



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
September 1, 2023
9:30-11:30am, Zoom/3-104**

Members Present: Chialin Hsieh, Diana Tedone-Goldstone, James Carranza, Maribel Zarate, Lisa Palmer, Sarah Cortez, Jose Manzo, Karen Engel, Erik Gaspar, Ron Andrade, Althea Kippes, Kiran Malavade

Members Absent: Rebekah Sidman-Taveau

Guests: Hyla Lacefield, Jason DeCastro, Ameer Thompson, Jamie Hui, Kathleen Sullivan-Torres, Kristina Brower, Lezlee Ware, Anniqua Rana, David Eck, Daryan Chan, Mayra Arellano, Allison Hughes

1) Adoption and Approval of Agenda

Motion – To adopt and approve agenda, including moving item L. Dual Enrollment, earlier in the meeting, to take place after item I. Seeking IPC PBC Representative, to be mindful the schedule of presenting guests.: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Meeting Minutes (May 19, 2023)

Motion – To approve meeting minutes of May 19, 2023 (final meeting of the previous year): M/S: Sarah Cortez, James Carranza

Discussion – none

Abstentions – Lisa Palmer, Erik Gaspar (not present at 5/19 meeting), Diana Tedone-Goldstone (not a committee member at the time of 5/19 meeting)

Approval – approved

3) Bylaw Review

Chialin Hsieh led the committee in a review and summary of the current committee bylaws as seen here: [Bylaw Review](#)

Allison Hughes noted that the Instructional Technologist is a member of the committee by position. Currently, that position is vacant as Allison has transitioned to Instructional Designer, a faculty position. Allison asked if the Instructional Technologist position should be kept in the membership, if she should attend until a new Instructional Technologist is hired, or if the membership should be amended to include the position of Instructional Designer. Kiran Malavade shared that she feels it is important for Allison's voice to be heard at these meetings, in the interim if not long term, and thanked her for coming today. James Carranza suggested the committee review the duties of both positions and decide by position, which would be the best choice. He noted that it is likely not necessary for both roles to attend, but until a decision is made, he would appreciate Allison attending the meetings. Hyla Lacefield agreed with James' sentiment, and noted that if the membership position changes from a classified position to a faculty position, the committee needs to be aware and discuss the impact of this, as that would be one less classified voice. Chialin Hsieh noted that this is an information item. She stated that if Allison's time permits, since the Instructional Technologist role is vacant, she is welcome to attend. Once a more clear picture is drawn, the committee can further discuss and make this an action item on a future agenda for a vote.

4) Membership Update

Chialin Hsieh projected the current membership of the committee and summarized the roles present:

IPC Members, 2023-2024 (17 voting members)

Co-Chairs: Vice President, Instruction and one faculty member

- **9 Faculty-appointed by Academic Senate**
 - **Curriculum Committee Chair** – Lisa Palmer (term ends Spring 2025)
 - **Faculty Assessment Coordinator** – **vacant** (term ends Spring 2027)
 - **Honors Coordinator** – Rebekah Taveau (term ends Spring 2025)
 - **Faculty Equity Coordinator** – Kiran Malavade (term ends Spring 2025)
 - **Counselor** – Jose Manzo (term ends Spring 2024)
 - **Librarian** – Diana Tedone-Goldstone (term ends Spring 2025)
 - **3 Faculty Members-at-large** (faculty-at-large positions will be used to balance membership – adjunct, career education, division representation, etc.)–
 - Erik Gaspar (term ends Spring 2024)
 - Adjunct recommended position **vacant**
 - Althea Kippes (term ends Spring 2024)
- **2 Classified Members-at-large** – recommended by Classified Senate and appointed by CSEA:
 - Sarah Cortez (term ends Spring 2024)
 - Maribel Zarate (term ends Spring 2025)
- **2 Students-appointed by the ASCC** –
 - Chloe Knott
 - **vacant**
- **1 Instructional Technologist - vacant**
- **1 Instructional Dean** – James Carranza (term ends Spring 2024)
- **Dean of Planning, Research and Institutional Effectiveness** – Karen Engel
- **Vice President of Instruction** - Chialin Hsieh (co-chair)

5) IPC Faculty Co-chair: IPC will vote to appoint a co-chair from its current membership

Chialin Hsieh reminded the committee that the co-chairs are (1) herself and (2) one faculty member from the faculty positions list as noted in the membership (Curriculum Committee Chair, Instructional Assessment Coordinator, Honors Transfer Program Coordinator, Faculty Equity Coordinator, Counselor, or Librarian). She noted that the faculty co-chair will be elected by the committee for a two-year term, ending Spring 2025.

Chialin asked for nominations. Diana Tedone-Goldstone nominated herself.

Diana's statement of interest was shared with the committee:

During my tenure as Academic Senate Vice President, President, and Past President from 2017 to 2023, I collaborated closely with IPC and the IPC co-chair on instructional program review, the program discontinuance procedure, and the reassigned time process.

As part of the Academic Senate, I led an Instruction Program Review Work Group, collaborating with IPC and division faculty representatives to enhance instructional program review questions. Additionally, we modified the comprehensive instructional program review timeline, extending it from 2 years to 3 years for non-CTE programs and 4 years (with a 2-year report) for CTE programs, thereby aligning it more effectively with our three-year assessment cycle.

Working collaboratively with the Vice President of Instruction and the IPC co-chair, we proposed updates, that were approved by IPC, to the reassigned time process and forms. These changes made the process more transparent and clear by improving forms, setting a timeline, and publishing a public list of faculty coordinator positions.

In addition to our regular responsibilities, which include overseeing and evaluating instructional program review and reviewing and providing feedback on reassigned time applications, I see IPC as an integral part of the conversation around the use of AI in our classrooms, improving the Program Discontinuance Process, supporting instructional technology needs of students and faculty, and much more. As IPC co-chair, I want to continue supporting instruction both inside and outside of the classroom environment and help the College meet the challenges ahead.

Diana spoke to her statement. There were no other nominations for this role.

Motion – To elect Diana Tedone-Goldstone as co-chair of IPC: M/S:
Karen Engel, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

Diana Tedone-Goldstone is elected co-chair of IPC through Spring 2025.

6) Program Review & Data Dashboards

Karen Engel presented on behalf of this item. Karen noted that her role is to orient the committee to the process, timeline, and resources available for program review as it is that time of year once again. Karen directed the committee to the Program Review website: [Program Review at Cañada College | Program Review | Cañada College \(canadacollege.edu\)](https://canadacollege.edu/program-review)

Karen highlighted aspects of the website and where to find information including important due dates for this year's cycle, data dashboards and packets, and templates and forms for both comprehensive reviews and annual review updates. Karen reminded the committee that comprehensive reviews occur every three years and if resources are being requested only, an annual update is submitted. Karen showed the committee how to access Nuventive and input information and data. She noted that Nuventive is considered an archive where the campus can store and review information and also utilize information and data for planning purposes.

David Eck added that starting next week, support sessions for programs going through Comprehensive Program Review, Mid-cycle Review, or an Annual Update will be taking place and all are welcome to attend. He noted that there will be 5 sessions total with each session focusing on a different section within the Comprehensive Program Review document. Chialin Hsieh added that Jessica Kaven, past co-chair of IPC, created the outline for this series in response to feedback received last cycle that folks could use support sessions in preparation for program review. Chialin added that experts will be available in the sessions to support program writers.

7) Program Review Subcommittee of PBC

- **Seeking IPC member**

Karen Engel presented on behalf of this item. Karen reminded the committee that in the most recent accreditation cycle, there were several aspects of the program review process that were highlighted as needing improvement. PBC created a sub-committee to meet once or twice a term to verify the timeline and due dates for program review, monitor the process, ensure regular messaging is being sent to the campus, and ensuring alignment with colleagues across the college. Karen noted that the subcommittee is seeking a representative from IPC to attend meetings and be available via email when questions arise. Diana Tedone-Goldstone expressed interest in serving in this role on behalf of the committee. No other individuals expressed interest at the time of the meeting.

Motion – To confirm Diana Tedone-Goldstone as IPC member representative of Program Review Sub-committee of PBC: M/S: Karen Engel, James Carranza

Discussion – none

Abstentions – none

Approval – approved unanimously

8) Reassigned Time Position List

Chialin Hsieh presented on behalf of this item. She showed the committee how to access the Reassigned Time Position List from the college website. Chialin thanked various members of the campus for working together to create one complete location for reassigned time position information to exist. Chialin noted how complex and layered this process is, impacting various offices and roles on campus.

Chialin shared the [Reassigned Time](#) list with the committee and explained the various sections of the chart. David Eck noted that this list helps with transparency and is a big improvement from the information which has previously been available. James Carranza highlighted that the campus does not seem to have a process in place regarding communicating which positions are up for review. He suggested there be one point of contact that could notify folks who are up for renewal, such as the IPC Co-chairs or Academic Senate. Diana Tedone-Goldstone agreed that this information could come from the IPC Co-chairs. James asked when would be the best time for this message to be sent. Diana and Chialin agreed that this should be sent in early September and noted that they will work to send this communication out. Chialin added that the sending of a reminder can be added to the current timeline of events posted on the website. David Eck clarified that Academic Senate assists with college-wide positions, but not program or department positions.

9) PBC Representative

- **Seeking IPC Member**

Chialin Hsieh presented on behalf of this item. She reminded the committee that at the last meeting of the previous school year, there were no volunteers from the committee to serve as the IPC PBC Representative. Chialin asked for interest or nominations from the committee. There were no interested parties. Diana Tedone-Goldstone suggested that the group members think on this and the item be brought back for a vote at the next committee meeting. Chialin stressed the importance of having a representative on PBC to ensure IPCs voice is heard.

10) Dual Enrollment

- [Faculty Handbook](#)- draft

Daryan Chan and Mayra Arellano presented on behalf of this item. Daryan shared the current draft of the Dual Enrollment Handbook for Instructors. Daryan explained that the purpose of creating a handbook was to organize dual enrollment guidelines, policies, and frequently asked questions for faculty members who take part in dual enrollment. He noted that some faculty only teach at the high schools and are not present on the college campus, so a document such as this would offer an additional aspect of support to this type of instructor. Mayra had created a previous version of the handbook, but this past summer, Daryan updated it to include aspects that he felt faculty would need. Some aspects which were included were topics such as how to report census, how to update the class roster, how to enter grades and their deadlines, and the evaluation process and timeline. The handbook

also includes information on support systems on campus such as tutoring and the DRC. Daryan added that information about the dual enrollment student population and the purpose of dual enrollment is also included. Mayra stressed that dual enrollment can be complex, and this is a resource for instructors to reference. Mayra asked the committee to review the document and provide their feedback in the hopes that the document can be revised and finalized in the coming weeks. The document will also be shared at Academic Senate. Diana Tedone-Goldstone suggested adding the library in the systems of support offered to instructors. Christina Brower shared that she felt information was lacking regarding the high school ask and expectations of dual enrollment instructors, such as progress reports or submitting grades to the high school. David Eck noted that in terms of content, it would be helpful to include how instructors can be given guidance regarding the explanation to students who take a college course at their own high school that they are in fact enrolled in a college course. Additionally, he noted that with a guide this large, information can become stale, and will need frequent updating to ensure the most current information is reflected. He suggested linking aspects of the guide to websites so folks could reference the most current information. Mayra shared that in addition to our campus, Skyline is also working on an instructor handbook in addition to a student/parent handbook. Our campus also has a draft of the student/parent handbook which can be shared with those interested. Chialin shared that Daryan and Mayra will be asked back to the committee to share this second handbook with the group. Kiran Malavade added that she supports this being available online as a resource for faculty who may be considering teaching a dual enrollment course.

11) IPC Goals for 2023-2024

Chialin Hsieh presented on behalf of this item. Chialin reviewed and summarized the finalized goals for 2022-2023 including detailed information regarding these goals. Chialin then reviewed IPC's advisory tasks, and shared the draft goals for 2023-2024. As this is simply an information item at this meeting, Chialin asked the group to consider if they would like to modify any aspects of the document. Lisa Palmer appreciated the detail and noted that the list is impressive, however, she considered if focusing on a perspective or a particular goal such as equity might be appropriate. Chialin noted that this will be brought back at a future meeting for more detailed discussion.

GOALS for 2022-2023: (11.11.2022 final)

1. Discuss and provide feedback on identified topics from 2021-2022
2. Provide feedback on Program Improvement and Viability (PIV) process
3. Provide instructional input and feedback as it relates to Guided Pathways
4. "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.)."
 - a. IPC's response to ASCC's resolution (10/7/22)
5. IPC will serve in an advisory role to the Office of Instruction specific to their assigned EMP initiatives

More detailed information below:

1. 2021-2022: Identified topics for discussion (highlighted in grey are connected to our bylaws):
 - o Local Peer Online Course Review (POCR) Process
 - EMP Initiative 1.9: Strengthen Cañada's participation in the California Virtual Campus
 - o Dual-Enrollment (support for students and faculty)
 - o College's participation in and planning around the California Virtual Campus (CVC)
 - EMP Initiative 1.9: Strengthen Cañada's participation in the California Virtual Campus
 - o DE/modality terms and support
 - o New/discontinued programs
 - EMP Initiative 1.4: Create new degrees and certificates
 - o Recommend and review policies and procedures as they relate to instruction
 - o Annually review how the campus is meeting Standard IIA and IIB
 - o Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning
 - EMP Initiative: 2.3 Increase resources for faculty professional development
2. Provide feedback on Program Improvement and Viability process
 - o EMP Initiative 1.8: Ensure Academic Program Viability
3. Provide instructional input and feedback as it relates to Guided Pathways
 - o EMP Initiative 1.11: Complete implementation of Guided Pathways essential practices
4. Response to ASCC Resolution
 - o **ASCC's resolution (9/1/2022):** "ASCC recommendation that our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi

modal) format by Spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or students households"

- o **IPC's response to resolution (10/7/22):** "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 for further exploration (IPC meetings: 9/2, 9/16, & 10/7) – updates will be ongoing
 - Inventory
 - o Modalities, course offerings, course scheduling, course success, identifying courses that students need/want
 - Quality of Instruction
 - o Faculty professional development/trainings
 - Student technology needs
 - o Laptops/Chromebooks
 - Program Success and Completability
 - o Success and completion specific to degrees/certificates and based on course modalities
 - Communication
 - o Advertising courses, programs, pathways that the college offers online
 - Programmatic considerations
 - o E.g., skill building, articulation
 - o EMP Initiatives: 1.3 Create a student-first course schedule; 1.16 Create campus culture that supports completion within 3 years; 4.12 Offer key courses in multiple modalities
5. In consultation with Academic Senate and the Office of Instruction, IPC will serve in an advisory role specific to the following EMP initiatives:
 - o 1.3 Create a student-first course schedule
 - o 1.16 Create campus culture that supports completion within 3 years
 - o 1.19 Reduce or eliminate the cost of textbooks
 - o 1.8 Ensure academic program viability
 - o 2.3 Increase resources for faculty professional development
 - o 2.5 Increase use of Open Educational Resources
 - o 4.10 Ensure faculty, staff and students have access to technology to support multiple modalities
 - o 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning
 - o 4.12 Offer key courses in multiple modalities

IPC's advisory tasks are stated in the bylaws (operational tasks):
<ol style="list-style-type: none"> 1. Develop and oversee the annual process of instructional program review (on behalf of the 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. (1.4; 1.8) 8. Annually review how the campus is meeting Standard IIIA 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. (1.9; 1.19; 2.3; 2.5; 4.10; 4.11) 11. Review and provide feedback on reassigned time applications.
Goals for 2023-2024 (draft, 8.31.2023)
<p>In consultation with the Academic Senate and the Office of Instruction, IPC will serve in an advisory role to the Office of Instruction specific to their assigned EMP initiatives</p> <ul style="list-style-type: none"> • 1.3 Create a student-first course schedule • 1.4: Create new degrees and certificates (Bylaw #7) • 1.8 Ensure academic program viability (Provide feedback on Program Improvement and Viability (PIV) process) (Bylaw #7) • 1.9: Strengthen Cañada's participation in the California Virtual Campus (Local Peer Online Course Review (POCR) Process) (Bylaw #10) • 1.11: Complete implementation of Guided Pathways essential practices • 1.16 Create campus culture that supports completion within 3 years • 1.19 Reduce or eliminate the cost of textbooks (Bylaw #7) • 2.3 Increase resources for faculty professional development (Bylaw #7) • 2.5 Increase use of Open Educational Resources (Bylaw #7) • 4.10 Ensure faculty, staff and students have access to technology to support multiple modalities (Bylaw #7) • 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning (Bylaw #7) • 4.12 Offer key courses in multiple modalities

12) Rubric for Instructional Program Review

David Eck presented on behalf of this item. He shared the following updated rubrics with the committee:

- [Library & Learning Center Rubric](#)
- [Rubric for all other instructional programs](#)

David noted that the Library & Learning Center rubric has a slightly different set of questions, notably 11a and 11b which are not applicable to other programs, which results in a different numbering system on the rubric. The Library & Learning Center rubric has had a much more substantial update because the Library & Learning Center have not completed a comprehensive program review since before the questions were changed. The standard rubric for all other programs only has a minor update due to the modifying of question 11 to ensure programs were submitting goals with an action plan regarding how they intend to achieve at least one goal. The rubrics reflect the set of program review questions which were passed in 2020 at Academic Senate. David noted that he is seeking feedback from IPC to ensure that the rubric meets the needs of IPC and reflects their perspective accurately. Diana Tedone-Goldstone noted that the Library & Learning Center rubric seems appropriate from the library perspective. David also noted that the current format may not be the best, and would appreciate feedback and perspective regarding the most appropriate

format for this type of document. David noted that the approval of the rubrics is on the September 14 agenda. Should committee members have feedback, please provide it to him prior to that meeting date.

13) Curriculum Report

Lisa Palmer presented on behalf of this item. Lisa shared the Curriculum Proposal Submission Deadlines 2023-2024 document with the committee in addition to the Curriculum Review Matrix Soft Deadlines document. She noted that this year, committee meetings have changed to Thursdays 1-2:30pm and the committee is prioritizing offering hands on support and training to faculty members within the meeting series this year. Lisa noted that some major changes are going to be impacting California Community Colleges, notably that CORs will have to be aligned across the state. In addition, there will be one common transfer path to the CSUs and UCs, but that path will exclude personal development and KAD courses. These changes will require the college to be fully informed regarding making requirement decisions for local degrees, for example. Lisa noted that full representation on the Curriculum Committee in terms of membership will be crucial as these discussions require all divisions' input. She asked IPC members to please connect with their division confirming Curriculum Committee membership.

14) Good of the order

- Program Review Support Sessions will occur every Friday starting next week.
- Academic Senate will be sending an email regarding the Instructional Assessment Coordinator position shortly—please share this with colleagues so the vacancy can be filled.
- Sarah Cortez shared that the Welcome Center is trying to help increase student registration for classes prior to leaving for winter break. This month, instructors or deans can request classroom presentations on how to register, and a counselor will be present to answer student questions.
- Anniqua Rana shared that September 6, all are invited to the DEAC committee, which will include a tour of the new space and information regarding the program.

15) Important Dates

- [Program Review](#)
 - **October 13:** Instructional Comprehensive Program Review, Mid-Cycle Review, or Annual Update due
 - **October 27:** Dean/VP feedback due
 - **November 3:** Review and incorporate supervisor's feedback due (final deadline)
- [Reassigned Time](#) (New, Renewals, & Revisions)
 - **November 10:** Online applications due for all new, renewal and revised positions
 - [Renewal schedule by position](#)
 - **November 17:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction
 - **December 1:** IPC will review the applications for Faculty Reassignment, provide feedback, and vote on their recommendation (by position). Reassigned time authors are invited to attend.

16) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Diana Tedone-Goldstone

Discussion – none

Abstentions – none

Approval – approved unanimously.

Meeting adjourned at 11:26am.