



## INSTRUCTION PLANNING COUNCIL

Friday, October 09, 2009  
9:30 am - 11:30 am  
Building 9, Room 354

### MEETING MINUTES

- Present:** Leonor Cabrera, Jenny Castello, Patty Dilko, Sharon Finn, Linda Hayes, Sarah Perkins (Administrative Co-Chair), Jonna Pounds, Byron Ramey (Faculty Co-Chair), Rita Sabbadini, Janet Stringer
- Absent:** Denise Erickson, Carol Rhodes, Greg Stoup
- Guest:** José Peña
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#### 1. Approval of Agenda – Approved

#### 2. Approval of Minutes – October 02, 2009 – Approved as amended

#### 3. Discussion Items

- A. Program Improvement Viability (PIV)  
Administrative Co-Chair Sarah Perkins reported that the Office of Instruction recommended two programs for the PIV process: Adaptive P.E. and Real Estate to Academic Senate. Dean Linda Hayes met and consulted with the faculty members in each program prior to release of recommendations to the Academic Senate.
- B. TBA hours  
Course modification to remove TBA hours for courses that are only offered in Spring semester and needing exception for its effective date was discussed.
- C. José Peña presented the course overview matrix, which looks at the overall classification of courses in different areas.
- D. An improved plan for the University Center will provide a clear pathway for students to transfer to SFSU, SJSU, and CSUEB. Priority enrollment for Cañada students was requested to continue partnership with SFSU.
- E. There was discussion regarding proctoring online testing and the need for proper location and staffing of a testing center.

F. Members of the council in pairs discussed the following visioning ideas and reported them to the entire group:

Visioning IPC Minutes (4-5 years vision areas to consider)

4 goal areas:

- Transfer
- CTE (Career Tech. Ed.)
- ESL
- Basic Skills
- Educational delivery
  - How will/could learning take place
  - Options:
    - learning communities
    - contextualized learning
    - online, hybrid, classroom
- Relationship with High School
- Relationship with Universities
- Cañada as a college or a satellite
- University Center – pathways to transfer
- College Transition Programs
- Non-credit
- Community Education
- International Education/Student
- Workforce Contract Education

<b>Break-out session: 4-5 years vision areas to consider</b>	
Jenny Castello & Jonna Pounds	<ul style="list-style-type: none"> <li>• All new students tested would be required to take placement test and the course they test into before taking college courses below transfer ESL &amp; MATH</li> <li>• All new students below transfer level take ENGL &amp; MATH with objectives that include transition to college skills</li> <li>• Transfer discipline parade for all new student sections to showcase our certificates, degrees</li> <li>• General Education pathways</li> <li>• More/better articulation – maybe faculty connection with university reps.</li> </ul>
Linda Hayes & José Peña	<ul style="list-style-type: none"> <li>• Prepare students for workplace in CTE</li> <li>• Redefine ESL, Basic Skills, credit vs. non-credit and review course offerings.</li> <li>• Create Basic Skills courses required to get students success for CTE and Transfer.</li> <li>• Education delivery through online and hybrid, work on retention &amp; success</li> <li>• Review degrees &amp; certificates for online education and the possibility of offering a minimum of two AA degrees thoroughly online.</li> <li>• Review criteria for learning communities to make it more appealing to all students, needs a subcommittee who will oversee and decide what will be offered. Needs a vision &amp; plan, and tie to honors, CTE, and Basic Skills.</li> <li>• Continue &amp; strengthen relationship with high school; show reason for courses and show a clear pathway from high school to Cañada College. Need to be selective and careful in planning for future partnerships.</li> <li>• Strengthen and increase solid partnerships with universities. Need to have priority</li> </ul>

	<p>enrollment at the 4-year university after completing prerequisites at Cañada College.</p> <ul style="list-style-type: none"> <li>• Cañada as a comprehensive college not a satellite college.</li> <li>• Assign a person to research the pros and cons of non-credit.</li> <li>• Work with Unions &amp; District for salary schedule for non-credit instruction.</li> </ul>
<p>Byron Ramey &amp; Leonor Cabrera</p>	<p>Transfer -</p> <ul style="list-style-type: none"> <li>• Continue to offer necessary transfer courses in a timely manner so that we do not loose students to other colleges.</li> <li>• Make sure students and faculty are aware of when courses are offered (ie. Courses not offered every semester).</li> <li>• Updated articulation with UC's and CSU's</li> <li>• Successful University Center (perhaps a new Business Admin program etc, teaching credential?)</li> </ul> <p>CTE -</p> <ul style="list-style-type: none"> <li>• Rad. Tech. – Is there room to increase size of program, is there need?</li> <li>• Cañada needs one striving program for individuals who would like to work with their hands, Construction.</li> </ul> <p>ESL - Classes are full we need to continue to encourage diverse ESL community to continue studying once they have completed ESL courses.</p> <p>Basic Skills -</p> <ul style="list-style-type: none"> <li>• Shorten class sequences when possible (such as combining Engl/Read 836)</li> <li>• Cont. to offer themes for English/read/science courses when possible</li> <li>• Link GE courses to basic skills courses</li> </ul> <p>Educational Delivery -</p> <ul style="list-style-type: none"> <li>• Offer more online courses</li> <li>• Eliminate TV courses</li> </ul>
<p>Janet Stringer &amp; Rita Sabbadini</p>	<ul style="list-style-type: none"> <li>• Create clear pathway for high school students that will better prepare them to attend college.</li> <li>• Continue Middle College program and students on campus</li> <li>• Maintain relationship with high schools</li> <li>• Set up courses in high school in a way where students will attend Cañada.</li> <li>• Increase option for hybrid or on-line classes</li> <li>• Set up goals for ESL students as soon as they arrive to Cañada</li> </ul>
<p>Patty Dilko &amp; Sharon Finn</p>	<ul style="list-style-type: none"> <li>• Stronger transfer/CTE/ESL/Basic Skills pathway</li> <li>• Continue Middle College</li> <li>• Concurrent enrollment that is designed as a pathway and a vertical alignment of content</li> <li>• Focus on CTE programs that leads to transfer to 4 year universities</li> <li>• ESL entry level perhaps a non-credit pipeline into college prep. Level</li> <li>• Establish prerequisites in English for transfer level classes.</li> <li>• Complete skills level classes first</li> <li>• Link automatic placement testing</li> <li>• Update and modernize CTE programs more frequently</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop “quick start” or compressed “Fri-Sat” programs to accelerate degrees</li> <li>• Pursue International education/students and link to University Center to create programs that are pathways</li> <li>• Create college transition programs for Veterans, Women, and individuals incarcerated in correctional facilities</li> <li>• Create multiple technologies for hybrid, online courses</li> </ul>
Sarah Perkins & Jo’an Rosario	<ul style="list-style-type: none"> <li>• Vibrant International Education at Cañada</li> <li>• Pursue a vibrant hybrid, on-line programming with majors and clear delivery of transfer programs to students</li> <li>• Contextualize ESL, CTE, and General Ed in entry-level process.</li> <li>• Establish 2-4 clear pathways in the University Center with respective University advisors.</li> <li>• Cañada as a college, not a satellite</li> <li>• Contextualize Basic Skills Level introductory classes</li> <li>• Build a strong reputation as a vibrant, excellent college with strong programs through marketing and showing students</li> <li>• Build strong CTE programs and identify CTE students</li> <li>• Stronger college transition programs modeled on learning communities, national FYE models</li> <li>• Specific student support programs and grants</li> <li>• Establish a vibrant student life and activities environment to engage students</li> <li>• More efficient training on workforce contract</li> <li>• Engage industry council</li> <li>• Continue Middle College program</li> <li>• Build 1 – 2 pathways for High School students to receive college degrees at Cañada</li> <li>• Learning communities with college transition skills</li> <li>• Identify what new students needs are to create college transition programs</li> <li>• Create a center for first year experience model such as South Carolina.</li> <li>• Continue a strong learning center and student support</li> <li>• Continue TRIO and MESA programs</li> </ul>