



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF September 20, 2024 9:00am-11:30am, Zoom/9-154

Members Present: Diana Tedone-Goldstone, Allison Hughes, James Carranza, Karen Engel, Paul Roscelli, Kiran Malavade, Chialin Hsieh, Maribel Zarate, Erik Gaspar, Lindsey Irizarry, David Eck, Rebekah Sidman-Taveau, Alexander Hernandez

Members Absent: Lisa Palmer

Guests: Gina Hooper, Anniqua Rana, Nada Nekrep, Ameer Thompson, Frank Nguyen Le

A. Approval of Agenda –

Motion – To approve the agenda, with the revision of the removal of agenda item C. Articulation Officer Reassigned Time Position (Changing to Campus-Wide Position ACCJC 4.2, 4.4): M/S: Rebekah Sidman-Taveau, Paul Roscelli

Discussion – Chialin Hsieh shared that item C needs more preparation, and it is not ready to be brought forward to the committee for discussion/action. It may be brought forward to the committee at a future meeting.

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – September 6, 2024

Motion – To approve minutes of September 6, 2024: M/S: Allison Hughes, Rebekah Sidman-Taveau

Discussion – none

Abstentions – none

Approval – approved unanimously

C. Funeral Program Update (ACCJC 2.9)

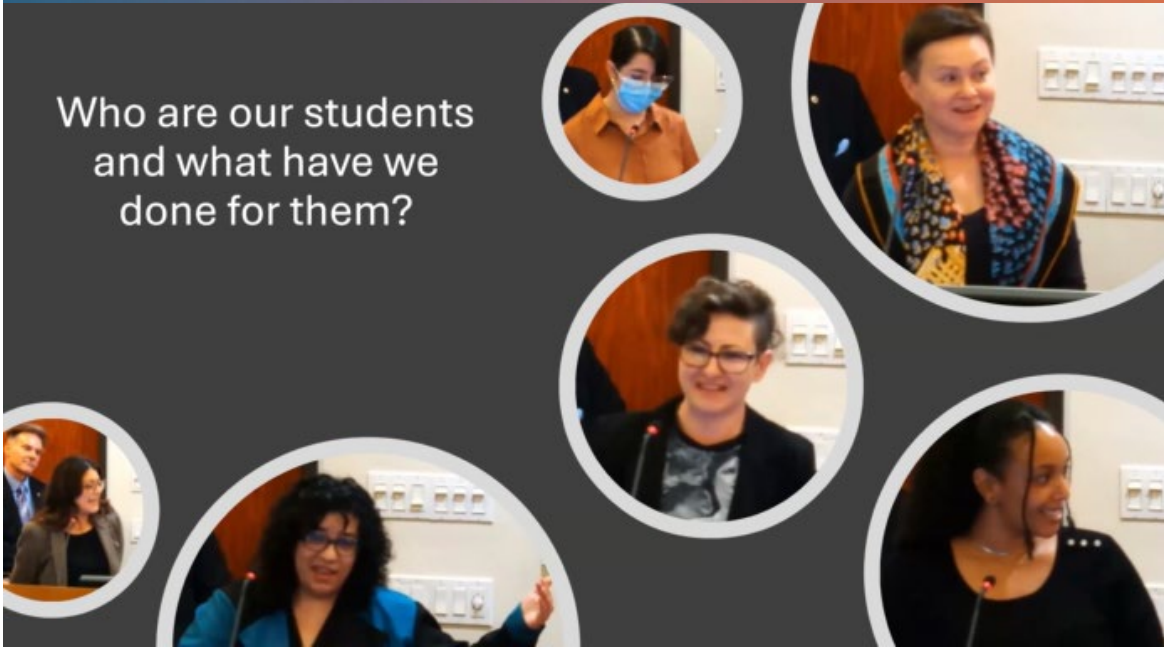
Gina Hooper and Ameer Thompson presented on behalf of this item.

Cañada College

FUNERAL SERVICE EDUCATION

Funeral Service Education Update
IPC
September 20th, 2024

Who are our students
and what have we
done for them?



Headcount by Course	Full Time (12+ Units)	Part Time (<12 Units)
FSE-200	2	47
FSE-210	1	24
FSE-225	1	24

Headcount % by Course	Full Time (12+ Units)	Part Time (<12 Units)
FSE-200	4.1%	95.9%
FSE-210	4.0%	96.0%
FSE-225	4.0%	96.0%

Success Rate by Course	Full Time (12+ Units)	Part Time (<12 Units)
FSE-200	50%	81%
FSE-210	100%	83%
FSE-225	100%	83%



FSE Student Counts and Success by First Generation

Access					
Disaggregation	Academic Year	Headcount	Headcount %	College Headcount %	Access Margin of E.
First Generation	2023-2024	21.00	66.0%	47.4%	18.6%
Not First Generation	2023-2024	10.00	22.0%	40.6%	17.7%

Success					
Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Margin of E.
First Generation	2023-2024	62.00	71.4%	81.4%	4.0%
Not First Generation	2023-2024	22.00	100.0%	81.4%	10.0%

Withdraws					
Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap Margin of E.
First Generation	2023-2024	62.00	8.0%	1.2%	12.4%
Not First Generation	2023-2024	22.00	0.0%	3.2%	20.0%

* NOTE: All metrics for subpopulations with fewer than 25 students are suppressed. ©2024 Cañada College. To avoid any misinterpretation of dashboard data, consultation with PIR is strongly recommended prior to using any of the data for research or publication.

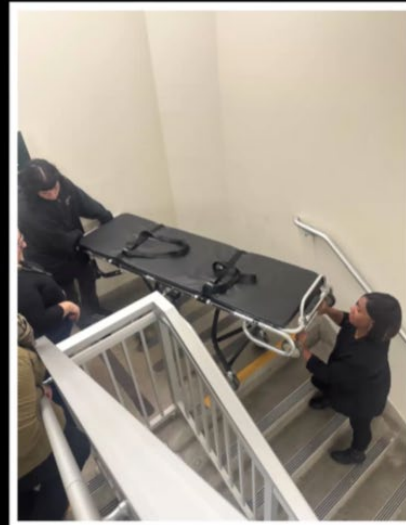
FSE Student Counts and Success by SMCCD Load

FSE Student Counts and Success by Age

Headcount by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59
FSE-200	1	5	13	19	8	3
FSE-210		2	5	13	4	1
FSE-225		2	5	13	4	1

Headcount % by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59
FSE-200	2.0%	10.2%	26.5%	38.8%	16.3%	6.1%
FSE-210		8.0%	20.0%	52.0%	16.0%	4.0%
FSE-225		8.0%	20.0%	52.0%	16.0%	4.0%

Success Rate by Course	Age Under 18	Age 18 - 22	Age 23 - 28	Age 29 - 39	Age 40 - 49	Age 50 - 59
FSE-200	100%	40%	77%	95%	63%	100%
FSE-210		50%	80%	85%	100%	100%
FSE-225		50%	80%	85%	100%	100%



FSE Student Counts and Success by Gender Percentages

Headcount by Course	Female	Male	Gender Unreported
FSE-200	30	14	5
FSE-210	19	5	1
FSE-225	19	5	1

Headcount % by Course	Female	Male	Gender Unreported
FSE-200	61.2%	28.6%	10.2%
FSE-210	76.0%	20.0%	4.0%
FSE-225	76.0%	20.0%	4.0%

Success Rate by Course	Female	Male	Gender Unreported
FSE-200	80%	71%	100%
FSE-210	89%	60%	100%
FSE-225	89%	60%	100%



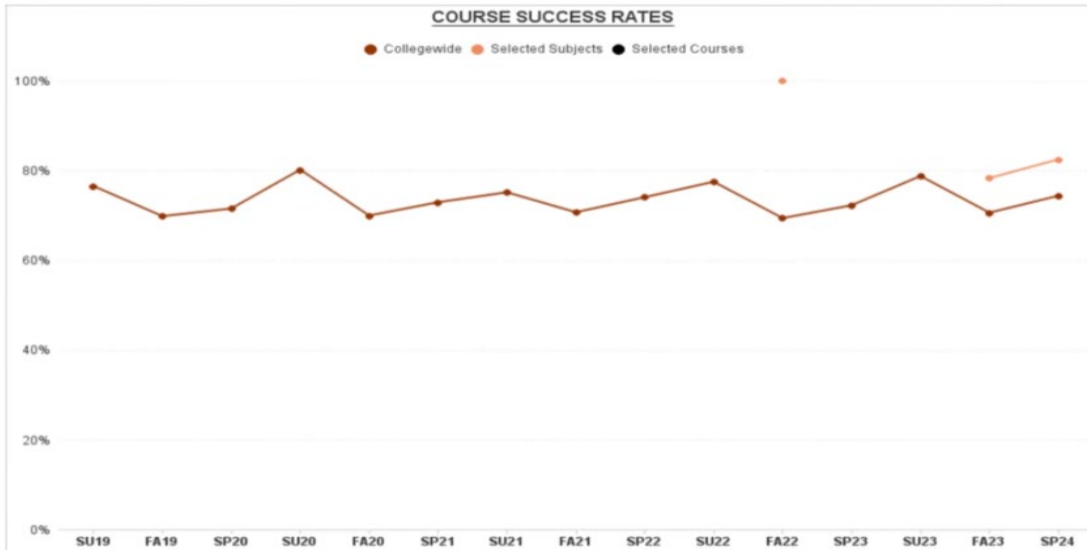
FSE Student Counts and Success by Race and Ethnicity

Headcount by Course	African American	Amer. Ind/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/Ethnicity Unreported
FSE-200	1	1	1	1	30	1	10	3	1
FSE-210	3	1	1	1	13	1	6		
FSE-225	3	1	1	1	13	1	6		

Headcount % by Course	African American	Amer. Ind/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/Ethnicity Unreported
FSE-200	2.3%	2.3%	2.3%	2.3%	61.2%	2.3%	20.4%	6.1%	2.0%
FSE-210	12.0%		4.0%	4.0%	52.0%	4.0%	24.0%		
FSE-225	12.0%		4.0%	4.0%	52.0%	4.0%	24.0%		

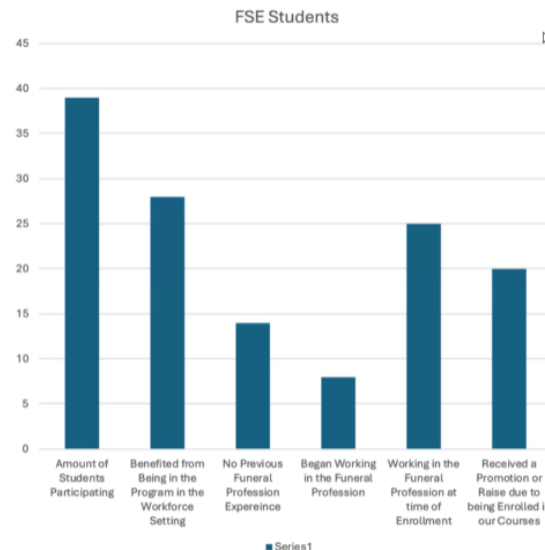
Success Rate by Course	African American	Amer. Ind/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Multi Race	Race/Ethnicity Unreported
FSE-200	100%	100%	0%	100%	80%	100%	80%	67%	100%
FSE-210	67%		100%	100%	92%	100%	67%		
FSE-225	67%		100%	100%	92%	100%	67%		





FSE Students and the Workforce

- 71% of surveyed students benefited from being enrolled in our courses
- 57% of surveyed students who previously did not work in the funeral profession gained employment after FSE 200
- 80% of surveyed students already working in the field received a raise or promotion after enrolling in our courses



*This survey represents 80% of FSE students who have completed FSE 200

CANADA COLLEGE FUNERAL SERVICES EDUCATION PROGRAM STATUS UPDATE

The Cañada College Funeral Service Education (FSE) program, first introduced around 2018, aims to offer an Associate of Science (A.S.) degree and specialized certificates. Initially, the program struggled with enrollment, but curriculum revisions and community engagement increased student participation from 2 students in Fall 2022 to 23 in Fall 2023. However, the program faces significant challenges, including a rejection of its accreditation candidacy by the American Board of Funeral Service Education (ABFSE) in April 2024. The rejection was due to deficiencies in faculty and facilities, specifically the need for two full-time faculty members as per the new ABFSE Standard 6.8. Despite these setbacks, the program developed and offered valuable certificates, with 24 students completing the Funeral Attendant certificate in Spring 2024. Moving forward, the college must decide whether to re-apply for accreditation by March 2025, which involves providing a detailed plan to meet all ABFSE standards. This decision will be evaluated by the Participatory Governance in Fall 2024, considering factors such as the workload required to support full-time faculty and the fiscal impact on the college. In the meantime, new student intake is paused, and contingency plans for current students are being developed. The program's future hinges on balancing accreditation requirements with practical resource allocation and assessing the program's viability within the broader context of career and technical education offerings at the college.

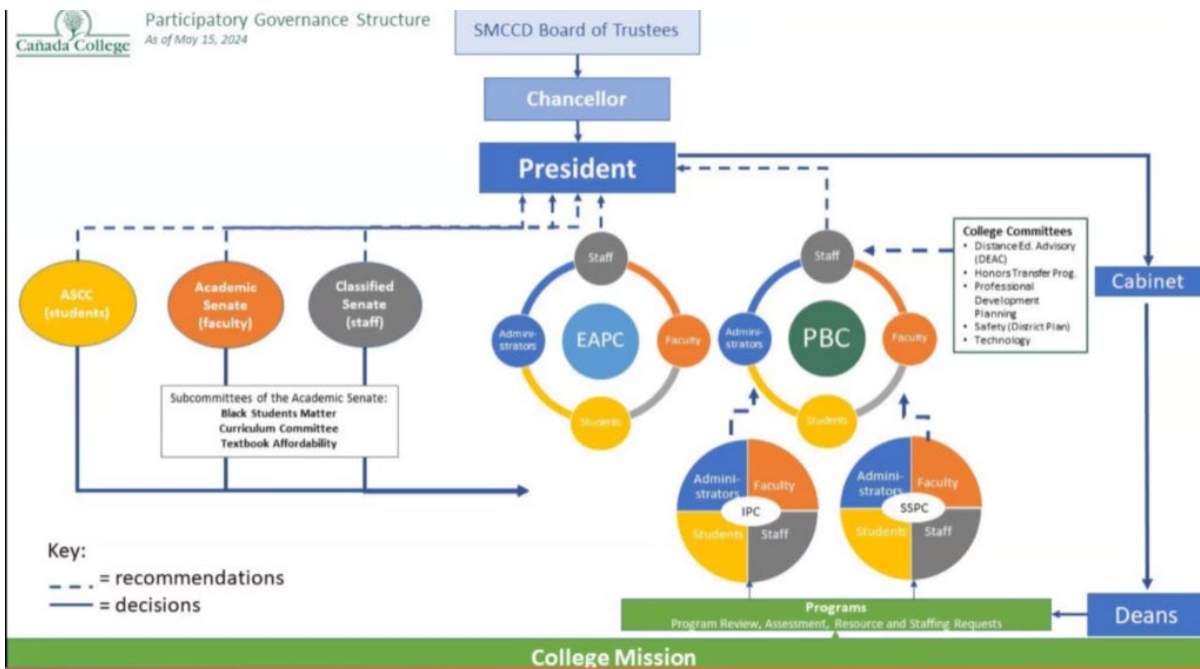
Fall 2024	Spring 2025	Fall 2025	Spring 2026
FSE 210 FSE 225	FSE 200 FSE 220 FSE 230 FSE 270	FSE 210 FSE 225	FSE 200 FSE 220 FSE 230 FSE 270

- **The Academic Senate has assembled the following members to create a Funeral Services Program PIV Task Force**
 - Doug Hirzel
 - Karen Engel
 - Ameer Thompson
 - Sandra Mendez
 - David Eck
 - Candice Nance
 - Gina Hooper
- **Within 90 academic calendar days of being formed by the Academic Senate, the task force evaluates quantitative and qualitative data plus Program and Student Learning Outcomes to assess the causes of decline and formulate a recommendation. The task force:**
 - Solicits input from all relevant constituencies including faculty, staff, administrators, students, the employing business and industry, and the community.
 - Meetings should be open to the public with advance notice to the entire college community, using multiple means of communication. Meeting times, days, and location should be announced at least three days in advance, including announced at an Academic Senate meeting or announced by the Academic Senate president.
 - Establishes agreed-upon rules and record, and posts written records of the outcomes of discussions. These written records will be submitted regularly to Academic Senate and posted in a publicly-accessible location, such as the program's division office.
 - Considers both qualitative and quantitative indicators, and references and cites the applicable data, which may come from PRIE; faculty, staff, and students of the program; program plan and program review documents; advisory committees; the articulation officer; employers in the workforce; and administrators and faculty from other affected programs.

Criteria for Initiating the PIV Process

In evaluating whether an instructional program should undergo the PIV process, the college mission, vision, and values should be paramount. Depending on the type of instructional program, the following criteria should be considered alone or in combination:

- Quantitative factors include but are not limited to:
 - Enrollment trends over a sustained period of time as compared to the college average (note that amount of time will differ between established and new programs)
 - Student persistence, retention, and success as compared to the college average
 - Program completion trends over a sustained period of time
 - Impacts on diversity with respect to the students that this program serves and whether discontinuance will adversely affect this subset of our student population
 - Frequency of course section offering
 - The importance of the program for related certificates, degrees, and other programs
 - Projected future student demand
 - Projected market/industry demand for skill or major
 - Projected community needs
- Qualitative factors include but are not limited to:
 - Pedagogical changes in the discipline
 - The development of the whole student
 - The balance of college curriculum
 - The effect on students of discontinuing the program
 - The potential for a disproportionate impact on diversity at Cañada College
 - The quality of the program and how it is perceived by students, articulating institutions, industry, and the community
 - The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students
 - The availability of programs in the surrounding area
 - Program Advisory Committee recommendation
 - Learning Outcomes
 - Taking note of institutional, program, and student learning outcomes that will be affected by the discontinuance of this program, and in which ways they will be affected



Paul Roscelli clarified that this is not the first time a program has gone through the PIV process. Chialin Hsieh asked the timeline that is being considered for this process. Gina Hooper explained that the process will take about 90 academic days, with meetings scheduled to be made public by early October. The goal is to complete this work by the end of the fall semester to avoid uncertainty extending into the holiday break or spring semester. Updates will be provided to the committee after the first set of official meetings take place. The group thanked Gina and Ameer for their clear and concise presentation.

D. Degree Completability (ACCJC 2.3., 2.5)

Chialin Hsieh led the discussion on this item. The group discussed efforts related to degree completability, which focuses on ensuring that students can complete their degrees or certificates within a reasonable timeframe (2-3 years) by offering the required courses consistently. The Deans are reviewing data to identify gaps where required courses were not offered. They aim to ensure essential courses are available within two years, depending on enrollment and demand. They are also considering whether some courses should be offered yearly instead of every semester, based on student needs. There is a focus on cleaning and refining the data to ensure accuracy, with the team finding inconsistencies in the initial review. This process includes checking summer offerings to ensure all necessary courses are covered.

Allison Hughes asked about the modality in which courses are offered. The team is looking into which degrees or certificates can be completed fully online, or via evening or daytime options, to better serve students with varied schedules. Certain courses are crucial across multiple degree programs. For example, business-related courses like Business 100 and Business 401 are required for several programs. The team will use this information to prioritize course offerings and ensure these core courses are available regularly.

Rebecca Sidman-Taveau raised a question about how the California Virtual Campus (CVC) may impact degree requirements, particularly in relation to how many units a student must complete at a specific campus. Allison Hughes shared that the district has clearly indicated it is not currently interested in joining the Course Exchange. She acknowledged that while the DE Team is still working on ensuring courses meet standards like POCR (Peer Online Course Review) and are listed on the virtual campus, the full integration allowing students to freely enroll in courses from other colleges is not happening anytime soon. She echoed Paul Roscelli's view that, if the college eventually joins the Course Exchange, it would likely be an extension of the current practice of district-wide enrollment, but would still require further detailed discussions at that point. James Carranza asked about the rationale behind the district's stance on not prioritizing joining the Course Exchange. He suggested that the three campuses might coordinate efforts to address this issue but also proposed that focusing internally might be more effective at the campus rather than district level. Anniqua Rana shared that there is also a technology component related to the overall challenge of this issue. This has not risen to the top of the district's priority list, and because of this, strengthening internal campus resources and offerings to better serve students may be more beneficial.

Allison Hughes suggested focusing on improving the quality of teaching through a meaningful course review process. She considered that the State Chancellor highlighting the lack of membership by SMCCD might be the only way this issue will gain priority at the district level. David Eck pointed out that the college's Academic Senate had already endorsed joining as far back as 2020. He mentioned that membership could help maintain a wider range of programs, especially for transfer model curriculum courses that could be difficult to offer otherwise. James Carranza suggested that revisiting Academic Senate's endorsement and rationale could help the prioritization process. He emphasized that if the college sees clear benefits for students and programs, they should work to move this initiative forward.

E. Course Modalities and Course Success Spring 2024 (ACCJC 2.1., 2.5 and 2.6)

Chialin Hsieh presented on behalf of this item. She shared the following material with the committee:



Course Enrollment, Modalities, and Course Success Spring 2024

Office of Instruction

9.20.2024

EMP 1.3 Create a student-first course schedule

EMP 4.12 Offer key courses in multiple modalities

A student-first course schedule is the outcome of a thoughtful and collaborative process that prioritizes student success, minimizes disruptions, aligns programs, and balances faculty workload.

Student-first Scheduling and Modalities:

- Offering diverse course modalities, including face-to-face, hybrid, asynchronous online, synchronous online, and multi-modalities, to cater to various learning preferences.
- Considering the day of the week, time of day, and location to accommodate student needs and preferences.
- We ensure course schedules are aligned to minimize conflicts, enabling students to plan and complete their educational goals efficiently.

ACCJC Standard 2.6: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Census Day: Enrollment and Success

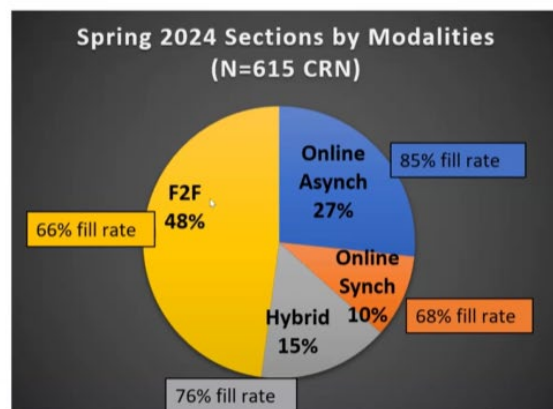
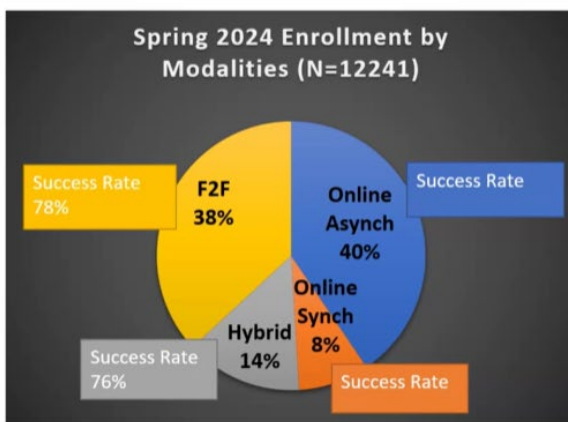
Metric	Spring 2024 Students	Spring 2024 Course Success
Enrollments	12,266	74%
Headcount (First-Time)	343	67%
Headcount (Int'l)	155	89%
Concurrent K-12 Student	870	89%
Continuing Student	4,700	73%
Enrollments (Evening)	1609	73%

Exceeded College Goals

	Course Enrollment	Headcount	Fill Rate	Load	Sections (CRN)	Course Success
College Goal (Fall 2022)	11,000	5,337	75%	400		70%
Spring 2024 (Census Day)	12,266	6,747	74%	428	615	75%
Online Asynch	4,855		85%	547	165	72%
Online Synch	967		68%	412	63	72%
Hybrid	1,784		76%	395	94	76%
F2F	4,635		67%	370	293	78%

Effective Management of Modalities and Success

Spring 2024



Course Success by Division

Enrollment & Fill Rate by Division	Enrollment	Fill Rate	Load	Duplicate Section (CRN)	Course Success
Bus. Design & Workforce (BDW)	3,557	71%	387	159	76%
Counseling	134	61%	380	6	78%
Humanities & Soc. Sci. (HSS)	4,060	77%	378	203	71%
Kinesiology, Athl & Dance (KAD)	1,132	69%	446	128	84%
Science & Technology (S&T)	3,198	80%	508	126	76%
Academic Sup & Learn T (ASLT)	143	26%	706	11	53%
Grand Total	12,224	73%	425	633	75%

Division/Modality	Course Success by Division and Modalities	Section Count
Bus. Design & Workforce	75.9%	157
FACE TO FACE	78.4%	60
HYBRID	78.1%	14
ONLINE Asynch	70.8%	46
SYNCHRONOUS	77.3%	37
Counseling	77.6%	6
FACE TO FACE	83.3%	1
HYBRID	80.5%	1
ONLINE Asynch	75.5%	4
Humanities & Soc. Sci.	71.1%	197
FACE TO FACE	72.0%	79
HYBRID	71.2%	42
ONLINE Asynch	70.8%	61
SYNCHRONOUS	67.2%	15
Kinesiology, Athl & Dan	84.0%	116
FACE TO FACE	86.7%	90
HYBRID	79.1%	10
ONLINE Asynch	72.1%	16
Science & Technology	75.8%	128
FACE TO FACE	76.3%	57
HYBRID	80.2%	26
ONLINE Asynch	76.7%	34
SYNCHRONOUS	59.5%	11
Grand Total	75.5%	615

Erik Gaspar highlighted that with a wider range of data gathered, a more accurate picture will be painted. Anniqua Rana shared that there is a desire to understand patterns in student success and engagement across different courses, looking for gaps that might be hidden in aggregate data. The DE Team is focusing on faculty training, student support, and technology to determine which elements are most effective in improving student outcomes.

Nada Nekrep mentioned that ACCJC is working on the new rubric for Regular and Substantive Interaction (RSI). The DE team is preparing to ensure faculty understand and implement these standards. Alexander Hernandez suggested creating more detailed surveys to assess student participation in programs and services. These would not only gather data on student awareness of campus resources but also inform them about programs they may not yet know about. David Eck and James Carranza discussed data around course load and fill rates, emphasizing the need to understand how different formats (e.g., hybrid, asynchronous) impact student success and considering factors like course caps and cross-listed sections. Paul Roscelli highlighted the difficulty of getting detailed, scientific data from students through surveys, citing an ongoing effort by Karen Engel and additionally, Phi Theta Kappa students, who are surveying students on campus. While these surveys provide some insights, they are limited in scope and not highly scientific.

Maribel Zarate raised concerns about the engagement and retention of students, particularly those taking mostly asynchronous courses, such as dual enrollment students. She asks if surveys are collecting data on students' feelings of connection to the campus and their overall engagement, which could be valuable for retention efforts. Kiran Malavade responded, mentioning that the Community College Survey of Student Engagement might provide some of the qualitative data needed and that there are efforts to share this data with various groups working on student retention and support. The group discussed improving the quality of data collected on student engagement and success in DE.

F. Reassigned Time Process and Due Dates (ACCJC 1.4)

Diana Tedone-Goldstone presented on behalf of this item. She shared the IPC Reassigned Time website with the committee. Several positions are up for renewal, and the relevant individuals and deans have been informed. Renewals are due by November 15, 2024, allowing ample time for submission. The goal is to complete renewals and request new positions in the fall and to determine who will fill the positions in the spring for the following academic year. Faculty can review past reassigned time applications to guide their updates. Faculty are encouraged to use this time to revise and update job descriptions, ensuring they reflect current responsibilities. Chialin Hsieh appreciated the collaboration between various groups on campus in making the process efficient and clear.

G. Curriculum Update (ACCJC 2.1., 2.2., 2.3., 2.4.)

Frank Nguyen Le presented on behalf of Lisa Palmer. He shared the following:

To: IPC

From: Lisa Palmer, Chair, Curriculum Committee

Date: September 19, 2024

Re: Report

- (1) At our September 19th meeting, the curriculum committee approved 17 ADTs.
- (2) We devoted the majority of the meeting to discussing deleting the PE requirement and adding Area 7 to the local degree, a conversation that was continued from SP 24.

Ana Miladinova, on behalf of KAD presented the following statement regarding change of local degree pattern and requirements:

Statement regarding change of local degree pattern and requirements:

As we continue to evolve and adapt to changes within the academic landscape, the Kinesiology, Athletics, and Dance (KAD) Division at Cañada College remains steadfast in our commitment to promoting the integration of physical fitness and mental wellness into our students' educational journeys.

We greatly appreciate the ongoing support from our academic counselors and campus colleagues in encouraging students to develop a habit of regularly enrolling in Physical Education (PE) courses, regardless of whether they are degree requirements. Our division believes deeply in the value of lifelong learning, particularly when it comes to physical and mental wellness. It is both our duty and privilege to share this knowledge with our community.

The benefits of physical activity for students are well-established. Studies have consistently demonstrated that regular exercise increases memory retention, boosts mood, improves focus and concentration, and alleviates stress. More recently, research has even linked physical activity with higher academic performance, including improved scores in subjects like English and Math.

As many of you are aware, our curriculum has had extensive discussions regarding the recent proposal to remove two PE courses as a requirement and shift them to Area 7 for the local degree. While we initially had reservations about this change, and still do, we recognize the recent approvals of similar changes at CSM and Skyline Colleges. At this point, we believe it would be counterproductive for the college to propose an entirely new KAD curriculum. We understand the need to move forward and are committed to implementing these changes to the best of our ability.

In this transition, we ask for your continued support, especially from our counseling teams. We believe counselors play a key role in promoting the benefits of our courses, and we ask that you encourage students to consider enrolling in PE classes during their first semester. Early exposure to physical fitness can provide students with a solid foundation for their

overall well-being, both academically and personally.

We sincerely appreciate the efforts of all involved in this process and remain dedicated to working collaboratively to ensure these changes benefit our students as much as possible. Open communication and teamwork will be crucial as we move through this transition together.

Thank you for your understanding, support, and partnership in this important endeavor.
KAD Division

- We voted to approve the district curriculum committee proposal of deleting the PE requirement for our local degree and adding Area 7
- Students will need to take one 7A P.E. course and either a second 7A course or a 7B personal development course, the list of which is TBD.
- If you would like to join a subcommittee to propose a list of Area 7 courses, please let Lisa know.
- CSM and SKY had already voted to add Area 7 to their local degrees.
- None of the colleges adopted the title recommended by DCC (“Self-Development and Wellness”). Instead:
 - CSM: Self-Development and Kinesiology Activity
 - SKY: Personal Development, Wellness, and Kinesiology Activity
 - CAÑ: Personal Development, Wellness, and Physical Activity

(3) Thank you to all of the faculty who have been working diligently to update our first 7 common course numbering CORs.

(4) The revised curriculum handbook and distance education addenda instructions are now live on the curriculum website.

(5) When reviewing curriculum as part of the regular cycle, focus on updating textbooks and ensuring the D.E. addenda meet the current regulations (see above).

H. Important Dates:

October 18 [Comprehensive Program Review](#) due

November 15 New, revised, and renewed [reassigned time](#) position applications due

November 22 IPC will review comprehensive program reviews, extra-long meeting

December 6 IPC votes on reassigned time position (new, revisions, and renewals)

I. Adjournment

Meeting adjourned at 10:55am.