



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
October 6, 2023
9:30-11:30am, Zoom/3-104**

Members Present: Chialin Hsieh, Diana Tedone-Goldstone, James Carranza, Maribel Zarate, Lisa Palmer, Sarah Cortez, Jose Manzo, Kiran Malavade, Ava Johnson, Rebekah Sidman-Taveau, Vijeet Upadhyay, Erik Gaspar, Althea Kippes

Members Absent: Karen Engel

Guests: Ameer Thompson, Kat Sullivan-Torrez, David Eck, Gampi Shankar, Daryan Chan, Anniqua Rana

1) Adoption and Approval of Agenda

Motion – To adopt and approve agenda, with items C and D moved to the next meeting’s agenda: M/S: Lisa Palmer, James Carranza

Discussion – Diana noted that Allison Hughes notified her that she is not able to attend this morning’s meeting, so item D. Instructional Design vs. Instructional Technology will be moved to the following meeting. Anniqua Rana shared that Nada Nekrep will not be available to present today, and requested item C. POCR Update be moved to the following meeting.

Abstentions – none

Approval – approved unanimously

2) Approval of Meeting Minutes (September 15, 2023)

Motion – To approve meeting minutes of September 15, 2023 M/S: Lisa Palmer, Kiran Malavade

Discussion – none

Abstentions – Erik Gaspar (not present at 9/15 meeting)

Approval – approved

- 3) **POCR Update (EMP 1.9; Bylaw 10)**- moved to the next IPC Meeting
- 4) **Instructional Design vs. Instructional Technology (EMP 4.11; Bylaw 10)**- moved to the next IPC Meeting
- 5) **AB1705 Update (EMP 2.3)**

Anniqua Rana presented on behalf of this item. She shared that a group met on September 8 to focus on Professional Development. In conversation with the English and Math faculty, Lisa Palmer and Ray Lapuz, the idea is to use the structure that currently exists with FLP to strengthen the professional development that needs to occur in both Math and English. She noted that on October 13, there will be another meeting with the AB 1705 team to focus on counseling retention and instructional support. Anniqua shared that the goal for that day is to include a counseling component in the plan that is taking shape. The focus will be on professional development with the intention of data analysis incorporated throughout the process. Anniqua shared that the team is formalizing this to ensure that by early spring, a team consisting of faculty leadership in English, Math, and Counseling under the umbrella of FLP will be in place. On Flex Day, there will be a conversation hosted by Ray Lapuz discussing this process. Anniqua's hope is that by the next IPC Meeting there will be a more formal presentation with a status update on the process. Lisa Palmer shared that she is excited about this project and the way various areas on campus are working together.

Anniqua shared that the focus of AB1705 is the success and retention rates of students in English and Math as a response to AB 705. Anniqua shared that the content and implementation is dependent on people working with students and understanding how things can be changed systemically to ensure a larger impact. Internal experts are being included in the conversation to ensure policies are created in a foundation of data analysis and effective practices. Kiran Malavade shared that there is confusion regarding if Retention Specialists are under counseling. She noted that she hopes there will be space to discuss how Retention Specialists can work with students while incorporating the English department's concerns and hopes. Anniqua shared that there will be space for this discussion at the October 13 meeting, noting that the purpose of this meeting is to lay the foundation of the planning process. She shared that once the structure is established of who should be in the room, over the next semester, discussions will occur surrounding roles. Anniqua clarified that faculty experts will guide what needs to happen. Chialin added that the total budget allotment related to AB1705 is \$300,000 over a span of 3 years, or \$100,000 for each of the next three academic years, including the present year. She noted that there will be reassigned time involved which would utilize this budget, in addition to opportunities to partner with other programs. Lisa asked if the application for reassigned time needs to be created. Anniqua shared that she would confirm with Ray Lapuz. Chialin added that the state has very specific asks related to AB1705, so anything faculty propose, will need to meet the state's criteria for reassigned time. Progress reports will also need to be submitted to ensure alignment.

Rebekah Taveau shared that it is important to keep in mind that AB1705 implicates ESL. Lisa Palmer added that she too has been considering this, noting that it seems the grant is

specifically for improving outcomes for English and Math students who have been put into transfer level courses rather than pre-transfer, and wondered where ESL fits within this. Anniqua invited Rebecca to join the meetings on Flex Day, and the October 13 meeting to discuss the role of ESL and how collaboration may be possible

6) Accreditation Standards (Bylaw 8)

Chialin Hsieh presented on behalf of this item. She shared that the college submitted the midterm report two months ago, and now the college is preparing for the comprehensive evaluation for accreditation. She stated that the campus report is due to the ACCJC commission in December of 2025, but the campus must begin preparing now, two years ahead. Cabinet has begun to have conversations on these standards. In the past, there were 128 standards and a change for 2025 includes only 28 standards. Chialin shared that PBC will have conversations regarding who will lead which standards at which times. Chialin provided an overview of the 4 larger standards:

Standard 1: Institutional Mission and Effectiveness

Standard 2: Student Success

Standard 3: Infrastructure and Resources

Standard 4: Governance and Decision Making

Chialin shared that in cabinet, the lead administrator and lead council, senate, or committee has been assigned to each area within the larger standards. Chialin highlighted the areas where IPC would be responsible:

Standard 2: Student Success		
<i>In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.</i>		
2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.	VPI	IPC, Academic Senate, Curriculum Committee
2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.	VPI	IPC, Academic Senate, Curriculum Committee
2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.	VPI	IPC, Academic Senate, Curriculum Committee
2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.	All	IPC, Academic Senate, Curriculum Committee
2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.	VPI	IPC, Academic Senate
2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	VPI	IPC, Academic Senate
2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.	VPSS Dean of ASLT	SSPC ASLT Division and IPC, Academic Senate

Chialin also shared the [ACCJC Accreditation Standards](#) document with the committee. Chialin showed the committee how the document outlines for each standard a) review criteria and b) possible sources of evidence, so that the college can be prepared. Lisa Palmer asked if there is a schedule or timeline for working to address these standards. Lisa shared that she recently attended the Accreditation Institute and feedback she received from those who had completed the process was that a backward design approach (starting from the endpoint, figuring out the various steps along the way, and holding the team accountable) was most helpful. Chialin shared that she will connect with Karen Engel on this, noting that she believes this is something she will incorporate on the website.

7) Dual Enrollment

- **Faculty Handbook**

Chialin shared that folks have until next week to provide Daryan with feedback on the instructor handbook draft. David Eck shared that the biggest piece of feedback received from faculty members is to have contact information of unions or Academic Senate incorporated should faculty members need to understand what resources they may have. Ava Johnson asked if it was important for students to review the handbook. Chialin shared that it is important to receive all feedback, noting that Mayra Arellano and Daryan Chan are also working on a student/parent handbook where feedback is welcome. Daryan Chan shared the link to the draft with the group and encouraged feedback from all parties:

[Dual Enrollment Handbook for Instructors](#)

8) Curriculum Report

To: IPC

From: Lisa Palmer, Curriculum Chair

Date: October 6, 2023


Re: Curriculum Report

At our meeting of October 5, 2023, the curriculum committee debated and ultimately voted to approve a change to the unit requirement for the associate degrees from “12 units or 50% of the units in the major, whichever is fewer, at Cañada College” to “12 units or 50% of the units in the major, whichever is fewer, at the colleges in the district,” to be effective as of the 2024-25 catalog. This item was also shared at the academic senate meeting of September 28, 2023. To inform this discussion at the curriculum meeting, Chialin presented Karen Engel’s analysis of what the data suggest about the impact for students of the current policy as well as the possible ramifications of this change.

There are several state-wide curricular items on the horizon including:

1) [The Chancellor’s Office’s September 25th guidance memo on automatic enrollment of transfer students into AD-T degrees](#). Of particular note: “Colleges are expected to update websites, facilitate professional development activities for relevant faculty and staff, and all process all relevant programming and procedures to be compliant by August 1, 2024. Please share this information with all college departments and pertinent staff that advise and support students on matters of transfer” (5).

2) Implementation plans for AB 1111 (Common Course Numbering). The ASCCC is asking for an extension of the original July 2024 implementation date while also planning to pilot some courses/programs in spring 2024. Current planning indicates that for courses with a C-ID number, we will be copying the C-ID, as follows:



Common Course Elements in CCN Descriptor (Current Ideas Under Discussion)

Common Course Elements		Element Classification	
Course Number		Identical	Identical – exactly the same
Course Title		Identical	
Unit Amount		Adheres to an established minimum	
Course Description	Part 1: Required	Identical	Equivalent – hold equal weight, worth, and value but are not identical
	Part 2: Optional	Expanded - local college discretion	
Prerequisites		Identical	
Course Content	Required Topics	Equivalent	
	Optional Additional Topics	Expanded - local college discretion	
Student Learning Objectives	Required Objectives	Equivalent	
	Optional Additional Objectives	Expanded - local college discretion	

3) AB 928 (the CALGETC single transfer path), approved May 22, 2023

Area	Subject	Courses (minimum 3 semester/4 quarter units)
1	English Communication English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	Mathematical Concepts and Quantitative Reasoning	1 course
3	Arts and Humanities Arts Humanities	1 course 1 course
4	Social and Behavioral Sciences Two disciplines	2 courses
5	Physical and Biological Sciences Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	Ethnic Studies	1 course
Total Courses (units)		11 courses (34 semester units)

“Commencing with the fall term of 2025-26 academic year, this pathway shall be the only lower division general education pathway to determine academic eligibility and sufficient academic preparation for transfer admission to the CSU and UC.”

Erik Gaspar discussed the need to further consider how the removal of the physical education requirement could result in ramifications to the campus, such as a decrease in enrollment. Erik shared that this is a change that will have to be addressed within the KAD Division, and yet, it will impact the college as a whole. David Eck added that as a college, we can agree to have lifelong learning as a degree requirement, and that this will be an ongoing discussion.

9) PBC Representative Rotation Schedule

The group established the following rotation schedule of IPC members to attend the remaining PBC Meetings this semester:

The Planning & Budgeting Council (PBC) meets on the 1st and 3rd Wednesdays of the month.
2:10 to 4pm

Attend meetings and report back to IPC what you learned. Report or type in chat IPC updates to PBC.

Oct. 18 **Diana Tedone-Goldstone**

Nov. 1 **Sarah Cortez**

Nov. 15 **Jose Manzo**

Dec. 6 **Erik Gaspar**

10) Reminder: Instructional Program Review due date: 10/13/23 and Program Review Support Sessions on Fridays

Chialin shared that the support session offered today will be important for folks to attend who have questions related to the resource request process. VP Ludmila Prisecar will be present to answer questions.

11) Good of the Order

- Anniqua Rana asked the committee to ensure they register for Flex Day.
- The group discussed the need to institutionalize seeking student feedback within the program review process. Diana Tedone-Goldstone will bring this information to the Program Review Workgroup meeting.

12) Important Dates

- [Program Review](#)
 - **October 13:** Instructional Comprehensive Program Review, Mid-Cycle Review, or Annual Update due
 - **October 27:** Dean/VP feedback due
 - **November 3:** Review and incorporate supervisor's feedback due (final deadline)
- [Reassigned Time](#) (New, Renewals, & Revisions)
 - **November 10:** Online applications due for all new, renewal and revised positions
 - [Renewal schedule by position](#)
 - **November 17:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction
 - **December 1:** IPC will review the applications for Faculty Reassignment, provide feedback, and vote on their recommendation (by position). Reassigned time authors are invited to attend.

13) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Chialin Hsieh

Discussion – none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 10:43am.