



## INSTRUCTIONAL PLANNING COUNCIL

### MEETING MINUTES OF September 6, 2024 9:00am-11:30am, Zoom/9-154

**Members Present:** Diana Tedone-Goldstone, Allison Hughes, James Carranza, Karen Engel, Paul Roscelli, Lisa Palmer, Kiran Malavade, Chialin Hsieh, Maribel Zarate, Erik Gaspar, Lindsey Irizarry, David Eck, Rebekah Taveau

**Members Absent:** none

**Guests:** Anniqa Rana, Ron Andrade, Kristina Brower, Gloria Darafshi, Candice Nance, Alex Kramer, Jasmine Jaciw, Jamie Hui, Nada Nekrep, Sarita Santos

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#### A. Approval of Agenda –

**Motion** – To approve the agenda: M/S: Karen Engel, Diana Tedone-Goldstone

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

#### B. Approval of Minutes – May 17, 2024

**Motion** – To approve minutes of May 17, 2024: M/S: Paul Roscelli, Lisa Palmer, Karen Engel

**Discussion** – none

**Abstentions** – Allison Hughes (not in attendance at the May 17 meeting as she was not a member for the 2023-2024 cycle)

**Approval** – approved

#### C. Bylaw Review and Revision

Diana Tedone-Goldstone shared the committee bylaws with the group. The purpose of bringing this item to the meeting is to revise item 8 under committee responsibilities: *Annually review how the campus is meeting Standard IIA and IIB*. These accreditation standards no longer exist, as the standards have been updated. Diana would like to propose updating the language to *ACCJC Standard II*, or to consider removing it altogether from the list of responsibilities. Karen Engel shared she is in favor of keeping the item in, but replacing the language to include *Standard II*. Diana shared that the wording of “annually review” also may not be an appropriate reflection of the committee’s duties regarding the standards. Paul Roscelli, Allison Hughes, and Lisa Palmer offered feedback on the statement in an attempt to accurately capture the role of the committee. Chialin Hsieh suggested incorporating the standards into the meeting agenda.

### ***Responsibilities***

These advisory tasks include:

1. Develop and oversee the annual process of instructional program review (on behalf of Academic Senate)
2. Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines.
3. Evaluate the instructional program review process yearly.
4. Host Instructional Program Review presentations (this could include a collaboration with SSPC).
5. Coordinate the annual program review college-wide process (including the timeline, communication, due dates) in collaboration with all councils and appropriate workgroups
6. Recommend and review policies and procedures as they relate to instruction.
7. Provide support and feedback on the development of new instructional programs and instructional program discontinuance.
8. Annually review how the campus is meeting Standard IIA and IIB.
9. Completion of a yearly review of the purpose and the role of the Instructional Planning Council.
10. Discuss and identify innovative instructional methods and opportunities to enhance teaching and learning.
11. Review and provide feedback on reassigned time applications.

## **Standard 2: Student Success**

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.

**Motion** – To change within the bylaws, item 8 of the *committee responsibilities* section to read: *Regularly monitor through the agenda process how the campus is meeting relevant parts of ACCJC Standard II: M/S: Paul Roscelli, Lisa Palmer*

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

### **D. Membership Update**

Diana Tedone-Goldstone shared the most up to date committee membership, noting vacancies. She also noted that she will be on maternity leave during the spring semester, and IPC will need a co-chair replacement during this time. The process would involve IPC voting to fill the vacancy, but Diana wanted the committee to be aware so faculty members can begin to consider this role. Chialin Hsieh clarified that the co-chair of IPC must be one of the 9 faculty members of IPC.

## IPC Members, 2024-2025 (17 voting members)

### Co-Chairs: Vice President, Instruction and one faculty member

- **9 Faculty-appointed by Academic Senate**
  - **Curriculum Committee Chair** – Lisa Palmer (term ends Spring 2025)
  - **Faculty Assessment Coordinator** – Paul Roscelli (term ends Spring 2027)
  - **Honors Coordinator** – Rebekah Taveau (term ends Spring 2025)
  - **Faculty Equity Coordinator** – Kiran Malavade (term ends Spring 2025)
  - **Counselor – vacant** (term ends Spring 2026)
  - **Librarian** – Diana Tedone-Goldstone (term ends Spring 2025) (co-chair)
  - **3 Faculty Members-at-large** (faculty-at-large positions will be used to balance membership – adjunct, career education, division representation, etc.)–
    - Erik Gaspar (term ends Spring 2026)
    - Allison Hughes (term ends Spring 2026)
    - David Eck (term ends Spring 2026)
- **2 Classified Members-at-large** – recommended by Classified Senate and appointed by CSEA:
  - **Vacant**
  - Maribel Zarate (term ends Spring 2025)
- **2 Students-appointed by the ASCC** –
  - **vacant**
  - **vacant**
- **1 Instructional Technologist** - Lidsey Irizarry
- **1 Instructional Dean** – James Carranza (term ends Spring 2026)
- **Dean of Planning, Research and Institutional Effectiveness** – Karen Engel
- **Vice President of Instruction** - Chialin Hsieh (co-chair)

### E. November meeting to review **Comprehensive Program Reviews (based on feedback from last year)**

Diana Tedone-Goldstone shared that normally, IPC meets on the first and third Fridays of each month. She is proposing, based on feedback received last year, that the committee move the date of the Comprehensive Instructional Program Review Feedback meeting a week later, to the fourth Friday of the month. This would change this meeting from November 15 to November 22 and give the committee more preparation time.

**Motion** – To change the date of the Comprehensive Instructional Program Review Feedback meeting to November 22, 2024: Rebekah Taveau, Lisa Palmer

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

### F. EMP Annual Plan Update

Chialin Hsieh, James Carranza, Alex Kramer, Ron Andrade, Anniqua Rana, and Karen Engel presented on behalf of this item, specifically the areas of the annual plan related to Instruction. The following presentation was shared with the committee:

**Annual Plan (draft)**  
for implementing the College's  
5-year Education Master Plan

**2024-25**

Presented to the Planning & Budgeting  
Council on September 4, 2023



## 2024 Leadership Retreat Update

- ✓ 50+ students, faculty, classified staff and administrators participated
- ✓ 4 breakout sessions focused on choosing the top priorities for 2024-25
- ✓ Check <https://canadacollege.edu/plans/leadership-retreat.php> for more info



### GOAL 1: Student Success

- Build on the CWA model & create a hub for evening students
- Increase degree and certificate programs available in Menlo Park and East Palo Alto
- Create and scale a First Year Experience Program

### GOAL 2: Equity & Antiracism

- Provide comprehensive on-boarding for all new employees
- Transform college participatory governance processes
- Evaluate academic support programs and practices

### GOAL 3: Community Connections

- Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities
- Strengthen transfer support services to increase transfers
- Create and expand career exploration experiences for students
- Double the number of alumni connected to Cañada's Alumni Organization by 2027

### GOAL 4: Infrastructure & Innovation

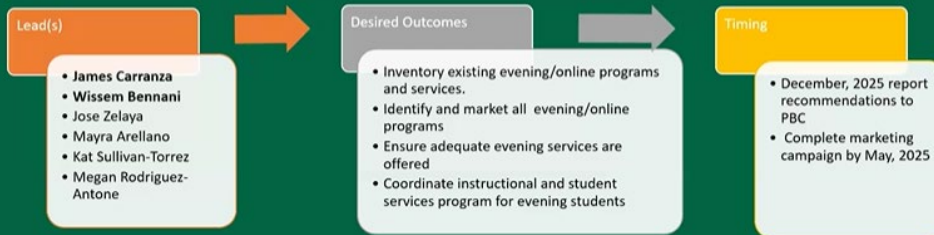
- Improve access to campus via public transit, rideshare
- Build a Childcare Center
- Update and implement sustainability initiatives



## Build on the CWA model & create a hub for evening students

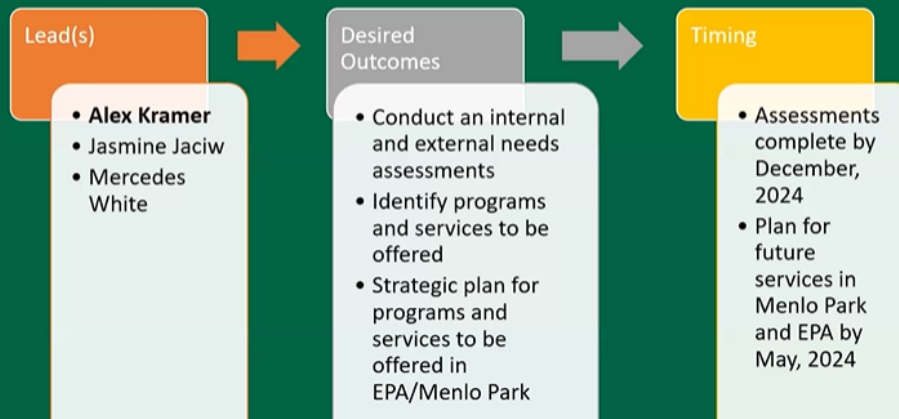
EMP 1.2 Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings, to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.

&  
EMP 4.3 Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop)



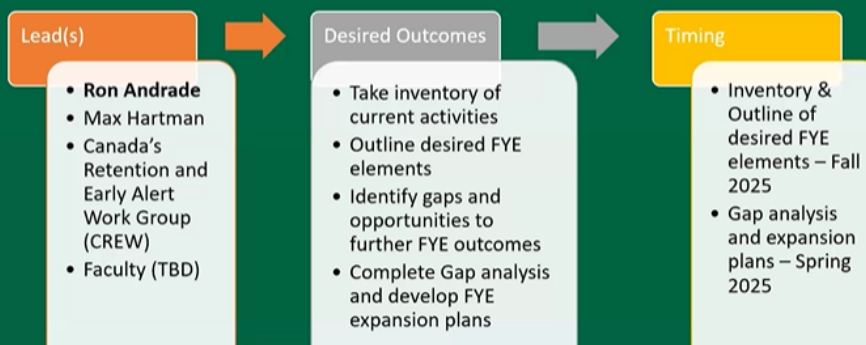
## Degree and Certificate Programs in Menlo Park and E. Palo Alto

EMP 1.4 Increase the number of degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations (East Palo Alto) to help students access needed courses and support services closer to home.



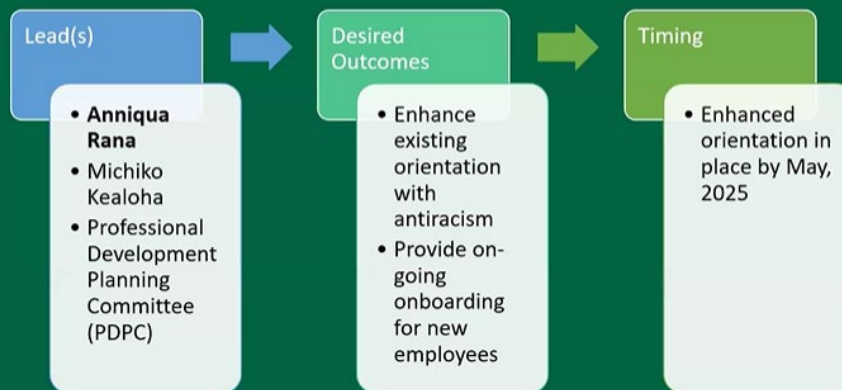
## Create and scale a First Year Experience Program

EMP 1.15 Create (by 2023) and scale (by 2025) the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts.



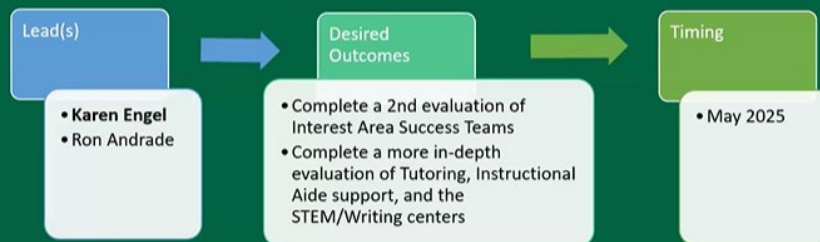
## Provide comprehensive on-boarding for all new employees

EMP 2.7 Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services.



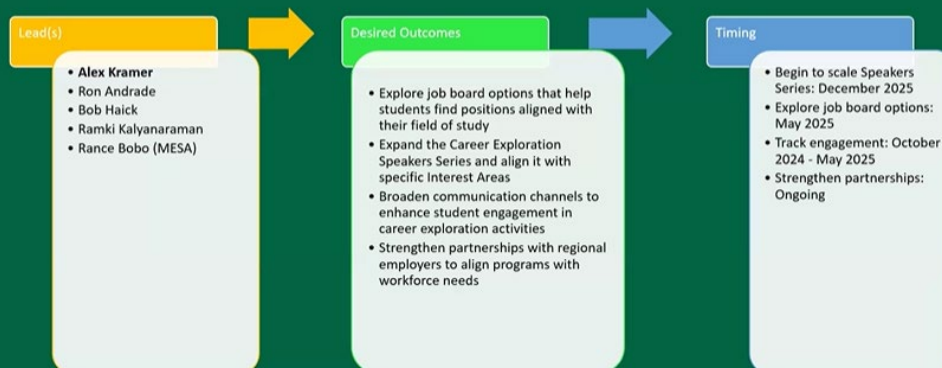
## Evaluate academic support programs and practices

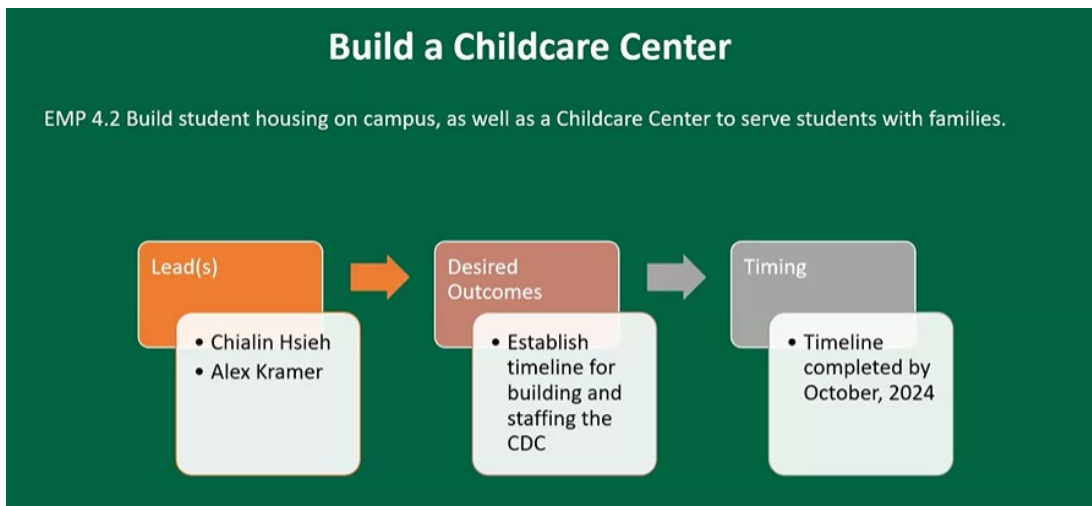
EMP 2.14 Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.



## Create and expand career exploration experiences for students

EMP 3.11 Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities.





Chialin Hsieh asked for the group to offer feedback. Ideas were shared about potentially rebranding the CWA (College for Working Adults) or creating a tiered system that would include evening students, student-athletes, and those primarily taking online courses. The goal is to create a more holistic and coordinated experience for these students, integrating evening resources like instructional support and student services.

There was also a discussion about leveraging existing campus resources, such as the childcare center and health facility, to offer students work opportunities or apprenticeships. This would help students gain work experience while pursuing their education, preparing them for careers after graduation.

An invitation was extended to faculty and staff by Anniqua Rana to join the Professional Development Planning Committee, particularly to help structure faculty orientations and fill leadership positions. Paul Roscelli touched upon the importance of mentoring new faculty. A suggestion was made to create a voluntary mentorship program where more experienced faculty mentor new hires. Kiran Malavade noted that mentorship is already part of new faculty orientation, and that if faculty members had feedback regarding the format, they may want to connect with Doniella Maher who is leading the current process.

### G. Program Review Support

Chialin Hsieh shared the above document with the committee, and asked coordinators for their perspective and feedback in supporting program review writers. Chialin shared that the goal of this document is to streamline support for program review writers by connecting them directly with the right resources and people for specific sections of the program review. Each coordinator or leader has expertise in areas like labor data, curriculum, student equity, etc. Faculty who are responsible for program reviews should know who to contact for help in these areas. Various attendees provided insight into supporting the following areas: Gloria Darafshi: Articulation support, Jasmine Jaciw: Community & Labor Needs support, Lisa Palmer and Deans: Curricular Changes support, Karen Engel: Enrollment Trends support, Paul Roscelli: SLO and PLO Assessment support, and the DE team: Online Success support.

Kiran Malavade and Paul Roscelli brought up that the audience for this conversation might not be clear. There was concern about whether the people in the current meeting (mostly coordinators, not program review writers) are the right audience to hear this information. The program review writers, who need

the support, may not be in the room, and this information might not reach them in an effective way. The group summarized that there are two audiences:

**Audience 1:** The current meeting participants (coordinators, leaders) who are being informed about the process, so they understand their roles in supporting program review writers.

**Audience 2:** The program review writers themselves, who need direct access to these resources.

Kiran and Paul advocated for making it easier for these writers to know who to contact by mapping out the connections within the program review document itself, or the online system. One suggestion was to include a clear list or clickable links within the program review template or website that directly connects faculty to the appropriate experts (e.g., "For labor market data, contact Jasmine; for student equity questions, contact Kiran"). This information can be placed on the program review website, in data dashboards, and in any other resources used by faculty. This ensures that program review writers know exactly where to find the right support without having to guess or figure it out independently. Once this system is set up, the group discussed that it is important to ensure that the program review writers are clearly informed, either through direct communication, training, or by making the resources prominent within the program review process itself. The goal is to ensure both coordinators and program review writers have clear and direct ways to support each other. Creating a transparent, easy-to-use system where writers can access resources efficiently will help both groups succeed.

Allison Hughes clarified that IPC's role is to oversee parts of program review, such as ensuring the support systems are in place. The focus should be on making support accessible for faculty who need it. The group agreed on the value of a centralized area for support, including in-person sessions for program reviews.

## H. Reassigned Time Positions List and Positions Up for Renewal

Diana Tedone-Goldstone reviewed the above links with the committee, highlighting where to find the Reassigned Time Positions List on the college website, and the Reassigned Time Renewal Schedule as seen below:

### Reassigned Time Renewal Schedule

Reviews Due Fall 2024	Reviews Due Fall 2025	Reviews Due Fall 2026
<b>College-Wide Positions</b>	<b>College-Wide Positions</b>	<b>College-Wide Positions</b>
Community Learning Through Sports (COLTS)	Dual-Enrollment Faculty Coordinator	Instructional Assessment Coordinator
CTE Liaison	Flex Day Coordinator	
Faculty Equity Coordinator	Online Instruction	
Faculty Teaching and Learning Coordinator	OER/ZTC Coordinator	
Honors Transfer Program (HTP)		



Department/Program Positions	Department/Program Positions	Department/Program Positions
CBOT Coordinator	English Department	
Education and Human Development Coordinator	Social Sciences	
ESL Coordinator	Writing Center	
Instructional Planning Council (IPC) Faculty Co-chair	Chemistry Department Coordinator	
Interior Design Coordinator	Faculty Learning Program (FLP)	
Medical Assisting Coordinator	Controlled Digital Lending Coordinator	
Paralegal Coordinator		
Umoja Coordinator & Program Faculty		
Dual-Enrollment - HIST Faculty (Pilot)		

Rebekah Taveau asked if it was common for the position renewal process to occur during the same semester as a program review, and how to handle both tasks if they coincide. Diana Tedone-Goldstone responded by explaining that it's not intentional for these processes to happen simultaneously. The timing depends on when the position was first established, as renewals occur at specific intervals (e.g., every two or four years). She recommended prioritizing the program review, especially since there is typically about a month between the deadlines, which allows for staggered focus on each task.

Lisa Palmer added that, in her department's experience, working on both processes at the same time was beneficial because the program review highlighted the importance of having a coordinator, which could be used as a justification in the renewal process. Rebekah noted that the reflective aspect of the program review can indeed be informative for the position renewal. Diana also reassured that reminders and previous forms are sent out to help individuals build on existing information, reducing the burden of starting from scratch for renewals.

## I. Enrollment Update

Chialin Hsieh presented on behalf of this item. She shared the following information with the committee:



# Course Enrollment and Modalities Fall 2024

Present to IPC  
From the Office of Instruction  
September 6, 2024

## EMP 1.3 Create a student-first course schedule EMP 4.12 Offer key courses in multiple modalities

A student-first course schedule is the outcome of a thoughtful and collaborative process that prioritizes student success, minimizes disruptions, aligns programs, and balances faculty workload.

### Student-first Scheduling and Modalities:

- Offering diverse course modalities, including face-to-face, hybrid, asynchronous online, synchronous online, and multi-modalities, to cater to various learning preferences.
- Considering the day of the week, time of day, and location to accommodate student needs and preferences.
- We ensure course schedules are aligned to minimize conflicts, enabling students to plan and complete their educational goals efficiently.

ACCJC Standard 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.

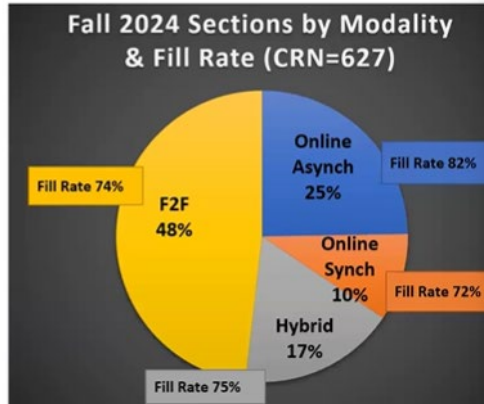
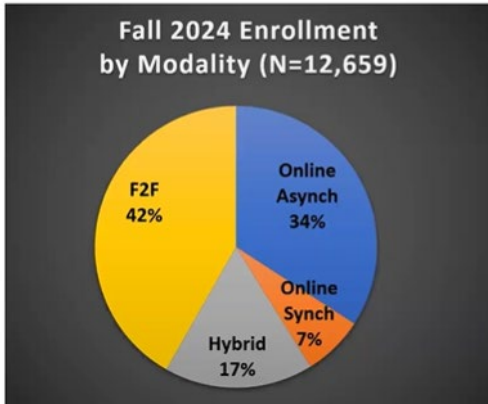
ACCJC Standard 2.6: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

## Exceeded College Goals

	Course Enrollment	Headcount	Fill Rate	FTES	FTEF	Load	# of Section (# of CRN)
<b>College Goal</b>	<b>11,000</b>	<b>5,337</b>	<b>80%</b>			<b>450</b>	
<b>Fall 2024</b> (Census Day, 9/3/2024)	<b>12,659</b>	<b>6,552</b>	<b>76%</b>	<b>1530</b>	<b>107.2</b>	<b>429</b>	<b>490</b> <b>(627)</b>
F2F	5,168		74%	662	49	<b>404</b>	222 (302)
Online Asynchronous	4,379		83%	461	27.5	<b>503</b>	138 (155)
Hybrid	2,067		75%	290	23.4	<b>372</b>	91 (109)
Online Synchronous	1,045		72%	117	7.2	<b>486</b>	39 (61)

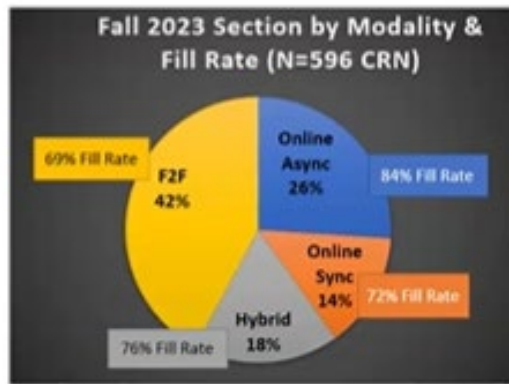
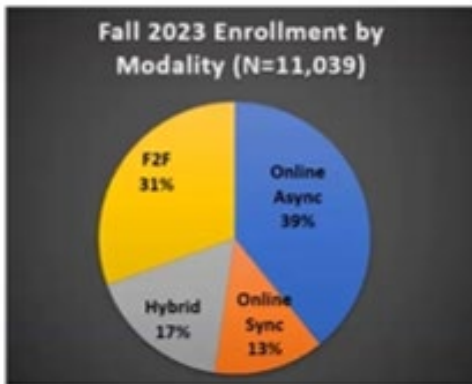
## Effective Management of Enrollment by Modalities at Census Day

### Fall 2024



## Effective Management of Enrollment by Modalities at Census Day

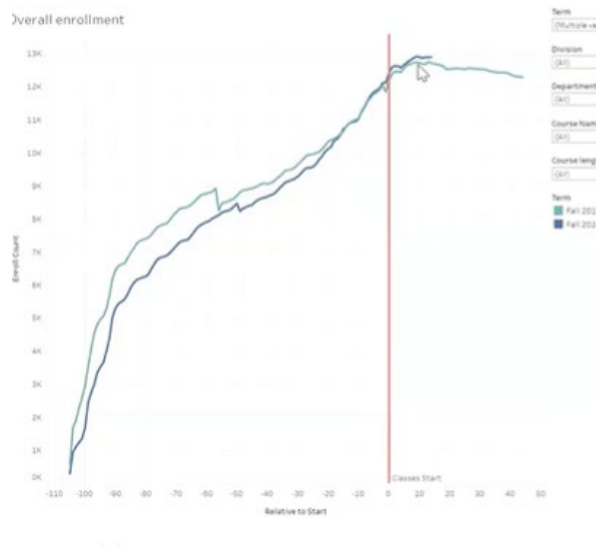
### Fall 2023



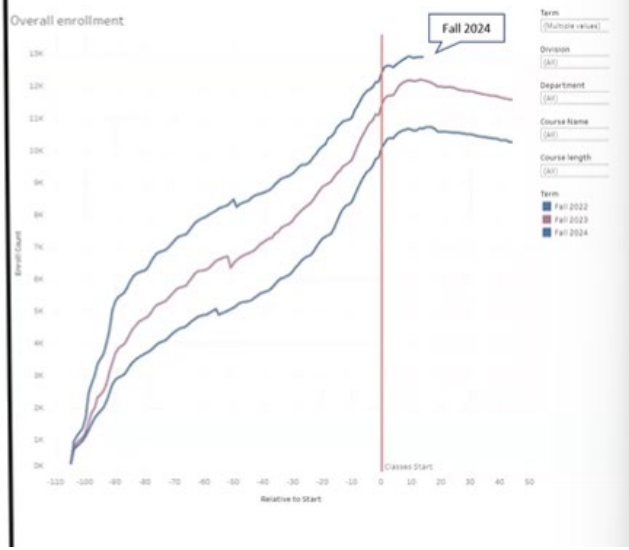
## Point in Time Comparison and Course Success

Metric	Fall 2022	Fall 2023	Fall 2024	% change FA2024-FA2023
Enrollments	10,570	11,974	12,653	+5.6%
Headcount	5,337	6,159	6,552	+6%
Headcount (First-Time)	825	905	947	+4.6%
Headcount (Int'l)	69	80	109	+36%
Concurrent K-12 Student	498	549	639	+16%
Continuing Student	2,970	3,945	3,997	1%
Enrollments (Evening)	508	703	991	+41%

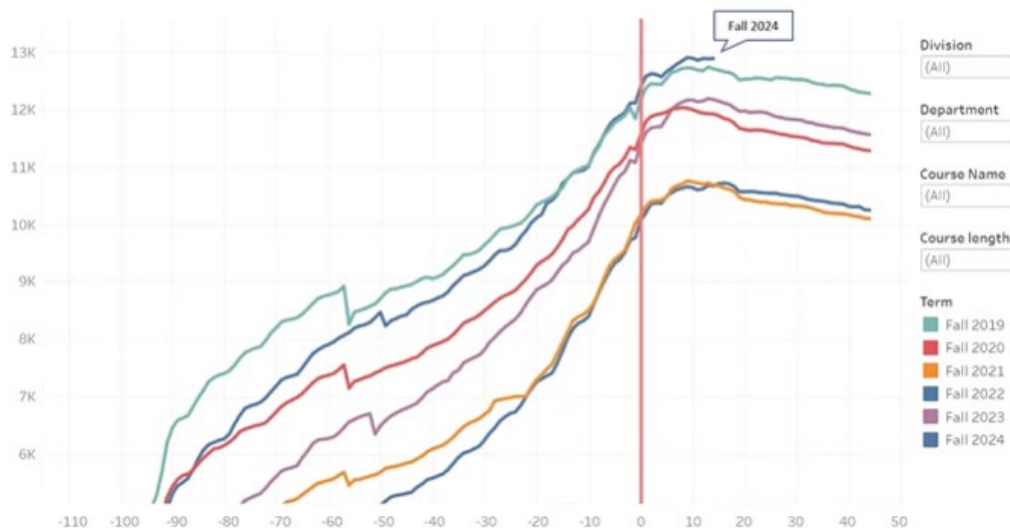
### Enrollment Comparison: Fall 2019 (pre-pandemic) and Fall 2024



### Enrollment Comparison: Fall 2022, Fall 2023, & Fall 2024 (post-pandemic)



### Six Semesters Enrollment Trend—Fall 2019 through Fall 2024



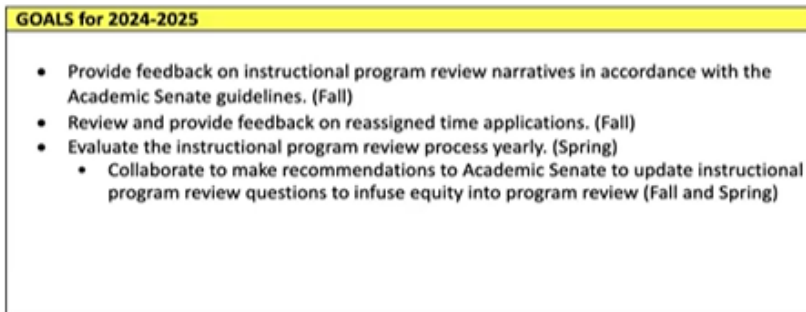
Paul Roscelli raised the idea of how different student groups may be distributed across various course modalities (online, hybrid, face-to-face) and the potential impacts if specific groups, like ESL, Middle College, or athletics, disproportionately depend on one modality. The concern was that a loss of students in these groups could disproportionately affect certain modalities.

Rebekah Taveau raised a point about data interpretation, noting that student enrollment in specific modalities often reflects what departments are allowed to offer, not necessarily what students prefer. Nada Nekrep and Anniqua Rana discussed how online course success might differ now compared to pre-pandemic numbers, given that more faculty are now trained in online teaching. They suggested that it would be useful to examine success rates and modality breakdowns by division. Lisa Palmer asked whether late-start classes are included in the enrollment data, and the answer was that they are, though their full impact might not yet be reflected since they have yet to begin.



## J. IPC Goals for 2024-2025

Diana Tedone-Goldstone shared a draft of IPC Goals for 2024-2025.



While Academic Senate has final purview over instructional program review questions, IPC can play a significant role by initiating discussions and making recommendations. The group discussed forming a joint work group between IPC and Academic Senate, ensuring experts in equity and anti-racism are involved with the goal being to develop clear, relevant questions that align with the Educational Master Plan (EMP) and the Student Equity and Achievement Program (SEAP). The group discussed the importance of ensuring that any revision efforts do not feel like they are being forced, but instead are seen as recommendations.

**Motion** – To confirm the above as IPC goals for 2024-2025: Diana Tedone-Goldstone, Allison Hughes

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

## K. Curriculum Report

Lisa Palmer provided an update on the Curriculum Committee's recent activities. She mentioned that the first meeting, a workshop, was very successful and well-attended, with nearly all the faculty involved in updating the six courses for the new common course numbering system present. She highlighted the value of faculty collaborating in person, particularly since many find the system frustrating and challenging to navigate. She emphasized the benefit of working together to find solutions and receive real-time answers to questions. Lisa shared that the next official Curriculum Committee meeting would be in two weeks, where more initiatives and necessary work would be discussed. She expressed gratitude to those who participated in the workshop and reminded the group to pay attention to emails from the Curriculum Committee team as these often contain important action items related to curriculum changes.

## L. Important Dates:

October 18<sup>th</sup> [Comprehensive Program Review](#) due

November 15<sup>th</sup> New, revised, and renewed [reassigned time](#) position applications due

November 22<sup>nd</sup> IPC will review comprehensive program reviews, extra-long meeting

December 6<sup>th</sup>, IPC votes on reassigned time position (new, revisions, and renewals)

## M. Adjournment

Meeting adjourned at 11:21am.