



## INSTRUCTIONAL PLANNING COUNCIL

### MEETING MINUTES OF May 2, 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, Maribel Zarate, Kiran Malavade, James Carranza

**Members Absent:** Lindsey Irizarry

**Guests:** Anniqua Rana, Alex Kramer, Ameer Thompson, Gampi Shankar, DeVon Scott, Ludmila Prisecar, Ron Andrade, Marie Mejia, Suniya Malhotra

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#### A. Adoption of Agenda –

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

**Discussion** – none

**Abstentions** – one voting member abstained

**Approval** – approved

#### B. Approval of Minutes – April 18, 2025

**Motion** – To approve minutes of April 18, 2025: M/S: Lisa Palmer, Rebekah Sidman-Taveau

**Discussion** – none

**Abstentions** – one voting member who was not present at the 4/18 meeting abstained

**Approval** – approved

#### C. Facilities Master Plan—Addendum Update

- **Update on the District's Facilities Master Plan (FMP), specifically an addendum update to the FMP.**
- **Presentation on the proposed addendum to the District's FMP**

Marie Mejia and Suniya Malhotra presented on behalf of this item. They shared the following presentation with the committee:

# CAN Facilities Master Plan Amendment

May 2, 2025

suniya360 architects

## Agenda

- Purpose
- Schedule
- Facilities Needs Discussion
- Modernization Replacement Clarification
- Next Steps

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## Purpose

In 2022 SMCCCD completed a Districtwide Facilities Master Plan (FMP) that went through a rigorous stakeholder engagement process for each campus.

In 2025 the District is seeking to create a Facilities Master Plan *Amendment* (FMPA) to review and update the existing campus FMPs to ensure that the District's long-term facilities planning aligns with evolving institutional priorities and needs, enrollment trends, and community needs.

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## Schedule

SAN MATEO COUNTY CCD FACILITIES MASTER PLAN AMENDMENT (FMPA) TIMELINE

April 1 - April 16 KICK-OFF	April 14 - May 30, 2025 (7 weeks) DRAFT FMPA DEVELOPMENT	June 2025	Jul 1 - 10, 2025	Jul 11 - 14, 2025	Jul 15, 2025	Jul 30, 2025
KICK OFF CIP MEETINGS (Chancellor's & Each Campus)	FMPA STAKEHOLDER ENGAGEMENT AND SOLUTIONS EVALUATION	COMPLETE DRAFT FMPA DOCUMENT	COLLEGE & DISTRICT REVIEW OF DRAFT FMPA	CORRECT DRAFT FMPA PER COMMENTS	DRAFT FMPA TO BOT	BOT DRAFT FMPA REVIEW

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## Facilities Needs

2022 FMP identified:

- B3 Performing Arts
- Campus Safety - Pedestrian, Vehicular, Retaining Walls
- Student Housing
- Optimize (Repurpose Underutilized) Classrooms for Campus Needs
- Improve Drop-off & Pedestrian Paths
- Improve Wayfinding & Signage

Since then:

- Bike Trail around Campus
- Tennis Courts Replacement & Expand Parking
- Roadways & Parking, MPOE Protection from Trees/Roots
- Upgrade Legacy Buildings (e.g. B17) especially for Technology/Electrical
- *Are we missing anything?*

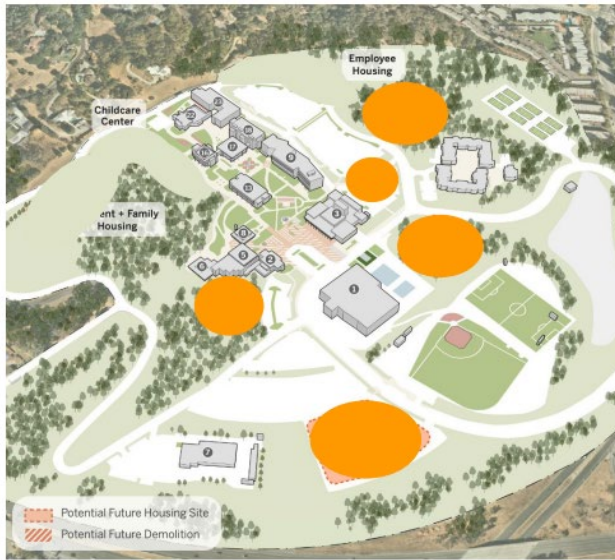
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## “Modernization Replacement” versus “Modernization”

In the 2022 FMP the Gymnasium (Building 8) and Library (Building 9) were identified as modernizations of the existing buildings. Since then changes in the building code, and revised interpretations by the state agency overseeing the California Community Colleges’ construction projects (DSA), has shown that modernizing these existing structures is more expensive than building replacement facilities. Therefore these projects are now planned to be submitted as “Modernization Replacements” where the Replacement Facility houses the exact same assignable square footage (the usable square footage of a building) as the existing building.

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## Housing Locations Exploration



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## Next Steps

- Meet with Associated Students, Academic Senate and Classified Senate
- Meet with Planning and Budgeting Council
- Create Draft Amendment

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Marie Mejia and Suniya Malhotra discussed the need to amend the 2022 Facilities Master Plan, which originally involved over 100 meetings across three campuses and the district office. Due to evolving priorities and newly identified needs, a streamlined amendment process had been initiated, set to span three to four months beginning with meetings and presentations in May, followed by amendment development in June, and presentation of a draft to the board in July. Suniya emphasized that the amendment would build on the existing 2022 plan, updating and confirming the relevance of previously identified projects, such as modernization of B3 Performing Arts, campus safety improvements, retaining walls due to erosion, student housing, classroom repurposing, improved drop-off areas and signage, a proposed bike and pedestrian trail, parking expansion, and infrastructure upgrades. Additional input included concerns about accessibility and deteriorating roadways, particularly for those using wheelchairs or pushing carts. It was also noted that while athletic fields were not part of the amendment since they were already in progress, tennis courts and related parking would be included. Finally, they explained that due to a new state rule requiring replacement if modernization costs exceed 75% of new construction, projects like B3 might now be rebuilt rather than renovated.

Lisa Palmer expressed concern about placing student housing in the olive grove area, emphasizing its historical significance and the thriving natural environment there. In response, Marie Mejia explained that the district had secured a state grant to build 316 beds at CSM and would begin construction in August or September. These units would be open to all students in the district. To maintain equity, 300 beds were also proposed for Skyline and Cañada campuses, with a bus system connecting all three campuses. David Eck noted that building near the existing parking lot seemed more feasible due to topographical and erosion concerns, despite previous complaints about lighting from nearby residents. The group also discussed ongoing efforts to collect feedback from various stakeholders, with plans to present a draft amendment to the board in July.

#### **D. IPC Faculty Co-Chair**

- **Appoint co-chair for a 2-year term, Fall 2025 – Spring 2027**
- **As stated in our bylaws, the faculty co-chair must be a current faculty member of our council**

David Eck announced that the current two-year term for the IPC faculty co-chair position was ending, and a new term would begin in the fall semester. He reminded the group that to be eligible for the co-chair role, a candidate must already be a faculty member on the council. David opened the floor for nominations, during which he was nominated by Lisa Palmer and seconded by Rebekah Taveau. David confirmed his willingness to continue by formally nominating himself, emphasizing the importance of allowing others the opportunity to step forward. With no additional nominations, a vote was held, and David was unanimously re-elected. The group expressed appreciation for his continued leadership and support.

**Motion** – To elect David Eck as the IPC Co-Chair for 2025-2027. M/S: Lisa Palmer, Rebekah Sidman-Taveau

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

#### **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 5/2/2025 meeting.

1. **2.1.5 - Implement degree/certificates that are obtainable via evening, weekend and online**
  - **Presenter: James Carranza**

The first presentation, led by James Carranza and supported by Jose Zelaya, addressed the implementation of degrees and certificates attainable through evening, weekend, and online formats. James noted that the initiative began around a year and a half ago with an audit to assess which programs could be completed outside of traditional hours. Jose explained that a report generated by PRIE revealed several degrees and certificates already available or nearly available in these formats. Based on this, the team began reimagining services for working adults, aiming to expand and centralize evening support offerings. They identified specific programs, such as Allied Health and Engineering or Physics, that required only one or two additional courses to be fully completable in the evening or online. Future steps included assessing student demand, collaborating with deans, and developing marketing strategies to promote these programs. David Eck suggested removing dance from the list of completable degrees based on faculty input and noted that this work might be presented to the Board of Trustees, who are keen on expanding offerings. The group discussed ensuring degrees are transferable,

particularly to CSUs, and the importance of structured planning and course availability for part-time evening students.

**2. 3.1.1 - Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success**

**Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja)**

- **Presenter: Ron Andrade**

**3. 3.1.2 - Develop, launch and sustain a First Year Experience program which engages all Interest Areas and Special Programs**

- **Presenter: Ron Andrade**

**4. 3.3.1 - Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support**

- **Presenter: Ron Andrade**

**5. 3.3.2 - Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, goal completion, and strategic planning for intrusive support**

- **Presenter: Ron Andrade**

3.1.1.: Ron Andrade presented strategies that had been implemented to ensure students felt connected and supported through their interest areas and special programs. He explained that the college's "crew"—a group comprising counseling faculty, classified retention specialists, and others—was actively supporting nearly 3,000 degree- and transfer-seeking students. The team maintained regular student engagement through touchpoints like class visits, speaker series, social events, and intentional communications, especially for students nearing graduation.

Peer mentoring had been expanded across both interest areas and special programs (e.g., EOPS, TRIO, Umoja), with standardized training followed by monthly gatherings for reinforcement. Peer mentors were encouraged to foster student connections through casual, playful social engagement. Professionals from various fields were also invited to speak with students about career pathways, further strengthening these connections.

3.1.2: Ron shared ongoing efforts to coordinate first-year experiences (FYE) by inventorying current practices, identifying gaps, and exploring enhancements. Activities included orientations, super registration events, and collaborative initiatives between programs. Although a centralized FYE structure did not yet exist, conversations among programs helped bridge some gaps. Plans for the upcoming year included launching a Career 401 class, developing a first-year milestones handout, improving resource awareness (e.g., bookstore support), and possibly introducing a QR-based info guide.

Challenges identified included the decentralized nature of FYE efforts, the lack of dedicated coordination or funding—especially for summer initiatives—and the need for more structured collaboration. The committee discussed interest in establishing cohort-based FYE models, particularly for groups like student-athletes, supported by coordinated English and math courses and wraparound services. Follow-up discussions were proposed to advance these ideas.

3.3.1: Ron explained how the college had worked to align academic support services with students' interest areas and course challenges. One major approach involved analyzing course success rates, particularly identifying difficult classes like Chem 410, and proactively connecting students in those courses with appropriate academic support. The Learning Center employed around 55 tutors and instructional aides in math and writing, supporting over 800 drop-in visits and more than 120 tutoring appointments. Tutoring extended beyond math and English to include subjects like accounting, biology, business, and physics. The college also responded to requests from Middle College by embedding tutors in relevant courses. Early alert systems helped

staff identify struggling students based on factors such as attendance and performance, allowing outreach through email, phone, or text by assigned support staff. Group and individual support also expanded, including embedded tutors and workshops in subjects like chemistry, math, and writing, as well as new grammar and editing sessions for English language learners.

3.3.2: Ron highlighted the use of data tools such as the transfer milestone dashboard and support from the PRIE Office to monitor students' academic progress. This included tracking completion of required courses, reviewing students' past attempts at transfer-level math, and ensuring updated educational plans. Retention specialists, such as one in the Science and Health interest area, used this data to follow up with students individually, verify their academic paths, and direct them to counseling when needed. While Ron acknowledged the difficulty in attributing student success to any single intervention, he noted ongoing efforts to evaluate how often retention specialists were able to reach students, in response to concerns about the efficacy of early alert follow-ups. Karen Engel added that while outcomes data was being collected, it was not yet available in real time. Ron committed to checking with the retention team to better understand and report on their outreach effectiveness.

- 6. 4.1.6 - Develop, launch, and support the proposed Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices, as well as other faculty-driven teaching and learning opportunities, to help students, particularly those who are disproportionately-impacted, succeed (e.g., culturally responsive teaching, which includes course design and pedagogy)**
  - **Presenter: Anniqua Rana**

Anniqua Rana joined the meeting virtually from Riverside where she was attending the Leading from the Middle Academy. She introduced a focused presentation on faculty development for inclusive and anti-racist teaching practices, referencing the Strategic Enrollment Plan's mention of an "academy" for faculty. While unsure whether it could yet be labeled an academy, she outlined various ongoing efforts emphasizing equity and anti-racism. Kiran Malavde highlighted progress in reshaping Flex Day activities to better support culturally responsive teaching, LGBTQ+ issues, onboarding, and contract grading. Anniqua acknowledged how Kiran localized training efforts, such as Puente, making them more accessible and relevant. She also discussed professional development pods, particularly in English and Math, designed to support equitable classroom practices. Doniela Maher's work on the Faculty Teaching and Learning Virtual Lounge was recognized for providing timely resources. Although Lindsey was absent, her contributions to the visual presentation were credited. The Leading from the Middle team had also recently worked on mapping the professional development ecosystem and analyzing disaggregated hiring data from 2020 to 2024, noting progress and the ongoing need for staff training. Anniqua expressed gratitude for the team's collaborative efforts.

- 7. 4.1.7 - Support the participation of underrepresented students in program-relevant, experiential, and work-based learning that supports academic program completion**
  - **Presenter: Alex Kramer**

Alex Kramer provided an update 4.1.7, highlighting several initiatives. Alex highlighted the Menlo Studio, where digital art and animation students build professional portfolios while gaining hands-on experience in areas like photography, videography, and web design. Students recently participated in the Eco Elegance fashion show and will soon collaborate with the San Mateo Small Business Development Center to support local businesses. Clinical externships were also discussed, particularly in radiologic technology and medical assisting, where practical experience is integrated into coursework and required for certification. Alex also shared the launch of pre-apprenticeship and apprenticeship pathways in extended reality and digital marketing,

emphasizing the model's benefit of guaranteed job placement and a living wage. Additionally, programs like ECE 333 and MEDA 672 offer real-world experience in childcare and healthcare settings, respectively. Work 670, formerly known as cooperative education, allows students to earn credit through aligned job experiences, whether paid or unpaid, with structured assignments and instructor oversight. Alex expressed enthusiasm about the programs and a willingness to present them to the Board of Trustees.

#### **F. Suggested Revision to Strategic Enrollment Management Plan Timeline**

- **Discussion of proposed changes to SEM plan timeline.**
- **The final decision on whether to change will be made at PBC.**

Chialin Hsieh brought forward a proposal requesting an extension of the SEM plan from its original 2023–2025 timeline to 2028 to align it with the Educational Master Plan (EMP), which runs from 2022–2027. The SEM plan contained 49 action steps, with an average completion rate of 60–70%. Of these, 32 focused on instruction, 15 on student services, and two from the President's Office. Karen Engel emphasized that aligning the SEM with the EMP could streamline institutional planning and avoid having two separate plans. She added that extending the EMP by a year to 2028 might help all district colleges synchronize their timelines. There was general agreement and positive feedback, especially on the idea of merging the plans for simplicity and coherence. No significant downsides were raised, and the item would next be brought to PBC for further discussion.

## Current Progress Overview

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### **Key Achievement (2023-2025):**

- **49 Action Steps:** 60-80% average completion rate.
- **Distribution:**
  - 32 Instructional (IPC)
  - 15 Student Services (SSPC)
  - 2 President's Office

## The Ask—Extending to 2028 or

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### **Rationale:**

- Align SEM Plan with EMP 2022-2027 for cohesive institutional strategy.

### **Revised Timeline:**

- **Original:** 2023-2025
- **Proposed:** 2023-2028, or will incorporate into the next EMP



# Plan Adjustments & Accountability

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## Updates for 2025-2028:

- Review and refresh 20% of action steps
- Retire completed steps

## Monitoring Framework:

- Progress reviews by IPC/SSPC.
- Semesterly reports to the PBC.

## Resources

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### 1. SEM Plan 2023-2025

<https://canadacollege.edu/plans/sem-final-adopted-by-pbc-may-17-2023.pdf>

### 2. SEM Progress Report

[https://docs.google.com/document/d/1hzC5aitne9zxEXMhJP1n07\\_glB2lQPiHnun5AEP1D4w/edit?tab=t.0](https://docs.google.com/document/d/1hzC5aitne9zxEXMhJP1n07_glB2lQPiHnun5AEP1D4w/edit?tab=t.0)

Visit IPC and SSPC Meeting Agenda and Minutes

### **G. Strategic Stewardship of FTEF Allocation: Aligning Resources with Student Success and Institutional Priorities**

- **FTEF = Full-time Equivalent Faculty (FTEFs), which measures the overall number of sections the college offers.**
- This agenda item focuses on how the Office of Instruction is managing the college's course schedule in terms of general FTEFs given the current District Budget.

The group transitioned into a discussion about strategic stewardship of Full-Time Equivalent Faculty (FTEF) allocation. Chialin Hsieh explained that the goal was to proactively 'right-size' the course schedule based on enrollment patterns and degree completion data, emphasizing a data-informed, collaborative approach involving deans and departments. The focus was on maintaining educational quality and ensuring that students could complete degrees and certificates within two years. Of the 88 AA/AD-T degrees offered, 80 were deemed completable within two years. For the remaining degrees, efforts were underway to reassess viability—one example being the deactivation of the AA-T in Elementary Teacher Education due to completion challenges and student confusion. Course availability data and enrollment analytics are being monitored to adjust offerings. Notably, although the 2023–24 course schedule increased by 3%, actual enrollment rose by 12%, prompting a further 7% schedule increase. However, final enrollment only rose by 5%, illustrating the challenges of balancing supply with demand. The discussion highlighted the dynamic, data-driven, and adaptive nature of academic planning.

Ameer Thompson emphasized the importance of balancing a macroscopic perspective on scheduling with detailed, course-level decision-making. He explained that the goal was to “right-size” the schedule to ensure

students have access to required classes while staying within faculty teaching load targets (FTEF). He noted that while additional class sections used to be added easily, current financial constraints demand more strategic allocation of limited resources. Fortunately, the college is in a stronger financial position than many others in California, where some institutions are forced to make severe cuts. James Carranza echoed this, adding that they are working within newly issued district guidelines, continuously evaluating course enrollments, growth areas, and potential shifts between departments to stay within their division's FTEF cap. He highlighted the various factors considered in scheduling, such as modality, demand, and degree completion. Alex Kramer reinforced the value of faculty input and the importance of combining quantitative data with qualitative insights. He shared examples of analyzing low-enrollment courses and emphasized alignment with resources like Program Mapper to ensure offerings reflect student needs. Rebekah Taveau suggested the creation of a rubric to clarify how deans make decisions and how faculty input could be more effectively integrated. Both David Eck and Ameer agreed that while cancellation policies help, the main focus should be on proactive enrollment management to avoid cancellations. The group discussed the importance of better timing and communication between deans and faculty, reinforcing openness to ongoing collaboration.

David Eck shared [Board Policy 6.04](#) in the chat, which included improved communication around class scheduling, particularly focusing on class cancellations, although the hope was to avoid cancellations altogether. Jose Zelaya raised a question about whether there was a timeline or process to evaluate degree programs, such as Human Services, especially when certain required courses like Human Services 300 had not been offered for some time. The concern was about ensuring that first-year students could complete their degrees and whether there was a system in place to assess if degrees should be removed if key courses were not offered within a certain period. The inquiry aimed to help student services and counseling staff guide students more effectively toward degrees they could realistically complete.

## H. [Annual Evaluation of Participatory Governance](#)

- Please complete PRIE's annual survey on participatory governance—our governance process doesn't get better unless you tell us how to make it better!

## I. Curriculum Report

To: IPC

From: Lisa Palmer, Chair of Curriculum

Re: Report to IPC

Date: May 2, 2025

- 1) We reviewed and approved 246 CORs on the regular review cycle this year; thank you everyone for all of that effort.
- 2) At our meeting yesterday, we added DE addenda to all of the CORs currently lacking them. This will allow those courses to be taught online temporarily in the case of an emergency.
- 3) We elected our new co-chairs for the 2025-2027 academic terms. Please congratulate Adriana Lugo and Camille Kaslan.
- 4) Yesterday we approved the proposals to deactivate the FSE and ETE (Early Teacher Education) programs.
- 5) We have been learning about the district teach out process and working with deans and faculty to plan teach outs for deactivated programs.
- 6) Common Course Numbering Phase II (A) is getting underway and courses in that phase will be updated and approved by the end of October.

## **J. Important Dates**

**a.** We have one more IPC meeting scheduled for this year: May 16

**b.** Chialin Hsieh shared that priority registration started on April 30, followed by the “super registration” event which is scheduled for May 5th and May 8th. Deans had shared lists of low-enrollment summer courses during the super registration to help increase student awareness and support faculty in boosting enrollment. It was noted that the super registration event would include local high school students attending on both days, with schools attending on different dates.

## **K. Adjournment**

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

**Discussion** – no additional

**Abstentions** – none

**Approval** – approved unanimously, meeting adjourned at 11:32am