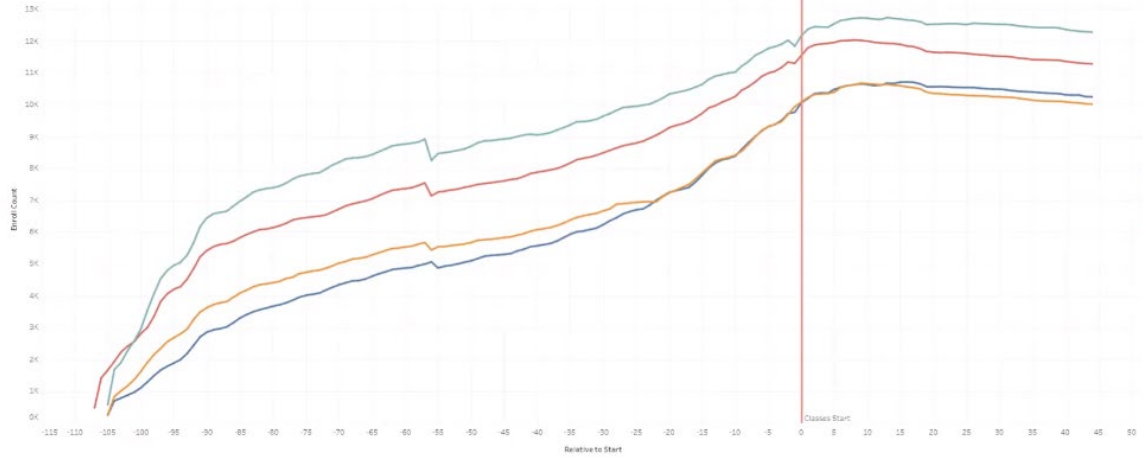## Just-in-time Enrollment Strategies Deployed

3 weeks before semester starts

Marching order
- All-hands-on-deck approach to increase course enrollment
- Instructional deans worked with GP retention specialists in collaboration with GP Director to communicate with students to enroll in courses
- PRIE provided needed data including students' contact information.
- Counseling expanded availability of drop in sessions

Overall enrollment

Overall enrollment

Overall enrollment

Overall enrollment

Term
(Multiple values)

Division
Counseling

Department
(All)

Course Name
(All)

Course length
☑ (All)
☑ Short Term
☑ Standard Length
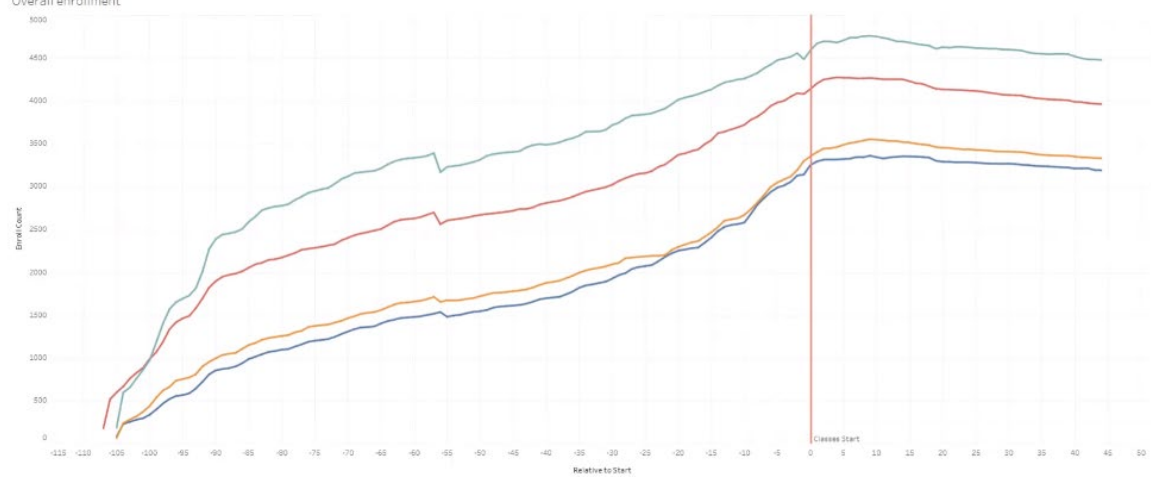
Term
■ Fall 2019
■ Fall 2020
■ Fall 2021
■ Fall 2022

Overall enrollment
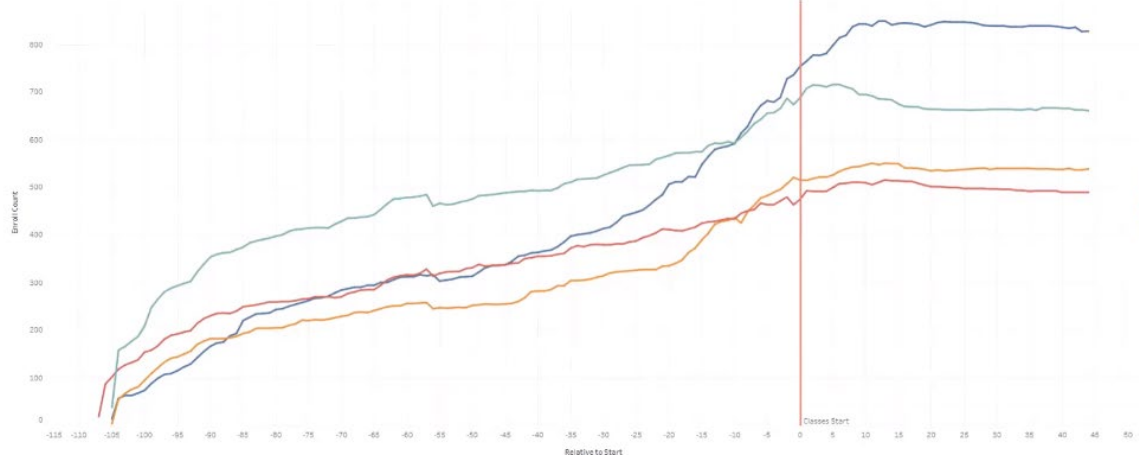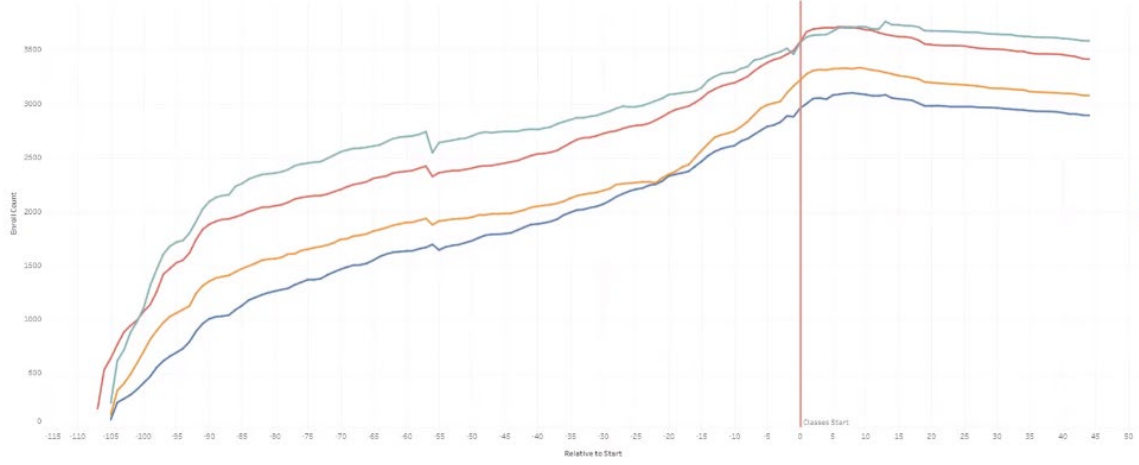
Term
(Multiple values)

Division
Humanities & Soc Sc

Department
(All)

Course Name
(All)

Course length
☑ (All)
☑ Short Term
☑ Standard Length

Term
■ Fall 2019
■ Fall 2020
■ Fall 2021
■ Fall 2022

Overall enrollment

Overall enrollment

Lessons Learned

1. **Strategies seemed to work!**
   - Point-in-time enrollments were positive compared with the same time last year

2. **These strategies could be implemented earlier instead of 3 weeks before the semester started to avoid potential class cancellations**

3. Counseling drop-in appointments were expanded

4. Areas for further exploration:
   - Improvements to student ed plan data
   - Opportunity to mitigate potential class cancellation with earlier implementation of strategies

Next Step--Details

1. Deploy these strategies in Oct, Nov, and Dec for Spring 2023 enrollment

2. Focus on students updating <u>student ed plan</u> before priority registration

3. Focus on students <u>enrolling in courses</u> before winter break

4. Set up monthly <u>benchmarks</u> for student ed plan and enrollment

5. **Work together to build:**
   1. **Consistent dataset to use**
   2. **Consistent timeline for communication**
   3. **Consistent messaging**

Goals

1. All students (who need to) update their student ed plan before Priority Registration (Nov 2)
2. All students enroll in Spring 2023 before Winter Break

Student Ed Plan

Benchmark (Goal)

Actual Results (# of students update SEP)

Cañada Home Campus Students Only	Fall 2022 Enrolled Students	Not Exempt from SSSP (needs SEP)	Expired or Blank SEPs	Goal: 10/14 25% update SEP	10/14 # of students update SEP
Interest Area students who are **not** served by the					
Art, Design, Performance	154	124	39	10	0
Business	167	133	28	7	2
Human Behavior & Culture	256	169	52	13	2
Science & Health	341	266	78	20	12
Unknown Program of Study and not served in a special program and not included in an Interest Area (and are not K12, or already possessing an Associate's degree or higher)	350	95	46	12	2
Athletes	114	87	2	1	0
College for Working Adults	105	64	11	3	0
EOPS	164	120	9	2	2
ESL	274	75	11	3	0
International students	70	59	3	1	0
Promise Scholars Program (including part-time Promise)	498	428	32	8	1
Puente	74	54	9	2	0
TRIO	49	37	8	2	1
Umoja	11	6	0	0	0
Total	2627	1717	328	82	22

7) IPC Goals for 2022-2023

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

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate work groups
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Annually review how the campus is meeting Standard IIA and IIB.
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.
11. Review and provide feedback on reassigned time applications.

Possible GOALS for 2022-2023:

- 2021-2022: Identified topics for discussion:
  - Local Peer Online Course Review (POCR) Process Dual-Enrollment (support for students and faculty)
  - College's participation in and planning around the California Virtual Campus (CVC)
  - New/discontinued programs
  - DE/modality terms and support
  - Recommend and review policies and procedures as they relate to instruction
  - Annually review how the campus is meeting Standard IIA and IIB
  - Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning
- Provide feedback on Program Improvement and Viability process
  - EMP Initiative 1.8: Ensure Academic Program Viability
- Provide instructional input and feedback as it relates to Guided Pathways
- Support the college strive to create opportunities for students (based upon identified supplemental topics considered to date to support the college in reaching that objective) to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.)."
  - Topics Identified (IPC meetings: 9/2, 9/16, & 10/7) – updates will be ongoing
    - Inventory
      - Modalities, course offerings, course scheduling, course success, identifying courses that students need/want
    - Quality of Instruction
      - Faculty professional development/trainings

- Student technology needs
  - Laptops/Chromebooks
- Program Success and Completability
  - Success and completion specific to degrees/certificates and based on course modalities
- Communication
  - Advertising courses, programs, pathways that the college offers online
- Programmatic considerations
  - E.g., skill building, articulation
- In consultation with Academic Senate and the Office of Instruction, IPC will serve in an advisory role specific to the following initiatives:
  - 1.3 Create a student-first course schedule
  - 1.16 Create campus culture that supports completion within 3 years
  - 1.19 Reduce or eliminate the cost of textbooks
  - 1.8 Ensure academic program viability
  - 2.3 Increase resources for faculty professional development
  - 2.5 Increase use of Open Educational Resources
  - 4.10 Ensure faculty, staff and students have access to technology to support multiple modalities
  - 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning
  - 4.12 Offer key courses in multiple modalities

Jessica asked the committee to review the above and consider if there is anything they wish to change or adapt, as this will be something that will be discussed more in depth at the next IPC meeting, where action will be taken. Lisa appreciated the clarity in the document, and agreed that it would be helpful to review this document offline to consider if there is any overlap or missing information. Lisa also considered narrowing the list as the committee should prioritize items where they intend to realistically focus for the current year. Lisa stressed that the committee has many responsibilities in addition to those mandated. Alison agreed that prioritizing would be an appropriate focus.

8) Reassigned Time Communication Workgroup Update

Susan Mahoney reported on behalf of this item. She shared the following email which was sent to faculty and reviewed this with the committee:

The following message is being sent on behalf of the Instructional Planning Council (IPC) Communication Work Group:

Dear Colleagues,

On behalf of IPC's Reassigned Time Communication Work Group, we would like to remind you of the reassigned time request process and due dates for all new, renewal, and revision positions.

What positions are up for renewal?

- College-wide positions

- o   CTE Liaison
  - o   Faculty Equity Coordinator (formerly ACES Coordinator)
  - o   Faculty Teaching and Learning Coordinator
  - o   Instructional Assessment Coordinator
- [Program/Department Coordinators](#)
  - o   Community of Learning Through Sports (COLTS)
  - o   Education and Human Development Coordinator
  - o   ESL Coordinator
  - o   Interior Design Coordinator
  - o   Medical Assisting Coordinator
  - o   Paralegal Coordinator

Application due dates

All applications (new, [renewals](#), revisions) for terms that begin or restart in Fall 2023 are due by the following dates:

- ==November 11, 2022== via [the online application](#).
- Deans/VPs must review, provide a recommendation, sign and submit final applications to the Office of Instruction by November 18, 2022.

Apply for a new position, renew a position, or submit a revision to a current position

1. New Reassigned Time: Applications originate with a faculty request, Academic Senate or another planning council.
2. Renewal Reassigned Time: Applications are submitted for positions that have terms ending at the end of the respective academic year and are up for renewal (e.g., position terms that end in the 2022-2023 academic year are renewed during Fall 2022).
3. Revision to Current Reassigned Time: Currently approved positions may submit an application if revisions are needed (e.g., change of assignment name, requesting more or fewer units).

Key dates

- **==November 11th:==** Application due date (link to [the online application](#))
- **December 2nd** IPC meeting (9:30am-11:30am via Zoom): IPC reviews and votes on applications for reassignment. Application authors and their respective Deans/VPs are recommended to attend.
- **December 9th:** Informed by the feedback provided by IPC, the VPI will announce which proposals for reassignment, revision or renewal have been approved and denied. Once approved, the college-wide positions will follow the [Participatory Governance Manual](#) and will open for applicants during Spring 2023.
- **February 17th:** Faculty reassignments will be determined.
- **End of February**: All appeals due (link to [IPC Appeal Process](#)).

Should you have any questions, please contact IPC co-chairs Chialin Hsieh at hsiehc@smccd.edu or Jessica Kaven at kavenj@smccd.edu.

9) Good of the order
-Jessica Kaven updated the committee on Leonor Cabrera's item that was discussed at a previous meeting regarding ed2go. She shared that the contract with the company has ended and has not been renewed.
-David Eck shared that at the next Academic Senate meeting, based on a conversation that took place at the September 8 meeting, there will be a discussion concerning enrollment and how it has been driven so heavily by external factors. Concerns about planning decisions will also be discussed. David encouraged committee members to attend the meeting, or share their feedback with him directly as program review feedback is of particular interest to this committee.
-Allison Hughes shared that in the Weekly Update this week, she included an outline of how folks can obtain support with Canvas, Program Review, and assessment while she is on leave. She will also send this information out in her newsletter.

10) 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

11) Adjournment

     Motion – To adjourn the meeting: M/S: Lisa Palmer, Susan Mahoney
     Discussion – none
     Abstentions – none
     Approval – approved unanimously

     a) Meeting adjourned at 11:31 am.