Cañada College

INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF
April 5, 2024
9:00am-11:30am, Zoom/9-154

Members Present: Diana Tedone-Goldstone, Lisa Palmer, Sarah Cortez, Rebekah Sidman-Taveau, Maribel Zarate, Karen Engel, Erik Gaspar
Members Absent: Vijeet Upadhyay, Erik Gaspar, Ava Johnson, Althea Kippes, Paul Roscelli, Chialin Hsieh, James Carranza, Jose Manzo, Kiran Malavade
Guests: Hyla Lacefield, Kat Sullivan-Torrez, Anniqua Rana

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1) **Adoption and Approval of Agenda** – no action taken due to insufficient voting member quorum

2) **Approval of Minutes – March 15, 2024-** no action taken due to insufficient voting member quorum

3) **Course Success by Modality**

   Anniqua Rana and Hyla Lacefield shared the following presentation with the committee:

Course Enrollment, Modalities, and Course Success Fall 2023

Present to IPC
From Office of Instruction
4.5.2024

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 2.5: The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

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

Exceeded College Goals

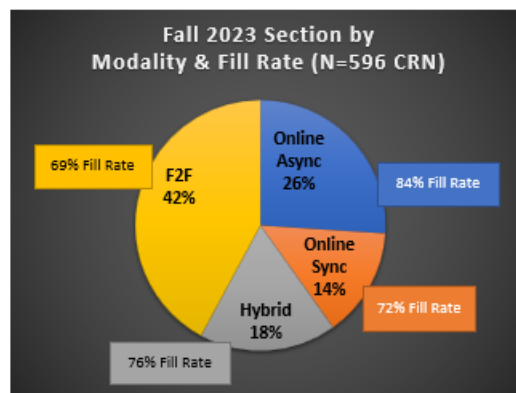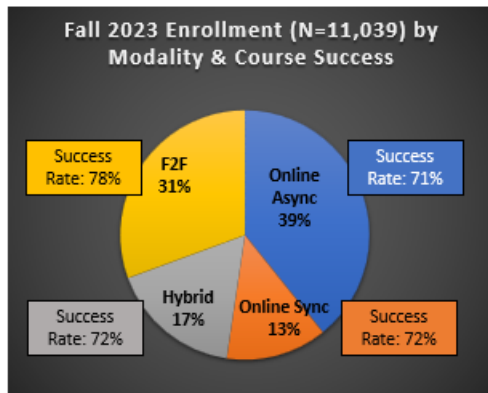|	Course Enrollment	Headcount	Fill Rate	FTES	FTEF	Load	Section # (CRN)	Course Success
College Goal	**11,000**	**5,337**	**70%**	1271	93	400		**70%**
Fall 2023 (Census Day)	**11,979**	**6,159**	**75%**	1450	99	438	**626**	**73%**
Online Asynchronous	4,517		84%	485	29	502	170	71%
Online Synchronous	1,469		72%	159	10	460	88	72%
Hybrid	2,069		76%	311	24	582	141	72%
F2F	3,889		69%	493	35	416	227	78%

Effective Management of Enrollment and Course Success by Modalities
Census Day

Fall 2023 Enrollment (N=11,039) by Modality & Course Success

Fall 2023 Section by Modality & Fill Rate (N=596 CRN)

Point in Time Comparison and Course Success

Metric	Fall 2022	Fall 2023	Percent Change	Fall 2023 Course Success
Enrollments	10,570	11,979	13.3%	73%
Headcount (First-Time)	825	907	9.9%	63%
Headcount (Int'l)	69	81	17.4%	83%
Concurrent K-12 Student	498	553	11.0%	91%
Continuing Student	2,970	3,936	32.5%	72%
Enrollments (Evening)	508	703	38.4%	68%
First-Time Transfer Student	350	472	34.9%	68%

Division Enrollment Metrics and Course Success Rate

Enrollment & Fill Rate by Division	Census Enrollment	Fill Rate	FTES	FTEF	Load	Duplicated Section (CRN)	Course Success Rate
Bus. Design & Workforce (BDW)	3,316	74%	325	24	408	149	73%
Counseling	352	74%	25	2	446	13	78%
Humanities & Soc. Sci. (HSS)	3,930	78%	452	34	398	194	70%
Kinesiology, Athl & Dan (KAD)	1,033	66%	125	8	469	113	83%
Science & Technology (ST)	3,164	81%	515	31	490	117	75%
Grand Total	11,944	75%	1450	99	437	586	73%

Modalities by Division (1 of 2)

ONLINE	Census Enroll	Fill Rate	FTES	FTEF	Productivity Ratio	Load	Section # (CRN)	Course Success Rate
Academic Sup & Learn T.	52	58%	1.7	0.1	13.0	389.81	2	93%
Bus. Design & Workforce	1528	83%	150.7	10.0	15.1	452.10	55	70%
Counseling	113	77%	8.1	0.5	15.2	455.57	4	76%
Humanities & Soc. Sci.	1526	80%	152.1	10.4	14.6	439.11	55	67%
Kinesiology, Athl & Dan	235	94%	24.0	1.2	20.0	599.00	21	73%
Science & Technology	1063	93%	148.4	6.7	22.0	659.89	33	74%
Grand Total	4517	84%	485.0	29.0	16.7	501.64	170	71%

SYNCHRONOUS	Census Enroll	Fill Rate	FTES	FTEF	Productivity Ratio	Load	Section # (CRN)	Course Success Rate
Bus. Design & Workforce	738	67%	69.9	4.8	14.6	439.32	49	76%
Counseling	38	95%	1.3	0.1	19.0	569.72		
Humanities & Soc. Sci.	174	64%	18.9	1.3	15.0	448.52	18	71%
Kinesiology, Athl & Dan	14	35%	1.5	0.1	10.7	320.00		
Science & Technology	505	84%	68.3	4.2	16.4	490.82	21	63%
Grand Total	1469	72%	159.9	10.4	15.3	460.30	88	72%

Modalities by Division (2 of 2)

HYBRID	Census Enroll	Fill Rate	FTES	FTEF	Productivity Ratio	Load	Section # (CRN)	Course Success Rate
Academic Sup & Learn T.	20	44%	1.4	0.1	13.2	395.52	1	67%
Bus. Design & Workforce	233	80%	26.2	2.8	9.3	278.99	32	64%
Counseling	49	132%	4.9	0.2	24.5	735.00	1	100%
Humanities & Soc. Sci.	968	74%	119.5	9.6	12.5	374.01	52	69%
Kinesiology, Athl & Dan	93	63%	6.8	0.5	12.6	378.33	7	82%
Science & Technology	706	77%	153.2	11.2	13.6	409.24	48	78%
Grand Total	**2069**	**76%**	**311.9**	**24.5**	**12.7**	**382.37**	**141**	**72%**

FACE TO FACE	Census Enroll	Fill Rate	FTES	FTEF	Productivity Ratio	Load	Section # (CRN)	Course Success Rate
Academic Sup & Learn T.	77	20%	5.3	0.0	#DIV/0	#DIV/0	10	24%
Bus. Design & Workforce	817	66%	78.6	6.3	12.4	372.06	30	81%
Counseling	152	60%	10.5	0.9	12.1	363.40	1	65%
Humanities & Soc. Sci.	1262	80%	161.6	12.9	12.5	376.45	61	72%
Kinesiology, Athl & Dan	691	60%	92.4	6.1	15.2	455.22	91	86%
Science & Technology	890	73%	145.0	9.4	15.5	464.14	34	80%
Grand Total	**3889**	**69%**	**493.4**	**35.5**	**13.9**	**416.41**	**227**	**78%**

Division by Modalities (1 of 2)

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Division by Modalities (2 of 2)

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Rebekah Sidman-Taveau asked how this data compares to the district and national research. The group discussed the analysis of student equity gaps by modality. The group stressed the importance of constantly evaluating and updating the campus approach to address student needs. The group also discussed that hybrid courses could fit the needs of many student groups, noting the importance of being clear of the workload expected within the asynchronous portion of hybrid course offerings, particularly when offered as late start courses.

4) **Instructional Program Review Presentation Instructions**
   - Placing instructions for presentations somewhere on program review website is a recommendation to Academic Senate.
   - From email in previous years:
     - How does your program contribute to the College Mission;
     - Community and labor needs;
     - Past IPC feedback;
     - Prior program goals;
     - Enrollment trends;
     - Student equity and equity gaps;
     - SLOs/PLOs (be brief);
     - Program planning and goals

     Diana Tedone-Goldstone shared that she is seeking feedback from the committee regarding incorporating different/more specific feedback or the committee feels the current way things are done is sufficient. Karen Engel shared that she is working on reviewing and addressing the ISER evidence and one of the new standards hat consistently stressed that meaningful discussion occurs surrounding equity gaps and actions the campus is taking to address them. Karen suggested clarifying in the third to last bullet point above that this be incorporated. Rebekah suggested sharing model programs who have held discussions and have attempted to address and incorporate the areas of focus that have arisen.

     Action taken on this item is tabled due to insufficient voting member quorum.

5) **Program Review Timeline 24/25**

Diana Tedone-Goldstone shared the following timeline 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 15 or 22	IPC Peer Review session
November 18	Administrative Peer Review session
November 20 & 21	PBC Hosts Position Proposal Presentations
Early December	Senates Prioritize New Position Requests and Recommend to President
December 6	SSPC Peer Review: fully submitted to the programs
February and March Division/Department Meetings	Divisions/departments and VP Offices meet to prioritize non-personnel resource requests
February 12	SSPC Program Review Presentations
March 21	IPC Instructional Program Review Presentations
March 19	PBC Certifies Prioritization Process & Collects Division Summaries

Lisa Palmer mentioned the suggestion of integrating curriculum review with program review as currently there are 2 different cycles. The Curriculum Review Cycle is a 5-year cycle and the Program Review Cycle is 3 years for non-CTE and 4 years for CTE. Lisa asked committee members to inform her if they are interested in reviewing the two calendars to understand if there is a way to integrate the two.

6) **Reassigned Time Faculty in Position Updates**

Diana Tedone-Goldstone shared that position information has been updated on the master campus list of reassigned time. The list can be found on the IPC website: Faculty Coordinator Positions

7) **Updates to Reassigned Time Form**

Diana Tedone-Goldstone shared the Draft of Reassigned Time Form for Fall 2024 .

She asked committee members to review the document and inform her of any feedback/suggestions they may have.

Action taken on this item is tabled due to insufficient voting member quorum.

8) **Important Dates**
   - **April 26 10am-2pm, Honors Research Showcase (13-334)**
   - **May 18- Finals week starts!**

9) **Good of the Order**

10) **Adjournment**

Meeting adjourned at 10:14am.