Cañada College

INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF
October 18, 2024
9:00am-11:30am, Zoom/9-154

Members Present: Diana Tedone-Goldstone, James Carranza, Karen Engel, Kiran Malavade, Chialin Hsieh, Maribel Zarate, Lindsey Irizarry, David Eck, Lisa Palmer, Paul Roscelli, Alexander Hernandez, William Tseng
Members Absent: Rebekah Sidman-Taveau, Jose Zelaya, Allison Hughes, Erik Gaspar
Guests: Anniqua Rana, Candice Nance, Sarah Harmon, Nada Nekrep, Ritu Malhotra, Rosie Morrison

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A. Approval of Agenda –

Motion – To approve the agenda, with the revisions of combining both of Anniqua Rana's items into one presentation and the postponement of the Umoja Program Update to the spring: M/S: Chialin Hsieh, Paul Roscelli

Discussion – none
Abstentions – none
Approval – approved unanimously

B. Approval of Minutes – October 4, 2024

Motion – To approve minutes of October 4, 2024: M/S: Chialin Hsieh, Alexander Hernandez

Discussion – none
Abstentions – none
Approval – approved unanimously

C. POCR Update (ACCJC Standard 2)

Nada Nekrep presented on behalf of this item. She shared the following presentation with the committee:

Cañada Local POCR
Fall 2024

IPC Update

Local POCR Website
(online faculty-facing)

What is POCR?

Peer Online Course Review (POCR) is the initiative of California Virtual Campus (CVC). Certified POCR reviewers use the POCR process to review online courses based on the rigorous criteria compiled in the CVC-OEI Rubric. Such course alignment increases course quality and accessibility, and addresses persistent equity gaps in online courses.

Cañada Local POCR

During the academic year 22/23, Cañada's certified POCR reviewers formed a workgroup that entered the CVC's certification process called the POCR Capstone. This two-semester process (*Figure 1*) awarded Cañada College with the **Local POCR Certification**. The Cañada POCR team can now review courses *via* the **Local POCR Process**. At the process completion, such courses receive a quality-reviewed (QR) badge, internally, without the CVC's supervision. QR courses are entered into the CVC Course Exchange and will eventually become available for statewide enrolment, pending **Home & Teaching College Initiative** approval (in progress).
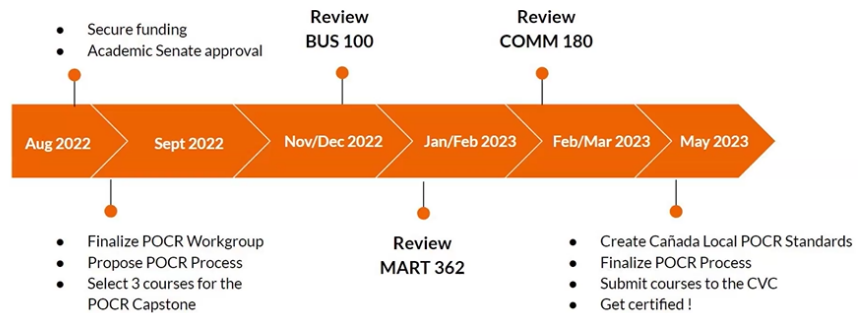

- Secure funding
- Academic Senate approval

Review BUS 100

Review COMM 180

| Aug 2022 | Sept 2022 | Nov/Dec 2022 | Jan/Feb 2023 | Feb/Mar 2023 | May 2023 |

- Finalize POCR Workgroup
- Propose POCR Process
- Select 3 courses for the POCR Capstone

Review MART 362

- Create Cañada Local POCR Standards
- Finalize POCR Process
- Submit courses to the CVC
- Get certified !

Figure 1: Cañada's path towards Local POCR Certification

Why should I do POCR?

The Local POCR Process grants the course under review a **Quality Reviewed (QR) badge**.

QR-courses are:

- fully accessible
- built consistently
- highly organized
- equitable & inclusive
- engaging
- aligned with the SLOs / course objectives

When students use search engines to look for courses offered statewide in the CVC Course Exchange, the QR-courses appear at the top of the search list.

At Cañada College, faculty who successfully align their online course *via* the POCR Process are awarded with a **compensation stipend**.

The benefits of the POCR Process help both students and instructors!

How long does the POCR Process take?

- Usually semester-long
- Takes place twice per academic year (Fall & Spring semesters)
- Reviews 3-5 courses per semester (depending on the funding and reviewer availability)

Table 1: Approximate timeline for each semester. Timeline may change based on the alignment needed.

	Fall Semester	Spring Semester
Course is confirmed for review	August	January
Instructor submits course evaluation form	September	February
Course is uploaded into review shell	October	March
Course is reviewed by the POCR team		
Review is delivered to the instructor		
Instructor aligns the course	November	April
Aligned course undergoes the final check	December	May
Course is submitted to the CVC		

1.

I want to contribute my online course! How do I know if I meet the criteria?

When you, a Cañada faculty member, contribute your online course into the Cañada Local POCR Process, you become *a reviewee*. Our Local POCR team will help you determine whether your course is ready. The recommendation is to do this initial evaluation well in advance, for example, at the end of the Spring semester for the Fall review (and vice versa).

At the minimum, your course should meet the following criteria:

- It is a fully online course (synchronous or asynchronous)
- Course shell is authored solely by you, the instructor
- Publisher materials represent no more than ⅓ of the course content
- Course already meets many of the CVC-OEI Rubric criteria
- You have taken QOTL (or equivalent) and are enthusiastic about the course review

Cañada Local POCR Team

We are here to support you through the entire process!

Table 2: Active team members as of F24 (alphabetically)

Team Member	Division	email	role
Kristina Brower	BDW	brower@smccd.edu	Reviewer
Tracy DeHaan	HSS	dehaant@smccd.edu	Reviewer
David Eck	HSS	eckd@smccd.edu	Reviewer
Sarah Harmon	HSS	harmons@smccd.edu	Reviewer
Robin Lise-Nielsen	ST	lisenielsenr@smccd.edu	Reviewer
Nada Nekrep	ST	nekrepn@smccd.edu	POCR Lead & Reviewer
Marina Noel	BDW	noelm@smccd.edu	Reviewer
John Perez	HSS	perezj@smccd.edu	Reviewer

The Story of Success: Completed Reviews!

Table 3: Cañada QR-badged courses ([Cañada CVC Dashboard](#))

Course	Division	Semester Certified	Course Contributor
BUS 100	BDW	S23	Candice Nance
MART 362	BDW	S23	Emanuela Quaglia
COMM 180	HSS	S23	John Perez
COMM 110	HSS	F23	John Perez
ENGL/LING 200	HSS	F23	Sarah Harmon
BUS 201	BDW	F23	Candice Nance
SOCI 105	HSS	S24	Tracy DeHaan
SOCI 100	HSS	S24	Tracy DeHaan
ECE 211	HSS	S24	Kristina Brower
BIOL 130	ST	S24	Robin Lise-Nielsen

Participating in the POCR process has been the most transformative experience of my teaching career. POCR is a unique process that allowed me to drill down to the fine details of my course and receive meaningful feedback from my peers. I was able to improve student performance, engagement, and accessibility. These changes have benefited my students and helped to support campus DEI goals. The changes also helped to lessen my workload. Since the POCR process improved my course navigation, feedback process, and course communication, there is more clarity for students. This has resulted in a reduced number of emails. Finally, participating in POCR increased my passion for teaching. It's exciting to learn new tools, implement them, and experience gratification for the effort you've put in.

~ Prof. Tracy DeHaan

The POCR process has been an enlightening experience, deepening my understanding of online pedagogical design and implementation. With each course I submit for review, I continue to learn current industry practices to benefit my students. My peers have provided substantive feedback with suggestions on revising and improving my online courses. What I've learned through this process, I have used also to improve my in-person teaching so all students benefit from this training. Thanks to the POCR review team for their patience and mentorship through the entire process.

~ Prof. Candice Nance

I have been teaching distance education modalities since 2010 and at multiple colleges and universities. I entered the POCR process knowing some solid best practices...but nothing compared to what I learned while going through the POCR process. Putting my course through POCR allowed me to think about the course through the eyes of my students—and that allowed me to see gaps that I had never observed before. As a result, I know my students will find more opportunities to engage with each other and to apply the knowledge that the course brings in meaningful ways. Not only that, I started looking at all of my other course shells with that same light—so the benefit is not just with one course, rather it spills across my course load.

Working with the POCR Team has been a dream. They are dedicated craftspeople when it comes to pedagogy/andragogy and technology—and where those worlds intersect. It was great to have 2 reviewers with different backgrounds—one who came from a similar discipline, and one from a totally different discipline. Their feedback reinforced why I hold Cañada in such high regard: We are a team who truly tries to lift everyone up in a supportive nature to be the best that we can be.

~ Prof. Sarah Harmon

The committee discussed that the district has begun the certification process to offer courses statewide, but it has not been completed yet due to various IT requirements and district-level prioritization. Certification remains optional for faculty who want to enhance their online courses, although other colleges have seen significant improvements in student success and equity by adopting it. While the district has not collected local data, other colleges have reported 20-30% improvements in course success rates and reductions in equity gaps for certified courses. Paul Roscelli and the committee discussed that there is interest in tracking outcomes between certified and non-certified online courses within the district to assess impacts on student success. Candice Nance expressed her appreciation for POCR and highlighted her personal, positive experience. She asked what is preventing this process from moving forward at the district level.

The group discussed that from their understanding, the certification process for online teaching involves substantial IT work, particularly to integrate systems with statewide enrollment processes. Faculty committee members expressed hope for district-level prioritization, perhaps through faculty senates or leadership discussions, to push this initiative higher on the priority list.

Nada added that a key hurdle for POCR certification is ensuring accessibility, which can be difficult with third-party publisher content that may not meet all accessibility standards. Accessing and reviewing publisher-specific platforms adds a layer of complexity and requires more time and familiarity. Some courses, like math and healthcare, depend heavily on publisher materials, which complicates the review. The committee discussed that review guidelines may need flexibility to account for these differences.

Currently, students are not specifically informed whether a course is POCR-certified, as the process is primarily an internal quality initiative for faculty. Faculty and student representative Alexander Hernandez discussed that there is an interest in better promotion of the benefits of certification, both to faculty and students. Nada added that the district aims to encourage faculty from a broader range of disciplines, including healthcare, to participate in POCR certification, increasing the range of certified courses available.

D. ZTC OER Update

Sarah Harmon presented the following information to the committee:

OER/ZTC Report for IPC
18 October 2024

Current State of ZTC at Cañada
- Fall 2024 Statistics (so far)
  - ZTC: 164 sections of 96 courses
  - LTC: 23 sections of 13 courses
  - Enrolled (duplicated) students: 5,211
  - Estimated savings: $496,150
  - Unique faculty: 83
- Overall state of ZTC since Spring 2021
  - Enrolled (duplicated) students: 26,383
  - Estimated savings: $2,485,900

ZTC Pathways
- CalGETC pathway is secured and growing

- Complete pathways (core, selectives):
    - Business Administration 2.0 AS-T
    - Communication Studies AA, AA-T
    - ECE Child and Adolescent Development AA-T
    - ECE Early Childhood Education AS-T, Certificate of Achievement
    - ECE Inclusion Support Certificate of Achievement
    - Mathematics AS-T
    - Physics AS-T
- Other potential pathways:
    - Biology AS-T
        - BIOL 225 (CORE); BIOL 230 (CORE
    - Nutrition and Dietetics AS-T
        - BIOL 240 (CORE); BIOL 310 (CORE)
    - Chemistry AS
        - CHEM 232—on-going
    - Earth Science AS
        - BIOL 101; GEOG 110
    - Economics AA-T
        - MATH 125 (but rarely offered); ECON 230
    - Math for Surveying and Computer-Aided Design (Engineering) Certificate of Achievement
        - ENGR 111 (CORE); ENGR 210 (CORE)
    - Environmental Studies AS-T
        - BIOL 230 (CORE); ENVS 115 (A); GEOL 101 (A)
    - Ethnic Studies AA
        - ETHN 103; ETHN 265; ETHN 288
    - Geography AA-T
        - GEOG 101 (CORE); GEOG 150 (A)
    - Social Work and Human Services AA-T
        - HMSV 121; HMSV 122; SOCI 141
    - Political Science AA-T
        - PLSC 150; GEOG 110; SOCI 141
    - Psychology AA-T
        - PSYC/SOCI 205 (CORE); PSYC 106 (C)
    - Sociology AA-T
        - PSYC/SOCI 205; SOCI 141; GEOG 110

CCCCO ZTC Grants
All grant applications would be for work on current or forthcoming ZTC pathways. Work is being compensated based on FTE via Non-Instructional Agreements.
- Acceleration
    - ECE AS-T with Digital Enhancement: Kristina Brower will remix existing OER texts for ECE 313; Anna Mills will add an additional chapter to her ENGL 100 OER text to address digital literacy in writing, which ECE faculty (and others) can pull out as a stand-alone unit for their courses.
        - Initial $25,000 awarded; used to support Kristina Brower in remix project (and Lisa Kiesselbach in using the materials for Fall 2024) (total for Summer 2024 and Fall 2024: .3 FTE)
        - Further funding will be requested from the initial application to further support Anna Mills (Summer-Fall 2024: .2 FTE; Spring 2025: .2 FTE)

- o MATH AS-T with Competency-Based and Equity-Based Assessments: Michael Hoffman, Amira Alkeswani and Ray Lapuz will author assessments for the MATH 250 series and the MATH 270 series to include competency-based assessments that are equity-based.
  - Initial $25,000 to fund .1 FTE for each to plan during Fall 2024
  - Further funding will be requested from the initial application to further support them (Spring 2025: .3 FTE each for Michael Hoffman and Amira Alkeswani; .1 FTE for Ray Lapuz)
- Acceleration II
  - o Digital Arts and Animation will be converting at least one degree or certificate pathway Spring-Summer 2025
    - Faculty involved: Emanuela Quaglia, Hyla Lacefield
    - Exact pathway TBD
- OER Expansion
  - o BIOL 110: Barry Thomson will be authoring an adaptive quiz ancillary to rival what is offered by publisher materials
    - Spring 2025; application forthcoming

Proposed changes to BOG Title 5 Regulations: Burden-Free Access to Instructional Materials
Based on the report published earlier this year from the 'Burden-Free' Instructional Materials Task Force, there is a new proposed subsection to Title 5 that would encourage the use of zero- and low-cost materials in as many courses as possible. The language of the new subsection is in a Word document that we are using to collect feedback. The due date to submit feedback is at 22 October's Textbook Affordability Subcommittee meeting (1-2pm); the group will review the comments and finalize everything before it gets submitted.

Paul Roscelli asked about the roles of the UC and CSU systems in implementing cost-reduction strategies in textbooks and other resources. He asked if both systems are now required to adopt similar practices for cost-saving in educational resources. Sarah Harmon explained that both the CSU and UC systems are indeed moving towards zero-cost resources, though the approach may vary between institutions. The CSUs have made notable progress in implementing low- or zero-cost textbook initiatives, with similar but differently structured efforts happening within the UCs.

Alexander Hernandez asked about the definition of saved funds, specifically if these are reinvested within the institutions. Sarah clarified that the "saved funds" refer to what individual students save from reduced costs, not to college funds being reallocated. Chialin Hsieh acknowledged Sarah's leadership and her multi-year efforts to reduce costs for students.

E. Onboarding for All New Employees (EMP 2.7) and Professional Development Plan Implementation update

Anniqua Rana presented the following to the committee:

Professional Development

Update for IPC

Cañada College

Highlights of Spring 2024

Professional Development Plan 2024-27

Focus on Professional Development for all based on:
Onboarding
Continued support
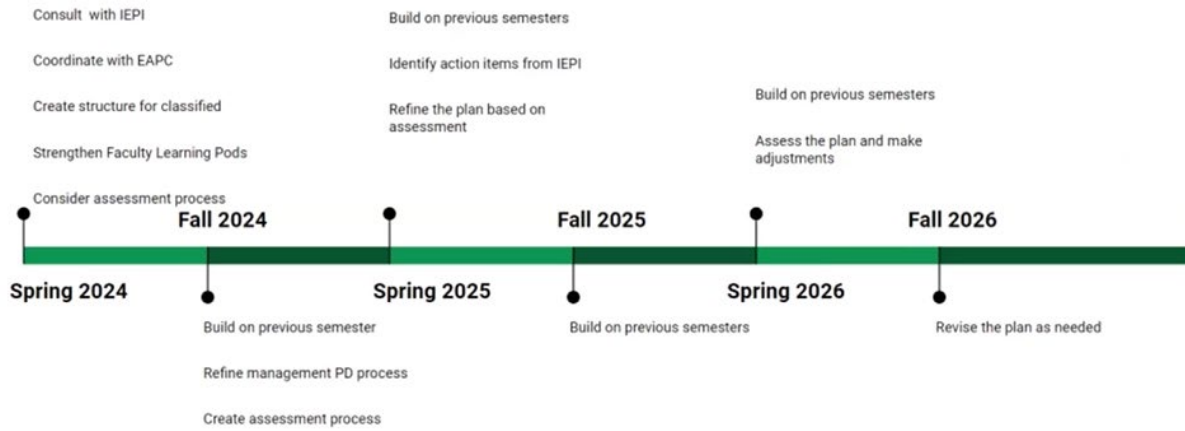Professional fulfilment

Professional Development Planning Committee

Second Tuesday of every month from 12:30-1:30

November 12

December 10

Plan Timeline

Consult with IEPI

Coordinate with EAPC

Create structure for classified

Strengthen Faculty Learning Pods

Consider assessment process

Build on previous semesters

Identify action items from IEPI

Refine the plan based on assessment

Build on previous semesters

Assess the plan and make adjustments

Fall 2024

Fall 2025

Fall 2026

Spring 2024

Spring 2025

Spring 2026

Build on previous semester

Refine management PD process

Create assessment process

Build on previous semesters

Revise the plan as needed

Classified Professional Development

- **Skill Development**: Training in college operations, technology, and Equity and Anti-Racism

- **Equity Engagement**: Involve classified staff in promoting equity and an inclusive campus.

- **Leadership**: Foster leadership and peer training through collaboration.

- **Well-being:** Provide opportunities for community building and individual well-being

Action

Classified orientations and workshops: proposal

Online modules for self-paced learning.

Activities for classified on flex days

Professional development consultant.

'Train the trainer' model.

Faculty Professional Development

- Collaboration with EAPC leaders to implement antiracist equity-minded pedagogy.
- Integrate antiracist pedagogy into teaching practices.
- Foster collaboration among faculty for sharing resources and best practices.

Action

Orientations, mentoring, and workshops.

Online modules for self-paced learning.

'Train the trainer' model.

An online repository for easy access to materials.

Paul Roscelli raised a concern about ensuring that minority viewpoints are welcome on campus. He highlighted the perception that faculty may share a relatively uniform set of values, which may not align with those of all students, particularly those from diverse backgrounds or with minority opinions. Anniqua Rana discussed the importance of creating safe, inclusive spaces where all views can be expressed respectfully. She shared recent efforts in professional development to foster environments where differing perspectives are heard, emphasizing that productive conversations should allow for disagreement without hostility. David Eck commented on the diversity of faculty perspectives, particularly noting the varied experiences and high turnover among adjunct faculty, which may prevent any single, uniform set of values from dominating campus discourse. He added that the assumption of a singular faculty viewpoint is oversimplified and stressed the role of professional development in bridging different perspectives within the faculty.

Management Professional Development

Deepen college's equity and anti-racist vision and communication strategy

Create training modules on college operations, leadership, and technology tools

Participate in a train-the-trainer model to equip teams with essential skills and foster ongoing development.

Action

ORIENTATIONS AND WORKSHOPS.

ONLINE MODULES FOR SELF-PACED LEARNING.

'TRAIN THE TRAINER' MODEL

Focus

Equity and antiracist practices

Ongoing monitoring and feedback collection

F. Umoja Program Update (ACCJC Standard 2)—this item is postponed until spring.

G. Reassigned Time Budget Update

Chialin Hsieh presented on behalf of this item. She projected the Reassigned Time List (linked on IPC website under meeting materials for 10/18/24 meeting) and discussed the various aspects of the document with the committee. She shared the reassigned time budget update, focusing on the allocation of funds for faculty time dedicated to non-teaching responsibilities deemed important by the college. She shared that reassigned time is provided for faculty to engage in roles outside classroom teaching that support college initiatives. For the 24/25 academic year, the total reassigned time budget amounts to 32 FTEF (Full-Time Equivalent Faculty), with a cost of about $1.9 million. Funding sources are broken down into categories: grant-funded, Academic Senate and AFT activities, and college-wide or department-wide roles.

Specific budget allocations are highlighted:
  - Grant-funded reassigned time: $594,505.
  - Academic Senate and AFT responsibilities: $304,859.
  - College-wide/departmental responsibilities: $1,056,356.

The calculation excludes substitute costs for faculty with reassigned time, which would adjust costs further. Paul Roscelli asked about how the reassigned time FTEF is distributed across other colleges (CSM and Skyline), and Chialin shared that she can find out more regarding this data.

H. Program Completability and High Impact Low Success Courses

Chialin Hsieh presented on behalf of this item. She shared that the instructional team is closely monitoring the alignment between courses and the degree programs they impact. This check ensures students have the courses they need to progress and complete their degrees without unnecessary delays. Tracking enrollments, success rates, and course offerings across semesters helps maintain program accessibility and continuity.

She identified courses with success rates below 65%—deemed "high impact" because they are core to multiple degrees/programs. These courses are under review for targeted interventions to raise student success rates. The team aims to achieve higher than the 65% benchmark, addressing both structural and instructional improvements to support student achievement. The team plans to develop and share organizational tools that could aid students in managing their coursework effectively. Ron Andrade is involved in coordinating support resources, such as peer mentorship programs, to address learning challenges in these courses.

Faculty members are encouraged to review the data and engage with deans on the needs of their programs, potentially improving course schedules, modalities, or providing additional resources where necessary. The goal is to create clear pathways for students to progress through their courses and complete their degree requirements successfully.

I. Update on IPC Goals, Equity Instructional Program Review Questions Workgroup, Reassigned Time Process

Diana Tedone-Goldstone presented on behalf of this item. She reminded the committee of IPC's Goals for 2024-2025.

GOALS for 2024-2025

- Provide feedback on instructional program review narratives in accordance with the Academic Senate guidelines. (Fall)
- Review and provide feedback on reassigned time applications. (Fall)
- Evaluate the instructional program review process yearly. (Spring)
  - Collaborate to make recommendations to Academic Senate to update instructional program review questions to infuse equity into program review (Fall and Spring)

Diana shared that IPC has initiated a work group with the goal of incorporating equity into the instructional comprehensive program review. This group aims to start meeting soon, establish a working schedule, and set specific objectives. Their ultimate goal is to present recommendations to Academic Senate by spring, allowing sufficient time for potential changes to be approved. Updates to the reassigned time application review process timeline were discussed, including adding **"By Monday, December 9th, the VPI and iDeans provide feedback on all applications"** and **"By Monday, December 9th, the VPI and Vice Presidents will review budget and provide feedback on new reassigned-time position applications"** as steps that will take place. The goal is to ensure transparency by explicitly outlining each step. Positions that require funding from Fund 1 are given particular attention in terms of funding feasibility, while grant-funded positions continue without changes to this step.

The committee highlighted a need for clear and inclusive communication about reassigned time applications, especially for roles associated with multiple departments. David Eck suggested creating a system to notify all relevant faculty within a department about renewal intentions, ensuring broader awareness and preventing any application from falling through the cracks. Diana shared that she does notify the related faculty and deans, but agreed that the process could include additional groups, such as all faculty or all deans, if appropriate. An additional idea was that deans could assist in informing faculty within a related program, so that the reminders come from division administrators in addition to IPC. Alexander Hernandez proposed adding a Google form or response confirmation to ensure faculty thoroughly understand the communications and decisions about renewals. Faculty members were reminded about the availability of the reassigned time schedule on the IPC website, providing transparency about positions up for renewal.

Ritu Malhotra raised a question regarding the criteria for determining how many Full-Time Equivalents (FTEs) are assigned to a department for reassigned time. Chialin provided insight into the process, sharing that feedback/data from IPC, faculty, administrators, and relevant groups is taken into consideration. Additionally, reasoning/rationales for funding decisions are posted to the IPC website.

J. Curriculum Report

Lisa Palmer presented the following report to the committee:

To: IPC

From: Lisa Palmer, Curriculum Chair

Re: Report

Date: October 18, 2024

Our curriculum committee has reviewed and approved the initial seven common course numbering courses (AB 1111) as well as the ADTs that had to be updated pursuant to AB 928. Kudos to Gloria, Frank, and all of the faculty who stepped up to get these curriculum updates done, quickly, so that the 2025-26 catalog will reflect these changes, as required by state mandates.

However, at the state articulation officers meeting of October 11, Chase Fischerhall, the UC Office of the President articulation officer, informed California community college articulation officers that the UC did not approve the templates that community colleges were instructed by the ASCCC and CCCO to adopt, that the templates appear to be insufficient to garner articulation, that all courses submitted for GE areas in the new CalGETC path will need to be re-articulated, (contrary to what the ASCCC had previously indicated), and that any courses that have CCN courses as a prerequisite will also have to be re-articulated.

The ASCCC held a webinar yesterday to discuss these developments; unfortunately, our curriculum committee meeting took place at the same time, so we are waiting to hear updates.

This is a developing story; stay tuned.

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 11:21 am.