



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF April 17, 2026 9:30 am-11:30 am, Zoom/9-154

Members Present: David Eck, Chialin Hsieh, Alex Claxton, Lisa Palmer, Karen Engel, Jinmei Lun, Adriana Lugo, Allison Hughes, Jose Zelaya, William Tseng, Rebekah Taveau, Paul Roscelli, Lindsey Irizarry

Members Absent: Kiran Malavade, Erik Gaspar, Marco Raymundo

Guests: Wissem Bennani, Anniqa Rana, Alex Kramer, Robyn Ledesma, Ameer Thompson, Nada Nekrep, Jasmine Jaciw, Kat Sullivan-Torrez, Ron Andrade

A. Adoption of Agenda

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

Discussion – none

Abstentions – none

Approval – unanimously approved

B. Approval of Minutes

- March 20, 2026

Motion – To approve minutes of March 6, 2026. M/S: Rebekah Taveau, Lisa Palmer.

Discussion – none

Abstentions – none

Approval – unanimously approved

C. Health Care Access and Information (HCAI) Out-of-Cycle Reassigned Time Position Request (Grant-Funded)

- Since the reassigned position would be fully grant-funded, it is an information item only. If you have any questions or comments, please email one or both of the IPC co-chairs, or to the Dean of Business, Design and Workforce (BDW), Alex Kramer.

Dean of BDW, Alex Kramer, presented information around the Health Care Access and Information (HCAI) position. BDW is putting forward a 0.1 FTE reassigned time assignment for an adjunct faculty member to support grant-funded initiatives within the Human Services program. The proposed reassigned time would be an allocation of .1 FTE each semester for the next two academic years. Duties associated with the assignment would include engaging with employers to identify internship and employment opportunities for students completing the program, leading recruitment efforts for incumbent workers and prospective students through outreach and information sessions, providing career transition support for students preparing to

enter the workforce after certification completion, and assisting with grant-related data collection, reporting, and compliance requirements.

D. Early Childhood Education Pre-Apprenticeship Coordinator Out-of-Cycle Reassigned Time Position Request (Grant-Funded)

- Since the reassigned position would be fully grant-funded, it is an information item only. If you have any questions or comments, please email one or both of the IPC co-chairs, or to the Dean of Business, Design and Workforce (BDW), Alex Kramer.

Dean of BDW, Alex Kramer, presented information around the Early Childhood Education Pre-Apprenticeship Coordinator. Alex Kramer shared Cañada College and Skyline College are partnering together for an ECE apprenticeship program, where Cañada College will host the pre-apprenticeship portion of the program, while Skyline College will host the apprenticeship portion. To support the coordination and implementation of the program at Cañada College, a proposal was presented for an allocation of .1 FTE each semester for the next two academic years. Duties associated with the assignment would include coordinating required CPR and First Aid training, participating in coordination meetings with Skyline College and employer partners, overseeing recruitment of pre-apprenticeship participants, and managing reporting requirements.

E. Critical Questions for Personnel and Non-Personnel Resource Request Process

- Brief background on the “Critical Questions” for Personnel and Non-Personnel Resource Request Process
- Proposed revision of questions for the 2026-2027 personnel and non-personnel request process

Dean of Enrollment Services & Support Programs, Wissem Bennani, presented a proposal to make revisions to the critical questions used in the annual resource request process for both personnel and non-personnel requests within program review. It was explained that programs submitting resource requests through Nuventive are required to respond to two critical questions. The proposed language change emerged from a broader review conducted by the Student Services Planning Council (SSPC) of comprehensive program review questions, annual update questions, and critical questions. Recommendations were then brought to the Program Review Subcommittee of PBC. The subcommittee recommended minor revisions for Fall 2026, with a longer-term process to consider more substantial changes to the critical questions as part of the review for the subsequent resource request process. On behalf of the Program Review subcommittee, Wissem Bennani presented the proposed revisions:

- Critical Question 1: How does this resource request support closing the equity gap?
- Proposed Language Change: How does this resource request support closing an equity gap?
- Critical Question 2: How does this resource request support Latinx and AANAPISI students?
- Proposed Language Change: How does this resource request support Latine, AANHPI and/or Black and African American students?

The proposed revisions aim to use more current and inclusive terminology while maintaining the original intent of supporting historically marginalized student groups. Discussion included whether question 1 should reference multiple equity gaps, whether question 2 should use broader language such as “historically underserved populations,” and the importance of providing contextual guidance for programs completing the questions. A related concern was raised about ensuring faculty do not feel discouraged from submitting requests if their proposals have no chance of being approved if they do not address the critical questions, emphasizing the need to clarify whether such requests would still be considered, particularly given faculty time constraints and the risk that unclear expectations could reduce participation.

Wisssem Bennani noted that these broader considerations would be revisited next academic year, when the process begins for considering changes to the following academic year’s Program Review and Resource Request process.

As this item was originally listed on the agenda as Information/Discussion, David Eck inquired whether the council wished to take action on the changes at this meeting or at the next IPC meeting on May 1, in order to forward them to the PBC meeting on May 6 for final approval and implementation in Fall 2026. Council members expressed their desire to take action at the current meeting rather than waiting until May 1.

- **Motion** – M/S: To make Item E an action item and adopt changes to the critical questions. Lisa Palmer, Rebekah Taveau.
- **Discussion** – none
- **Abstentions** – Paul Roscelli
- **Approval** – approved

F. [Uplifting Universal Design for Learning and Course Accessibility @Cañada](#) - Updates on the Accessibility Capability Maturity Model (ACMM) and ADA Title II requirements.

- This item also addresses Strategic Enrollment Management Plan initiative 2.2.1: Provide support for faculty to learn current standards (i.e., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students

The Instructional Technology & Design Team provided an update on its recent focus on Universal Design for Learning (UDL) and accessibility initiatives. Allison Hughes shared that recent changes to the Americans with Disabilities Act (ADA) have established more specific digital accessibility standards and compliance deadlines for all digital content accessed by students or the public, including Canvas course materials, third-party tools, and college websites. These requirements apply across all instructional modalities, including in-person and online courses. Allison also highlighted the district’s participation in the Accessibility Capability Maturity Model (ACMM) initiative through the Chancellor’s Office to support ongoing progress.

Allison reviewed current Spring 2026 efforts, which include updating and consolidating accessibility and UDL micro-courses, increasing campus communication through emails and newsletters, conducting outreach presentations to shared governance groups and divisions, and offering accessibility training sessions during flex days. During the April 16 flex day session, nearly 100 accessibility errors and more than 120 accessibility alerts were addressed in faculty courses. Positive feedback was received from session attendees regarding the usefulness of the

training. The Instructional Technology & Design Team's presentation listed out support resources, including an accessibility request form, self-guided materials, upcoming micro-courses, and direct assistance from Accessibility Instructional Designer Jenni McGuire for more in-depth accessibility support.

G. Strategic Enrollment Management Plan Updates – KAD focused Initiative

- **SEM 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

Dean of KAD, Kat Sullivan-Torrez, provided an update on SEM 5.2.1, which aims to develop new kinesiology, athletics, and dance programs aligned with workforce development and community fitness partnerships.

Initial efforts included plans for a personal training and strength and conditioning certificate through industry partnerships support, advisory input, and proposed funding; however, the initiative was paused due to key challenges, including the absence of a formal partnership agreement (MOU), leadership turnover among partners, organizational transitions, and lack of full faculty alignment.

Current efforts have shifted toward targeted program development based on student interest and regional demand. KAD launched pickleball in Fall 2025, which has seen consistently high student enrollment, with Summer 2026 courses already at full enrollment. Badminton now functions as both a general education course and a women's intercollegiate team, which began its inaugural competition season in Spring 2026. KAD is exploring the addition of women's flag football following its designation as an emerging sport by the California Community College Athletic Association (3C2A), with potential implementation in Spring 2027. This initiative is supported by regional participation data and the sport's upcoming inclusion in the 2028 Summer Olympics, presenting unique opportunities for recruitment, equity, and visibility for a rapidly growing sport. KAD is considering new academic pathways to support student success, such as Certificate of Achievement in Intercollegiate Athletic Competition and Interdisciplinary Studies: Health and Wellness AA Degree. These efforts are being developed in coordination with statewide initiatives, including College of San Mateo's progress on a related AA degree, and are intended to support student-athletes' academic and athletic needs more effectively.

H. Strategic Enrollment Management Plan Updates – Career Education Related Initiatives

Dean of BDW, Alex Kramer, and Director of Workforce Development, Jasmine Jaciw, provided an update on Career Education Related initiatives.

- **SEM 1.2.6** - Increase the number of Adult Education and English as a Second Language (ESL) students to Cañada College degree and certificate programs.

Alex Kramer started the presentation with SEM 1.2.6. Over the 2024–25 academic year, the college partnered with Sequoia Adult School and San Mateo Adult School to support student matriculation. Alex Kramer highlighted the contributions of Janet Ramirez, Transition Coordinator, and Diana Espinoza-Osuna, ESL and CBET Retention Specialist, noting that their

ongoing commitment and care have been essential to the program's success and have helped foster strong student engagement. Support strategies included information sessions, application workshops, one-on-one support, and residency reclassification assistance. These efforts resulted in just over 100 students matriculating, with a program enrollment of: Preparation for Academic Scholarship & Success (Certificate), 46; English (A.A.-T), 36; Early Childhood Education (A.S. Degree), 12; and Business Management (A.S. Degree), 4.

- **SEM 4.1.7 (and EMP 3.11)** - Support the participation of underrepresented students in program-relevant, experiential, and work-based learning that supports academic program completion

Jasmine Jaciw then presented on SEM 4.1.7. She provided a high-level overview of how the college implements work-based learning through a four-level framework: Awareness (awareness of careers and academic pathways), Exposure (students observe career environments), Engagement (students participate in workforce prep), and Immersion (students participate in real work environments). Current campus efforts include:

- Awareness: Guest Speakers, Speaker Series, Mock Interviews, Resume Workshops, Career Café
- Exposure: CE Dual Enrollment field trips, Earth Day Fashion Show, Social Sciences special events, Game Developers Conference, Trabajo Grant (site visits and STEM career exploration)
- Engagement: ECE Pre-Apprenticeship WORK (formerly COOP), Menlo Studio
- Immersion: Medical Assisting clinicals, ECE Practicum, Radiologic Technology clinicals, Community Fitness employment

Jasmine Jaciw noted that even though there is a range of existing efforts across the college, there is still room for growth in expanding work-based learning opportunities.

- **SEM 5.2.2 (and EMP 1.4)** - 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

Alex Kramer began with an overview of the Menlo Studio program. Menlo Studio is an experiential, work-based learning program designed for students in the Digital Art and Animation pathways. The program provides students with internship-like opportunities to complete campus and community-based projects—such as photography, graphic design, video production, and animation—while building professional portfolios that strengthen students' marketability in the workforce. Over the 2024–25 academic year, 20 students participated in Menlo Studio. Demographic data was shared to support the goal of better serving underrepresented students in work-based learning pathways. A comparison of Menlo Studio participation to overall college demographics revealed equity gaps. Latinx and first-generation students are underrepresented in the program, while White Non-Hispanic and Asian students, as well as non-first-generation students, are overrepresented. Additional analysis of LGBTQ+ identity showed alignment with overall college population, while low-income students were found to be underrepresented in Menlo Studio. The findings were identified as a key learning opportunity to inform more intentional recruitment and outreach strategies moving forward.

Jasmine Jaciw then presented an update on current efforts and future planning. As of Fall 2025,

the college has launched the Business Information Worker (BIW) Certificate of Achievement, a one-year, for-credit program that stacks into a larger certificate if students choose and prepares students for entry into the business field. Starting in Fall 2026, Entrepreneurship for Spanish Speakers (ESS) will launch as another one-year, for-credit certificate program supporting students in starting or growing small businesses while developing bilingual and community-focused business skills. The summer bridge program has been expanded into a more comprehensive offering, building on prior computer skills workshops to include registration support and on-site, counselor-led sessions at the Menlo Park location. For the fall and spring semesters, on-site student support has also been strengthened through weekly evening counseling, upgraded facilities and technology, a partnership with SparkPoint to provide student snacks, and the addition of a monthly on-site college recruiter. A new loaner laptop program will also launch in Fall 2026 to support student access.

I. Strategic Enrollment Management Plan Updates – Retention, Guided Pathways, and NOW (Nights, Online, and Weekends) Related Initiatives

Director of Student Support, Ron Andrade, and Project Director, Jose Zelaya, presented an update on strategic enrollment management initiatives, outlining a series of action steps focused on guided pathways, registration processes, retention, and student support. They noted that updates will include integrated efforts related to aligning, implementing, and scaling registration-related work, as well as connections to summer programming and bridge initiatives.

- **SEM 2.1.3:** Schedule summer courses and bridge programs (e.g., Jams) to support student completion

Ron Andrade presented an update on summer courses and bridge programs (including Jams) that support student completion and connect to first-year experience efforts, noting that these components are interrelated. Career course, CRER 401, was piloted in Summer 2025 as part of the bridge program for incoming Promise Scholars Program (PSP) students, and it is planned to expand CRER 401 to two sections in Summer 2026. However, implementation may be impacted by changes related to CPOS requirements and financial aid eligibility for courses outside a student's program of study. The team is navigating these changes as information becomes available. Ron Andrade highlighted scheduling and planning improvements supported by the program completability dashboard, which helps inform offering patterns and ensures summer is included in program planning. An evaluation of Math and Word Jams found they were no longer effective as placement tools following AB705/AB705-related reforms, which eliminated placement testing-based incentives. As a result, resources from these programs were reallocated to instructional support roles, including math and writing instructional aides, with writing support now embedded in English courses (C1000 and C1000E). Discussions are currently occurring to explore opportunities to better coordinate summer programs across initiatives to improve student impact.

- **SEM 2.1.5:** Implement degrees/certificates that are obtainable via evening, weekend, and online

Jose Zelaya presented an update on degrees and certificates that can be completed through evening, online, and weekend offerings. He provided background on the transition from College for Working Adults (CWA) to NOW (Nights, Online & Weekends), noting that a prior degree

audit examined which programs were completable within a two-year window in these modalities to support student persistence and completion. Currently, there are 29 degrees (AA/AS and ADT) and 22 certificates available through evening and online pathways. Jose Zelaya then demonstrated how the [program completability dashboard](#) will be used to track and manage degrees and certificates. The dashboard provides up-to-date information on course availability, including minimum units offered in evening and online formats, and highlights programs that are fully completable. It will also support planning by ensuring marketed programs remain completable, identifying gaps in course offerings, guiding adjustments in scheduling or modality, and facilitate collaboration with deans and instructional divisions to address near-completable programs and expand opportunities for students to complete degrees and certificates through evening and online pathways.

- **SEM 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, etc.)

Ron Andrade presented an update on efforts to strengthen student connection and support through collaborative strategies. A key development was the creation of the College Retention and Engagement Workgroup (CREW), which brings together representatives from programs such as PSP, EOPS, TRIO SSS, Puente, Umoja, Veterans Services, and interest areas for regular collaboration and information-sharing. This collaboration led to initiatives such as the “Power of Peers” training, which unifies student workers, ambassadors, and peer mentors across programs for collective trainings, as well as increased coordination between counselors and retention specialists to deliver focused programming (e.g., application workshops for specialized programs like Rad Tech and Pre-Nursing). Additional strategies include shared Canvas spaces, program-based incentives, and monthly peer-led social engagement activities designed to build community and increase student participation.

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

Ron Andrade presented an update on the first-year experience efforts, noting that multiple programs across the college are actively supporting new students through initiatives tailored to their populations (e.g., Project Change, Foster Youth, Promise, Middle College, and Dual Enrollment). He emphasized that ongoing CREW meetings help identify opportunities for collaboration, coordination, and resource-sharing across these programs to strengthen first-year support.

- **SEM 3.2.1:** Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs
- **SEM 3.2.2:** Implement and scale proactive strategies for registration support for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds)

Ron Andrade presented an update on SEM 3.2.1 and 3.2.2, focusing on registration strategies and coordinated support across programs. A key initiative highlighted was Super Registration Days, which have shown strong outcomes; for example, in Fall 2025, 195 students participated and 160 enrolled, while also connecting students with support staff across programs. Additional

strategies include class visits by retention specialists, especially in English courses, to guide students through registration processes, such as accessing WebSMART, confirming registration dates, and connecting with counselors. These efforts are reinforced through ongoing messaging campaigns that provide timely reminders throughout the term.

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

Ron Andrade presented an update on efforts to strengthen collaboration between success teams and special programs to provide timely academic support, with CREW meetings serving as a central space for coordination. Support is intentionally focused on gateway courses such as English C1000/C1000E, along with tailored services like dedicated math tutoring for Middle College students. Additional supports include integrated Canvas resources (e.g., Writing Center materials accessible through course shells) and an early alert system that coordinates outreach across programs. The early alert system assigns responsibility based on program affiliation, prioritizing smaller or more intensive support programs, ensuring students receive timely and coordinated follow-up.

- **SEM 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, and goal completion

Ron Andrade presented an update on efforts to develop and sustain processes for success teams to monitor student progress, such as retention, course success, and persistence. In collaboration with PRIE, weekly reports have been improved and now provide actionable student-level data, including contact information, communication preferences, course completion status, and enrollment changes such as drops or withdrawals. These reports enable retention teams and special programs to proactively reach out to students through targeted messaging and interventions based on their academic progress and program affiliation. Different programs also use the data to track milestones, unit completion, and program-specific requirements, supporting more timely, tailored, and coordinated engagement efforts.

- **SEM 4.1.9:** Provide opportunities for Success Teams to advance equity-minded student support practices

Ron Andrade presented an update on efforts focused on advancing equity-minded support practices through professional development for success teams. This work includes collaboration with Professional Development and the Director of Equity to offer flex day training, where retention staff and interest area teams engage in learning, share best practices, and reflect on effective and less effective student support strategies. Additional opportunities such as conference attendance are also supported by managers to ensure retention specialists and program staff have access to ongoing professional development and resources. The overall goal is to strengthen equity-minded practices and improve student support across teams.

Ron Andrade concluded the presentation and invited comments and/or questions from attendees.

Rebekah Taveau expressed appreciation for the strong collaboration across programs and retention efforts. She inquired about the function of the recognition tab in early alerts, noting its

value in allowing faculty to share positive feedback about students alongside resource referrals, and asked whether it would continue in future versions of the system. Ron Andrade shared that usage of the recognition tab has been very limited, and the team is still discussing whether it should remain in place for Fall 2026. Considerations include its perceived usefulness across different programs, with some contexts (such as small, cohort-based programs) finding it more meaningful than others. The discussion is ongoing, and faculty input was invited, via direct email to Ron Andrade, to help inform the decision.

Paul Roscelli inquired whether a student's course modality (in-person vs. online) affects the effectiveness of outreach and support services, specifically whether students who are physically present on campus are easier to engage and support compared to those in online or hybrid formats, where distance and reduced presence may impact connection and service delivery. Ron Andrade responded that this is an important question but would require further exploration and data analysis, potentially in collaboration with NOW leadership and retention teams. It was noted that student engagement patterns may differ by modality, and further examination could help inform how resources and outreach strategies are utilized more effectively, including tools such as text messaging updates through the Student Success Link (SSL).

Rebekah Taveau noted challenges related to student communication overload, including unread Canvas messages and email fatigue, and emphasized the importance of success teams in helping bridge communication gaps when faculty are unable to consistently reach students. Anniqua Rana expressed appreciation for the depth and breadth of the work being done and the supporting narrative shared, and underscored the importance of identifying effective strategies across program partnerships. She echoed concerns regarding outreach messages competing with other alerts and highlighted the need to better understand which communication strategies most effectively support student engagement. She also reflected on student modality choices, noting that enrollment in online courses could be driven by convenience and life circumstances rather than lack of engagement. In this context, as students navigate the varying volume of communications and external demands, Ron Andrade mentioned the "all of the above" approach and that there's some difficulties getting students to answer the calls since they call from an unknown number. The group acknowledged the complexity of coordinating these efforts across multiple programs and expressed appreciation for the collaborative work supporting student success.

J. Curriculum Report

Adriana Lugo informed council members that today, April 17, is the deadline for submitting any outstanding courses with non-substantive changes into CurricUNET in order for those items to be approved by the Curriculum Committee at its final meeting on May 7 and included in the Fall 2026 catalog. If those changes are not submitted by today, they will not be included in the Fall 2026 catalog.

K. Agenda Item Requests/Suggestions for Future IPC Meetings

- Agenda requests can also be made by emailing the IPC co-chairs Chialin Hsieh (hsiehc@smccd.edu) and Dave Eck (eckd@smccd.edu)

- When building IPC agendas, the co-chairs consider the [IPC bylaws](#) as well as general time constraints.

L. Important Dates:

- We currently have two IPC meetings on our calendars for May: May 1 and May 15. At the May 1 meeting, we will confirm whether we need the May 15 meeting.
- At the May 1 IPC meeting, we will be taking nominations and voting for the IPC faculty co-chair position.

Council members reviewed the upcoming IPC meeting schedule for May 1 and May 15. Members were asked to indicate whether they would be available to begin the May 1 meeting 30 minutes early, at 9:00am, if doing so would allow the May 15 meeting to be canceled, provided quorum requirements could still be met. Members confirmed that they could be available to begin the May 1 meeting at 9:00am in order to explore the possibility of canceling the May 15 meeting.

Adjournment

Meeting adjourned at 11:26 am.