



**INSTRUCTIONAL PLANNING  
COUNCIL  
MEETING MINUTES OF  
October 7, 2022  
9:30am – 11:30am, Zoom**

**Members Present:** Jessica Kaven, Susan Mahoney, , Chris Burns, Erik Gaspar, Sarah Cortez, Allison Hughes, James Carranza, Chialin Hsieh, Jill Sumstad, Alison Field, Jose Manzo, Chloe Knott

**Members Absent:** Alex Claxton, Lisa Palmer, Karen Engel

**Guests:** Lezlee Ware, David Eck, Candice Nance, David Reed, Matt Lee, Gampi Shankar, Leonor Cabrera, Doug Hirzel, Mary Ho, Nada Nekrep, Ameer Thompson, Gerardo Pacheco, Lesly Ta, Gloria Darafshi, Mayra Arellano

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**1) Adoption and Approval of Agenda**

**Motion** – To adopt agenda: M/S: Chris Burns, Sarah Cortez

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

**2) Approval of Minutes**

- September 16, 2022

**Motion** – To approve minutes: M/S: Sarah Cortez, Allison Hughes

**Discussion** – none

**Abstentions** – Alison Field (not present at 9/16 meeting)

**Approval** – approved

**3) IPC Membership**

Jessica Kaven presented on behalf of this item. She projected the current membership of IPC and shared that it has been requested that CTE or Business, Design & Workforce Division be represented within the faculty membership. Jessica posed options to the committee, that if in agreement, they can potentially add a third faculty at large, or a specific position for the particular area/division seeking membership representation.

Candice Nance shared that it is her understanding that CTE/BDW used to have representation at IPC, and with the nuances of CTE curriculum and compliance and how

different the impact is for that division, she recommends that the committee consider adding a CTE related spot on the committee, and thanked the committee for considering this. James suggested reviewing the bylaws to consider what the best structure might be for membership, noting that typically IPC has not had membership from each division. James agreed that it is important that the BDW/CTE needs are represented. James and Jessica clarified that the bylaws would need to change if the membership was to change. James highlighted that within this committee, the members do not represent their divisions, but rather various campus constituencies, and stated that perhaps a workforce or CTE representative would therefore make more sense than a BDW division representative. Allison Hughes agreed with James' point, noting that she reviewed the membership back to 2009, and the membership has always been by position that is held at the college as opposed to division specific representatives. Allison shared that the idea to incorporate a third faculty member at large, or a CTE membership position would fit well within the current membership model. Allison suggested if the committee were to add a third faculty member at large position, the three categories the committee could do their best to work within could be adjunct representation, CTE representation, and general faculty representation. The group discussed the possibility of the CTE Liaison role acting as the representation, however, the group discussed the challenges that may exist with that selection, and agreed further discussion was needed. This item will be brought back for discussion and possible action at a future IPC meeting.

#### 4) COLTS-U Transfer Station

Mary Ho and Gloria Darafshi presented on behalf of this item. They presented the following to the committee:



## COLTS-U Transfer Station:

### A Transfer and University Hub

- ❖ A one stop for students for all university information and transfer process
- ❖ Enhance strong transfer culture on campus
- ❖ Cultivate a sense of belonging among transfer students
- ❖ Unify and consolidate the transfer efforts
- ❖ Collaboration with the University representatives
- ❖ Greater availability to support students
- ❖ A center for transfer workshops and activities

## COLTS-U Transfer Station:



### For Students:

- Drop-in transfer counseling
- University information
- Transfer resources
- Transfer workshops (both virtual & in-person)
- University representatives
- Computer lab
- Student networking

### For Staff & Faculty:

- University information
- Transfer resources
- University & transfer programs in-class and presentations & at events
- Strategic and intentional collaboration with instructional faculty

# COLTS-U Transfer Station:

## For Programs:

- University information
- Transfer resources
- Opportunity to collaborate with STEM, Honors Transfer Program, TRIO etc...
- Workshop space for campus programs
- Drop-in office space for transfer activity

## For Universities:

- University representatives drop-in office hours
- Collaboration on campus visits
- University partnerships



# Location & Hours

**Building 9 - Room 106**

First Floor left to the Welcome Center

Monday-Thursdays  
8:00 am - 4:30 pm



## Staff

- ❖ Mary Ho, Director for Postsecondary Success and the University Center, [hom@smccd.edu](mailto:hom@smccd.edu) , Office: Building 9 - Room 106
- ❖ Soraya Sohrabi, Transfer Program and Services Supervisor/Counselor  
[sohrabi@smccd.edu](mailto:sohrabi@smccd.edu)
- ❖ Gloria Darafshi, Transfer Counselor and Articulation Officer  
[darafshi@smccd.edu](mailto:darafshi@smccd.edu) Office: Building 9 - Room 135

## Save-the-Date

**Tuesday, October 25, 2022**  
COLTS-U Transfer Station Open House  
9:30 am - 11:00 am



Susan Mahoney asked how she can connect with the group for planning purposes, and Mary and Gloria shared that they will follow up. Chialin thanked Mary and Gloria for their sharing of such important information.

#### 5) **Dual-Enrollment Update**

Mayra Arellano presented on behalf of this update. She shared the following with the committee:



## **Dual Enrollment Update**

Fall 2022

## Spring 2022 Outcomes

# of Sections	7
# Schools (# Districts)	3
# Enrollments	130
% of students passed with a C or better	93%
% of students with W	2%
% of courses taught by CC faculty	90% (6 out of 7)

## Fall 2022 Enrollments

# of Sections	10
# Schools (Districts)	3
# Enrollments	236
% of courses taught by CC faculty	90% (9 out of 10)



## Updates

- Program Review:
  - Hiring a Retention Specialists for 2022-2023
  - Student Ambassadors
- Implemented our monthly Faculty Check-Ins
- Version 2.0 of DE Implementation Plan
- Finalizing Spring 2023 offerings



Cañada College

YOU'RE INVITED TO  
**• BREAKFAST •**  
High School Counselors  
& Community Partners!

WEDS., NOVEMBER 9  
Breakfast starting at 8:30 a.m.  
Event from 9 a.m. – 11:30 a.m.

**• RSVP •**



Zoom & In-Person:  
<https://forms.gle/rw4Nf4dzc8caTru9>

**WORKSHOPS:**

- Steps To Get Into College
- Transfer Options at Cañada
- Certificate Programs at Cañada
- Dream Center/Undocu & Undocu Allies

For disability-related accommodations, please email: [access@canada.edu](mailto:access@canada.edu) or call (925) 386-3235.

## Save the Date:



Leonor Cabrera asked what types of courses are being offered for students. Mayra shared that BUS 180 at Carlmont High School, ECE courses at Hillsdale High School and Ethnic Studies at Pescadero High School are some of the offerings available for students in the fall. Susan Mahoney shared that she is interested in a collaboration with the HTP program, and would be interested in sharing information that can be dispersed at the breakfast event.



Jessica Kaven added that it would be helpful to understand what types of teaching and learning support is being offered for faculty. Mayra agreed that this is important as reflecting on the resources that faculty need in order to be successful in teaching these courses is crucial. Lezlee Ware asked if having faculty coordinators at each high school has been discussed. Lezlee shared that many years ago, her division learned that having a faculty coordinator was a successful position to have as it could serve as a liaison between the high school and the college faculty. Mayra shared that she would discuss this with Chialin and encouraged Lezlee to share any other information she may have. Chialin thanked Mayra for her work on this endeavor.

**6) Student-First Course Schedule and 3-Year Completion**

- Strategic Enrollment Implementation
- College for Working Adults (CWA) model

Chialin projected the PRIE website and brought the committee's attention to the following portion of the site, highlighting the EMP initiatives for which IPC is responsible, and the advisory role in which IPC will serve:

[Cañada Collaborates | Office of Planning, Research, and Institutional Effectiveness \(PRIE\) | Cañada College \(canadacollege.edu\)](#)

#### Instructional Planning Council (IPC)

In consultation with Academic Senate and the Office of Instruction, IPC will serve in an advisory role specific to the following initiatives:

- 1.3 Create a student-first course schedule
- 1.16 Create campus culture that supports completion within 3 years
- 1.19 Reduce or eliminate the cost of textbooks
- 1.8 Ensure academic program viability
- 2.3 Increase resources for faculty professional development
- 2.5 Increase use of Open Educational Resources
- 4.10 Ensure faculty, staff and students have access to technology to support multiple modalities
- 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning
- 4.12 Offer key courses in multiple modalities

Chialin then shared the following presentation with the committee:

# Strategic Enrollment Implementation

Office of Instruction

Presentation

Instructional Planning Council Meeting

10.6.2022

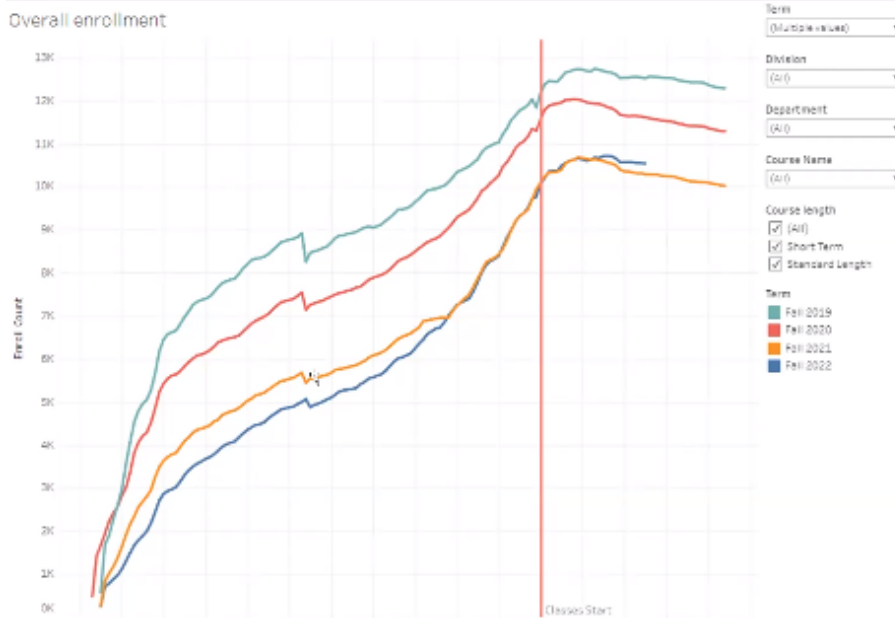
## Just-in-time Enrollment Strategies Deployed

### 3 weeks before semester starts

#### Marching order

- All-hands-on-deck approach to increase course enrollment
- Instructional deans worked with GP retention specialists in collaboration with GP Director to communicate with students to enroll in courses
- PRIE provided needed data including students' contact information.
- Counseling expanded availability of drop in sessions

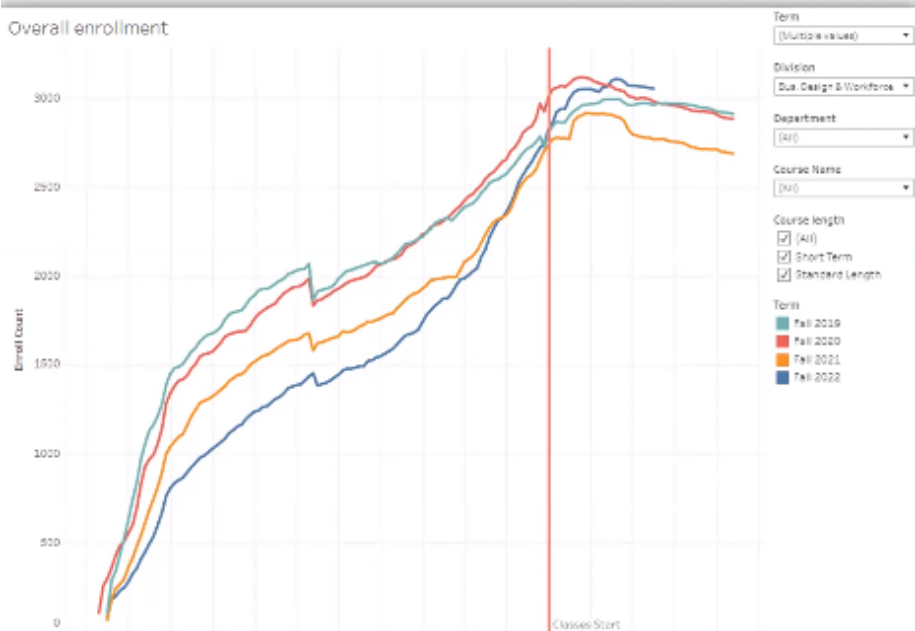
# Positive Outcomes of the Strategies



College Overall

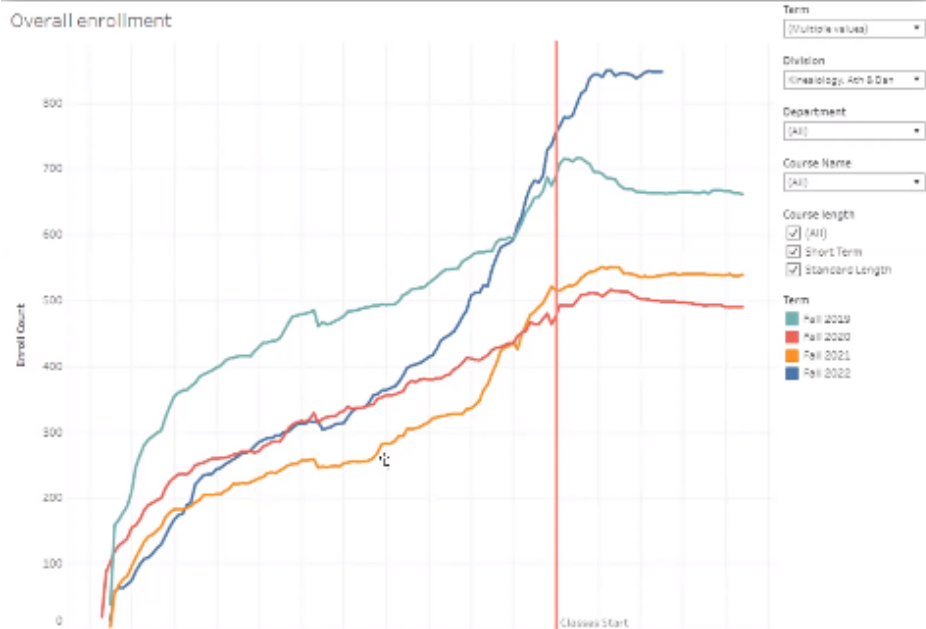
**BIG THANKS TO PRIE**

# Positive Outcomes of the Strategies



Business Design & Workforce

# Positive Outcomes of the Strategies



Kinesiology,  
Athletics, & Dance

## Lessons Learned

- 1. Strategies seemed to work!**
  - Point-in-time enrollments were positive compared with the same time last year
- 2. These strategies could be implemented earlier instead of 3 weeks before the semester started to avoid potential class cancellations**
- 3. Counseling drop-in appointments were expanded**
- 4. Areas for further exploration:**
  - Improvements to student ed plan data
  - Opportunity to mitigate potential class cancellation with earlier implementation of strategies

## Next Step--Details

1. Deploy these strategies in Oct, Nov, and Dec for Spring 2023 enrollment
2. Focus on students updating student ed plan before priority registration
3. Focus on students enrolling in courses before winter break
4. Set up monthly benchmarks for student ed plan and enrollment
5. Work together to build:
  1. Consistent dataset to use
  2. Consistent timeline for communication
  3. Consistent messaging

## Goals

1. All students (who need to) update their student ed plan before Priority Registration (Nov 2)
2. All students enroll in Spring 2023 before Winter Break

# Set Benchmark: Student Ed Plan

Cañada Home Campus Students Only	Fall 2022 Enrolled Students	Not Exempt from SSSP (needs SEP)	Expired or Blank SEPs	Goal: 10/14 25% update SEP	10/14 Actual Result	Goal: 10/28 50% update SEP	10/28 Actual Result	Goal: 11/11 75% update SEP	11/11 Actual Result	Goal: 11/23 100% update SEP
Interest Area students who are not served by the										
Art, Design, Performance	154	124	39	10		20		29		39
Business	167	133	28	7		14		21		28
Human Behavior & Culture	256	169	52	13		26		39		52
Science & Health	341	266	78	20		39		59		78
Unknown Program of Study and not served in a special program and not included in an Interest Area (and are not K12, or already possessing an Associate's degree or higher)	350	95	46	12		23		35		46
Athletes	114	87	2	1		1		2		2
College for Working Adults	105	64	11	3		6		8		11
EOPS	164	120	9	2		5		7		9
ESL	274	75	11	3		6		8		11
International students	70	59	3	1		2		2		3
Promise Scholars Program (including part-time Promise)	498	428	32	8		16		24		32
Puente	74	54	9	2		5		7		9
TRIO	49	37	8	2		4		6		8
Umoja	11	6	0	0		0		0		0
<b>Total</b>	<b>2627</b>	<b>1717</b>	<b>328</b>	<b>82</b>		<b>164</b>		<b>246</b>		<b>328</b>

# Set Benchmark: Course Enrollment

Cañada Home Campus Students Only	Fall 2022 Enrolled Students	Goal: 11/16 25% of students enrolled	11/16 Actual Result	Goal: 11/30 50% of students enrolled	11/30 Actual Result	Goal: 12/10 75% of students enrolled	12/10 Actual Result	Goal: 12/18 90% of students enrolled	12/18 Actual Result	Goal: 1/6 100% of students enrolled	1/6 Actual Result
Interest Area students who are not served by the special programs below*											
Art, Design, Performance	154	39		77		116		139		154	
Business	167	42		84		125		150		167	
Human Behavior & Culture	256	64		128		192		230		256	
Science & Health	341	85		171		256		307		341	
Unknown Program of Study and not served in a special program and not included in an Interest Area (and are not K12, or already possessing an Associate's degree or higher)	350	88		175		263		315		350	
Athletes	114	29		57		86		103		114	
College for Working Adults	105	26		53		79		95		105	
EOPS	164	41		82		123		148		164	
ESL	274	69		137		206		247		274	
International students	70	18		35		53		63		70	
Promise Scholars Program (including part-time Promise)	498	125		249		374		448		498	
Puente	74	19		37		56		67		74	
TRIO	49	12		25		37		44		49	
Umoja	11	3		6		8		10		11	
<b>Total</b>	<b>2627</b>	<b>657</b>		<b>1314</b>		<b>1970</b>		<b>2364</b>		<b>2627</b>	



# Update Student Ed Plan

10/7/2022

Month	Important Day	Goal	Data Coach: Data Tracking 1. Special Programs 2. Interest Areas	Retention Specialist: Activity/Communication	Welcome Center Counseling --	Evaluate the outcomes 1. PRE to provide the report 2. Retention specialists to discuss (Mock up tabs)	Interest Area Deans and Special Programs Deans to Monitor the progress to meet the goal
September	Update Student Ed Plan (9/26) 10/3 Schedule LIVE on Websmart	10/14: 25% of students in each special programs and Interest Areas update their Student Ed Plan (to obtain priority registration day.)	1. 9/26: Data Coach to provide data contained student ed plan update date to support meet the goal.	xxx	xxx	10/14 Check point: 10/14 goal--25% (using 10/14 data) Actual Result Meet the goal Not Meet the goal	
		10/28: 50% of students update their Student Ed Plan	2. 10/14: Data Coach to provide the updated data contained student ed plan update date to support meet the goal.	xxx	xxx	10/28 Check point: 10/28 goal--50% (using 10/28 data) Actual Result Meet the goal Not Meet the goal	10/31 iDeans Meeting check in on Student Ed Plan
		11/11: 75% of students update their Student Ed Plan	3. 10/28: Data Coach to provide the updated data contained student ed plan update date to support meet the goal.	xxx	xxx	11/11 Check point: 11/11 goal--100% (using 11/11 data) Actual Result Meet the goal Not Meet the goal	
		11/23: 100% of students update their Student Ed Plan	4. 11/11: Data Coach to provide the updated data contained student ed plan update date to support meet the goal.		xxx	11/23 Check point: 11/23 goal--100% (using 11/23 data) Actual Result Meet the goal Not Meet the goal	11/28 iDeans Meeting check in on Student Ed Plan

- Consistent dataset to use
- Consistent timeline for communication
- Consistent messaging

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# Increase Enrollment

10/7/2022

Month	Important Day	Goal	Data Coach: Data Tracking 1. Special Programs 2. Interest Areas	Retention Specialist: Activity/Communication	Welcome Center Counseling --	Evaluate the outcomes 1. PRE to provide the report 2. Retention specialists to discuss (Mock up tabs)	Interest Area Deans and Special Programs Deans to Monitor the progress to meet the goal
November	Enrollment--Priority Registration (11/21)	11/16: 25% of students in each of the special programs or interest areas are enrolled in course(s).	1. 11/2: Data Coach to provide data contained student enrollment to support meet the goal.	xxx	xxx	11/16 Check point: 11/16 goal--25% (using 11/16 data) Actual Result Meet the goal Not Meet the goal	
	Open registration (11/16)	11/30: 50% of students in each of the special programs or interest areas enroll in course(s).	2. 11/16: Data Coach to provide data contained student enrollment to support meet the goal.	xxx	xxx	11/30 Check point: 11/30 goal--50% (using 11/30 data) Actual Result Meet the goal Not Meet the goal	11/28 iDeans Meeting check in on enrollment
December	Enrollment--Before final (12/1-12/10)  Final 12/1-12/10	12/10: to reach 75% of students enroll in course(s).	3. 11/30: Data Coach to provide data contained student enrollment to support meet the goal.	xxx	xxx	12/10 Check point: 12/10 goal--75% (using 12/10 data) Actual Result Meet the goal Not Meet the goal	
	Enrollment--After final (12/18)	12/18: to reach 90% of students enroll in course(s).	4. 12/10: Data Coach to provide the list of students in each special programs and interest areas who enrolled and not enrolled.	xxx	xxx	12/18 Check point: 12/18 goal--90% (using 12/18 data) Actual Result Meet the goal Not Meet the goal	12/12 iDeans Meeting check in on enrollment

- Consistent dataset to use
- Consistent timeline for communication
- Consistent messaging

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Candice Nance and Jessica Kaven asked if an H&SS Division graph could be shared. Dean Ameer Thompson addressed that the data for H&SS and S&T divisions, the data tended to trend with the college as a whole, but there were a few standouts which were BDW and KAD which had much more anomalous outcomes which is the reason why those divisions were highlighted.

Leonor Cabrera mentioned that Candice Nance was the creator of the late start for the BDW division, and students appear to be different than those which KAD has, for example.



Leonor shared that she tried to register for an evening fashion course, and had to involve the various deans and the assistance of the Welcome Center to finally be registered for the course. Leonor shared that from her perspective, it seems as though the campus is missing out on the older or more experienced student population and would like more information about adult lifelong learners, and that the registration process has made registration into these courses more difficult for these groups at times. Leonor suggested that there is an untapped group of students who for example, may have raised children and now wish to pursue a degree, and would appreciate tapping into this group of folks, and how best to support them.

Ameer thanked Leonor for her comment, but respectfully disagreed, stating that this group of students are not a secondary group of individuals, but are the campus students and are part of the primary group of students and not an afterthought. Ameer stated that the college does have a College for Working Adults and the campus is actively trying to serve those students, highlighting that these groups are our students.

Leonor agreed that while they are our students, those she is referencing have a nontraditional pathway, which is a few courses here and there, and possibly a certificate as opposed to a degree. Ameer shared that his primary point is to highlight that he does not see these students as secondary, but rather primary and therefore of primary concern. Ameer stated that the campus owes it to students to ensure they are being served. Leonor shared that from her perspective, they are not adequately being served as students have shared their experience with her, particularly related to the lack of support systems and services in place for evening students, such as office hours. Leonor and Ameer agreed to continue discussing this item off line.

Candice shared that she would like to see the college put together a late start schedule month by month in a top down, strategic format. Susan highlighted the importance of having an easy way for students to locate late start classes. Susan also supported Leonor's statement, sharing that compared to other institutions in which she has worked, our campus does not particularly court the lifelong learners, and if it is difficult for campus faculty and employees to register, it may be challenging for other potential students as well. Chialin shared that at a future meeting, she can include Manuel Perez, as a goal within the SEP is to make enrollment easier, and possibly Student Services can update the group on this. Sarah Cortez shared that there will be an upcoming Flex Day presentation on some of the enrollment updates, including those that have been implemented to assist students in registering more easily.

James shared the following presentation with the committee as the second portion of this agenda item:

CWA and Evening Course offerings

## What we know

The College for Working Adults sections are transfer-level courses. CWA courses are cross-listed with regular college evening courses. Cañada College students including CWA students can complete degrees in evening, online, or Saturday classes in the following areas:

- AA-T Psychology
- AA-T Sociology
- AA-T Social Work/Human Services
- AA-T Economics
- AA-T IDST Social Behavioral Sciences
- AA-T IDST Arts & Humanities



Career Education/ Workforce	Increase Degree Offerings	ESL Degree/Cert Completion	Re-Entry Population
<p><b>Access to CWA services</b></p> <p>CWA services may be offered to evening working adult certificate students.</p>	<p><b>Additional evening degrees</b></p> <p>Use the CWA model to expand degree offerings in the evening.</p>	<p><b>Strengthen the Bridge</b></p> <p>Provide accessible evening degree and certificates to inspire ESL students to continue their education.</p>	<p><b>A Community for All</b></p> <p>Establish a "campus community" to support the re-entry population via CWA. Provide accessible degree and certificate programs.</p>

James discussed a few examples of course offerings and evening degree challenges that the administration is currently working through to offer additional opportunities for students and to increase offerings and marshal support for students.

### 7) ASCC Recommendation (revised (9/1/2022)

- “That our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi modal) format by spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or students households.”
- IPC took action on ASCC’s spring 2022 recommendation on May 20, 2022.

- IPC will take action on the REVISED recommendation.

Jessica Kaven reminded the committee of the resolution timeline which has been shared with the committee in previous meetings:

<p>Spring 2022 ASCC Resolution</p> <ul style="list-style-type: none"> <li>• "ASCC Recommendation that the College provides 100% of certificate and degree classes online"</li> </ul>	<p>IPC Action on May 20, 2022</p> <ul style="list-style-type: none"> <li>• "IPC supports the ASCC recommendation that Cañada strive to create opportunities for students to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.). We commit to forming a workgroup in fall 2022 to facilitate this effort, including researching how to work with Skyline and CSM to make this happen."</li> </ul>
<p>Fall 2022 <b>REVISED</b> ASCC Resolution (September 1, 2022)</p> <ul style="list-style-type: none"> <li>• ASCC Recommendation that our college to aim for 100% of Certificate and Degree classes to be offered in an online (or multi modal) format by Spring 2024 with the exception of lab classes that would pose a health or chemical threat to the students or <u>students</u> households. <ul style="list-style-type: none"> <li>○ Follow-up: "the recommendation is asking that any class needed to attain a degree/certificate should be offered in an online (or multi-modal) format."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• IPC to take action on <b>REVISED</b> recommendation on 10/7</li> </ul> <p>Topics Identified (IPC meetings: 9/2 &amp; 9/16)</p> <ul style="list-style-type: none"> <li>• Inventory <ul style="list-style-type: none"> <li>○ Modalities, course offerings, course scheduling, course success</li> </ul> </li> <li>• Quality of Instruction <ul style="list-style-type: none"> <li>○ Faculty professional development/trainings</li> </ul> </li> <li>• Student technology needs <ul style="list-style-type: none"> <li>○ Laptops/Chromebooks</li> </ul> </li> <li>• Program Success and Completability <ul style="list-style-type: none"> <li>○ Success and completion specific to degrees/certificates and based course modalities</li> </ul> </li> </ul>

Jessica reminded the committee that this is an action item. Chris Burns highlighted the section on student technology needs, stating that much of this falls on the library, and that this semester, supplies and laptops supplies were exhausted very quickly, within days. Chris highlighted that next semester, an increase in students will also increase this demand, and many of these students will not have the supplies they need. Chris highlighted that while supplies and technology will increase student interest and enrollment, this also means more planning and preparation will be needed to ensure student needs are appropriately met.

Lezlee asked if there is a list on the website and in our catalog and schedule of classes of degrees that can be attained online, and if students could offer information related to which courses they have been having trouble getting into online. Candice shared a spreadsheet she had created for her division that organizes course offerings and their ability to be offered online, among other information. She shared that in speaking with faculty members, she now knows how to change selective options and tweak scheduling a bit to increase online

offerings. Chialin highlighted that the administration is working on a similar endeavor for all campus programs, in addition to AD-T, AS and AA and certificates which can be completed within 2-3years.

Allison shared that she would love to support the recommendation from ASCC and also make some conditions or add further clarity. While 100% is not a goal that may be possible at all times due to quality considerations, other considerations could be the focus and these items could greatly improve the student experience overall. Doug Hirzel shared that he is concerned about supporting the recommendation as it stands because of the 100% language, and because of the exceptions offered. Doug highlighted that while the committee has agreed that some courses are not appropriate to be offered online, the recommendation does not say this, with the exception of health and safety. Doug suggested making the recommendation to work with Academic Senate to add some questions to Program Review and five faculty the charge and opportunity to evaluate which courses are appropriate for online offerings and if programs are able to be completed 100% online. Doug cautioned the committee members on being overly broad in their approach in supporting this recommendation. Jessica highlighted that faculty members have reached out to her in agreement, stating that there are courses that should not be offered online, in their opinion, not just for health and safety reasons, but also for skill building, learning, articulation or programmatic need reasons. Chloe Knott thanked the committee for bringing up many of these points and shared that some of these are not aspects that the students may have considered. Chloe brought up the example of Computer Science 252, which some ASCC students need to take next semester, yet this course does not have an online option and this is a type of course which can be offered online. Chloe highlighted the idea of looking at the way in which courses are structured and how individual courses can be adjusted to fit student needs accordingly. She did thank the committee for bringing up points that were not considered or thought about by the students. The committee updated their summary of the chart as follows:

- IPC to take action on **REVISED** recommendation on 10/7

Topics Identified (IPC meetings: 9/2 & 9/16)

- Inventory
  - Modalities, course offerings, course scheduling, course success, identifying courses that students need/want
- Quality of Instruction
  - Faculty professional development/trainings
- Student technology needs
  - Laptops/Chromebooks
- Program Success and Completability
  - Success and completion specific to degrees/certificates and based course modalities
- Communication
  - Advertising courses, programs, pathways that the college offers online
- Programmatic considerations
  - E.g., skill building, articulation

Recommendation to explore this further

**Motion** – IPC supports the intention and sentiment behind the ASCC recommendation and IPC recommends that Cañada strive to create opportunities for students (based upon identified supplemental topics considered to date to support the college in reaching that objective) to take courses and complete degrees, certificates, and programs in whatever modality works for them (f2f, online, partially online, etc.):  
M/S: James Carranza, Chialin Hsieh

**Discussion** – none

**Abstentions** – Jill Sumstad

**Approval** – approved

Chialin asked Susan Mahoney to share this information with the Program Review Workgroup and bring back any thoughts or comments to a future IPC meeting.

**8) ACES Equity Plan—Tabled due to time**

- Update from Equity Plan Writing Group

Alison Field put the following information in the meeting chat in the interest of time:

“ACES Update: Every 3 years the college submits a plan to the state for the Student

Equity and Achievement Program (SEAP Plan). This plan informs funding that we receive. We are currently working on the plan for 2022-2025 and we need your valuable input! Please take a look at our one-page info sheet.

Opportunities to provide input:

1. Come to our all-college Flex Session, “Your Input Needed...” on Wed., 1-2:30 pm.
2. Next IPC meeting on Oct 21!
3. Other Council, Senate, & Committee meetings (Oct)

Alison provided the information sheet for the group in the chat.

## 9) Online Teaching & Learning

- **Local Peer Online Course Review (POCR) Process- Tabled due to time**

## 10) Good of the order

## 11) Important Dates:

- Program Review
  - **October 14:** Instructional Comprehensive Program Review or Annual Update due
  - **October 28:** Dean/VP feedback due
  - **November 4:** Review and incorporate supervisor’s feedback due
- Reassigned Time (New, Renewals, & Revisions)
  - **November 11:** Online applications due for all new, renewal and revised positions
  - **November 18:** Dean/VP review, provide recommendations, sign and submit applications to Office of Instruction

## 12) Adjournment

**Motion** – To adjourn the meeting: M/S: James Carranza, Allison Hughes

**Discussion** – none

**Abstentions** – none

**Approval** – approved unanimously

a) Meeting adjourned at 11:36 am.