



**INSTRUCTIONAL PLANNING
COUNCIL**

**MEETING MINUTES OF
March 1, 2024
9:30am-11:30pm, Zoom/9-154**

Members Present: Diana Tedone-Goldstone, Ava Johnson, Chialin Hsieh, James Carranza, Lisa Palmer, Sarah Cortez, Jose Manzo, Kiran Malavade, Rebekah Sidman-Taveau, Althea Kippes, Paul Roscelli

Members Absent: Vijeet Upadhyay, Karen Engel, Maribel Zarate, Erik Gaspar

Guests: Ron Andrade, Ameer Thompson, Gampi Shankar, Anniqua Rana, Jacky Ip, Alison Field, David Eck, Nada Nekrep, Allison Hughes

1) Adoption and Approval of Agenda

Motion – To adopt and approve agenda: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes – February 2, 2024

Motion – To approve minutes of February 2, 2024: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

3) Update on Guided Pathways (EMP 1.11)

Ron Andrade presented on behalf of this item. He shared the following presentation with the committee:

Guided Pathways

IPC Presentation March 1, 2024

EMP Strategic Initiative 1.11

Our competition

- Complete implementation of Guided Pathways essential practices

51%

Gen Z college students and recent grads who see becoming a TikTok star as a viable long-term career; 36% are considering or have considered dropping out of college to become a TikTok star.

Source: EduBirdie survey of 2,000 Gen Z-aged college students and recent graduates, conducted in November 2023.



Guided Pathways Pillars

- Clarify the path – Map pathways to student end goals
- Enter the path – Help students choose and enter a program pathway
- Stay on the path – Keep students on their chosen path
- Ensure Learning – Ensure learning is happening with intentional outcomes

Guided Pathways is a structure to provide all students with clear enrollment avenues, course-taking patterns, and support services.

Clarify the path

- Create clear curricular pathways to employment and further education.
- Simplify students' choices with default [program maps](#) developed by faculty and counselors that show students a clear pathway to completion, further education, and employment.
- Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Enter the pathway

- Help students choose and enter their pathway.
- Redesign practices to help students explore academic and career options from the beginning of their college experience.
- Build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses.
- Provide support to help under prepared students succeed in college-level courses as soon as possible.

Stay on the path

- Support students through a strong, ongoing counseling process.
- Help students make informed choices, clarify transfer and career opportunities at the end of their chosen college path.
- Ensure students develop an academic plan, monitor their progress, and intervene when they go off track.
- Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

Ensure learning

- Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
- Ensure incorporation of effective teaching practice throughout the pathways.
- Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.

65%

Lower-income moms who say that having a career sounds like a luxury; 53% of this group say they don't have a lot of role models with careers, and 29% report they need help seeking out education programs to get them a better-paying job.

Source: Survey of 1,500 U.S. adults (1,000 lower-income mothers and 500 middle- and higher-income mothers) who were employed or seeking employment, conducted in summer 2023 by the University of Phoenix Career Institute in partnership with Matherly, released in December 2023.



Current activities

- Integrating key elements
 - Super registration events – participation of Retention Specialists and peer mentors
 - Jams – Redesigning Math and English support, delivering just in time workshops
 - Speaker Series – 8 events each semester highlighting different careers and career paths
 - Early Alerts – Connecting students with resources
- Messaging calendar – reach out to students with relevant messages at specific times
- There is very little state funding
- Faculty Interest Area leads are winding down

Our competition

Enhancements based on identified needs

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Median number of notifications teens receive on their smartphones on a typical day, with about one-quarter of the notifications seen or engaged with.



- Increase visibility of Interest Areas and how they support students
 - Tabling, expanded messaging calendar, Canvas
- Collaborate with connected programs & services
 - EOPS & Mentors
- Better involvement of peer mentors with Interest Areas
 - Class visits & announcements, regular meetings, tabling, workshops
- Broader understanding and use of communication channels
 - Canvas announcements, event calendar, social media, etc.
- Increase number and visibility of resources and opportunities available for career discovery by students
 - Workgroup for career experiences
- Re-energize operational group* centered on collegewide retention efforts

** Operational Groups serve college functions or specific purposes related to college operations. Operational groups are not college participatory governance planning committees.*

Paul Roscelli asked if Ron had the numbers of how many students attend the jams. Ron shared that attendance is monitored by the instructional aides and noted that pretty good engagement is true of these events—usually 6-10 students at each session. Kiran Malavade asked if data exists regarding how often Retention Specialists are able to connect with students. Ron shared that getting in touch with students is not easy, but that email and personalized emails seem to be the best option to receive responses from students. The texting function will begin this month and Ron will have data regarding this method in the future. Rebekah Taveau asked if the Early Alert Team still makes phone calls to students. Ron shared that this does occur, that all channels of communication are used and peer mentors are often engaging with students. Lisa Palmer asked about updating program mappers with the new CalGETC transfer path and who may be doing this in the future. Ron shared that he would look into this. Lisa asked about the early alert process and at what point faculty can expect to receive updates from Retention Specialists. Ron shared that he can follow up with the individual Retention Specialist for an area in question to request updates with faculty members continue to take place at appropriate intervals. Alison Field

noted that she did not find the Ethnic Studies requirement in one of the program mappers online and asked who is initiating the updates on them and how is it ensured they are happening. She also asked if there is data regarding how many students/faculty are using these mappers. Ron reiterated that he will follow up and return to the committee with this information. Paul asked if the campus receives any information about student level of success in their subjects when they take part in a jam, noting that when he takes part in a review session, frequently the students in attendance are not those who are struggling in the subject or course. Ron shared that this data is being collected and it will be reviewed and assessed in summer. Gampi Shankar asked if the whole point of Guided Pathways was to fold all functions into existing functional groups on campus, why are many of the outdated terms continuing to be used. Ron shared that the terminology of Guided Pathways is being phased out, and highlighted that this was more of a campus-wide conversation.

4) Instructional Program Review Dates 2024-2025

Diana Tedone shared the two options with the committee:

2024-2025 Program Review Schedule & Deadlines - PROPOSED	
June 14	Nuventive/Improve and Data Dashboards open; PRIE available to provide custom data. PRIE data dashboards are updated.
August Flex Day	Program Review Training open to all
September & October Divisions/Department Meetings	Divisions or departments discuss program reviews at monthly meetings
October 18	All Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE in Nuventive
November 1	Supervisors (Deans and VPs) complete their feedback on submitted program reviews in Nuventive
November 8	All responses to supervisor feedback are due and final submittals of all program reviews and materials are DUE in Nuventive
November 18	Administrative Peer Review session
November 20 & 21	PBC Hosts Position Proposal Presentations
December 4	SSPC Peer Review session (possibly move to spring?)
December 5	Senates Prioritize New Position Requests and Recommend to President
February and March Division/Department Meetings	Divisions/departments and VP Offices meet to prioritize non-personnel resource requests
March 7	IPC Peer Review session
March 21	IPC Instructional Program Review Presentations
March 19	PBC Certifies Prioritization Process & Collects Division Summaries

The committee discussed the amount of time between submitting program reviews and receiving feedback. The committee discussed why certain deadlines happen during particular times based on institutional timelines that must occur. Paul Roscelli suggested having two dates—those that are requesting substantial resources/positions versus those that are not. Diana shared that this has been discussed, but this would complicate the process. Rebekah suggested building in review time prior to the group review session so reviewers will feel more prepared entering into the feedback session. Lisa shared that she is working behind the scenes on trying to integrate curriculum review with program review, and the draft proposal is to make this a 5-year cycle. If this occurred, the workload issue would be

solved because the number of programs in need of review each cycle would be fewer. Diana summarized that the committee is leaning toward keeping peer review in the fall. Althea agreed with Lisa’s proposal.

Diana shared the second option:

2024-2025 Program Review Schedule & Deadlines – BOLD PROPOSAL for 2025-26

June 14	Nuventive/Improve and Data Dashboards open; PRIE available to provide custom data. PRIE data dashboards are updated.
August Flex Day	Program Review Training open to all
September & October Divisions/Department Meetings	Divisions or departments discuss program reviews at monthly meetings
October 18	All Comprehensive Program Reviews, Annual Updates, Goals and Resource Requests DUE in Nuventive
November 1	Supervisors (Deans and VPs) complete their feedback on submitted program reviews in Nuventive
November 8	All responses to supervisor feedback are due and final submittals of all program reviews and materials are DUE in Nuventive
November 14	Classified Senate Hosts New Classified Position Presentations
November 15	IPC Hosts New Faculty Position Presentations
November 18	Administrative Peer Review session
December 5	Senates Prioritize New Position Requests and Recommend to President
February and March Division/Department Meetings	Divisions/departments and VP Offices meet to prioritize non-personnel resource requests
March 7	IPC Peer Review session
March 19	PBC Certifies Prioritization Process & Collects Division Summaries
March 21	IPC Instructional Program Review Presentations
March 26	SSPC Peer Review session
April 9	SSPC Program Review Presentations _

The group discussed this format, noting that if Classified Senate is hosting classified positions, Academic Senate may want to be hosting the faculty positions. Lisa and Rebekah shared that they have noticed there is much overlap at the various committees and the roles in the Program Review process. Paul shared that the committee should review the roles IPC, BPC, and Academic Senate have in the process and understand the specialized duties each has—if duties are largely similar, this creates an argument for having fewer meetings with more representatives present, as opposed to numerous meetings where the same duties are taking place within each body. Diana shared that she will bring this information forward to the workgroup, highlighting that the committee feels strongly in keeping program review in the fall semester.

5) Reassigned Time Due Dates 2024-2205

Diana shared the following timeline with the committee, as an informational item:

Reassigned Time Position **Request** Timeline

3rd week of October- Application submission form is available on IPC website

November 15th- Faculty submit all applications

November 18th- All applications will be sent to the appropriate Dean or VP for review, recommendation, and signature

November 22nd- Deans provide recommendations, sign and submit all applications to the Office of Instruction.

December 6th- IPC Reviews all applications and provides feedback, and votes on recommendations

December 9th- VPI and iDeans provide feedback on all applications

December 13th - Based on feedback from IPC and iDeans, VPI announces their decision.

Month of January-

For program/department positions the IPC Faculty co-chair will work with the current coordinator/application authors to finalize position description and list of duties. Descriptions and a list of duties are to be developed in consultation with the department/program and the respective dean.

For all approved college-wide positions, the IPC faculty co-chair will work with the current coordinator/application authors to finalize the position description and announcement. Description and announcement are to be developed in consultation with iDeans, the appropriate councils, Academic Senate, and VPI.

End of January- Faculty submits all appeals

Reassigned Time Position **Appointment** Timeline

Month of February-

Department/Program Coordinators: The IPC faculty co-chair will work with the program to recommend a faculty member to their dean. The dean will forward the faculty members' name to the VPI who will make the final decision.

College-wide Coordinators: The IPC faculty co-chair will work with the Academic Senate and VPI to advertise the position to all faculty. Applications are collected by the Office of Instruction/Academic Senate. A screening committee, whose majority consists of faculty, will be formed to evaluate the candidates. The committee will make recommendations to the VPI who makes final appointment in consultation with the Academic Senate.

March 3rd- Faculty reassignments are determined. VPI announces faculty for each position and communicates to division deans, division assistants, and VPAS.

March 10th- VPAS provides account number to the division deans and division assistants.

March 14th- Division assistants, with approval from division dean, submits PAF to Business Office. Deans will work with faculty regarding load and fall class scheduling.

6) Articulation Officer Reassigned Time Revision from .6 FTE to 1.0FTE

Chialin Hsieh presented on behalf of this item. She shared that the position was previously approved at .67 and the mandate of completing the articulation work required of AB928 is from the state. The district recommends a 1.0FTE position to support this work which must be completed by June 2025, the funding of which will be supplied by the state. This would be a temporary increase to meet this deadline. Lisa shared that she 100% supports this motion.

Motion – To increase the approved Articulation Officer reassignment to 1.0 FTE: M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – one

Approval – approved

7) Enrollment Update Spring 2024 (ACCJC 2.6)

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



Course Enrollment and Modalities Spring 2024 Census Day

Office of Instruction

2.5.2024

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

3/1/2024

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Census Day: Point-in-Time Comparison

Metric	Spring 2023 2.6.2023	Spring 2024 2.5.2024	Percent Change
Enrollments	10,691	12,266	14.7%
Headcount	5,803	6,747	16.3%
Headcount (First-Time)	264	311	17.8%
Headcount (Int'l)	73	89	21.9%
Sections (unduplicated)	443	480	8.3%
Load	395	428	10.4%
FTEF	98	106	8.1%
Concurrent K-12 Student	536	869	62.1%
Continuing Student	4,066	4,895	20.4%
Enrollments (Evening)	670	923	37.8%

3/1/2024

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Exceeded College Goals

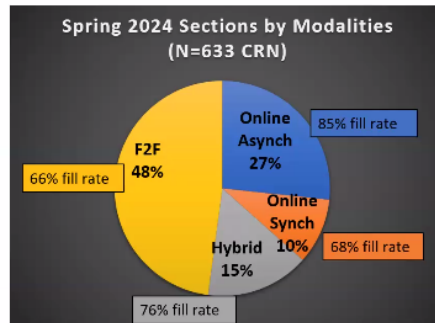
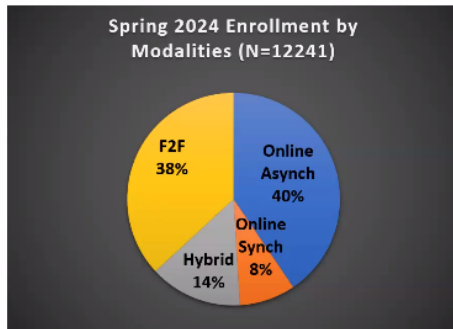
	Course Enrollment	Headcount	Fill Rate	FTES	FTEF	Load	Sections (undup)
College Goal	11,000	5,337	70%	1271.0	93.0	400	450
Spring 2024 (Census Day)	12,266	6,747	74%	1503.1	105.5	428	480
Online Asynchronous	4,855		85%			547	146
Online Synchronous	967		68%			412	37
Hybrid	1,784		76%			395	77
F2F	4,635		67%			370	220

3/1/2024

4

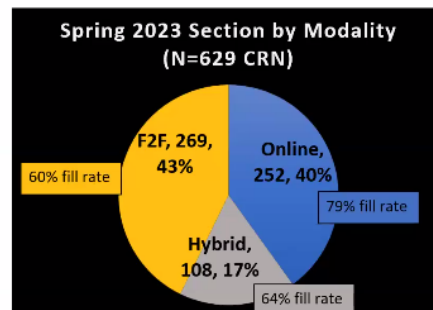
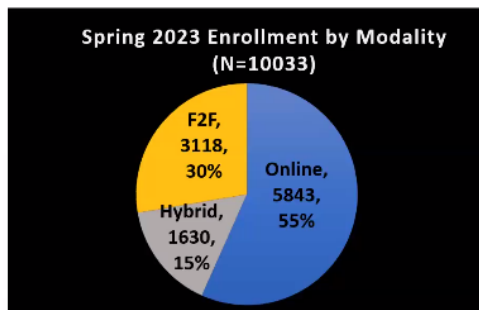
Effective Management of Modalities and Enrollment

Spring 2024 Census Day



Effective Management of Modalities and Enrollment

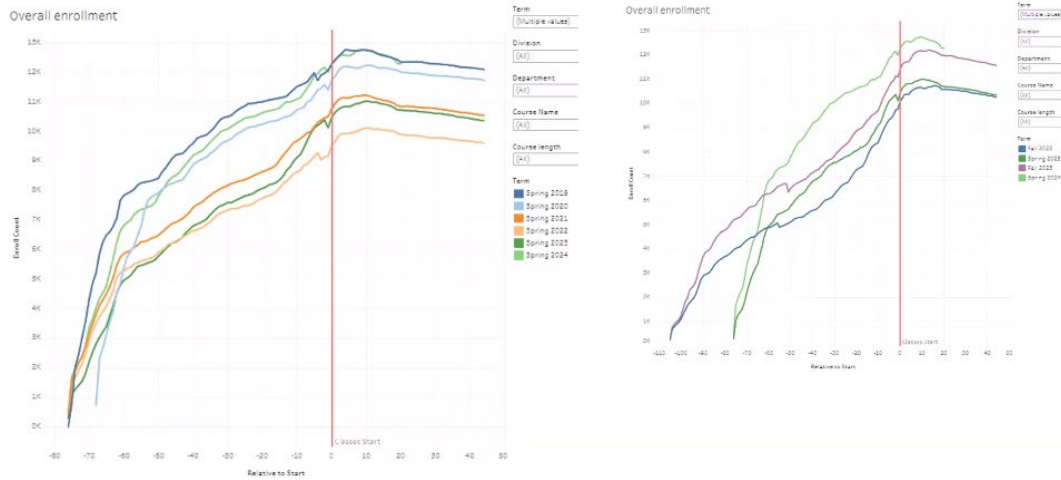
Spring 2023 Census Day



Metrics and Actual Information by Division

Enrollment & Fill Rate by Division	Enrollment	Fill Rate	Load	Duplicated Section (CRN)
Bus. Design & Workforce (BDW)	3,557	71%	387	159
Counseling	134	61%	380	6
Humanities & Soc. Sci. (HSS)	4,060	77%	378	203
Kinesiology, Athl & Dan (KAD)	1,132	69%	446	128
Science & Technology (ST)	3,198	80%	508	126
Academic Sup & Learn T (ASLT)	143	26%	706	11
Grand Total	12,2224	73%	425	633

Enrollment Overall Trends (Census Day 2.5.2024)



3/1/2024

<https://public.tableau.com/app/profile/alex.claxton/viz/FillRateDashboard/OverallEnrollments>

The group discussed the identity of the intuition and the importance of the balance in course modality/format offerings, highlighting that enrollment, success rates, and student progression are data points that are assessed to ensure barriers are decreased for students and courses are being offered in modalities that are most useful to the student population. Allison Hughes highlighted the importance of quality over quantity of online course offerings. Nada Nekrep and James Carranza discussed the issue of convenience versus absolute need in course offerings. Lisa and Paul discussed the importance of marketing in assisting students in understanding what type of course may be right for their needs.

8) Course Modalities (ACCJC 2.6)

Allison Hughes presented on behalf of this item:



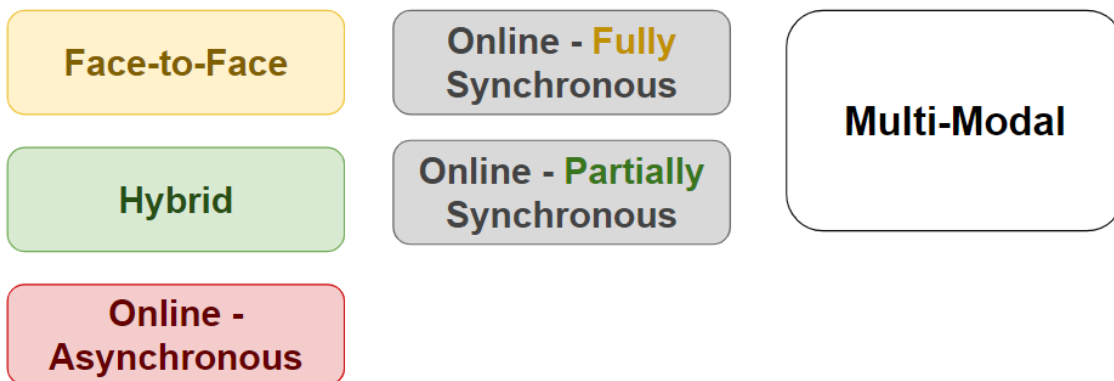
Cañada Course Modalities

Let's Explore Definitions, Guidance & Student-Facing Language

References

- [SMCCCD Distance Education Modalities Definitions](#)
 - [Public-facing Distance Education Modality Definitions](#)
- [SMCCCD Distance Education Modalities Explainer Document](#)
- [Chancellor's Office Student Attendance Accounting Manual](#)

At Cañada, we offer the following modalities...





Allison specifically highlighted the Multi-Modal section of the presentation:

Multi-Modal Modality Definition & WebSchedule Icons

WebSchedule Icons

There is no WebSchedule icon for Multi-Modal. Instead our multi-modal courses come up as two cross-listed sections.

 Hybrid Course Cross-Listed with a **Partially** Synchronous, Online Course

 Face-to-Face Cross-Listed with a **Fully** Synchronous, Online Course

Definition

A multi-modal course is one where two sections of different modalities are cross-listed and taught together. Most often this involves a Hybrid course or a Face-to-Face course cross-listed with a Fully or Partially Synchronous course. In a multi-modal course, in-person and synchronous class meetings occur simultaneously.

Important Considerations for Multi-Modal Modality

- Multi-Modal classes are not Hyflex classes and therefore **do not** involve student choice and flexibility in attendance modality from class meeting to class meeting. Students attend in the modality they registered in for the entirety of the semester.
 - If students change their minds about the modality they registered in, they should formally switch into the other section.
- Students can't tell easily from WebSchedule if they're registering for a section that is cross-listed as a multi-modal course. Faculty should take extra time to explain how the multi-modal set up will work for students.
- Multi-modal classes **should not** involve an asynchronous online section.
- Teaching sections in different modalities simultaneously is **very challenging**. Before assigning a multi-modal section, Deans should:
 - Ensure the course is scheduled in a multi-modal classroom.
 - Ensure that the faculty member is trained and prepared to teach in the multi-modal modality before the semester they'll be teaching in that modality.

The full presentation can be found here: [Course Modalities Interactive Guide](#)

Kiran Malavade highlighted to the group that students cannot easily tell the format of the course offering on WebSchedule. She asked what the committee can do to address this. Anniqua Rana shared that after the team has worked closely with the faculty for clarity, counselors and retention specialists will be included in the discussion to ensure students have the most accurate information. Anniqua asked the committee to invite her team to present at division meetings if further questions arise.

9) Professional Development Plan

Anniqua Rana, Kiran Malavade, and Jacky Ip presented on behalf of this item:



[Building Excellence at Cañada College:
Professional Development Anchored in
Collaboration, Assessment, Equity, and Anti-racism](#)

2024-27

Educational Master Plan 2022-27

GOAL #2 Equity-Minded and Antiracist College Culture

2.8 -- Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Executive summary

This plan focuses on enhancing both individual and organizational capabilities in line with the college's commitment to social justice and racial equity, ultimately contributing to transformative experiences. This involves access to learning resources for all employee groups and ensuring that every employee stays updated and proficient in their respective roles through ongoing **collaboration**, **communication**, and **assessment**.

Equity and Anti-racism

- Office of Equity is committed to providing on-demand experiential learning workshops available for any member of the campus in addition to co-sponsoring a workshop per flex day
- Office of Equity is providing culturally responsive events and immersion activities to provide to the development and well-being of the campus
- EAPC is researching best practices and bringing in content expert leads to provide all-campus training
- EAPC is creating an equity and antiracist resources Canvas shell

Classified

- Equity and Anti-racism
- Health and Wellbeing
- Professional Growth and Excellence
 - Orientations
 - Academics
 - Mentorship
- Office Processes and Technology

Through cohorted Communities of Practice and in consultation with IEPI

Faculty

- Equity and Anti-racism
- Health and Wellbeing
- [Faculty Teaching and Learning Lounge](#)
- Faculty Learning Program
 - AB 1705
 - Honors
 - Other discipline and pedagogical needs
- [Faculty Professional Development Funds](#)
- [Quality Online Teaching and Learning](#)
- [Peer Online Course Review \(POCR\)](#)
- [Zero Textbook Cost \(ZTC\)](#) and [Open Educational Resources \(OER\)](#)

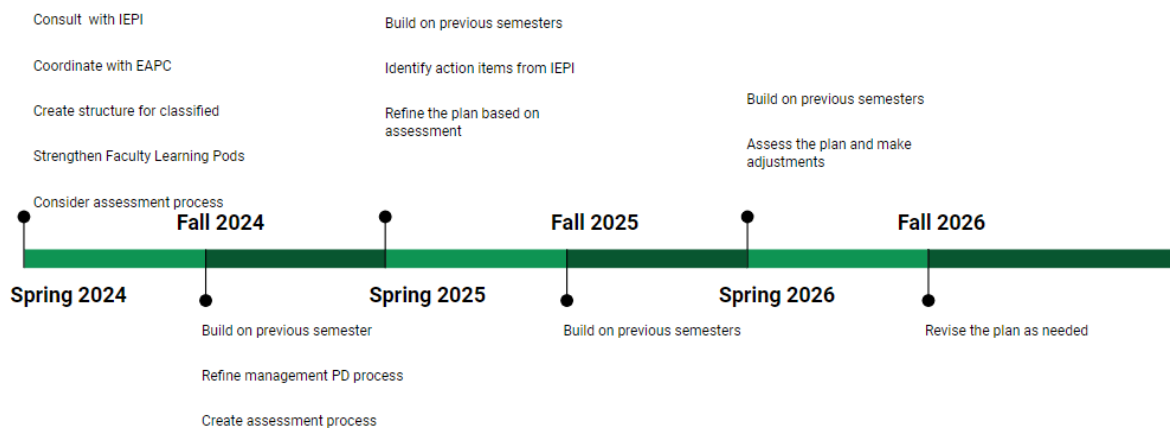
Managers

- Equity and Anti-racism
- Health and Wellbeing
- Working with people
- Technology for business purposes
- Admin Professional Development
- Building Captain Training (District)

College Flex

- Focus on Equity and Anti-racism
- Stable Partnerships (EAPC, DEAC, ZTC, SLOs, CSEA, AFT)
- More offerings for Classified (April and October)
- District-Wide Professional Development Employee
- Needs more administrative support

Timeline



10) Technology Plan

Anniqa Rana, Allison Hughes, and Nada Nekrep presented on behalf of this item:

Advancing Innovation: Cañada's Technology Plan

Outcomes for Technology Plan



Timely

Feedback/data to improve technology offerings



Increased

technology literacy among faculty, students & staff
equity in technology access and usage
awareness and utilization of student lab facilities



Improved

utilization and understanding of multi-modal technologies
clarity and efficiency in technology support processes
technology integration considering multi-modal approaches



Enhanced

satisfaction with technology support and training services
equity considerations in software requests
accuracy and relevance of technology inventories
Informed decision-making through survey insights and contributions to the strategic plan

College Goals in EMP

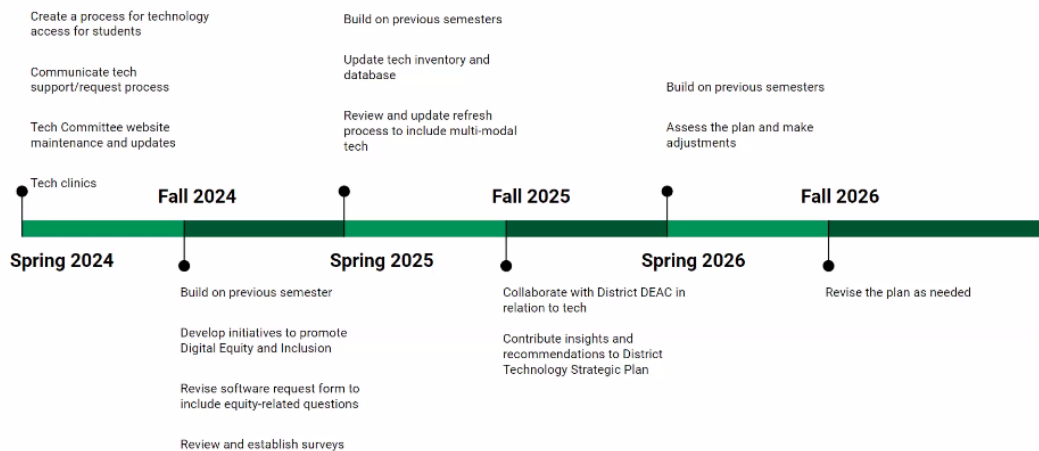
4. Accessible Infrastructure and Innovation

Data Considerations

- Data Variety and Depth
- Informative Data Stories
- Need for Nuanced Analysis
- Purposeful Data Collection
- Iterative Approach to Data Review

Inputs	Activities	Outputs	Outcomes	Outcomes related to EMP
<p>Trainers, tech support staff, committee members</p> <p>Budget for training sessions, software acquisition, website enhancement</p> <p>Classroom technology, software tools, inventory databases</p>	<p>Develop and distribute surveys to faculty, staff, and students regularly</p> <p>Conduct scheduled Classroom Technology Trainings and for new software</p> <p>Organize Technology "Clinics" (in-person and online)</p> <p>Revise software request forms to include equity-related questions</p> <p>Create process for technology access for students</p> <p>Create and share process outlines for technology support and requests</p> <p>Regularly update Technology Inventory Database</p> <p>Collaborate with district DEAC on Technology Gaps Database</p> <p>Contribute insights and recommendations to the District Technology Strategic Plan</p> <p>Update Technology Refresh Process to encompass multi-modal technology</p> <p>Develop initiatives to promote Digital Equity & Inclusion</p>	<p>Number of training sessions conducted</p> <p>Attendance/participation rates in trainings and clinics</p> <p>Number of surveys distributed, and responses received</p> <p>List of identified technology training for Flex Days</p> <p>Training materials developed for new software</p> <p>Clear process outlines shared with divisions</p> <p>Revised software request forms</p> <p>Updated and maintained student lab information</p> <p>Updated Technology Inventory and Gaps Databases</p> <p>Survey reports for faculty, staff, and students</p> <p>Contributions to the District Technology Strategic Plan</p> <p>Updated Technology Refresh Process guidelines</p> <p>Implemented Digital Equity & Inclusion initiatives</p> <p>Improved and updated</p>	<p>Increased technology literacy among faculty, students & staff</p> <p>Improved utilization and understanding of multi-modal technologies</p> <p>Enhanced satisfaction with technology support and training services</p> <p>Improved clarity and efficiency in technology support processes</p> <p>Enhanced equity considerations in software requests</p> <p>Increased awareness and utilization of student lab facilities</p> <p>Timely feedback from students to improve technology offerings</p> <p>Enhanced accuracy and relevance of technology inventories and gaps</p> <p>Informed decision-making through survey insights and contributions to the strategic plan</p> <p>Improved technology integration considering multi-modal approaches</p> <p>Increased equity and inclusivity in technology access and usage</p>	<p>Higher retention rates due to effective technology use</p> <p>Students well-prepared for the technology demands of the workforce</p>

Technology Plan Timeline



11) Distance Education Plan

Anniqa Rana and Nada Nekrep shared on behalf of this item. They shared the following information with the committee:

Envisioning Excellence: Cañada College Distance Education Strategic Plan

[Link to Plan](#)

Summary

- Access, Success, and Support for Students
- Professional Development for faculty and academic and student support members
- Technology support for hardware and software in collaboration with the IT team

Themes

- DE Course Offerings
- Training and Professional Development
- Addressing Equity Gaps
- New Team and Space

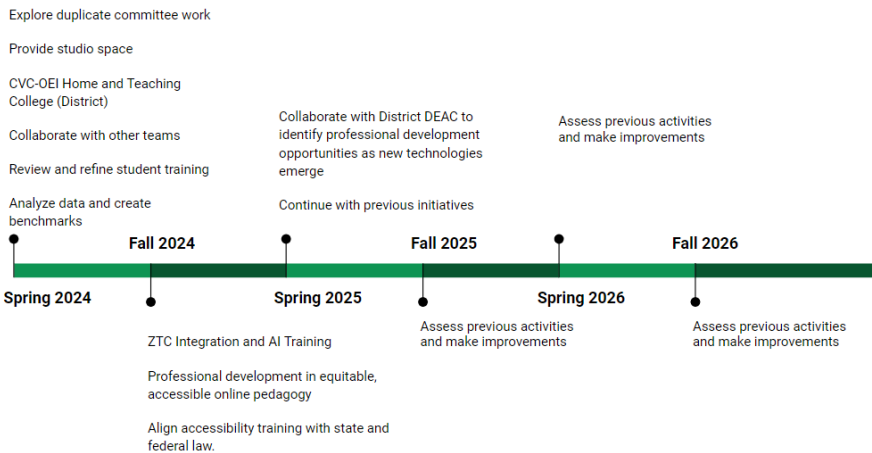
College Goals in EMP

1. Student Access, Success and Completion
2. Equity-Minded and Antiracist College Culture
4. Accessible Infrastructure and Innovation

Distance Education Objectives

- Streamline Committee Work, Enhance Physical Space Access, and Foster Collaboration
- Enhance Training and Professional Development for Online Teaching
- Eliminate Equity Gaps in Accessibility and Technology Usage
- Enhance the Quality of Distance Education (DE) Course Offerings

DEAC Plan Timeline



12) Good of the Order

13) Important Dates:

March 15th Program Review Presentations (6-year cycle):

Human Services, Kinesiology, Athletics & Dance, Learning Center, Library, Medical Assisting, Radiologic Technology

The March 15 meeting will begin at 9:00am.

14) Adjournment

Motion – To adjourn the meeting: M/S: Lisa Palmer, Sarah Cortez

Discussion – none

Abstentions – none

Approval – approved unanimously

Meeting adjourned at 11:05am.