



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
September 15, 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, Kiran Malavade, Ava Johnson, Rebekah Sidman-Taveau, Vijeet Upadhyay

Members Absent: Althea Kippes, Erik Gaspar

Guests: Gina Hooper, Hyla Lacefield, Ameer Thompson, Sarah Harmon, Anniqua Rana

1) Adoption and Approval of Agenda

Motion – To adopt and approve agenda: M/S: Lisa Palmer, Rebekah Sidman-Taveau

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Meeting Minutes (September 1, 2023)

Motion – To approve meeting minutes of September 1, 2023 M/S: Lisa Palmer, Kiran Malavade

Discussion – none

Abstentions – none

Approval – approved unanimously

3) PBC Representative

- **Seeking IPC Member**

Chialin Hsieh asked if any committee members would like to volunteer for this role, noting that the group did not nominate a representative at the last meeting with the hope that a member would consider serving by today's meeting. No members stated their interest in

serving as the PBC Representative. Lisa Palmer asked if all members were present at the meeting. The group discussed that not all members were present, and perhaps one of the absent members would have interest in serving. The group also discussed that there were vacancies in the current membership roles. The group discussed that perhaps there could be a different representative for different meetings, so committee members could share the responsibility if one person is not able to attend all meetings. Hyla Lacefield noted that this format has worked well for her division in certain committees, noting that communicating effectively is key for this to be successful, ensuring that representatives are up to date on information and that it is being properly shared with constituents. Chialin Hsieh suggested that committee members be assigned specific meetings which can then be shared with PBC. She noted that she will confer with Diana Tedone-Goldstone regarding the creation of a schedule. Chialin noted that this is a temporary solution, and that this conversation will continue to be discussed in the event a member may change their mind. The group discussed if the representative has to be a faculty member. Sarah Cortez shared that she would be willing to serve if appropriate and needed.

4) IPC Goals for 2023-2024

Chialin Hsieh presented the following to the committee:

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):
 - Local Peer Online Course Review (POCR) Process
 - EMP Initiative 1.9: Strengthen Cañada's participation in the California Virtual Campus
 - Dual-Enrollment (support for students and faculty)
 - 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
 - DE/modality terms and support
 - New/discontinued programs
 - EMP Initiative 1.4: Create new degrees and certificates
 - 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
 - EMP Initiative: 2.3 Increase resources for faculty professional development
2. Provide feedback on Program Improvement and Viability process
 - EMP Initiative 1.8: Ensure Academic Program Viability
3. Provide instructional input and feedback as it relates to Guided Pathways
 - EMP Initiative 1.11: Complete implementation of Guided Pathways essential practices
4. Response to ASCC Resolution
 - **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"

- **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
 - 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
 - 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:
- 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

IPC's advisory tasks are stated in the bylaws (operational tasks):

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 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. (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)

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

- 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

Chialin requested feedback from the committee regarding the goals document. Chialin noted that she reviewed IPC's Bylaws and outlined their alignment with EMP initiatives. Chialin noted that the items highlighted in the pink color are items that are not included in IPC's Bylaws. Rebekah Sidman-Taveau shared that she appreciated Chialin's analysis. Diana Tedone-Goldstone appreciated Chialin for creating this document and noted how this organization can make an overwhelming task seem more manageable, in addition to being in alignment with campus goals. Chialin added that for each IPC meeting this school year, agenda items will be related to the bylaws and the goals set forth in this meeting.

Motion – To approve the above IPC goals for 2023-2024 M/S: Lisa Palmer, Kiran Malavade

Discussion – Kiran Malavade asked if it is under IPC purview to be involved in the discussion regarding Academic Probation and how this name may be changed to something less punitive. Kiran considered that if this is within IPC's purview, how it may align with any of the goals mentioned above. Diana Tedone-Goldstone noted that it could fall under Advisory Task 6, Recommend and review policies and procedures as they relate to instruction, and that IPC will work in conjunction with Academic Senate to ensure alignment in workload and focus. James Carranza noted that this would technically fall under Student Services as this is under Enrollment Services, and agreed with Diana that speaking with Academic Senate and Student Services to ensure recommendations are in alignment would be appropriate. Hyla Lacefield added that this could also fall within 1.11, Complete implementation of Guided Pathways essential practices, sharing that GP bridges Instruction and Student Services.

Abstentions – none

Approval – approved unanimously

5) Funeral Program Update (EMP 1.4; By Law #7)

Ameer Thompson presented on behalf of this item. He shared the following presentation with the committee:



Program Overview

Goal

- Create an American Board of Funeral Service Education-accredited program
- Train licensed funeral service industry employees

Program Structure

- Classes will be remote
- Embalming performed at local funeral homes
- Model embalming lab is required for accreditation

Why is this needed?

- Currently two accredited programs in CA: Cypress College (Orange County) and American River College (Sacramento)
- California has the largest distance between FSE programs (~400 miles)

Highlights

Funeral Service Education introductory course, FSE 200

- Fall 2022 enrollments- 3 students
- Fall 2023 enrollments-23 students

Accreditation Progress

- Submitted 204 page self-study
- Gina has worked closely with ABFSE to coordinate this process

Hired an adjunct faculty member, Chase Mirassou

- Deep experience in funeral services as well as online education

Drafting Affiliate Agreements

- Students will do their hands-on work at local funeral homes
- Working with the business office and the district to draft affiliate agreements

out of state to an online program, and if we received $\frac{1}{4}$ of that number, we would have a cohort of 20 students. Ameer stated that philosophically and quantitatively there seems to be a need for this program and that he is very optimistic about the future of this endeavor. Lisa Palmer asked if the program is not yet accredited, do the certificates have value, and do the other colleges who have this program also offer certificates. Ameer clarified that as long as we are moving toward accreditation, the certificates have value. Part of the accreditation is that our curriculum is aligned with the American Board of Funeral Service Education standards as well. Ameer stated that other colleges do have certificates. He noted that one challenge in the lower levels of employment in this industry is high turnover. Having a certificate shows employers that students are invested and promotes them as a more stable employee. Chialin Hsieh shared how proud she is of Ameer and Gina Hooper, who have both worked hard to grow this program. She shared that the program will continue to be evaluated and reassessed. Diana Tedone-Goldstone shared that a long-term goal of Academic Senate is to develop a more concrete new program process, to establish goals to ensure success.

6) **Course Schedule Handbook- DRAFT (EMP 1.3, 1.16, and 4.12)**

Chialin Hsieh shared the following document with the committee:

[Course Schedule Handbook](#)

Chialin asked the committee for their feedback. Kiran Malavade asked how much flexibility is built into the process in the weeks before classes start. James Carranza added that the courses are being monitored at various intervals, and this monitoring allows courses to be added based on need as students are registering for courses. As we get closer to the beginning of the semester, the challenge often has to do with staffing, as the sooner we can assess the need and plan for the demand, the better chance we have of being able to staff additional courses. Kiran added that she wants to ensure we are thinking about different ways that we can be flexible. Rebekah Sidman-Taveau asked who is responsible for the proactive work to anticipate course demand. Ameer Thompson shared that it depends on the department and division. It can involve reviewing past data, communicating with coordinators and counselors, and anticipating cross-disciplinary factors which may increase demand. Lisa Palmer noted that we do not have data for approaches that have yet to be attempted. She also noted that a robust marketing campaign will likely have an impact on course enrollment and hopes the campus will prioritize marketing. James Carranza added that deans have scheduling meetings with department leads to review enrollment trends and anticipate student needs. Kiran added that personally, it is not clear to her how waitlists are being managed, noting that once courses start, she is often inundated with emails from students asking to be added. She questioned how records could be kept regarding this information as it does not appear there is a clear system surrounding the waitlist process. James Carranza shared that there are numerous factors that are a part of what trends may be surfacing, and noted that reviewing waitlists and numbers in a proactive fashion is key. He noted that it may not necessarily be a scheduling issue, but rather a matriculation challenge and how the campus may be onboarding and processing students, which may not be

something that can be easily fixed with course scheduling. Ameer added that a key component is the integration of the different sides of the house to properly address the issue. He highlighted that it is a multi-systems approach to address both enrollment and schedule development. Rebekah Sidman-Taveau shared her personal experience, and suggested the inclusion of a form that is sent to faculty asking how many students have requested to be added to their courses. She shared that this form could be compared in a systematic way with the waitlist which may allow the campus to act in a more informed, responsive way. Lisa Palmer asked if there was a limit to how many sections of a course could be offered. James Carranza shared that the campus has annual FTEF allocations tied to budget and the campus has targets. If there are exceptions, this will be discussed amongst the deans, and this can be more or less flexible. Kiran added that for the record, she would like to advocate for not assuming all students can register ahead of time.

7) Offer Key Courses in Various Modalities (EMP 1.3 and 4.12)

Chialin Hsieh presented the following to the committee:



Course Enrollment and Modalities Update

EMP 1.3 Create a student-first course schedule
EMP 4.12 Offer key courses in multiple modalities

Office of Instruction
Presented to IPC
9.15.2023

EMP 1.3 Create a student-first course schedule

EMP 4.12 Offer key courses in multiple modalities

Student-Centric 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.

A student-centered course schedule is the outcome of a thoughtful and collaborative process that prioritizes student success, program alignment, and faculty workload. By adhering to our guiding principles and involving all stakeholders from the outset, we can create a schedule that supports student progress and minimizes disruptions, ultimately leading to higher degree, certificate, and transfer completion rates.

9/15/2023

2

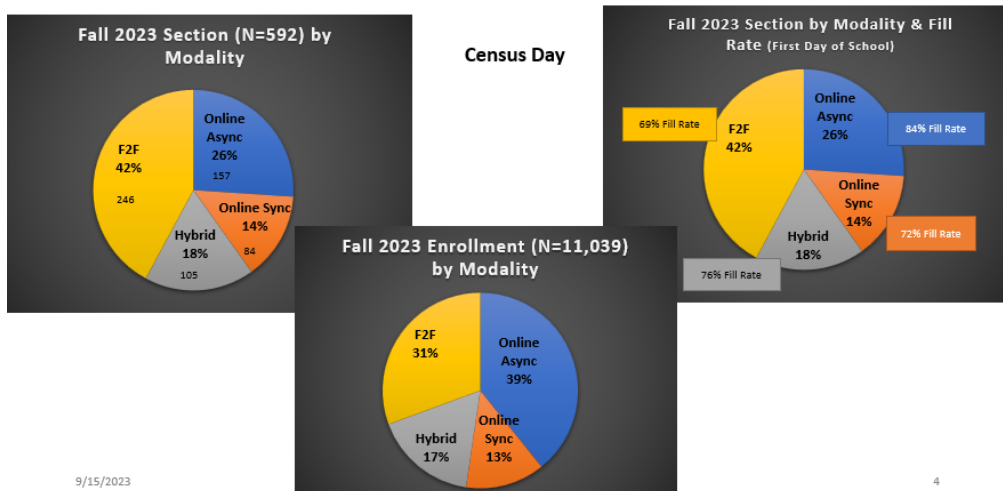
College Enrollment Metrics, Goals, and Results

	Course Enrollment	Fill Rate	FTES	FTEF	Productivity Ratio (FTES/FTEF)
College Goal	11,000	70%	1271.0	93.0	13.7
Fall 2023 Overall (Census Day)	11,979	75%	1450.1	99.4	14.6
Online Asynchronous	4,517	84%	485.0	29.0	16.7
Online Synchronous	1,469	72%	159.9	10.4	15.3
Hybrid	2,069	76%	311.9	24.5	12.7
F2F	3,889	69%	493.4	35.5	13.9

9/15/2023

3

Sections and Enrollment by Modalities and Fill Rate



9/15/2023

4

Rebekah Sidman-Taveau noted that this may not be an accurate reflection of what options students want, rather, it may be reflective of what is available. Rebekah and Lisa Palmer noted that it is important to compare the data against completion and success rates. Hyla Lacefield noted that in her division, multi-modal course offerings have been helpful as they allow students to take the course in their mode of preference. Hyla added that there are targeted supports that are being offered for students based on the data and trends and the modality of choice, such as peer mentoring. Ameer Thompson shared that a more appropriate way to approach this thinking is that this is a reasonable approximation of what students want based on the information we have.

Point in Time Comparison— Compare last year this time

1st day of School

Metric	Fall 2022	Fall 2023	Percent Change
Enrollments	10,063	11,388	13.2%
FTEs	1,229	1,389	13.0%
Headcount	4,928	5,697	15.6%
Headcount (First-Time)	731	824	12.7%
Headcount (Int'l)	68	73	7.4%
Sections	466	453	-2.8%
Load	376	422	12.4%
FTEF	99	99	0.2%
WSCH	36,876	41,656	13.0%
Concurrent K-12 Student	251	381	51.8%
Continuing Student	2,995	3,867	29.1%
Enrollments (Evening)	464	616	32.8%
First-Time Transfer Student	300	380	26.7%

9/15/2023

Census Day

Metric	Fall 2022	Fall 2023	Percent Change
Enrollments	10,570	11,979	13.3%
FTEs	1,282	1,452	13.2%
Headcount	5,337	6,159	15.4%
Headcount (First-Time)	825	907	9.9%
Headcount (Int'l)	69	81	17.4%
Sections	463	457	-1.3%
Load	395	438	10.9%
FTEF	98	100	1.8%
WSCH	38,469	43,565	13.2%
Concurrent K-12 Student	498	553	11.0%
Continuing Student	2,970	3,936	32.5%
Enrollments (Evening)	508	703	38.4%
First-Time Transfer Student	350	472	34.9%

5

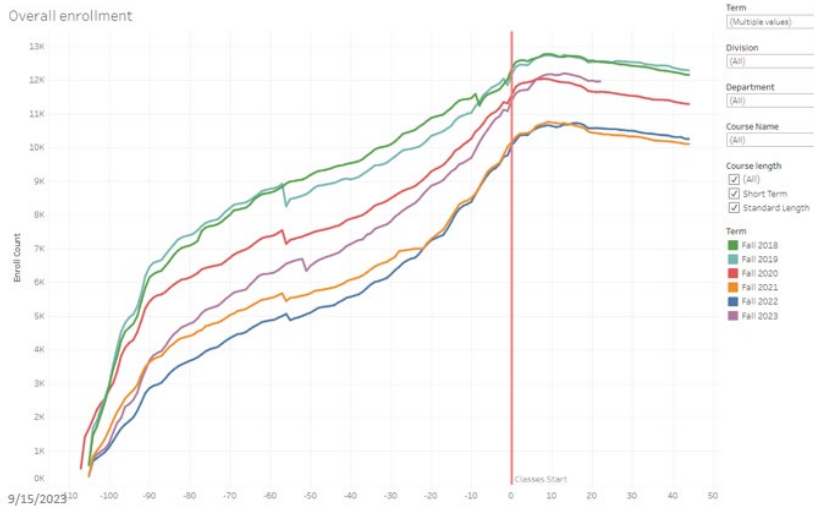
Division Enrollment Metrics and Actual Information

Enrollment & Fill Rate by Division	Census Enrollment	Fill Rate	FTEs	FTEF	Productivity Ratio	Load	Duplicated Section (CRN)
Bus. Design & Workforce (BDW)	3,316	74%	325.4	23.9	13.6	407.97	149
Counseling	352	74%	24.8	1.7	14.9	445.73	13
Humanities & Soc. Sci. (HSS)	3,930	78%	452.1	34.1	13.3	397.52	194
Kinesiology, Athl & Dan (KAD)	1,033	66%	124.6	8.0	15.6	469.29	113
Science & Technology (ST)	3,164	81%	514.9	31.5	16.3	490.02	117
Grand Total	11,944	75%	1450.1	99.4	14.6	437.49	586

9/15/2023

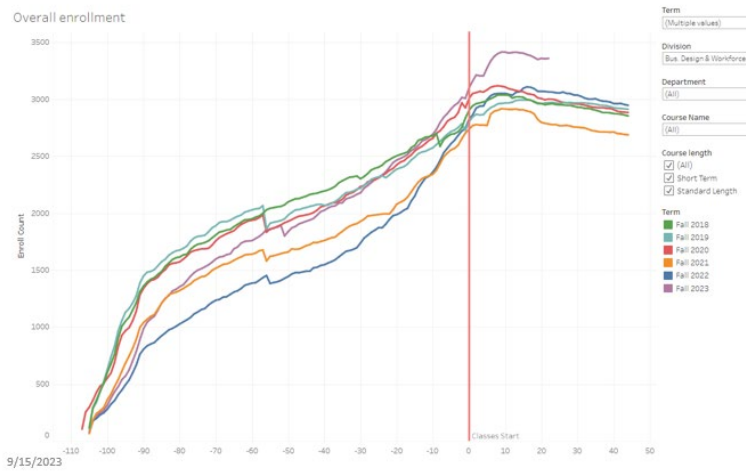
6

Enrollment Overall Trends (as of 9.10.2023)



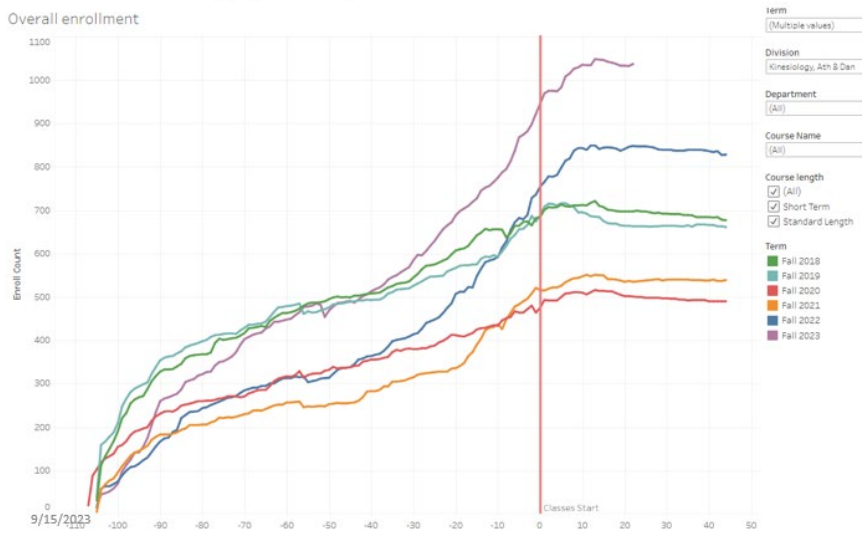
7

Business Design & Workforce



8

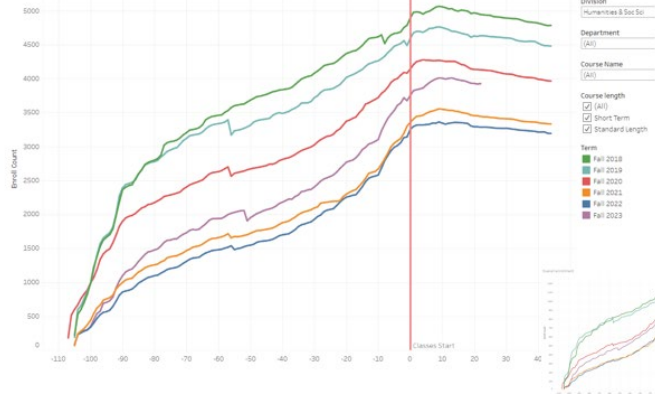
Kinesiology, Art, & Dance



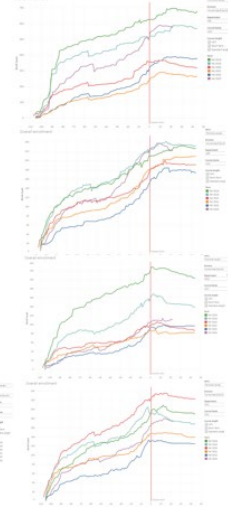
9

Humanities & Social Science

Overall enrollment



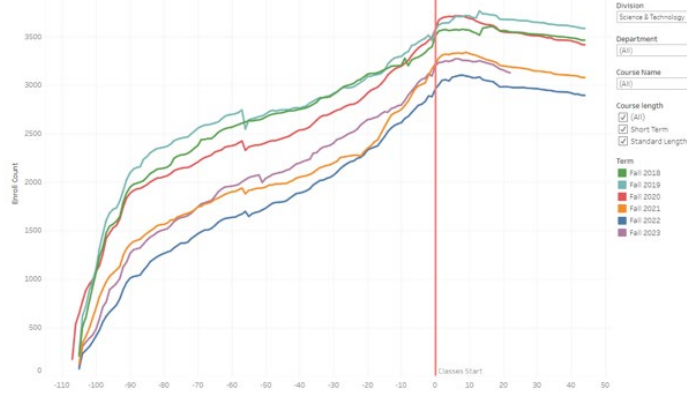
9/15/2023



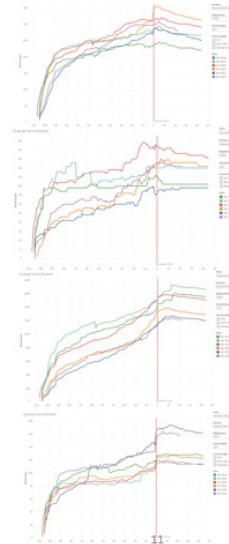
10

Science & Technology

Overall enrollment



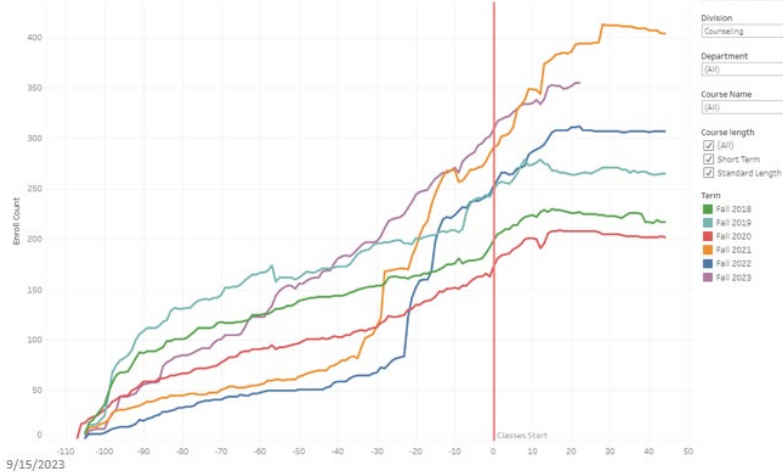
9/15/2023



11

Counseling

Overall enrollment



9/15/2023

12

8) Membership

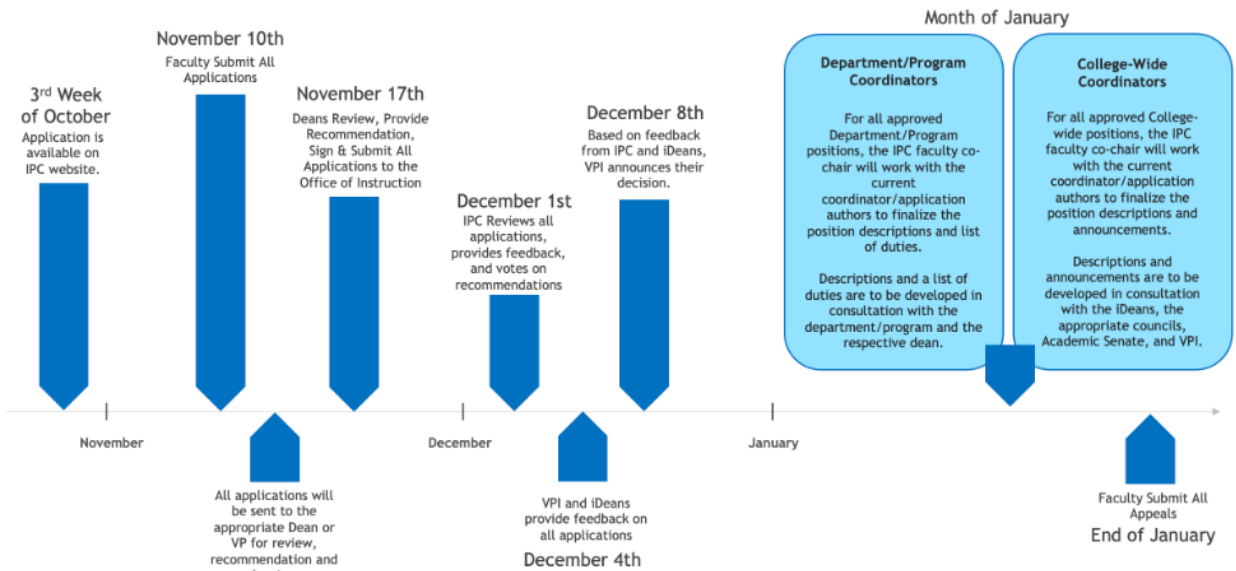
- a) Short-term role: Instructional Designer in IPC
- b) Long-term membership?

Diana Tedone-Goldstone reminded the committee that currently, the membership includes the Instructional Technologist position. Since Allison Hughes transitioned to Instructional Designer, which is a faculty position, the Instructional Technologist role is now vacant. Diana asked the committee their thoughts on the membership, noting that having Allison's input was voiced as important by the committee in an earlier meeting. Should the committee feel changing the bylaws is appropriate, that can be done, but for now, Allison Hughes is encouraged to attend meetings to share her input, but as a non-voting member to align with the current membership and bylaws. The group discussed that Instructional Technologist is a classified staff position, while Instructional Designer is a faculty position, so changing the membership classification could be an issue in representation. The committee felt that for now, they are in agreement that Allison Hughes will be invited to attend meetings in an advisory capacity, without a bylaw change, and that the conversation can continue should a bylaw change be requested or needed in the future.

9) Reassigned Time Process and Due Dates (By Law 10)

Diana Tedone-Goldstone shared the following timeline with the committee, highlighting important due dates within the process:

Reassigned Time Position Request Timeline



Chialin Hsieh added that on the IPC website, there is a detailed overview of the process to serve as a reference for those taking part. An email will be sent soon notifying folks of

positions that are up for renewal.

10) Curriculum Report

Lisa Palmer shared that last week, the Curriculum Committee had their first meeting, which went really well. The committee reviewed process, priorities, and procedures for the coming year. Next week, the Curriculum Committee meeting will be a hands-on workshop for faculty who need assistance with anything curriculum related and experts will be present to assist faculty. Lisa reminded the group that Curriculum Committee meets this year on 1st and 3rd Thursdays from 1-2:30pm in 9-154.

11) Good of the Order

-Sarah Cortez shared that the Welcome Center is happy to present in classrooms and potentially help schedule counseling appointments for students. Pre-recorded videos can be available for online courses as well. She asked faculty to please let her know if there is any way her area can support registration for students.

-Rebekah Sidman-Taveau shared that the Honors Transfer Workshop will take place on Thursday, October 12 from 4-5:30.

12) 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.

13) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 11:17am.