



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF

March 7, 2025

9:30am-11:30am, Zoom/9-154

Members Present: David Eck, Lisa Palmer, Kiran Malavade, Paul Roscelli, Chialin Hsieh, Karen Engel, Rebekah Sidman-Taveau, James Carranza, Nicolette Gualino, Erik Gaspar

Members Absent: Lindsey Irizarry, William Tsang, Maribel Zarate, Jose Zelaya

Guests: Gina Hooper, Hyla Lacefield, Ameer Thompson, Doug Hirzel, Julie Luu, Jason Wendt, Mayra Arellano, Gampi Shankar

A. Adoption of Agenda –

Motion – To adopt the agenda. M/S: Lisa Palmer, Chialin Hsieh

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – February 21, 2025

Motion – To approve minutes of February 21, 2025: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

C. ACCJC Standards 2.7 and 3.2

- IPC will provide feedback on the draft standards as a group. Individuals can alternatively provide feedback on their own. If doing an individual review, please return to the meeting in time for the next agenda item.
- General questions for the feedback:
 1. What are we missing? Do we have evidence? Do we have examples
 2. Focus on big picture: the writing team will revise grammar and tone over the summer.

2.7: The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs (ER 15, ER 17)

The document contained numerous comments after being reviewed by SSPC the previous week. This section began with an introductory paragraph before covering ASLT, linking to the library and learning support and

discussing instructional services, research guides, workshops, and available technology. It included references to the library's program review and the Learning Center's integration of instructional support services.

Further discussion suggested adding more examples, particularly regarding the Learning Center's role. There was also consideration of including CTE program coordinators' support for students. Other sections covered Canvas, SparkPoint, Financial Aid, Admissions and Records, the Welcome Center, Enrollment Services Committee, Adult Education, Counseling, Career Services, Transfer, the Cultural Center, and the Office of Equity. The group discussed the extensive amount of content dedicated to SparkPoint, which appeared imbalanced in comparison to other offerings.

Lisa Palmer questioned whether Canvas belonged in the document, arguing that it served as a platform rather than a direct student support service. However, others argued that Canvas played a role in communicating available services. It was agreed that the Canvas section would be refined and the SparkPoint content consolidated. Additionally, there was discussion about the balance between academic and non-academic support services and how to assess their effectiveness. It was suggested that more data should be included to demonstrate the impact of programs like SparkPoint.

The committee acknowledged Lisa's point about the need for numerical data to assess program effectiveness. A question was raised about whether student government should be included in the document as a support program. Karen Engel questioned how comprehensive the document should be, noting that listing every program could be overwhelming. The group debated whether leadership development, PTK, and honors programs should be included, ultimately agreeing that they contributed to student-centered support and leadership development.

Further discussion focused on including various student support initiatives, transfer services, and newer programs. It was noted that while some programs were already mentioned, others needed to be added or acknowledged. A suggestion was made to avoid an exhaustive list by instead providing representative examples and noting that more details could be found in other sections of the document. Karen reminded the group to continue refining the document and ensuring a balanced representation of both academic and non-academic support services.

3.2: The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The discussion focused on professional learning support at both the district and college levels. It was emphasized that all employees are part of the district, which, along with the college, provides various professional development opportunities. The section highlighted board policies, HR initiatives like screening committees and the HR Academy, and board-supported programs such as the Museum of Tolerance and NCORE. The group stressed the importance of conveying how programs had been effectively evaluated.

The group discussion then shifted to the college's significant progress in professional development, credited to Dean Rana and her team. The PDPC was now overseeing initiatives more effectively, with a new plan in place. Programs like AFT, the Faculty Learning Program, the Faculty Teaching and Learning Center, and the virtual lounge were highlighted as key components. A 2022 needs assessment was referenced as the foundation for the current plan, linking to its results and detailing its development process.

Further discussions included classified staff contributions, administrator training, and Flex Days, with an outstanding need for session evaluation data. The committee discussed deadlines, aiming for a nearly complete draft by early May, followed by summer refinements and board submission in November before final submission to ACCJC in December. Members were encouraged to provide substantive feedback before spring break. Additionally, Article 13 was noted for its role in ensuring transparency in faculty professional

development funding distribution, with Salumeh Eslamieh identified as the contact for related reports. Karen reminded the committee to continue refining the document and providing feedback via Google Docs.

D. Funeral Services Program Improvement and Viability (PIV) - Committee Report and Recommendation

1. Sharing of the PIV committee report and recommendation for the Funeral Services Program. The report should be finalized on March 6, so it will not be viewable until March 7.
2. At IPC's next meeting, the Council will forward its own feedback on the committee report.
3. IPC members will be provided a form after this meeting to start drafting feedback and/or questions ahead of our March 21st meeting.

Background: Cañada's [Program Improvement and Viability Process](#)

The committee discussed the improvement and viability of the funeral services program. Doug Hirzel, along with committee members, emphasized the importance of accreditation and program evaluation. He acknowledged the efforts to streamline program review and highlighted the lack of awareness of a formal process for new program development. The discussion revealed that while a curriculum process exists, it does not ensure institutional buy-in. The Funeral Services Program faced accreditation challenges, particularly the requirement for two full-time faculty, which the college had not anticipated. The committee reviewed labor market data, industry feedback, and educational requirements to assess the program's sustainability. Doug expressed appreciation for the industry's complexity and the need for continued dialogue. The committee ultimately formulated recommendations, pending further discussion and feedback.

Karen Engel expressed her appreciation for the extensive work done by the team, particularly acknowledging Doug's leadership and the contributions of David Eck, Candace Nance, and others. Gina Hooper echoed this sentiment, emphasizing her gratitude for the team's efforts in considering what was best for the college and community. Doug Hirzel then guided the group through the draft report, explaining its structure and key findings. The report detailed the three programs of study within the Funeral Services department, including an Associate of Science degree and two certificates of specialization. A significant focus was placed on the viability of the Associate of Science degree, which required accreditation and substantial resource commitments. The task force unanimously recommended discontinuing this degree due to the challenges and costs associated with maintaining accreditation. However, there was no consensus on whether to continue offering the two certificates or to introduce a new Associate of Arts degree in Funeral Service Management. Doug highlighted the complexities of the decision-making process and the differing perspectives within the committee regarding the future of the funeral services programs.

[Link to PIV Task Force Report](#)

Lisa Palmer inquired about the decision-making process regarding certificates, noting that while the task force unanimously recommended discontinuing the degree, there was no clear consensus on the certificates. David Eck clarified that the committee itself did not hold decision-making power but rather compiled key information and differing perspectives for IPC, Academic Senate, and ultimately the college president and Board of Trustees to consider. David emphasized that IPC members should review the report and provide feedback before the next meeting. It was agreed that comments could be made directly on a shared Google Doc. Gampi Shankar inquired about sharing the draft report with Academic Senate in its current form to allow members to familiarize themselves with its contents, though official action could only be taken after IPC submitted its feedback. James Carranza sought clarification on whether the task force's findings constituted a recommendation or merely a summary of votes, to which it was explained that the committee's role was to provide perspectives rather than determine final action steps. Doug Hirzel confirmed that the task force had fulfilled its task by recommending

the discontinuation of the degree while acknowledging disagreement about the future of the discipline. Further discussion highlighted that the governance process allowed for multiple groups to weigh in before a final decision was made. Multiple members expressed gratitude for the committee's extensive work and recognized the value of the process in better understanding the program. David again reminded the committee members to read and provide feedback on the report before the next meeting.

E. Strategic Enrollment Management Plan (SEM) Update

1. **1.2.1 - Create, optimize, and scale dual enrollment opportunities for high school students**
 - a. Presenter: Mayra Arellano
2. **1.2.2 - Provide faculty support and professional development to ensure an effective dual enrollment program**
 - a. Presenter: Mayra Arellano
3. **1.2.3 - Create more K-14 academic pathway programs (including summer programs) in partnership with feeder school Districts and community organizations**
 - a. Presenter: Mayra Arellano
4. **1.3.5 Implement the provisions of California Assembly Bills 1111 and 928 and develop processes for local-level and Districtwide alignment, as needed**
 - a. Presenter: Lisa Palmer

Link to the [Strategic Enrollment Management Plan \(2023-2025\)](#)

Mayra Arellano provided an update on her strategic enrollment management efforts, focusing on Dual Enrollment opportunities for high school students. She shared how the college had significantly expanded these opportunities, increasing both the number of courses offered and the number of students enrolled. There was also an effort to engage high school students more by involving them in college events, like a fashion show. Additionally, Mayra highlighted the importance of faculty support and professional development, particularly for Dual Enrollment instructors, emphasizing the creation of resources like checklists and evaluation packets to help high school teachers align with college processes.

She also introduced new initiatives to expand K-14 pathways, including summer programs in partnership with local schools and organizations, such as the Boys and Girls Club of the Peninsula. These efforts aimed to make college more accessible for younger students, with plans to increase involvement from middle and high school students in college programming. The goal was to show these students that higher education is within their reach.

Mayra noted ongoing conversations with local districts about incorporating more Dual Enrollment courses, such as those offered by Foothill College. She discussed the importance of ensuring that teachers meet the minimum qualifications to teach courses during a transition, emphasizing that this would not require additional faculty. She mentioned that the district has a process for this qualification check. She also highlighted the impact of potentially having more students, which could result in increased engagement on campus. Regarding faculty involvement, she explained that requests for new classes are typically submitted 6 months to a year in advance, allowing time for deans to consult with faculty. She clarified that, in some instances, last-minute requests might be made, but these would not proceed without proper evaluation. Additionally, she emphasized the process for faculty approval, which includes deans and faculty, and noted that the upcoming requests would involve longer timelines.

The following presentation was shared:

SEM Update



1.2.1 Create, optimize, and scale dual enrollment opportunities for High Students

1 Increased Student Enrollment

Monthly updates on program developments and student achievements.

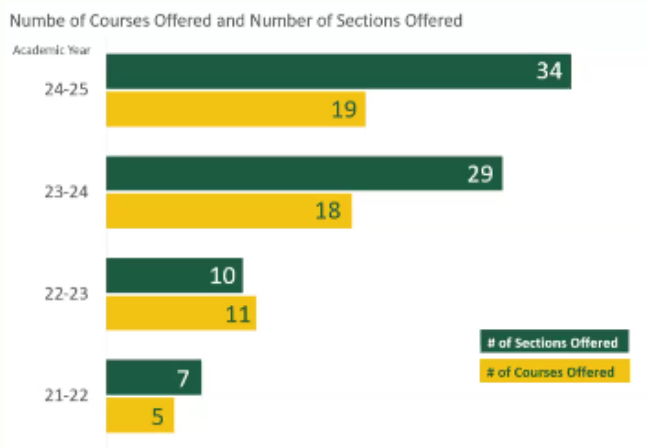
2 Expanded Course Offerings and New IIS Partnerships

New CTE classes (Fashion and Interior Design)

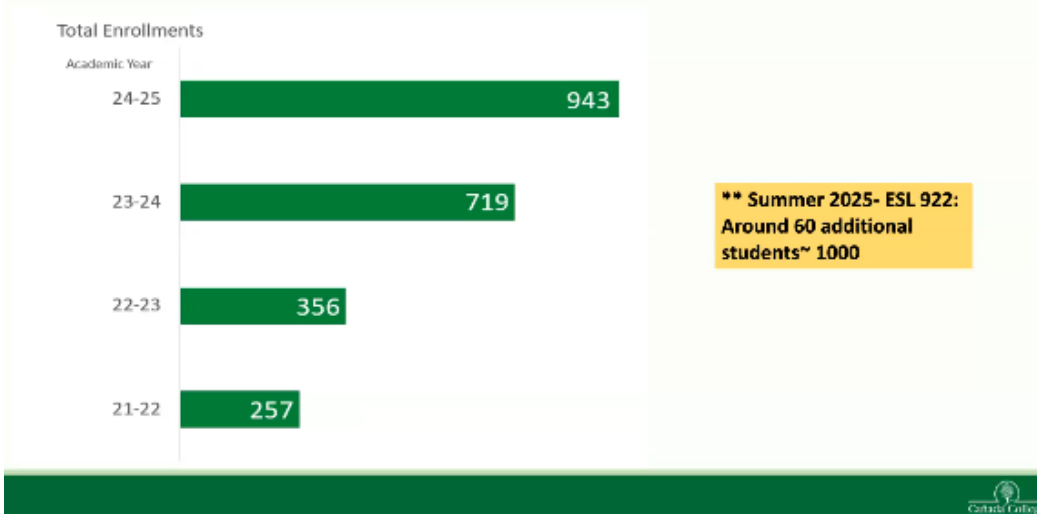
3 Pathway Roadmap

ECE roadmap: steps from high school to college certification completion

2024-2025 Dual Enrollment- Sections



2024-2025 Dual Enrollment-Total Enrollments



1.2.2 Provide faculty support and professional development to ensure an effective dual enrollment program

Monthly Check-ins

Regular support sessions for dual enrollment instructors.

- Discuss student progress
- Address challenges
- Share best practices

Additional Support

- Syllabus Review
- One on One Instructional Support
- Evaluation Preparation

Co-teaching Checklist

Comprehensive guide for successful collaboration.

- Roles and responsibilities
- Communication strategies
- Assessment alignment

Ongoing Support

- 1 Meeting Coordination**
Coordinate meetings between the evaluator and instructor.
- 2 Material Collection**
Collect finished materials upon completion of the evaluation.
- 3 Process Updates**
Process updates and reminders are sent to ensure timely completion.
- 4 Templates and Examples**
Provide templates and examples, when needed, such as syllabi or portfolios.



1.2.3- Create more K-14 academic pathway programs (including summer programs) in partnership with feeder School Districts and community organizations

- **Boys and Girls Club of the Peninsula (BGCP MOU):**
 - Boys and Girls Club in Redwood City- CRER 137 class this summer for HS students attending their program.
 - Middle School Summer Programming- CTE Pathways, Athletics and Student Services
- **PAL Center**
 - **Middle School and High School Programs-** Early College Programming



Additionally, Lisa Palmer provided an update on California Assembly Bills 1111 and 928, covering changes related to the CalGETC transfer path and the development of associate degrees for transfer (ADTs). She reported that the CalGETC pattern was approved and that various course updates were in progress, including training for counselors and catalog updates. She also mentioned that while phase 1 courses were submitted for articulation, the results were still pending, with a two-year grace period to make revisions if needed. She anticipated receiving articulation results by April, which would clarify any necessary changes.

F. Institutional Learning Outcomes Workgroup Update

- Update from workgroup that was formed in the February 7 IPC meeting.

The Institutional Learning Outcomes (ILO) Workgroup (Lisa Palmer, David Eck, Paul Roscelli, Mayra Arellano, Karen Engel and Chialin Hsieh) was formed to address potential discrepancies between the current ILO statements, assessment methods, and the ACCJC Standard 2.3 requirements. The workgroup focused on evaluating the alignment of the ILO with the college mission, EMP, and accreditation standards, while recommending minimal changes to ensure compliance without disrupting the existing framework. The workgroup met to discuss possible options for addressing the discrepancies.

The current ILOs include critical thinking, creativity, communication, community, and quantitative reasoning. However, some discrepancies with the accreditation standards were identified, as the standards require additional elements such as information literacy, civic responsibility, and engagement with diverse perspectives, which are not explicitly stated in the current ILOs. The group considered three options: maintaining the current ILOs without changes, making minor adjustments to clarify language, or creating a new ILO categories and reorganizing the sequence.

After discussion, the group recommended the second option, which would involve minor adjustments to the language of the current ILOs to better align with the accreditation standards. They noted that this change would be minimal and could be implemented in the current accreditation cycle. The next steps would include adjusting the language in the survey and ensuring the changes are reflected in relevant documents. The group emphasized that these changes would be a step toward more comprehensive revisions in the future.

The following presentation was shared during the discussion:

Institutional Learning Outcomes Outcomes (ILOs) Workgroup

Follow-up on November 1, 2024 IPC Discussion

This presentation provides an update on the Institutional Learning Outcomes (ILOs) Workgroup's efforts to address potential discrepancies between our current ILOs statement, assessment methods, and ACCJC Standard 2.3 requirements.

Our focus is on evaluating the alignment of our ILOs with the college mission, Educational Master Plan, and accreditation standards, while recommending minimal changes to ensure compliance without disrupting our established framework.

Lisa, David, Paul, Mayra, Karen, and Chialin



Background & Purpose

Context

IPC identified possible discrepancies between current ILO statements, assessment methods, and ACCJC Standard 2.3 (General Education framework requirements).

Need for Evaluation

We assumed the alignment of ILOs with our mission, vision, values, and Educational Master Plan 2022-2025. **We evaluate the alignment of ILOs with the accreditation standards to ensure compliance.**

Workgroup Objective

Review current ILOs and assessment processes to ensure compliance with ACCJC Standard 2.3, with no changes to ILOs unless critical gaps are identified.



Workgroup Structure



Membership

- Curriculum Committee Rep—Lisa Palmer
- Academic Senate Rep—David Eck
- Student Services Rep—Mayra
- Assessment Coordinator—Paul Roscelli
- Accreditation Liaison Officer—Karen Engel
- Vice President of Instruction (ex-officio)—Chialin



Timeline

Established following November 2024 IPC discussion, with recommendations to be implemented before next accreditation cycle.



ACCJC 2024 Standard 2.3

1. Critical Thinking
2. Information Literacy
3. Communication
4. Civic Responsibility
5. Engagement with Diverse Perspectives
6. Quantitative Reasoning

Current ILOs

1. Critical Thinking
2. Creativity
3. Communication
4. Community
5. Quantitative Reasoning

Current ILOs & General Education Framework



Gap Identified

between Current ILOs & ACCJC 2024 Standard 2.3

1. Current ILOs do not explicitly mention "information literacy" or "civic responsibility," (**implied but not stated**).
2. Information literacy **is embedded** in our Critical Thinking ILO but not explicitly stated as required.
3. While our Community ILO **touches on** civic responsibility, it lacks the specific language required by ACCJC Standard 2.3.

Options for Compliance

1

Option 1: No Changes

Pros: Aligns with the college's current Mission, Vision, Values, and EMP (2022-2027).

Cons: Potential Risk of non-compliance with ACCJC 2.3 until the next mission/EMP revision in 2027.

2

Option 2: Minimal Changes

- Add one survey statement on Civic Responsibility to ILO #4 in student survey.
- Remain the current ILO categories, as they align with the college's Mission, Vision, Values, and EMP (2022-2027).

3

Option 3: Major Restructuring

- Introduce a new ILO category (e.g., "Civic Responsibility").
- Reorganize sequence of ILOs to prioritize competencies mandated by ACCJC 2.3.
- Add a survey statement to the new ILO category to ensure alignment with accreditation requirements.

Option 1: No Changes

Critical Thinking

Analyze and evaluate information to form evidence-based conclusions and judgments.

1

2

Creativity

Develop innovative approaches and solutions to academic and real-world challenges.

3

Communication

Express ideas clearly and effectively across various contexts and media.

4

Community

Engage responsibly with diverse perspectives in local and global communities.

5

Quantitative Reasoning

Apply mathematical concepts to interpret and solve real-world problems.

Option 2: Minimal Changes

Critical Thinking & Information Literacy

Analyze and evaluate information to form evidence-based conclusions and judgments.

1

2

Creativity

Develop innovative approaches and solutions to academic and real-world challenges.

3

Communication

Express ideas clearly and effectively across various contexts and media.

4

Community, Civic Responsibility, & Ability to Engage with Diverse Perspectives

Engage responsibly with diverse perspectives in local and global communities.

5

Quantitative Reasoning

Apply mathematical concepts to interpret and solve real-world problems.

Understand the civic duties and obligations as a member of the society to participate in the life of their community, society, and the world.

Option 3: Major Restructuring



Recommendation



We recommend Option 2 (Minimal Changes) to ensure compliance with ACCJC 2.3 while retaining mission alignment. This approach would add explicit survey language on civic responsibility to ILO #4 and revise surveys to include this competency.

This path would mitigate accreditation risk without overhauling our existing ILO framework, providing a balanced solution that addresses the identified gaps while respecting our established educational structure.

Questions & Discussion

- Review**
Have we accurately identified all gaps between our current ILOs and ACCJC Standard 2.3?
- Feedback**
Is Option 2 the most appropriate approach, or should we consider alternatives?
- Implementation**
What timeline and resources would be needed to implement the recommended changes?
- Next Steps**
How should we communicate these changes to the broader college community?

We welcome your insights and questions as we finalize our approach to ensuring our Institutional Learning Outcomes align with accreditation standards while continuing to serve our students effectively.



G. Program Review Questions Work Group update

- Update from the Academic Senate workgroup that was formed to propose revisions the instructional program review questions.
- Current draft revisions: [Instructional Program Review Equity Revision 2025](#)
- Seeking feedback on current draft. Goal is to bring the draft to other shared governance bodies and have Academic Senate approve final revisions by the end of March.

The group discussed updates to the program review comprehensive questions for instructional programs. The committee focused on improving equity in the review process, particularly by adding questions and rewording some sections. Notable changes included clarifying language around terms like "access" to ensure consistency with data dashboards and emphasizing the importance of addressing equity gaps in measurable ways. Some additions were made to ensure faculty would consider how to improve student outcomes and offer actionable plans. The team also discussed how program reviews should account for factors beyond faculty control, such as societal trends, and how the language should make it clear that faculty are not expected to solve every issue. Faculty discretion in creating action plans was emphasized, particularly for new faculty who may feel hesitant to make mistakes. There was agreement that equity gaps should be addressed collaboratively across programs, and the group considered how to better articulate this in the program review guidelines. The college is expected to review disaggregated learning outcome data but has the flexibility to determine how it does so. Cañada disaggregates ILO (Institutional Learning Outcome) data rather than SLO (Student Learning Outcome) or PLO (Program Learning Outcome) data to support meaningful equity inquiry and facilitate annual discussions on learning outcomes. The committee stressed the importance of noting that improvement goals are not about achieving 100% equity but about making progress.

H. Program Review Timeline for Academic Year 2025-2026

- [Draft of key dates for next academic year's program review schedule](#)
- Opportunity to suggest changes or offer other feedback.

The program review timeline for the next academic year was discussed, with key points focused on the IPC Peer Review session for comprehensive reviews. It was noted that the extra week provided by Thanksgiving was well-received during the past cycle. It was decided that the decision on whether to hold the session during the normal third Friday or after Thanksgiving would be made in the fall. Another major item was the presentations, which would follow the usual schedule of the third Friday in March. Karen pointed out for information that only one day was allocated for the PBC position proposal presentations.

June 13	Nuventive/Improve and Data Dashboards open; PRIE available to provide custom data. PRIE data dashboards are updated.
August Flex Day	Program Review Training open to all
September & October Divisions/Department Meetings	Divisions or departments discuss program reviews at monthly meetings
October 17	All Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE in Nuventive
October 31	Supervisors (Deans and VPs) complete their feedback on submitted program reviews in Nuventive
November 7	All responses to supervisor feedback are due and final submittals of all program reviews and materials are DUE in Nuventive
November 21 or December 5	IPC Peer Review session
November 17	Administrative Peer Review session
November 19	PBC Hosts Position Proposal Presentations
Early December	Senates Prioritize New Position Requests and Recommend to President
December 10, 2025	SSPC Peer Review: fully submitted to the programs
February and March Division/Department Meetings	Divisions/departments and VP Offices meet to prioritize non-personnel resource requests
February 11, 2026	SSPC Program Review Presentations
March 20, 2026	IPC Instructional Program Review Presentations
March 18, 2026	PBC Certifies Prioritization Process & Collects Division Summaries

Motion – To adopt the above timeline: M/S: Paul Roscelli, Chialin Hsieh

Discussion – no additional

Abstentions – none

Approval – approved unanimously, meeting adjourned at 11:31am

I. Reassigned Time Accountability and Reporting Framework Discussion

- Update from the February 7 IPC workgroup, which will share some possible changes to the Reassigned Time process.
- [Five different options related to modifying or not modifying](#) the reassigned time process.

Item I has been tabled for a future meeting due to insufficient time.

J. Curriculum Report

Lisa Palmer shared an update that the Curriculum Committee is reviewing high-unit programs as part of the strategic enrollment management plan, with the aim of determining whether there were opportunities to reduce unit requirements. Some faculty members identified potential adjustments, including a mathematical error in the catalog regarding the units in one program. While most responses were received, a few faculty members had not responded, and reminders were planned. Another item focused on courses lacking course outlines of record with distance education addenda. A plan was in place to address this issue, which was outlined in Lisa's memo. The curriculum committee was praised for its ongoing efforts, and it was emphasized that the review of high-unit programs concerned local AA degrees, not ADTs. The group offered appreciation for the work being done. The full memo is seen here:

To: IPC

From: Lisa Palmer, Curriculum Chair

Re: Report

Date: March 7, 2025

In addition to reviewing CORs on the regular review schedule (thank you, faculty, for getting your CORs reviewed), the curriculum committee:

- 1) Reviewed the CORs currently lacking distance addenda
 - a. Decided to add DE addenda to all 695 CORs (independent study) courses, as these CORs are reviewed/updated by the curriculum committee, rarely offered, and would seem to be good candidates for DE instruction. Status: in progress; Frank is working on it
 - b. Decided to create a DE addendum template, to offer to all faculty updating/revising DE addenda and especially to faculty with CORs currently lacking one. Status: in progress; Lisa and Nada are working on it
- 2) We reviewed high-unit (34+ unit) programs and asked faculty for justification (to comply with Strategic Enrollment Management plan). Results thus far:
 - a. Four faculty offered their reasoning
 - b. One addition error was found in the catalog
 - c. One program will be revised to reduce the units without compromising the quality of the program.
 - d. Status: in progress; we will revisit at our next CC meeting of 3/20/2025

- 3) We've made updates to comply with AB 928 (CalGETC single transfer path and AD-Ts), as follows:
- a. Created and approved CalGETC pattern using CalGETC Standards 1.2 as guidance.
 - a. Submitted additional courses for CalGETC approvals.
 - b. Updated CalGETC pattern to reflect CCN courses.
 - c. Updated AD-T templates to reflect CalGETC pattern in place of IGETC/CSU GE where available.
 - d. Provided training for counselors about CalGETC.
 - e. In the process of updating CalGETC attributes to courses on WebSchedule in time for fall class schedule release on April 1 (@Nguyen Le, Phat Minh (Frank) please confirm)
 - f. In the process of updating the catalog to include information about the CalGETC pattern and to ensure that CalGETC attributes are recorded for approved courses
- 4) We continue to plan for and implement the requirements of AB 1111 (Common Course Numbering):
- a. Awaiting articulation results for Phase I courses
 - b. Continues to track Common Course Numbering information.
 - c. Phase II CORs have been divided into two groups;
 - d. Phase III CORs have been announced.
- e. Once we have the articulation results for Phase I (expected April) as well as the templates for Phase II (expected January/February, so clearly late) before we can move forward.

K. Important Dates:

March 21 Instructional Program Review Presentations.

* Please note that this meeting will start at 9:00am. *

The next meeting is scheduled to be longer and will include instructional program review presentations. The meeting will start at 9 AM, with the first agenda item focused on completing feedback for the Program Improvement Viability Committee to ensure the process continues smoothly. Attendees were informed that they would receive a document to provide comments or questions directly on the report. Additionally, a Google Doc would be shared for general comments, allowing participants to view others' feedback. It was emphasized that feedback should be submitted before the next meeting so that time could be dedicated to reviewing and discussing it, ultimately deciding what to forward as IPC feedback.

K. Adjournment

Motion – To adjourn the meeting: M/S: David Eck, Chialin Hsieh

Discussion – no additional

Abstentions – none

Approval – approved unanimously, meeting adjourned at 11:28am