Cañada College

INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF
October 16, 2026
9:30 am-11:30 am, Zoom/9-154

Members Present: Allison Hughes, Chialin Hsieh, Anniqua Rana, Ron Andrade, Neve Willis, Adriana Lugo, Jessica Marshall, Karen Engel, Kiran Malavade, Nick Martin, Paul Roscelli, Lindsey Irizarry, Roz Young
Members Absent: Sarah Cravy
Guests: Sarah Harmon, Alex Kramer, Jenny Wang, Jose Zelaya, Salumeh Eslamieh, Nheeda Enriquez, Ray Lapuz

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A. Approval of Agenda

Allison Hughes requested one change to the agenda: moving Item I: *MATH OER Authoring Reassignment Application Out-of-Cycle Request (Grant-Funded)*, to an earlier discussion time as Item D.

Motion – To adopt the agenda as amended. M/S: Anniqua Rana, Adriana Lugo.
Discussion – none
Abstentions – none
Approval – unanimously approved

B. Approval of Minutes

- October 2, 2026

- **Motion –** To approve minutes of October 2, 2026. M/S: Anniqua Rana, Chialin Hsieh.
  Discussion – none
  Abstentions – Ron Andrade, Lindsey Irizarry, Kiran Malavade
  Approval – approved

C. Accessibility Inquiry Group Updates

- Takeaways from Flex Day and Next Steps

Anniqua Rana presented updates on the Accessibility Inquiry Group's ongoing inquiry into how the college can establish accessibility as a routine practice across all digital and online resources, including instructional materials, Canvas shells, websites, presentations, and email communications. The inquiry began during Flex Day on October 7, 2026 and is intended to identify the scope of work, participants, knowledge and training needs, time and financial resources, and existing gaps and barriers. The group hopes to develop a clearer understanding of the college's needs by April 2027, with the goal of supporting both legal compliance and equitable access for students, employees, and community members.

Allison Hughes shared an update of the Flex Day accessibility work session, which provided participants with extended time to work through accessibility questions and explore the available accessibility checkers in Canvas. These resources include, Pope Tech, Canvas's native checker, and UDOIT. Feedback highlighted the strengths and limitations of each tool and will help inform future training and support. Allison also shared conversations around developing a district-specific accessibility assessment section to supplement the online course review rubric, following the state's decision to separate accessibility from the main rubric. Additional outreach through division meetings and potential Flex Day sessions is planned, including support for non-instructional Canvas shells, office documents, and websites.

IPC members and guests raised several considerations for the college's broader accessibility efforts:

- **Non-instructional resources:** Members emphasized the need to include program and service areas, retention teams, and other non-instructional Canvas shells in accessibility training and support, rather than focusing exclusively on instructional courses. The group will consider additional targeted training and opportunities to address websites and other digital platforms.
- **Library resources:** The Library has been reviewing and updating LibGuides for accessibility. Some guides have been updated, while others have temporarily been hidden pending further review. Additional work is anticipated next semester.
- **Third-party materials and tools:** Members discussed the potential value of using publisher materials and third-party resources that have already undergone accessibility review, given the time and effort required for individual faculty to assess materials. It was clarified that established publisher materials have generally gone through district review, while newly adopted external tools must be vetted through ITS. Members also noted that even vetted materials may not be accessible to every user. If a student encounters an accessibility barrier, the college remains responsible for identifying an appropriate alternative or working with the provider to resolve the issue.
- **Legal requirements and student grievances:** Members emphasized that legal accessibility requirements should be a foundational consideration in the inquiry, noting that accessibility barriers may result in student grievances. It was suggested that the college first identify gaps between legal requirements and current practices and prioritize addressing those gaps.
- **Broader understanding of accessibility:** Members also encouraged consideration of accessibility beyond digital compliance, including broader barriers that may affect student participation and enrollment.

The Accessibility Inquiry Group will incorporate this feedback into its ongoing inquiry, continue outreach across the college, and consider additional opportunities to gather input, including a possible survey. The findings will help inform future training, support, and planning for the next iteration of Cañada's Educational Strategic Plan.

D. MATH OER Authoring Reassignment Application Out-of-Cycle Request (Grant-Funded)

- Funded by Math Acceleration Grant

- 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.

Sarah Harmon presented the MATH OER Authoring Reassignment Application Out-of-Cycle Request (Grant-Funded), explaining that the request is part of the final projects funded through the State Chancellor's Office Zero Textbook Cost (ZTC) acceleration grants. Math faculty Ray Lapuz and Michael Hoffman have nearly completed their respective projects focused on embedding competency-based and equity-based grading practices into the calculus series, Path to Calculus, and the 270 series.

The reassignment request supports continued revision of an adapted OER textbook, initially developed in Fall 2025 and used in Spring 2026. The revisions will address issues identified through faculty experience and student feedback regarding the technology. Sarah noted that this is the final project under the current ZTC grant funding, with additional state funding unlikely in the next few years.

E. AB 1705 Presentation

- AB 1705 Updates, followed by Q&A

Anniqua Rana introduced the college's AB 1705 implementation efforts, providing an overview of the work undertaken over the past two and a half years through grant funding. The initiative focused on helping students complete transfer-level English and mathematics courses earlier in their academic journeys while ensuring access to proactive support.

English Department Update & Priorities: Salumeh Eslamieh highlighted the strategies implemented through the initiative, including faculty retreats focused on teaching and learning practices, expanded collaboration with Student Services, and the integration of peer-embedded tutors across nearly all English C1000 courses. Additional strategies included establishing expectations and collaboration processes between faculty and tutors, introducing an orientation process for English classes, and incorporating Retention Specialist visits at the beginning and midpoint of the semester to connect students with campus resources. Counseling support was also provided to assist students with registration. Anniqua thanked Salumeh for her ongoing coordination and efforts to bring campus partners together regularly, emphasizing the time and collaboration required to align work practices and meet student needs. Anniqua also acknowledged the importance of coordinating with faculty to ensure readiness for Learning Center staff and other support services to engage with students in classrooms and faculty workspaces.

Mathematics Department Update & Priorities: Anniqua Rana presented on behalf of Sumathi Shankar and Ray Lapuz, who was teaching that morning and expected to join later. She shared that the department's peer-embedded tutoring model is similar to English, with as many peer tutors as can be coordinated, and that it continues to collaborate with the Learning Center's instructional aide, Jason, and the MESA program. An area identified for further development is strengthening coordination with Counseling to increase awareness of the support needs of STEM majors. Discussion also emphasized the importance of faculty coordinators working closely with support services and planning student support and tutor hiring at least one semester in advance. The Learning Center's existing team of five instructional aides, along with student tutors, was recognized as an important resource for sustaining these efforts. Anniqua thanked Ray and

Sumathi for his outstanding work and contributions to the Mathematics Department's peer-embedded tutoring efforts and ongoing student support initiatives.

Members discussed the possibility of sustaining and institutionalizing the collaborative efforts through existing departmental coordinator roles in English, Mathematics, and the Writing Center. Under this approach, coordinators could work more closely with support services, including embedded Retention Specialists, to strengthen ongoing collaboration and student support. Members recommended further reviewing existing coordinator job descriptions, responsibilities, and reassigned time allocations to assess the feasibility of sustaining this work through current personnel and positions. The Writing Center Coordinator's reassigned time is scheduled for renewal next fall, and the November 13 reassigned time application deadline was noted as a potential opportunity to submit proposed changes or new applications. Members were invited to work with the VPI to review existing positions and identify opportunities to maintain student support services.

F. NOW Presentation

- Nights, Online, and Weekends (NOW) Program Updates, followed by Q&A

Jose Zelaya, Project Director, provided an update on the transition of the former CWA program to NOW (Nights, Online, and Weekends), highlighting the program's shift from an application-based, cohort model to a population-based support model. NOW is intended to serve as a central access point for all evening and online students, with no application or sign-up required. This transition responds to student enrollment patterns, including approximately 39% of students taking exclusively online courses and nearly half attending classes in the evenings. The program serves more than 2,000 evening, online, and weekend students, nearly half of whom are not affiliated with a special program.

Jose described the program's new alignment with division Retention Specialists, who will help connect students with resources and coordinate support across the college. Instructional Aides Daniel Bresnahan (writing) and Joel Sanchez Cortez (stats and tech help) continue to provide academic and technology support. The program is also working to address gaps in evening and online services, including career exploration and access to basic needs resources.

In response to feedback from ESL students and evening faculty, NOW expanded technology assistance, including bilingual and one-on-one support. Joel now provides Saturday technology support from 10 a.m. to 2 p.m. and has developed customized workshops based on faculty-identified student needs. The program is also developing short instructional videos for future use. In collaboration with the Learning Center and Library, NOW distributed loaner laptops and connected students with individualized technology assistance to provide more comprehensive support.

Jose shared several future initiatives under exploration, including an AI-supported student assistant through the Play Lab, connected to college information and a live staff contact, as well as an online learner readiness check. These tools are in development, with a potential launch next semester. Additional priorities include strengthening communication and warm handoffs between Retention Specialists and Counseling, identifying students who are not connected to existing support programs, and incorporating NOW initiatives into the college's Distance Education and technology plans.

Jose encouraged faculty to invite NOW representatives and division Retention Specialists into their classes to introduce students to available evening and online support services. Faculty were also encouraged to include their division Retention Specialist's contact information and the NOW website in syllabi and Canvas courses. Faculty and staff may contact Jose directly to request classroom visits or refer students who may benefit from additional support.

G. Division Success Teams Presentation

- Updates on Division Success Teams (formerly Interest Areas), followed by Q&A

Ron Andrade presented an update on behalf of the Success Team, highlighting the transition from the former interest-area model to a student support model organized around instructional divisions and majors. Following the Spring 2026 evaluation, Success Team members worked over the summer to develop the revised structure, which was implemented in Fall 2026. The model emphasizes engagement through classroom visits, division meetings, targeted activities, and continued collaboration with Counseling.

The new alignment has strengthened collaboration between Retention Specialists and their assigned Counseling partners, allowing support to be tailored to the needs of students in different majors. Examples include pre-nursing application workshops and Rad Tech program meet-and-greets connecting prospective students with instructors and current students to learn about program expectations and application processes. Additional outreach has included Welcome Week tabling, classroom visits across English, mathematics, ESL, and psychology courses, and participation by Retention Specialists and counselors in division meetings to introduce available services and referral processes. The college is also updating website content and Canvas shells to reflect the new division- and major-based structure, prioritizing high-traffic pages and directing students to updated program maps and division resources.

Additional strategies to strengthen student support and retention include outreach to students who have completed 45 or more units to encourage comprehensive Student Education Plans (SEPs) and engagement with the Transfer Center, and targeted check-ins with students repeating their first transfer-level English or mathematics course to identify additional support needs. Weekly success team meetings now include Counseling partners when available, and updated PRIE reports identify online and weekend students to support more targeted communication. Evening support has also expanded, with a Retention Specialist available in the Learning Center on Tuesday, Wednesday, and Thursday evenings, alongside additional technology support for evening and weekend students.

IPC members expressed appreciation for the evaluation of the former interest-area model and the willingness to adjust the approach based on what was learned. Members acknowledged the significant work involved in developing and implementing the original model, as well as the effort required to make changes, and recognized the value of adapting the structure to better meet students' needs.

H. Faculty Handbook 2026-2027 – Follow Up

Allison Hughes presented the Faculty Handbook 2026-2027 for final comments. Members discussed feedback on both the content and format of the Faculty Handbook, including whether

it should remain a document, be housed on a website, or be made available through Canvas. Concerns were raised about Canvas's limited search functionality, with interest expressed in exploring tools such as Playlab or Nectir AI to make handbook information easier to search and access. Members also discussed aligning the handbook with new faculty orientation so that it could serve as a resource for incoming faculty and provide an opportunity for contributors to review and update their respective sections.

Members were encouraged to review areas of the handbook relevant to their roles and provide additional feedback. An annual review process was proposed, potentially tied to preparation for new faculty orientation as a reminder for contributors to revisit and update their sections.

Moving forward, the goal is to post the current version of the Faculty Handbook, incorporating current feedback received. Members may continue to submit feedback throughout the academic year, with the intention of making further revisions in 2027. The handbook will be revisited during the summer revision process as part of the ongoing annual review.

I. Institutional Learning Outcomes (ILO) Survey Results

- Office of Planning, Research & Institutional Effectiveness (PRIE) - Review of annual survey results given to graduating students that asks them to rate their achievement of our Institutional Learning Outcomes.

Karen Engel and Nheeda Enriquez presented the annual survey results assessing graduating students' perceptions of their achievement of the College's five Institutional Learning Outcomes (ILOs): 1) Critical Thinking & Information Literacy; 2) Creativity; 3) Communication; 4) Community, Civic Responsibility, and Ability to Engage with Diverse Perspectives; and 5) Quantitative Reasoning.

The survey was administered from April 20 through May 18, 2026, and received 157 responses from 680 graduates. Respondents were generally representative of graduating students, although differences in age, gender, and enrollment intensity were noted. Karen and Nheeda advised interpreting the results with the relatively small sample size in mind. Karen further noted that, following the ACCJC's [Accrediting Commission for Community and Junior Colleges] updates to accreditation standards, IPC and Academic Senate revised the College's ILO statements to maintain alignment. In response, PRIE Office updated the 2026 survey instrument to better reflect the revised language, consolidating or rewording several questions to align more closely with the updated outcomes, including quantitative reasoning.

Survey Findings: At least 80% of respondents agreed or strongly agreed that their abilities had improved across all ILO areas. Quantitative reasoning and understanding civic responsibility received comparatively lower ratings, with quantitative reasoning statistically significantly lower than the other outcomes. Science & Technology graduates reported the highest perceived improvement in quantitative reasoning at 94%. Comparisons across student demographics generally showed few significant differences, although results for students enrolled less than part-time were noted with caution due to the small sample size. Karen and Nheeda also shared District degree and certificate trends, noting continued recovery since the declines during the COVID-19 pandemic.

Student Feedback and Areas for Improvement: Open-ended responses identified challenges such as balancing coursework with employment, family responsibilities, childcare, and health concerns. Students also recognized the availability of Cañada's resources and support services. However, feedback highlighted opportunities to improve access to assistance and provide more consistent guidance across faculty, counselors, and service areas. Karen noted that additional professional development could help faculty and staff provide consistent information about academic pathways, transfer timelines, and available resources.

Adriana Lugo thanked PRIE for all of their work and asked whether the information literacy findings could be further examined to understand where students develop these skills, including through Library 100, workshops, classroom instruction, and faculty-led library visits. Karen suggested exploring SLO and PLO assessments mapped to the information literacy ILO in Nuventive to gain a more detailed understanding. This possibility would require further discussion with Lindsey Irizarry and she expressed interest in exploring the analysis. Paul Roscelli raised a question of whether lower survey response rates among part-time and less-than-part-time students should inform how Cañada considers allocating limited resources and engaging different student populations.

IPC members expressed their appreciation to Karen and Nheeda for their continued hard work, dedication, and contributions to supporting Cañada through data collection, analysis, and collaboration. Members acknowledged the value of PRIE's work in informing college planning, decision-making, and ongoing efforts to support student success.

J. Curriculum Report

Adriana Lugo provided an update on the Curriculum Committee's ongoing work, including the transition to CourseLeaf, with weekly meetings continuing as implementation progresses. She also noted that she plans to present an application for reassigned time at the next IPC meeting in connection with an anticipated change to her position in the upcoming semester.

Upcoming COR Submissions to Deans deadlines

i) 10/29/26: ACTG, INTD, LCTR

Adriana noted that CORs submissions have been coming in gradually. Outreach has been conducted to the relevant departments regarding outstanding submissions and the importance of meeting deadlines to ensure courses are included in the catalog. Confirmation of designated contacts for ACTG (Accounting) remains pending. Alex Kramer, Dean of BDW, confirmed that ACTG has been approved for a deferral as that department does not have a full-time faculty member.

K. Important Dates:

- October 16th - Comprehensive Program Reviews due
- November 6th – IPC Program Review Feedback and Reassigned Time Application Review Prep Meeting
- November 13th - New, revised, and renewed reassigned time position applications due
- November 20th - IPC will review comprehensive program reviews, extra-long meeting
- December 4th - IPC votes on reassigned time position (new, revisions, and renewals)

Allison Hughes confirmed that the date for "New, revised, and renewed reassigned time position applications due" should reflect **November 13** and not **November 20**.

L. IPC Goals (2026 – 2027) Standing Goals:

- Standing Goals for 2026-2027:
  - Provide feedback on instructional comprehensive program review narratives in accordance with the Academic Senate guidelines. (Fall)
  - Review and provide feedback on reassigned time applications. (Fall)
  - Evaluate the instructional program review process yearly. (Spring)
  - Host instructional program review presentations. (Spring)
- Proposed Goals for 2026-2027:
  - Participate in Instructional Inquiry Groups as needed
    - Regularly invite groups for updates and feedback throughout the year.
  - Invite reassigned time applicants to join our 12/4 meeting to be available if questions come up.
  - Support Academic Senate Cycle Alignment Work Group
  - Support the New Program Development Process as needed
  - Review and Offer Feedback on the Faculty Handbook

L. Adjournment

Meeting adjourned at 11:25am.