



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF May 16, 2025 9:30 am-11:30 am, Zoom/9-154

Members Present: David Eck, Lisa Palmer, Paul Roscelli, Chialin Hsieh, Jose Zelaya, Nicolette Gualino, Erik Gaspar, Julie Luu, William Tseng, Rebekah Sidman-Taveau, Karen Engel, Kiran Malavade, James Carranza, Lindsey Irizarry

Members Absent: Maribel Zarate

Guests: Max Hartman, Gonzalo Arrizon, Michiko Kealoha, Anniqua Rana, Ron Andrade, Wissem Bennani, Alex Kramer, Jasmine Jaciw

A. Adoption of Agenda –

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

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – May 2, 2025

Motion – To approve minutes of May 2, 2025: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

C. Transfer Plan- Colts-U

- Presentation on our [college's new Transfer Plan](#) (2025-28).
- The purpose of this agenda item is to accept feedback on the plan.

Max Hartman and Gonzalo Arrizon presented the college's new Transfer Plan (2025-28). Max Hartman began with introductions and a brief overview of the plan's evolution. He explained that this was the second iteration of the Transfer Plan, originally created several years ago to consolidate the campus's transfer-related efforts into one cohesive document. The first plan led to the creation of the Colts-U Transfer Center, which became the centralized hub for all transfer activities. Recognizing the importance of continuous planning, he emphasized that the plan is now fully integrated into the college's ongoing strategic process and will be updated every few years.

Gonzalo Arrizon highlighted how the new plan builds on the 2021–2024 version, identifying completed, ongoing, and new strategies. It included components such as actions, timelines, responsible parties, and evaluation questions. The team aligned the plan with Title 5 Transfer Center standards and drew on insights from a comprehensive program review conducted in Fall 2024. Key outcomes from the earlier

plan included centralizing university partnerships and expanding collaboration, particularly with the STAR Transfer Pathway Program.

The presenters noted major themes in the new plan, such as initiatives around counseling and articulation, communication strategies to better inform students, and increased efforts in case management and data collection. They also linked their efforts to broader institutional goals from the Educational Master Plan and Student Equity Plan. Feedback on the draft was encouraged, with plans to present the finalized version to PBC the following week.

A discussion followed, including concerns about declining unit accumulation among first-time students in Fall 2021—possibly due to pandemic-related impacts—and how data tracking has since improved. Questions were raised about students' course modality preferences and how these choices affect unit loads and transfer outcomes. Karen Engel explained that survey data on modality preferences had been collected and would be shared soon. Additional points of discussion included the potential data impact of free college initiatives, course modality availability, and new statewide transfer efforts like Cal-GETC and dual admissions. The committee shared their thanks for the presentation.

D. Student Equity and Achievement Plan (SEAP) - Ideas for a New Plan

- Presentation on [disproportionally impacted student populations at Cañada College](#)
- The purpose of this agenda item is to seek “blue sky” ideas on possible actions for a new Student Equity and Achievement Plan (2025- 2028)

Michiko Kealoha introduced the topic of a new three-year Student Equity and Achievement Plan (SEAP), noting that the plan focuses on addressing disproportionate impact (DI) among student groups. She engaged participants in identifying the six state-required equity metrics: successful enrollment, completion, persistence, transfer, comprehensive student education plan (CSEP), and completion of transfer-level math and English in the first year.

Karen Engel explained the enrollment metric in more detail, sharing how the college adjusted the state definitions to make local data more meaningful—such as including students who applied to one college but enrolled elsewhere in the district. Karen noted the state-identified DI groups for enrollment, including Asian, White, and male students, while local data revealed additional groups, including first-generation, Black or African American, Latine, LGBTQ+ students, female students, and those seeking financial aid.

Lisa Palmer raised a question about the seeming contradiction between the state’s identification of males as disproportionately impacted and the local data showing multiple categories of female students. Karen clarified that the discrepancy stemmed from the college’s deeper, intersectional analysis and shared that data analysis will lead to potential hypotheses as to why. Ongoing research with district-wide data was mentioned as a way to further examine theories.

The presentation moved through the other equity metrics, highlighting which groups were disproportionately impacted according to both state and local data. Kiran emphasized the goal of shifting focus from dense data slides to a more interactive brainstorming session. The team encouraged participants to provide action-oriented suggestions—either existing strategies worth maintaining or new initiatives to support DI groups across the six metrics. A collaborative Google Doc was shared to collect feedback, with a suggested submission deadline of June 30, giving Michiko time over the summer to synthesize input.

Participants were reminded that this initial round of idea gathering would inform a narrowed-down action plan tied to specific departments or individuals responsible for implementation over the next three years. A suggestion was also made to align the SEAP with existing program review documents to support and leverage ongoing equity work across the college. The conversation concluded with a reaffirmation of the collaborative process, inviting continued contributions.

E. Strategic Enrollment Management Plan (SEM) Updates

Updates were provided on the Strategic Enrollment Management Plan, focusing on seven key action steps, with each presentation limited to five minutes. Note, due to the size limitations, presentations are linked on the IPC website for the 2024/2025 meeting cycle, under 'materials' for the 5/16/2025 meeting.

1. 4.1.8 - Provide opportunities for faculty to advance equity- mindedness in their discipline or practices

Presenter: Anniqua Rana

Anniqua Rana highlighted professional development workshops and resources for inclusive teaching practices. Her presentation focused on faculty and staff professional development as it relates to the Strategic Enrollment Plan, emphasizing equity-minded practices and inclusive support systems. Anniqua outlined efforts centered around equity-mindedness in professional development and frequent pedagogical training opportunities.

2. 4.1.9 - Provide opportunities for Success Teams to advance equity-minded student support practices at the college (e.g., advising that could affect student aspirations for a particular field and/or program selection)

Presenters: Anniqua Rana and Ron Andrade

Ron Andrade shared insights on student support through success teams. The discussion highlighted a robust year of themed trainings held during flex days, division meetings, and various programs such as AB 1705 and Honors, all aiming to foster an inclusive campus environment.

3. 4.1.10 - Provide regular and frequent pedagogical training opportunities for faculty (i.e. Faculty Learning Program)

Presenter: Anniqua Rana.

Anniqua Rana shared notable initiatives such as participation in the "Leading from the Middle" training, which inspired plans to embed equity training throughout campus. Ron Andrade detailed the involvement of retention specialists in various equity-focused campus groups, training peer mentors, supporting undocumented students, and participating in cultural events. Their hands-on student engagement resulted in over 200 individual appointments and successful targeted outreach. Anniqua concluded with encouragement to explore additional linked resources, especially those tied to data-informed practices like AB 1705, and an acknowledgment of the collective teamwork driving these efforts.

4. 5.1.1 - Create a hub for evening and weekend students to connect and support their

success through an Evening One Stop with aligned instructional spaces and support services

Presenters: James Carranza, Jose Zelaya and Wissem Bennani

Jose Zelaya presented an update which aimed to develop a centralized hub— “Cañada College Now”—to better support evening, weekend, and online students through extended services and community-building efforts. This initiative aligned with EMP goals 1.2 and 4.3 and built upon prior efforts like Cañada de Noche. The team conducted data analysis to identify which degrees and certificates could be completed through evening and online classes and discovered several new options beyond the existing College for Working Adults (CWA) program. The initiative included outreach to faculty and evening counseling staff to gather input and understand student needs. A major outcome was the rebranding of CWA into " Cañada College Now," which would offer services such as an evening and online degree audit, a three-tier student support model, and extended enrollment services. These services aimed to ensure that students arriving after normal business hours could still access support via a seamless intake process that directed their needs to the appropriate departments. A key feature included a food locker service in Building 13, which averaged 35 orders per week and served students with essential groceries. Evening counseling, embedded tutoring (with newly hired writing and math instructional aides), and plans for a Saturday writing lab were also introduced. Moving forward, the team planned continued coordination with Deans, finalized marketing efforts, and emphasized the need to inform both students and faculty—especially evening adjuncts—about available services. Ideas for community engagement, like a Halloween campus tour, were also discussed. Jose, James Carranza, and Wissem Bennani emphasized the collaborative nature of the project and the importance of maintaining long-term improvements in service accessibility for evening students.

5. 5.2.1 - Develop new Kinesiology, Athletics, & Dance programs and certifications in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region

Presenter: Kat Sullivan-Torrez.

This item was tabled as Dean Sullivan-Torrez was on vacation.

6. 5.2.2 - Increase the number of course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto) to support program completion and help students access needed courses closer to home

Presenters: Alex Kramer and Jasmine Jaciw

Alex Kramer and Jasmine Jaciw presented updates on the Menlo Park site related to Goal 5.2.2. They explained that the Menlo Park site, co-hosted at JobTrain near the Meta campus, had been offering non-credit career training for years and was now shifting to ensure all such training led to industry-recognized credentials or certifications. Beginning in fall, they planned to reintroduce for-credit programs for the first time since 2017, starting with the Business Information Worker (BIW) pathway. The program included a stackable skills certificate that could lead to an 18-unit BIW certificate. Additional support, such as access to laptops, computer boot camps, and marketing campaigns, was also being implemented. They were also working with SparkPoint to provide snacks at the site and planned to bring a counselor, tutoring services, and dedicated computer lab hours. A classroom refresh was

scheduled for the summer. The presenters emphasized the importance of aligning programs with regional industry needs and high-wage job opportunities. They also addressed concerns about community engagement and transparency, welcoming the opportunity to present these initiatives to the Academic Senate for broader campus input and collaboration.

F. Honors Program Update

[Update on the Honors Transfer Program](#) (presentation link updated on May 14)

Rebekah Sidman-Taveau provided an update on the Honors Transfer Program. Covered enrollment trends, student achievements, curriculum developments, and upcoming events.

Rebekah Taveau presented an update on the growth and success of the Cañada College Honors Program. She shared that honors enrollments had increased to 226, with rising participation in the Honors Research Seminar and an all-time high of 78 honors contract proposals. Completion rates for contracts had also improved, reaching 76.7% in fall and 80% among research seminar students. The program achieved significant recognition through student participation in competitive conferences such as the Bay Area Honors Research Symposium, where Cañada students gave eight presentations, the most since 2011. Students also presented at the Western Regional Honors Conference and the National Collegiate Honors Council, where one student won second place nationally. Rebekah credited this progress to a multifaceted marketing strategy and the pilot of “honors pods” through the Faculty Learning Program, which supported faculty and produced a rich set of instructional resources. Notably, 75% of completed honors contracts in 2024 came from students working with faculty involved in the pods. The program expanded its transfer partnerships to include prestigious institutions like Yale and Swarthmore, offering enhanced transfer opportunities and financial aid. Honors graduates doubled from 10 to 20 this year, with multiple students accepted to top universities such as UCLA, UC Berkeley, Stanford, and Cornell. 100% of certified Honors Transfer Program students were accepted to UCLA. Rebekah emphasized the program’s success in promoting equity, transfer readiness, and student confidence, and she highlighted the need for future faculty compensation to sustain and grow the program. She closed by celebrating the transformative impact of the honors experience on students’ academic paths and identities.

G. Draft Update to Rubric for Comprehensive Program Review Questions

- This agenda item will seek feedback on a draft update to the rubric that IPC uses to review comprehensive program review submissions.
- Academic Senate will need to approve an updated rubric early in the Fall 2025 semester.

This item is tabled until the fall semester.

H. IPC Achievements 2024-2025

- [End-of-year summary report of IPC’s achievements](#)

The final regular agenda item was a brief review of the Instructional Planning Council’s accomplishments over the past year. The council reviewed 12 program reviews, which was identified as one of its core responsibilities since its inception. The process was noted as being particularly well-organized this year, thanks in part to Diana’s orientation on providing effective feedback. The council also contributed meaningfully to revising the program review questions. Additionally, IPC reviewed 14 reassigned time applications, particularly those involving general fund resources, and maintained a strong level of transparency in comparison to other colleges. A noted challenge was improving the

application collection process, which will be revisited next year. The council also engaged with the Strategic Enrollment Management (SEM) plan, providing feedback on 35 initiative updates and offering input on nine accreditation standards for the Institutional Self-Evaluation Report (ISER). Other key topics of discussion throughout the year included enrollment modalities, the first-year experience, interest areas, student learning outcomes, and the mini-mester model. The group acknowledged the extensive and productive nature of their work and commended members, particularly David, for his leadership in facilitating the council's efforts.

Important Dates

- Graduation ceremonies ongoing, including scholarship ceremony at 2 PM today.
- Commencement on May 24, 2025.
- Next IPC meeting in September 2025.

I. Adjournment

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

Discussion – no additional

Abstentions – none

Approval – approved unanimously, meeting adjourned at 11:30am