



**INSTRUCTIONAL PLANNING  
COUNCIL**

**MEETING MINUTES OF  
February 3 2023  
9:30-11:30am, Zoom**

**Members Present:** Jessica Kaven, Chris Burns, Candice Nance, Chloe Knott, Sarah Cortez, Alison Field, Erik Gaspar, Alex Claxton, Lisa Palmer, Jill Sumstad, Natalie Melgar, James Carranza, Chialin Hsieh, Susan Mahoney, Jose Manzo

**Members Absent:** Allison Hughes, Karen Engel

**Guests:** Hannah-Joy Haw, Ameer Thompson, Alessandro Riva, David Eck, Diana Tedone-Goldstone, Natalie Alizaga, Gampi Shankar

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**1) Adoption and Approval of Agenda**

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

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Meeting Minutes (December 2, 2022)**

**Motion** – To approve meeting minutes of November 4, 2022: M/S:  
Alex Claxton, Chris Burns

**Discussion** – none

**Abstentions** – Jose Manzo and Susan Mahoney (absent from 12/2  
meeting)

**Approval** – approved

**3) Marketing Virtual Degrees/Certificates**

Chialin Hsieh reminded the committee that in the fall, the Office of Instruction brought the topic of Program Completeness to IPC:

# Create Campus Culture that Support Completion within 3 Years—Program Completability

Office of Instruction  
Presents to  
Instructional Planning Council  
November 4, 2022

## Create a Student-first Schedule

EMP Objectives 1.3, 1.16, 4.12

### Colt-ivating the Course Schedule

1.3: Create a student-first course schedule

1.16: Create campus culture that supports completion within 2-3 years

4.12: Offer key courses in multiple modalities



### ADT Completion Remotely\* in 2-3 Years

**10 (out of 27) ADTs can be completed**

- |                          |                      |
|--------------------------|----------------------|
| 1. Communication Studies | 6. Physics           |
| 2. Economics             | 7. Political Science |
| 3. History               | 8. Psychology        |
| 4. Math                  | 9. Sociology         |
| 5. Nutrition & Dietetics | 10. Spanish          |



\* Remotely including synchronous and asynchronous. Students would not have to "step foot on campus."

## AA/AS Completion Remotely\* in 2-3 Years

### 24 (out of 47) AA/AS can be completed

1. Accounting
2. Anthropology
3. Allied Health
4. Biology
5. Business Administration
6. Business Assistant
7. Business Management
8. Entrepreneurship & Small Business Management
9. Marketing
10. Chemistry
11. Communication Studies
12. Computer Business Office Technology--Administrative Assistant
13. Computer Business Office Technology--Administrative Support Assistant
14. Digital Art & Animation
15. Economics
16. History
17. Medical Billing Specialist
18. Paralegal
19. Physics
20. Political Science
21. Psychology
22. International Studies
23. Sociology
24. Spanish

\* Remotely including synchronous and asynchronous. Students would not have to "step foot on campus."

Chialin noted that the Office of Instruction worked closely with PRIE and Marketing to ensure the information provided is accurate, and to ensure this recent information was placed on the website. Chialin shared that she has invited Hannah-Joy Haw and Alessandro Riva from Marketing to share how they have updated the website to include this information and to seek feedback on this project from the committee.

Hannah-Joy and Alessandro presented the following on behalf of marketing:



## The Process of Online Conversion



Alessandro and Hannah-Joy walked the committee through the updates that were made on the website and how to find the newly updated pages:

<https://www.canadacollege.edu/degrees/>

<https://canadacollege.edu/degrees/online-programs.php>

<https://canadacollege.edu/academics/>

Alex Claxton noted that the “Associate Degrees in Arts and Science” section appeared misleading and suggested this be changed to “Associate Degrees” so students would understand this included degrees not limited to art or science.

Jessica Kaven thanked Chialin, Alessandro, and Hannah-Joy for taking their feedback and implementing it. Jessica added that personally, she would like to see a reduction in clicks to get to certain information, noting that highlighting the information on the main page could be helpful eventually. Jessica noted that finding a way to highlight the “Fully Online Degrees and Certificates” seemed necessary as this is important information prospective students may be seeking when learning about an institution and deciding if the offerings are in alignment with their educational goals. Alessandro noted that they are working to locate a place on the homepage where this can live. Alessandro added that the page can be found through the A-Z index and through the search bar, but this would only be useful when the user knows what they are seeking and specifically is able to search those terms, which is often not the case for prospective students. Lisa provided feedback regarding clarifying for students the language between completing a degree by taking courses offered by Cañada online and receiving an online degree, as there may be confusion. Susan Mahoney agreed with Jessica regarding the number of clicks it takes to reach the Fully Online Degrees and Certificates section, and suggested it be placed on the main Academics page. Candice Nance noted that it would be great to have a video promoting online pathways, sharing that both text and visual information would reach more people.

# Guided Pathways - Interest Area Sheets

## All Guided Pathways

## Individual Guided Pathway Sheets

# Guided Pathways - Interest Area Sheets

**BUSINESS**

- ACCOUNTING**
  - Accounting - CA\*, AS\*
  - Entry Level Bookkeeper - CA\*
  - Payroll Specialist - CA\*
- BUSINESS**
  - Business Administration - CA\*
  - Business Administration 2.0
  - Business Assistant - CA\*
  - Business Information Systems

Hannah-Joy noted that an asterisk has been added to interest area sheets to show which programs/certificates can be completed online.



shared her perspective that when considering an integrated campaign, online degrees should be incorporated in every document we have. Candice suggested including language in the catalog that states “please refer to our website for information regarding online degrees/certificates,” etc.

#### 4) New Faculty Position Proposal Application Workgroup

- **Draft Proposal**

Diana Tedone-Goldstone presented on behalf of this item. She shared a Googledoc with the committee of a draft of the New Faculty Position Proposal.

##### TOP OF NUVENTIVE PAGE *(this applies to everyone)*

- Item/Personnel Requested
- Item/Position Description
- Status (dropdown: New Request - Active, Continued Request - Active, No Longer Needed - Inactive, Funded - Inactive, Not Funded - Inactive)
- Type of Resource (dropdown: Advertising, Budget Augmentation, Contract Services, Equipment (over \$5000), Facilities, Information Technology, Instructional Personnel, Non-Instructional Personnel, Other)
- Cost
- One-Time or Recurring Cost (dropdown: One-Time Cost, Recurring Cost)
- Critical Question: How does this resource request support closing the equity gap?
- Critical Question: How does this resource request support Latinx and AANAPISI students?

##### NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

- Cañada Strategic Plans: <https://www.canadacollege.edu/plans/index.php>
- Cañada Goals: <https://canadacollege.edu/emp/goals.php>
- Cañada Initiatives: <https://canadacollege.edu/prie/emp-implementation-matrix-sept-22-v2.xlsx>
- Board of Trustees/District Plans/Recommendations: <https://smccd.edu/strategicplan/>

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review). Link to program review webpage:

<https://canadacollege.edu/programreview/timeline.php>

##### C. Program Need and Impact

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

##### Instructional

1. Number (headcount) of full-time faculty in the program or department.
2. What is the Full Time/Part Time ratio?
3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?
4. Average number of sections offered per year.
5. Average departmental Fill Rate per year.

### **Instructional**

1. Number (headcount) of full-time faculty in the program or department.
2. What is the Full Time/Part Time ratio?
3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?
4. Average number of sections offered per year.
5. Average departmental Fill Rate per year.

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6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.
  7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?
  8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?
  9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

### **Counseling**

1. Number (headcount) of part-time and full-time counselors in the program or department.
2. Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.
  - a. What is the percentage of the non-counseling time assigned?
  - a. What is the percentage of the counseling time?
3. The number of students in the program or department in the last three years.
4. The number of Student Counseling Contacts in the last three years.
5. What is the current ratio of counselors (FTEs) to student headcount within the program or department?
6. Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.
7. Are there any counseling services that are not currently available due to an inadequate number of counselors?
8. Are there any counseling services that will not be available if the position does not move forward at this time?
9. Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

### **Librarians and Other Non-Instructional Faculty**

1. Number (headcount) of full-time non-instructional faculty in the program or department.
2. Percentage or ratio of hours staffed/services provided by full-time faculty (average from last three years).
3. Number of students and/or other relevant college community members (such as faculty) served by program in the last three years.
4. Is there a need for specific instructional areas or special service areas that exist and cannot be met by current faculty expertise?
5. Qualitatively and quantitatively describe student/faculty demand, especially for those services that will be assigned to the proposed faculty member.
6. Are there any services that are not currently available due to an inadequate number of librarians or other non-instructional faculty?

Diana walked the committee through the document. She noted that in creating this document, the team looked at the criteria the President uses when deciding which positions move forward for approval, and incorporated that.

Jessica asked the committee to share their feedback, thoughts, and observations. Under



the Instructional section, James suggested stating the average for fall and spring semesters as opposed to the yearly average. Erik asked who has the expectation to complete the form and where it fits in terms of the timeline. Diana shared that it is the same process as is in place currently—whomever is completing the Program Review for annual update would complete the form. Diana noted that this is replacing a current form, so there are no other deadlines that will be added by introducing this form. Alex noted that FTEF can be added to packets for Program Review, and can be generated by PRIE as needed. He stressed that PRIE is happy to work with faculty to ensure this process is as easy as possible. Chialin commended Alex and Diana for their contributions. Jessica clarified that this will move forward to Academic Senate to seek further feedback and ultimately approval.

## 5) IPC Feedback on Instructional Program Review Process

Jessica reminded the committee that Program Review is under faculty purview, and Academic Senate has tasked IPC with being the reviewing body for the Program Review narratives. This was completed last fall, and part of the process is to consider and review how the cycle went, including any feedback the group has for future cycles. This feedback will be shared with Academic Senate. The group discussed the following submitted feedback:

- Suggestion: Program Review authors complete the rubric for reviewers as a guide/self-evaluation
- Suggestion: make the rubric a working (i.e. collaborative, like a Google doc.) document
- More direction for question #5A
  - 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?
- It was great to have the program lead present during the review process. I was able to put a face to the name
- If a Program Review is being done by a department that only has adjunct lecturers, an IPC representative should be assigned to aid the adjunct in completing the form. [Should this be an IPC rep or the academic dean?]
- 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.
- Expanding and learning more about SLO/PLO assessment.
- Can we assigned an IPC “coach” for all adjunct faculty who are completing Program Review
  - Perhaps a “buddy” system for all authors would helpful
- Suggested word limits for each question

- 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.
- 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.
- It would benefit writers to have a clearer definition of “access” in the equity sections of Program Review.
- 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.
- Writers could use more mentoring when analyzing quantitative data.
- Writers would benefit from an exemplary write up of quantitative data online.
- The Program Review meeting should be held on a date when the VPI is present at the meeting.
- 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?
- Authors still struggled with the data packets. Can we better align them with the questions, especially for those up for comprehensive review?
- 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)
- I thought the process was well-organized, and actually a pleasure to participate in (as much as these things can be “pleasurable”)
- 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?
- Can reviewers work asynchronously?
- Want more support across the campus with regard to reviewing Program Reviews. Can coordinators attend?
- 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?

Jessica shared that the above will be shown to Academic Senate for their feedback and potential action. David Eck noted that the practice for Academic Senate is that any changes to the Program Review process should be submitted before spring break when considering what may be modified for next cycle.

## **6) Program Review Workgroup Update (workgroup of PBC)**

Susan Mahoney presented on behalf of the Program Review Workgroup:



# 2022-23 Program Review Cycle Reflection

Prepared by the PBC Program Review Work Group  
December 16, 2022

## Fall 2022 Program Review by the numbers...

### 27 Comprehensive Program Reviews

- 13 instructional
- 13 student services
- 1 administrative services
- ✓ Supervisors provided feedback in a timely manner (improved from last year)
- ✓ Peer Review for all organized by IPC, SSPC and the President's Office

### 21 Annual Updates

- 9 instructional
- 9 student services
- 3 administrative services

## Fall 2022 Program Review by the numbers...

### 34 Personnel Resource Requests

- ✓ PBC led all-governance meeting to hear presentations in November (improved from last year)
- ✓ Academic & Classified Senate submitted their priorities to President Lopez in December
- ✓ President notified campus of approved positions on January 4, 2023. Ten new positions and three temporary, one-time positions were approved.

### 125 Non-Personnel Resource Requests

- ✓ Divisions prioritizing non-personnel resource requests by early February
- ✓ PBC to certify prioritization process on March 15, 2023

## We got very helpful feedback

- 33 survey respondents
- Feedback from IPC peer review participants
- Feedback from SSPC on January 25



## Having specific dates helped...

### 2022-2023 Program Review Schedule

**August 1** – Improve and Data Dashboards open

**August Flex Day** – PR Training – special invite for everyone up for comprehensive and all supervisors

**September & October Divisions/Department Meetings** – Divisions or departments discuss program reviews at monthly meetings

**October 17 & 24** – Deans and VPs review and complete feedback for all program review materials at Cabinet meetings.

**November 9** – SSPC Feedback, 2:00 - 4:00 p.m. ([join here](#))

**November 10** - President's Office Program Review Peer Review Group Feedback ([open to all](#))

**November 16 & 17** – PBC Hosts Position Presentations

**November 18** – IPC Feedback 9:30 - 11:30 a.m. ([join here](#))

**December 8** – Senates Do Position Prioritizations

**February Division/Department Meetings** – Divisions/departments meet to prioritize non-personnel resource requests

**February 3** – Counseling/VPSS Office/Enrollment Services Department Meetings to prioritize non-personnel requests

**March 15** – PBC receives and certifies non-personnel resource request prioritizations

**March 17** – IPC Instructional Program Review Presentations

### We recommend:

- ✓ Updating these dates for next year
- ✓ Encouraging programs to work with PRIE as early as possible to consider their data and make custom data requests
- ✓ Add more time between supervisor feedback and the final submittal

## Improve communication

### Make the Program Review website more user-friendly

- Make it easier to find the Nuventive/Improve login
- Provide excellent examples of Comprehensive Program Reviews, Annual Updates, SLO's and SAO's that others can refer to
- Be clear that programs should collaborate in a Google or Word doc and then paste and upload information into Nuventive/Improve
- Provide the schedule for all program review trainings and how to schedule 1:1 help sessions with PRIE and the Faculty Teaching & Learning Coordinator(s)

## Improve questionnaires

- Modify **instructional** comprehensive program review questions slightly to improve clarity, reduce duplication, and be clearer as to program goals and related action plans
- Implement the new **student services** questionnaire adopted by SSPC in May, 2022 and consider additional changes. Be sure to number the questions in the Word/Google templates.
- Update the **administrative** services questionnaire and what is expected in terms of service area outcomes (SAOs)

## Clearly address ACCJC feedback

- By re-incorporating places for programs to ensure all program reviews include meaningful “**action plans**” to improve student access and success.

Goal Description: Revise Environmental Science AS Degree	Psychology - Goals and Resource Requests
<p>The current AS degree was designed prior to the approval of our ENVIS AS-T, and now the two degrees are redundant. The new ENVIS AS degree will have slightly fewer required science courses and more skill-based electives. The degree will be designed to facilitate transfer to our local CSU ENVIS programs, some of which require fewer classes than indicated on the ENVIS AS-T. As noted in section 3 of our program plan, there is a need in California (and our local area in particular) for workers with 4-year degrees in ENVIS. Further, (as noted in section 7 of our program plan), our ENVIS AS-T and ENVIS AS degrees may be able to help “catch” students who do not persist in some of the other STEM fields. This objective will be completed when we launch a revised ENVIS AS degree.</p> <p><b>Goal Status:</b> 2 - Continuing (PR)</p> <p><b>Relevant Program Review Cycle:</b></p> <p><b>Estimated Start Date:</b></p> <p><b>Estimated Completion Date:</b></p> <p><b>Who's Responsible for this Goal?:</b> Susan Mahoney</p> <p><b>Please select the college goals with which your program goal aligns:</b> Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.</p> <p><b>Please select the college strategic initiatives with which your program goal aligns:</b> Develop Clear Pathways, Improve Student Completion, Partner with 4-Year Colleges and Universities, Implement Guided Pathways, Implement Guided Pathways</p>	<p><b>Goals</b></p> <hr/> <p><b>Goal Status</b> 2 - Continuing (PR)</p> <p><b>Goal Title</b> Enhanced and enrich student learning experience</p> <p><b>Goal Description</b> Objective: Research in Psychology Provide enriched methods of supporting Student Learning Outcomes related to research and scientific methods included in several psychology courses (PSYC 100, PSYC 300, PSYC 205) by having access to statistics programs and online survey programs.</p>
<p><b>Action Plans</b></p> <p><b>2019-2020 - 1 - Review 3 or more local CSU ENVIS program degree requirements.</b></p> <ol style="list-style-type: none"><li>2. Develop curriculum outline for the degree.</li><li>3. Input into CurricUNET and go through the curriculum review process.</li><li>4. Work with articulation officer to submit to state. (Active)</li></ol> <p><b>Who's Responsible for Completing this Action Plan?:</b> Susan Mahoney</p> <p><b>Estimated Completion Date:</b> Fall 2021</p> <p><b>2019-2020 - Consider developing a reassign time request to complete program objectives 1-5. Several of these objectives have languished for years due to lack of time. (Active)</b></p> <p><b>Who's Responsible for Completing this Action Plan?:</b></p> <p><b>Estimated Completion Date:</b></p>	<p><b>Program Review Cycle When the Goal Begins</b> 2022 - 2023</p> <p><b>Who's Responsible for this Goal?</b> Faculty within the Social Sciences and relevant administration</p> <p><b>Mapping</b> - <b>CAN College Goals:</b> (X - Selected)</p> <p>CAN College Goals</p> <ul style="list-style-type: none"><li>• Accessible Infrastructure and Innovation: X</li><li>• Equity Mindset and Antiracist College Culture: X</li><li>• Student Access, Success and Completion: X</li></ul>

## Improve Improve!!

- Supervisor feedback form to save work in Nuventive!
- Ensure program goals and related action plans are clear in Nuventive and flow smoothly from program reflections.
- Clearer labeling and flow of resource request form(s)
- Remove redundancy where possible
- Improve entry of personnel vs. non-personnel requests
- Improve downloads of files so they are complete and the last updated version

## We are improving our culture of self-assessment and continuous improvement!

- All programs are up-dating their Student Learning Outcomes or Service Area Outcomes
- All programs will assess on a regular, timely basis
- Reflections on 3 years worth of assessments will allow all programs to get a better sense of the impact of their improvement efforts on student experiences



### 2023-2024 Program Review Schedule Proposed Dates

**July 1** – Improve and Data Dashboards open

**August Flex Day** – Program Review Training open to all

**September & October Divisions/Department Meetings** – Divisions or departments discuss program reviews at monthly meetings

**By October 13** – all Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE

**October 18 & 25** – Deans and VPs review and complete feedback for all program review materials at Cabinet meetings.

**By October 27** – Supervisors (Deans and VPs) provide feedback on submitted program reviews

**By November 10** – All responses to supervisor feedback are due and final submittals of all program reviews and materials are DUE in Nuventive/Improve

**November 14** – President's Office Program Review Peer Review session

**November 15 & 16** – PBC Hosts Position Presentations

**November 18** – **Special joint IPC/SSPC Peer Review session**, 9:00 a.m. to noon (12:00 p.m.)

**December 1** – **Special joint IPC/SSPC Peer Review session**, 9:00 a.m. to noon (12:00 p.m.)

**December 7** – Senates Prioritize Position Requests

**February Division/Department Meetings** – Divisions/departments meet to prioritize non-personnel resource requests

**February 7** – Counseling/VPSS Office/Enrollment Services Department Meetings to prioritize non-personnel requests

**March 15** – IPC Instructional Program Review Presentations

**March 20** – PBC receives and certifies non-personnel resource request prioritizations

Susan sought feedback on the joint IPC/SSPC Peer Review Sessions, the dates posed above, and how to encourage additional participation in Program Review in addition to any other feedback committee members wished to share. Jessica thanked Susan for her participation in this workgroup, noting that it is a significant amount of work. Erik noted that his feedback is that the campus processes address not only the more traditional sets of programs, but also the programs that have specific or unconventional needs. Alison noted that she felt bringing people together is an excellent idea. She also considered how the newly forming Equity and Antiracism Planning Council may fit into this vision. Alison shared that she is available to work with Susan to learn more about the workgroup and how she can provide support and be further involved.

Jessica noted that from a logistics perspective, the dates are somewhat problematic. The joint proposed times, for example, are during IPC's meeting time but this does not honor SSPC, which meets on a totally different day. In addition, the November dates are tricky because of holidays and in December, reassigned time occurs, so this would be a conflict. Additionally, next year, 15 instructional Program Reviews will be on cycle for comprehensive Program Reviews with different rubrics, in addition to some programs that are in mid-cycle. Outreach has improved, but attendance could still be much better. Lisa Palmer noted that she was disappointed because the attendance from Curriculum Committee members was not as significant as she had hoped. Chialin commended those who have worked behind the scenes to make all of this happen. James Carranza stated that from his perspective, anyone who has reassigned time and is in coordinator or faculty leadership role or who is serving in a capacity as a faculty representative to a committee should be expected at Program Review. In addition, every administrator should be present. David Eck noted that this would need to be in the description of the coordinator roles in order to set this as an expectation. Susan posed the idea of asynchronous reviewers to Program Reviews. Lisa shared that she agrees with this idea and suggested that the group has the option to pilot something like this to see how effective it may be.

#### 7) Enrollment Management Operational Plan

- **Planning Process**
- **Feedback on Draft of Operational Plan**

Chialin presented on behalf of this item. She shared the feedback PBC (in red below) had for the SEM Operational Plan Planning Process from 2/1/2023. Chialin outlined the timeline:

## Proposed Strategic Enrollment Management Operational Plan Planning Process (2023-2025)

11.14.2022 (revision 1.31.2023) **PBC Feedback (2.1.2023)**

This document specifies the process for developing a revised and updated Strategic Enrollment Management Operational Plan 2023-2025 for Cañada College: responsible parties, timeline, and expectations for a revised/updated plan.

### **Planning Team Roles and Responsibilities**

#### **Strategic Enrollment Management Operational Plan Work Group:**

**Responsibility:** draft the new Plan based on the [Educational Master Plan](#) and [Strategic Enrollment Management Plan](#), using the [PBC approved plan template](#). Solicit and incorporate feedback from college participatory governance groups. The Work Group reports planning progress to PBC.

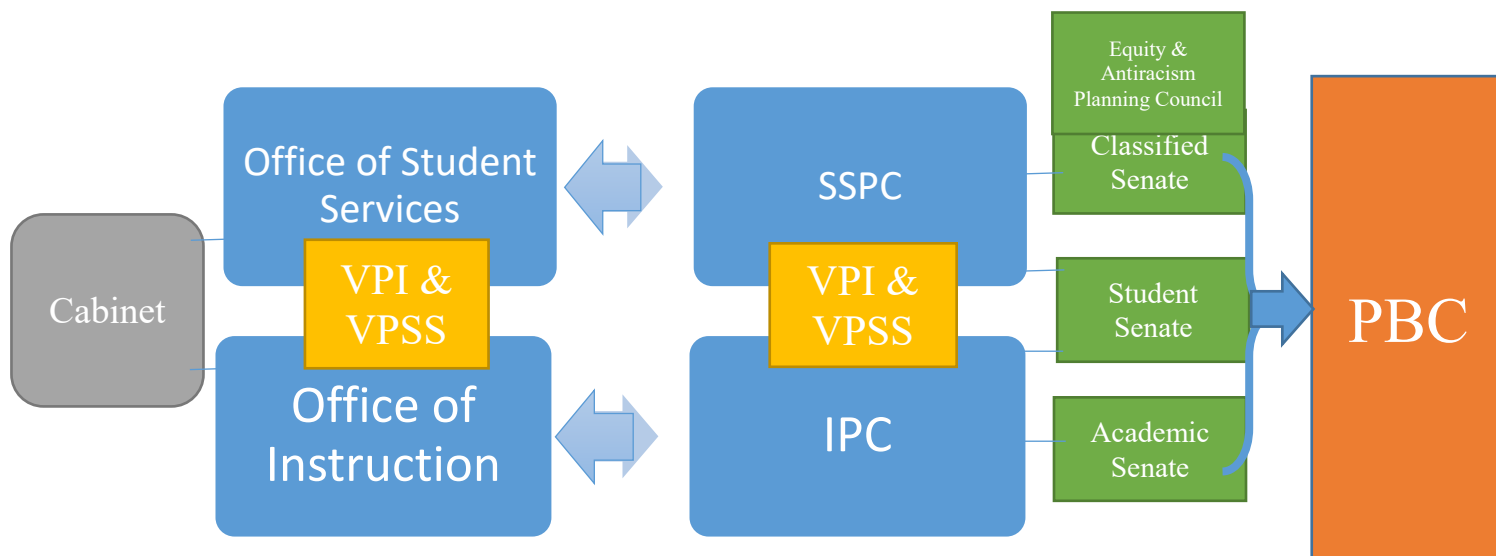


**Work Group Cabinet Sub-Committee Membership:** (Deans and VPs)

- a. Co-Chairs: Chialin Hsieh, Interim VPI and Manuel Perez, VPSS
- b. Instructional Deans: James Carranza, Ameer Thompson, Hyla Lacefield, Kat Sullivan-Torrez, and David Reed
- c. Student Services Deans: Max Hartman and Wissem Bennani
- d. PRIE Dean: Karen Engel

## Planning Timeline (2022-23)

- a. November:
  - i. ~~Work Group~~ **Cabinet Sub-Committee** reviewed the planning process (11/14)
  - ii. VPI and VPSS informed IPC (11/18) and SSPC (11/18 or 11/21) on the planning process
  - iii. ~~Work Group~~ **Cabinet Sub-Committee** reviewed progress on Strategic Enrollment Plan (SEM) 2020-2023 (11/28).
- b. December:
- c. January:
  - i. PRIE assisted in updating outcomes of the matrix outlined in SEM 2020-2023 (Appendix).
  - ii. PRIE assisted in updating the alignment between EMP 2022-2027 and SEM 2020-2023
  - iii. ~~Work Group~~ **Cabinet Sub-Committee** worked on the development of the operational plan.
- d. February:
  - i. ~~Work Group~~ **Cabinet Sub-Committee** **shares the process and timeline to PBC (2/1)**
  - ii. ~~Work Group~~ **Cabinet Sub-Committee** shares 1<sup>st</sup> draft Strategic Enrollment Management Operational Plan Objectives, Actions, Responsible Parties to IPC (2/8 email), SSPC (2/8), and **PBC (update progress/information 2/15)**.
  - iii. Feedback is due on 2/21.
  - iv. ~~Work Group~~ **Cabinet Sub-Committee** reviews feedback on 2/27.
- e. March:
  - i. ~~Work Group~~ **Cabinet Sub-Committee** shares 2<sup>nd</sup> draft to IPC (3/3), SSPC (3/8), Academic Senate (3/9), Classified Senate (3/9), Student Senate (3/9), **Equity & Antiracism Planning Council**, and **PBC (update progress/information 3/15)**
  - ii. Feedback is due on 3/24
  - iii. ~~Work Group~~ **Cabinet Sub-Committee** reviews feedback on 3/27
- f. April:
  - i. 3<sup>rd</sup> final draft to PBC (1<sup>st</sup> read—4/5; 2<sup>nd</sup> read—4/19; if needed 5/3)



- a. Anti-Racism Committee
- b. Original plan to compare
- c. Visit other colleges' plans

Chialin projected the SEM Operational Plan 2023-2025 and highlighted areas of focus for the committee. Chialin added that she and the VPSS are working to incorporate dean feedback and will provide a new draft in the coming days. Chialin and Jessica highlighted the importance of goals being aligned in IPC, the VPI Office, Academic Senate, and the EMP.

## 8) Good of the order

- Lisa shared that in her position as Curriculum Chair, she recently sent an email about courses that are on the books in divisions/departments that have not been offered in years. The District Curriculum Committee is working on an inactivation process where those courses will not show up in Banner so that students are not confused about what they might be able to take. This is a good opportunity for departments to look at their courses and have important discussions. There is a deadline of the February 27 District Curriculum Committee meeting for faculty to justify the keeping of courses or the banking of courses.
- Alison asked the committee to review the updated proposal for the college mural and provide their feedback.
- Chialin shared that at future meetings, she would like to discuss, along with the deans, course scheduling in addition to enrollment strategies and course success.
- Jessica reminded committee members that anyone can propose agenda items for IPC.

-Jessica reminded the committee of the upcoming important date:

March 17<sup>th</sup> (9:30am-11:30pm): Program Review Presentations (6-year cycle)

- Joint meeting with IPC and Curriculum Committee
- Presenting Programs: Accounting & Business, Career Courses, Computer Business Office Technology (CBOT), & Paralegal

## 9) Adjournment

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

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:18 pm.