



INSTRUCTIONAL PLANNING COUNCIL

**MEETING MINUTES OF
October 4, 2024
9:00am-11:30am, Zoom/9-154**

Members Present: Diana Tedone-Goldstone, Allison Hughes, James Carranza, Karen Engel, Kiran Malavade, Chialin Hsieh, Maribel Zarate, Erik Gaspar, Lindsey Irizarry, David Eck, William Tseng, Lisa Palmer
Members Absent: Paul Roscelli, Rebekah Sidman-Taveau, Alexander Hernandez
Guests: Salumeh Eslamieh, Gloria Darafshi, Gampi Shankar, Kat Sullivan-Torrez, Ron Andrade, Anniqua Rana

A. Approval of Agenda –

Motion – To approve the agenda, with the revision of placing Ron Andrade’s presentation items back-to-back: M/S: Lisa Palmer, Chialin Hsieh

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – September 20, 2024

Motion – To approve minutes of September 20, 2024: M/S: Chialin Hsieh, David Eck

Discussion – none

Abstentions – Lisa Palmer, William Tseng (not present at 9/20 meeting)

Approval – approved

C. Middle College Update (ACCJC 1.5) – this item is tabled for a future meeting

D. AB 1705 Update (ACCJC Standard 2)

Anniqua Rana, Salumeh Eslamieh, Ron Andrade, and Karen Engel presented on behalf of this item. They shared the following with the committee:

AB 1705 Update

October 4, 2024
IPC



What is AB 1705

- Assembly Bill 1705, California Community Colleges
 - Focuses on improving transfer rates and equity
 - Ensures clear pathways to transfer and degree completion
- Goals:**
- Increase transfer rates
 - Enhance support structures
 - Address equity gaps

Our Team

- English: Salumeh Eslamieh
- Math: Sumathi Shankar with Ray Lapuz
- Academic Support and Retention: Ron Andrade
- Coordination: Anniqua Rana
- Data: Karen Engel and Alex Claxton

Our Project: Transfer Milestone Dashboard



Focus on full-time, AD-T seeking students



Based on their program of study requirements, monitor their transfer-level English and math taking patterns



Leverage Promise and Guided Pathways Success Teams to reach out to students "not yet" completing English and math

Outreach to full-time AD-T seeking students: Spring & Fall 2024

119 Full-Time AD-T students transfer-level English not completed

- 35 Promise Outreach
- All others - Interest Area Outreach
- Common Majors Business, Biology, Computer Science, Psychology, Economics

165 Full-Time AD-T students transfer-level Math not completed

- 67 Promise Outreach
- All others Interest Area Outreach
- 34 STEM
- 34 Business

English



Faculty collaborations in PODS






Writing Center and Learning Center Orientations



Equitable Assessments



Math

	Math 851 Calculus I Corequisite Support	Hard Link Soft Link Details
	Math Jam	Periodic Workshops Weekly Power Hour Study Skills Course
	Collaboration and Coordination	Skyline and CSM Learning Center and Retention Specialists PRIE Math Faculty Pods

Academic Support and Retention



Student and Faculty Orientations to Academic Support



Retention Support

How can you help?



ATTEND FLEX SESSIONS



ENCOURAGE FACULTY AND PROGRAM LEADS TO PROMOTE ACADEMIC AND RETENTION SUPPORT

Kiran Malavade highlighted the overlap between AB 1705 work and the Student Equity and Achievement Plan (SEAP), specifically around culturally responsive curriculum development. She noted how the English department has been active in this area, and she mentioned upcoming Puente sessions for counselors and STEM faculty, which are related to AB 1705. Kiran stressed the need for better collaboration between Math, English, and Counseling teams, particularly around encouraging students to

complete English and Math in their first year. Anniqua Rana acknowledged the need for stronger collaboration and consistent messaging across departments. She mentioned that there have been some conversations with counselors and recognized that more work is needed to build a cohesive community around these goals.

Salumeh Eslamieh mentioned previous conversations with counseling faculty about shifts in Math requirements due to AB 1705. She noted that the Math department has already implemented changes and shared relevant data with counselors, adding that more collaboration is planned through departmental presentations. Gloria Darafshi discussed the role of counselors in helping students complete their Math and English requirements. She emphasized that counselors generally encourage students to take Math early but noted that some students, particularly those in social sciences, may opt to delay math to the second semester, still completing it within the first year. She suggested including Promise and EOPS staff in the planning sessions, as they work closely with high school graduates. Gloria also stressed the importance of examining student education plans to identify why some students are not following through on their advised course plans.

E. 1st Year Experience Program Update (EMP 1.15) (ACCJC 2.7)

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



Educational Master Plan Goals

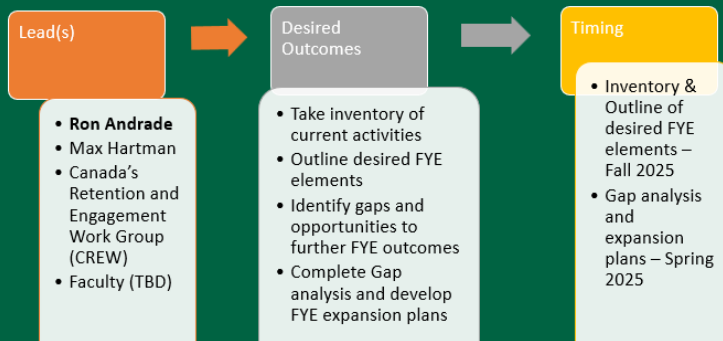
1.15 Create and scale the First Year Experience Program for all incoming students, including default course schedules for some first-time cohorts.

Strategic Enrollment Management

3.1.2 Develop, launch and sustain a First Year Experience program which engages all Interest Areas and Special Programs.

First Year Experience Program

A first-year experience which is Intentional about our home campus students feeling a sense of community, being knowledgeable about and able to access the resources available to them, and feeling supported in their college experience.



Who is the CREW?

- Diego Payan- Art, Design and Performance & Undecided
- Jackie Gonzalez- Science and Health
- John Omar- Business & Human Behavior and Culture
- Autumn McMahon- CWA and Umoja
- Ariella Villalpando - Promise
- Diego Zevallos- EOPS
- Diana Espinoza- ESL
- Maribel Zarate- Dual Enrollment
- Rance Bobo- MESA
- Nadya Sigona- Counselor/Puente
- Juan Vera- Veterans/Academic Probation
- Maria Huning – TRIO
- Yesenia Haro- Middle College
- Kathy Kohut/Catherine Dominion – International
- Miriam Mosqueda – NextUp/Project Change
- Erik Gaspar and Josh Potter- Athletics
- Diana Espinoza-Osuna - ESL

What are programs, learning communities and interest areas doing right now for first year students?

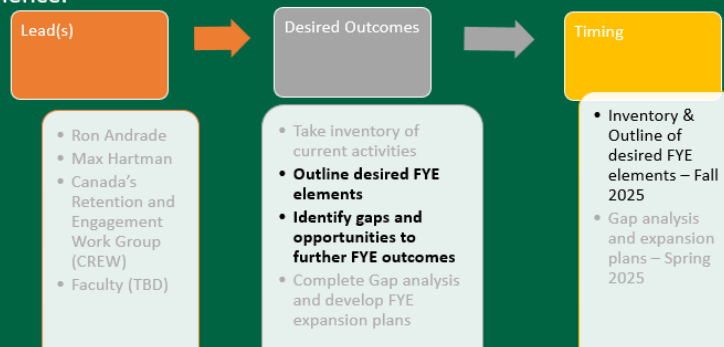
- CRER courses (CRER 137 and CRER 401)
- Re-Orientation – Program specific
- Academic Counseling
- Welcome Week
- Parent Orientation
- Social activities building connections and introductions to programs and services
- Progress reports

What are programs, learning communities and interest areas doing right now for first year students?

- On-going messaging to students
- Super Reg recruitment into programs
- Early Alert check in
- Individual intake meetings
- Financial support – fees, school supplies, technology, transportation

First Year Experience Program - Next Steps

A first-year experience which is Intentional about our home campus students feeling a sense of community, being knowledgeable about and able to access the resources available to them, and feeling supported in their college experience.



Q&A

The group discussed key ideas regarding student retention and support, particularly focusing on how to engage and assist first-year students in English and Math courses. Salumeh Eslamieh raised concerns about students not checking their emails, despite faculty reminders. She suggested leveraging retention specialists who visit classes to announce important information, noting that students may be more receptive to in-person communication. Ron Andrade emphasized that retention specialists are already visiting English classes and will continue to do so. Additionally, communication is sent through multiple channels, including Canvas and peer mentors.

Kiran Malavade highlighted the importance of retention specialists, and their deep understanding of student needs. She suggested connecting their insights with first-year experience efforts, particularly regarding students who delay taking English and Math courses, which can affect their progression. David Eck asked if global Canvas announcements could be targeted to specific student cohorts, such as those in first-year experiences. Allison Hughes clarified that while global announcements are sent to all students, it would be possible to send targeted messages if cohorts were set up as sub-accounts within Canvas.

Diana Tedone-Goldstone proposed that the library could play a more active role in supporting first-year students by promoting resources like free laptop loans, hotspots, and textbooks. She noted that many students currently learn about these resources through word of mouth, but more formal promotion could increase awareness. Gloria Darafshi reflected on past years' programming where counselors were embedded in English and Math classrooms, allowing them to build strong relationships with students. Although it was effective, it was discontinued due to high costs. She suggested that retention specialists might be able to play a similar role in fostering closer connections with students.

Kiran Malavade and Erik Gaspar emphasized the importance of aligning retention efforts with first-year students in core courses like English and Math. They advocated for a shift in the assignment of retention specialists to directly support FYE cohorts. Erik added that COLTS sections already have a high concentration of first-year students, making them a key target for retention initiatives. Chialin Hsieh urged Ron Andrade to bring the group's feedback to the retention and engagement team for further brainstorming and planning.

F. Interest Area Retention Work Update (ACCJC 2.4, 2.7)

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

Interest Area Retention

Interest Area Retention Work Update

Strategic Enrollment Management

3.1.1 Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs.

Interest Areas



ART, DESIGN & PERFORMANCE | INTEREST AREA



Cañada College



HUMAN BEHAVIOR & CULTURE | INTEREST AREA



Cañada College



SCIENCE & HEALTH | INTEREST AREA



Cañada College



BUSINESS | INTEREST AREA



Cañada College

Retention Goals

Make clear for students their paths to end goals

Helping students get on a program path

Keep students on a path to completion

Development of calendar of activities

April	May	June	July
Outreach	Orientation	Orientation	Orientation
Applications	Outreach	Outreach	Outreach
Invitations	Applications	Applications	Applications
Workshops - Math/ESL/ENGL	Invitations	Invitations	Invitations
Tutors - academic support	Workshops - Math/ESL/ENGL	Summer Bridge/Programming	Summer Bridge/Programming
Interest Area Engagement Activities	Tutors - academic support		
Recruitment of Peer Educators	Interest Area Engagement Activities		
	Retention Flags		
	Recruitment of Peer Educators		
August	September	October	November
Orientation	Workshops - Math/ESL/ENGL	Workshops - Math/ESL/ENGL	Workshops - Math/ESL/ENGL
Outreach	Tutors - academic support	Tutors - academic support	Tutors - academic support
Applications	Interest Area Engagement Activities	Interest Area Engagement Activities	Interest Area Engagement Activities
Invitations		Early Alert	Retention Flags
Student Success Conference		Progress Reports	High School and Community Partner breakfast
Welcome Week activities			
December	January	February	March
Workshops - Math/ESL/ENGL	Orientation	Workshops - Math/ESL/ENGL	Workshops - Math/ESL/ENGL
Tutors - academic support	Welcome Back activity	Tutors - academic support	Tutors - academic support
Interest Area Engagement Activities		Interest Area Engagement Activities	Interest Area Engagement Activities
Extended Hours			Early Alert
			Progress Reports

Opportunities to enhance support

- Develop support strategies to help students successfully complete gateway courses besides Math and English
- Systems for reaching out to students, connecting them to resources to address their needs
- Progress monitoring and feedback
- How well students are connecting with their Interest Areas

Q&A

Kiran Malavade inquired about the effectiveness of the retention specialist model, expressing a desire to see data on how well the model works, including how many students meet with retention specialists and the outcomes of these interactions. Kiran questioned whether students are aware of their retention specialists and the efficacy of retention specialists reaching students when faculty members are already unsuccessful in doing so. Ron Andrade acknowledged that while extracting contact data from the CRM system is challenging, it is possible. He committed to gathering quantitative data on early alerts, contact numbers, and students served to present at a future meeting.

Lisa Palmer followed up by asking student representative William Tseng about his experience with retention specialists. William explained that he met retention specialists while trying to start a club and shares how their visibility on campus, particularly through tabling and participating in events, helps students connect with them. He mentioned specific retention specialists, noting their active presence on campus and their involvement in cultural events. Chialin Hsieh commented on the complexity of the retention specialist role. She encouraged Ron to present quantitative data and structural information in the future to help others better understand and support this essential work.

G. Grant Funded-Reassigned Time for Faculty Support for Common Course Numbering Process-to start next semester

Diana Tedone-Goldstone introduced two reassigned time positions that are being presented for discussion. One is for faculty support related to the common course numbering project, and the other is the Articulation Officer. Both positions are grant-funded, so no formal action from the committee is required, but input and discussion are encouraged. Diana explained the timeliness of identifying individuals for these positions during the current semester, as one reason for urgency is the upcoming retirement of Gloria Darafshi in December. This transition period will allow the new personnel to receive valuable training from Gloria. Both position applications are available on the IPC website under materials for today's meeting.

Gloria Darafshi discussed the first of the two positions, which focuses on the faculty support for common course numbering. She provided a detailed overview of the project, which stems from Assembly Bill 1111, requiring California community colleges to standardize course numbering for transfer-level courses. The goal is to align course numbers and required content across colleges. Gloria highlighted that this project involves ongoing coordination with the State Chancellor's Office and needs to address complex issues like articulation agreements with other institutions, as well as faculty purview over their course content.

Currently, the project is in its early stages (phase one), which involves a few courses, but it will grow to

include up to 50 courses in later phases. A faculty lead will be essential in managing the timeline, ensuring clear communication, and supporting instructional faculty in revising their course outlines. Additionally, significant effort will be needed to communicate these changes to students, particularly in avoiding confusion around course equivalency and numbering. Gloria underscored the importance of cross-campus collaboration, marketing, and clear communication with students as essential aspects of the role. She is requesting 0.5 FTE reassigned time for this faculty position to effectively manage the workload.

H. Grant Funded-Articulation Officer Reassigned Time Position: Changing to Campus-Wide Position

Gloria Darafshi presented updates regarding the Articulation Officer position, which has been traditionally held by counselors. There has been difficulty finding a counselor interested in taking up the role due to other commitments and the nature of the work. Gloria explained that many counselors are already involved in projects like EOPS, Promise, and Puente, which makes it hard for them to take on additional responsibilities. The position involves detailed and administrative tasks, and does not involve as much face-to-face contact with students, which has also deterred some potential candidates.

To address this, Gloria proposed opening the position to all faculty across the campus, as well as counseling faculty from other campuses, in hopes of finding a suitable candidate. She highlighted that, although counselors usually fill this role, instructional faculty at other colleges have also been successful in similar positions.

Diana Tedone-Goldstone clarified that the positions were made information and discussion items rather than action items, meaning the final decision on these changes will be made by the VPI. David Eck raised the point that the Curriculum Committee might have suitable candidates. Chialin Hsieh, agreed with the proposal to open the position more broadly and to collaborate with the Academic Senate. If no one from the current faculty shows interest, they will extend the search to other colleges within the district.

I. Accreditation Progress Update (ACCJC Standard 1)

Diana Tedone-Goldstone and Karen Engel presented on behalf of this item. They shared preparations for the upcoming Flex Day, specifically focusing on a planned town hall session. The goal of this session is to gather feedback from the campus community on Sections 1 and 2 of the accreditation outline. Diana explained that the town hall will provide an opportunity for faculty, staff, and administrators to review the comprehensive outline developed for the Institutional Self-Evaluation Report (ISER) and offer feedback on any missing or necessary information.

Karen Engel emphasized the importance of participation in the town hall, noting that it will be a hybrid event, accessible both in person and via Zoom, to accommodate busy schedules. The input from the campus community is crucial as it helps ensure the accreditation process is a collaborative, campus-wide effort. She mentioned that future sessions in January will cover Standards 3 and 4, and the aim is to keep the workload manageable while still seeking comprehensive input.

Chialin Hsieh reiterated the significance of accreditation and encouraged all IPC members to connect the work they discuss in IPC meetings to the ACCJC standards. She advised the group to keep in mind how their roles and responsibilities contribute to the accreditation process and evidence gathering, as this work involves the entire campus community. The focus is on ensuring that everyone is aware of their role in the accreditation process and how they can contribute meaningfully.

J. Curriculum Report (ACCJC 2.1., 2.2., 2.3., 2.4.)

Lisa Palmer shared the following update with the committee:

To: IPC

From: Lisa Palmer, Chair of Curriculum

Date: October 4, 2024

Re: Report

1. Thank you to all of the faculty who helped to get [the first seven courses](#) updated to the Common Course Numbering templates. The updates are in the queue, and faculty is working with the technical review team on final tweaks. All of the CORs will be submitted to the Board and COCI in time for the fall 2024 deadline to be met, for the updated courses to be in the 2025-26 catalog, as required by AB 1111.
2. The ASCCC has said that we will be getting the [Phase II set of CCN templates](#) (36 CORs) in early January 2025. See more information, as it is released, here: [Common Course Numbering Project - California Community Colleges](#).
3. Faculty have also diligently revised AD-Ts to comply with AB 928. Our revised ADTs will be reviewed and approved by our last meeting of F 24, in time for the 2025-26 catalog.
4. Please don't forget to update curriculum on the regular COR and program review cycle, as noted on [this matrix](#).
5. There are updated resources on the [curriculum website](#) including a newly revised "[Olive Edition](#)" of the curriculum handbook and Nada's helpful [DE addenda update](#) instructions.
6. When doing COR updates, the two aspects to focus on are ensuring that the DE addendum is updated (the regulations have changed) and including at least one textbook published within the past five years.
7. If you have questions about any of this or need help with curriculum review, updates, or development, please join me at the curriculum flex day session next Tuesday, from 2:30 to 3:30 pm. Multimodal: Room 13-337 and on Zoom: <https://smccd.zoom.us/j/85084350971>

David Eck suggested creating a side-by-side comparison of course outlines to reflect the changes made under the new Common Course Numbering system. He felt this would help faculty see the extent of the changes and prepare for upcoming phases of implementation. Lisa Palmer supported the idea, noting that while the new templates are more concise, they maintain the core content of the previous outlines. However, she raised concerns about whether the CSU and UC systems will find the streamlined templates sufficient for their transfer evaluations.

Gloria Darafshi added that faculty can provide input during the development of these templates. She emphasized the importance of faculty participation across the state, explaining that once the templates are ready, faculty members, including those at our college, will have the opportunity to offer feedback. Gloria also highlighted that there will be a final writing team of about 12 people who will synthesize the feedback.

David Eck added that showing faculty the differences between the old and new course outlines could boost confidence when they contribute to statewide discussions on template development. Lisa Palmer agreed and clarified that the new templates were based on the Course Identification Numbering System (C-ID), which provides a foundation developed by faculty.

Chialin Hsieh, acknowledged the significant role that curriculum plays in the college's future, particularly with the upcoming mandates from AB 928 and AB 1111, which relate to a unified general education pattern and common course numbering. She expressed gratitude for the curriculum team's efforts and eagerly anticipates the recruitment of a faculty member to oversee the implementation of the common course numbering system.

K. Important Dates:

October 18th [Comprehensive Program Review](#) due

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

November 22nd IPC will review comprehensive program reviews, extra-long meeting

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

L. Adjournment

Meeting adjourned at 11:05 am.