



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF November 1, 2024 9:00am-11:30am, Zoom/9-154

Members Present: Diana Tedone-Goldstone, James Carranza, Karen Engel, Chialin Hsieh, David Eck, Lisa Palmer, William Tseng, Rebekah Sidman-Taveau, Allison Hughes, Erik Gaspar, Jose Zelaya

Members Absent: Kiran Malavade, Maribel Zarate, Lindsey Irizarry, Paul Roscelli, Alexander Hernandez

Guests: Julie Luu, Stephen Redmond, Wissem Bennani, Ameer Thompson, Mayra Arellano, Daryan Chan, Candice Nance, Kim Lopez

A. Approval of Agenda –

Motion – To approve the agenda: M/S: Lisa Palmer, James Carranza

Discussion – none

Abstentions – none

Approval – approved unanimously

B. Approval of Minutes – October 18, 2024

Motion – To approve minutes of October 18, 2024: M/S: Lisa Palmer, David Eck

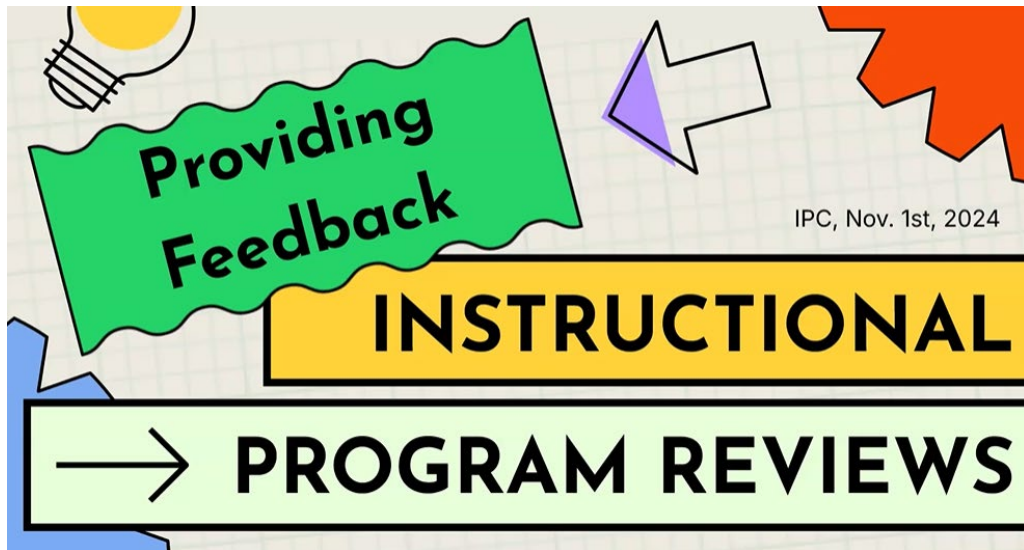
Discussion – none

Abstentions – Allison Hughes (not present at 10/18 meeting)

Approval – approved

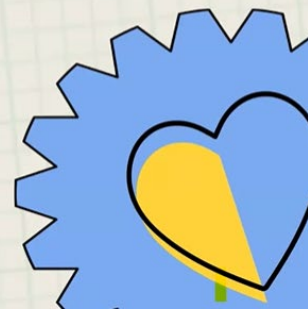
C. Instructional Program Review Peer Review Feedback Process

Diana Tedone-Goldstone presented the following information to the committee, in anticipation of the IPC Comprehensive Instructional Program Review Feedback Meeting on November 22 (note, full presentation linked on IPC website under 11/1 meeting materials):



Purpose

- Confirm that all the required program review questions were answered adequately
- Provide meaningful feedback to programs on their successes and potential areas for improvement (as identified by the program itself)
- Constructive and helpful comments and/or questions
- Your audience is the faculty, staff, and administrators in that program



Examples of Constructive Feedback



- “What are the results of your PLO assessment?”
- “We reviewed the data provided by PRIE which provides more information than was reflected here. Please consider and update.”
- “Be specific about how additional staffing has been helpful and describe what more staffing will provide.”
- “Stress the need to provide online training that includes not only technical training but pedagogical best practices.”
- “XXXX Course was shown to have lower success and retention, but there was no analysis of why or what specific changes may be implemented.”

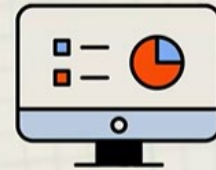
Use the Rubric



- Created by IPC and approved by Academic Senate
- It's OK to mark/write Not Applicable if something is truly not applicable
 - For example: SLOs are assessed at the department level for CWA courses, not by CWA
- We haven't had a program re-submit a program review during the same program review cycle
- If having technical problems let Diana know!



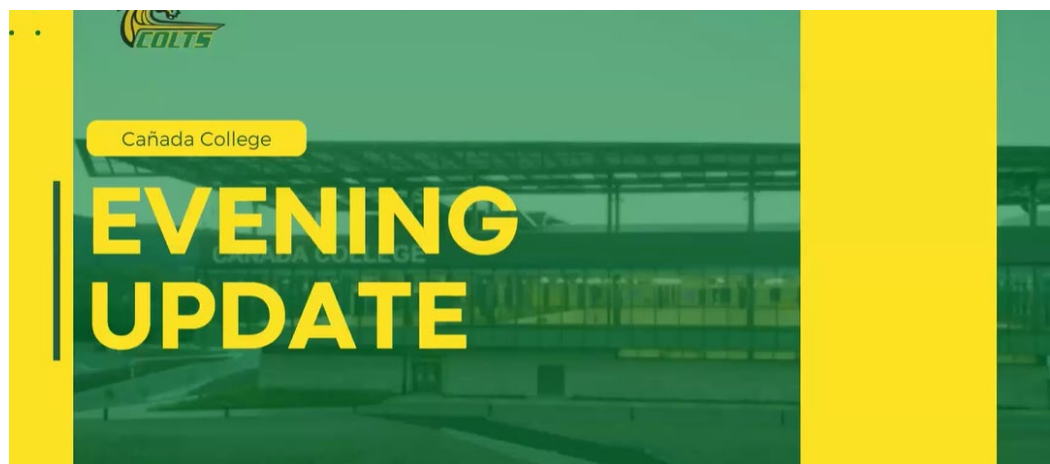
Process



- Six groups of three people
- Each group provides feedback on program reviews
- Mix of staff, faculty, students, and/or administrators
 - At least one faculty member in each group
 - At least one person who has provided feedback before in each group
- People pre-assigned to groups
- Expectation that you'll read the program reviews beforehand
- Will ask program review writers to be available through email if review group has questions.

D. Evening/Online Programs (EMP 1.2)

Jose Zelaya, James Carranza, and Wissem Bennani presented the following material to the committee 22 (note, full presentation linked on IPC website under 11/1 meeting materials):



EMP FOR THE EVENING

01

EMP 1.2 Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings...

02

EMP 4.3 Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services an (Evening One Stop

03



EMP Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

04

OPERATIONAL OBJECTIVE: Organize evening and online degree/certificate offerings to ensure completeability; advertise them effectively



Main Focus

01 KNOW WHO "EVENING STUDENTS" ARE

02 VERIFY EVENING/ONLINE DEGREES AND CERTIFICATES ARE COMPLETABLE

03 UTILIZE COUNSELING, STUDENT SERVICES, AND INSTRUCTIONAL SUPPORT SERVICES TO THEIR FULL POTENTIAL

04 PROACTIVE REGISTRATION



WHO ARE OUR EVENING STUDENTS?

Spring 2024 Enrollment	Count of Student Id	Count of Student Id2
100% enrolled in Evening Face2Face	503	42.77%
100% enrolled in Evening Online Sync	53	4.51%
100% enrolled in Evening Face2Face & Evening Online Sync	22	1.87%
Mostly enrolled in Evening Face2Face (70-99% of enrollments)	29	2.47%
Mostly enrolled in Evening Online Sync (70-99% of enrollments)	11	0.94%
Mostly enrolled in Evening Face2Face & Evening Online Sync (70-99% of enrollments)	2	0.17%
No stranger to evening courses (40-60% of enrollments)	267	22.70%
Dabbled in evening courses (1-39% of enrollments)	289	24.57%
Grand Total	1176	100.00%

WHO ARE OUR EVENING STUDENTS? (W/O ESL)

Spring 2024 Enrollment	Count of Student Id	Count of Student Id2
100% enrolled in Evening Face2Face	274	31.10%
100% enrolled in Evening Online Sync	53	6.02%
100% enrolled in Evening Face2Face & Evening Online Sync	12	1.36%
Mostly enrolled in Evening Face2Face (70-99% of enrollments)	19	2.16%
Mostly enrolled in Evening Online Sync (70-99% of enrollments)	9	1.02%
Mostly enrolled in Evening Face2Face & Evening Online Sync (70-99% of enrollments)	1	0.11%
No stranger to evening courses (40-60% of enrollments)	242	27.47%
Dabbled in evening courses (1-39% of enrollments)	271	30.76%
Grand Total	881	100.00%

EVENING STUDENT FOCUS



Evening w/ Sync and Async

Prioritize students who take the majority of their classes in the evening. Provide information, resources and wrap around services through CWA. *CWA currently provides this support.*



Asynchronous Only

Students taking asynchronous courses may be provided information, technical support, resources and wrap around services through CWA. *Opportunity:* Foster campus connection and a sense of community.

EVENING OFFERINGS/ COUNSELING SUPPORT

Marketing Degree/Certificates

Cañada College offers 36 Degrees and 17 Certificates that a student can complete while taking classes nights and online.

Degree Audit / Dean Operations

Enhance data collection to better track course offerings, degree completion and evening student enrollments.

CWA 2-3 Year Templates

Organize evening and online offerings will better help counseling create 2-3 year templates designed for evening and or online students.

Evening Counseling and Student Services Support

Expand CWA's service to evening students. Providing a centralized space for evening and online students to receive counseling and other support services.



PROACTIVE REGISTRATION

Get students registered before they leave.



Faculty Involvement

Coordinating with Faculty to plan class registration events and info sessions on evening student services.



Bringing Services to Students

Creating opportunities for Financial Aid, A&R and Instructional Support to serve students where they're at.



Proactive Counseling

Scheduling sign-ups with evening courses to meet with a Counselor for drop-in opportunities.



Timeline

- Fall 2024**
Share ideas and assess. Develop Evening work plan
- Spring 2025**
Reimagine "The Evening Program." CWA, Cañada De Noche & Evening Services
- Summer 2025**
Marketing to Local Community
- Fall 2025**
Launch of "Evening Program"

Wissem Bennani discussed the progression of services for evening students at our college, highlighting three phases of development. In Fall 2023, a pilot program was launched to assess evening service needs, revealing that some services were underutilized during low-traffic periods. This led to Phase 2, which extended services to cover peak times, such as the start of the semester through the add/drop period. Basic needs were addressed with initiatives like food lockers, allowing students to order essentials for evening pickup, and grab-and-go meal options in select locations. The current Phase 3 aims to centralize services through collaboration with CWA, proposing online systems for service requests to reduce the need for in-person visits. Plans include rebranding the evening program with a unified online presence and engaging faculty to increase evening hybrid classes, which offer flexible scheduling and appeal to working students. David Eck suggested consolidating information into a single online presence (e.g., one landing page) to reduce confusion. Rebekah Taveau suggested analyzing hybrid course data separately to assess the impact for ESL students. The group thanked Jose, James, and Wissem for the presentation.

E. Middle College Update (ACCJC 1.5)

Stephen Redmond presented the following information to the committee 22 (note, full presentation linked on IPC website under 11/1 meeting materials):

MIDDLE COLLEGE IPC PRESENTATION NOVEMBER 2024

Prepared by the PRIE Office on August 16, 2024

WHAT IS MIDDLE COLLEGE?

All classes are taught at Cañada College

Students are in **11th** and **12th** grade

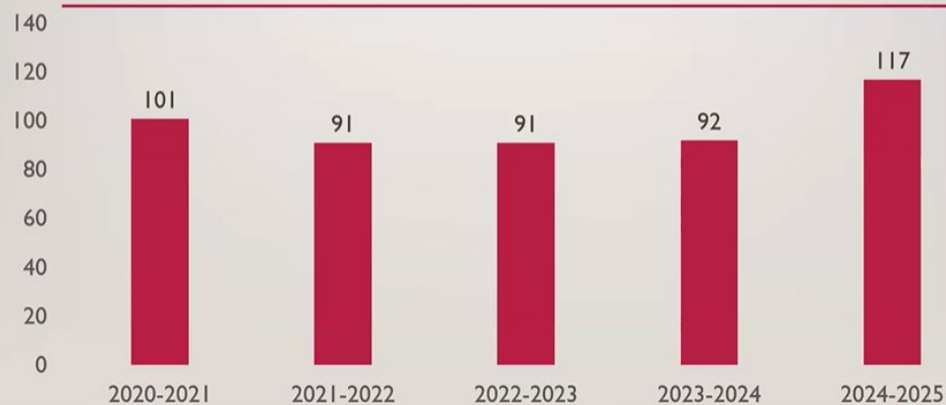
3 required **high school classes** in the afternoon

2-4 regular **college classes** in the morning, evening, or online

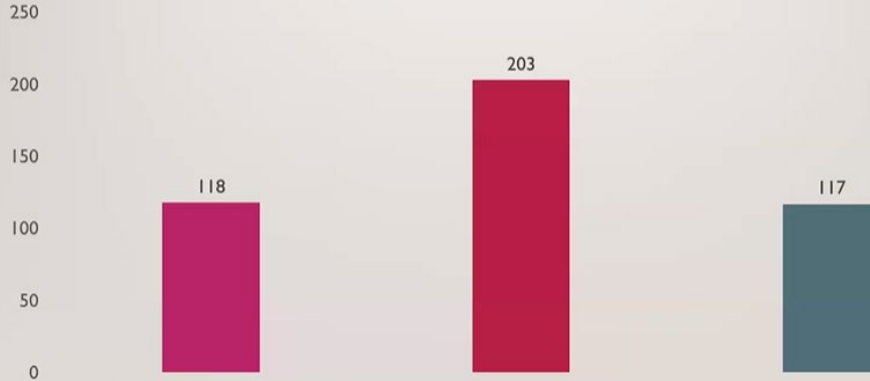
Goals: Completion of SUHSD diploma requirements, A-G college eligibility requirements, & any college prerequisites

Outcomes: Preparation for transfer-level college work, completion of a year of college credit, & greater level of responsibility for education

MIDDLE COLLEGE STUDENTS

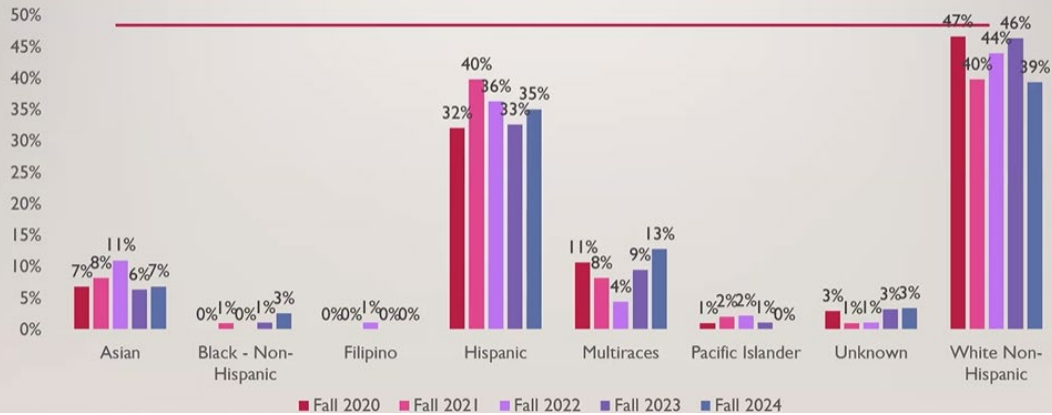


SMCCD MIDDLE COLLEGE STUDENTS: FALL 2024



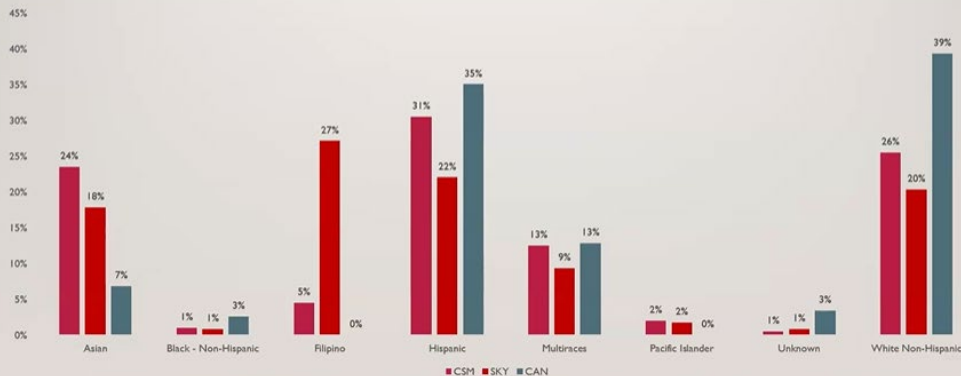
Canada College Skyline College College of San Mateo

MIDDLE COLLEGE STUDENTS BY RACE/ETHNICITY



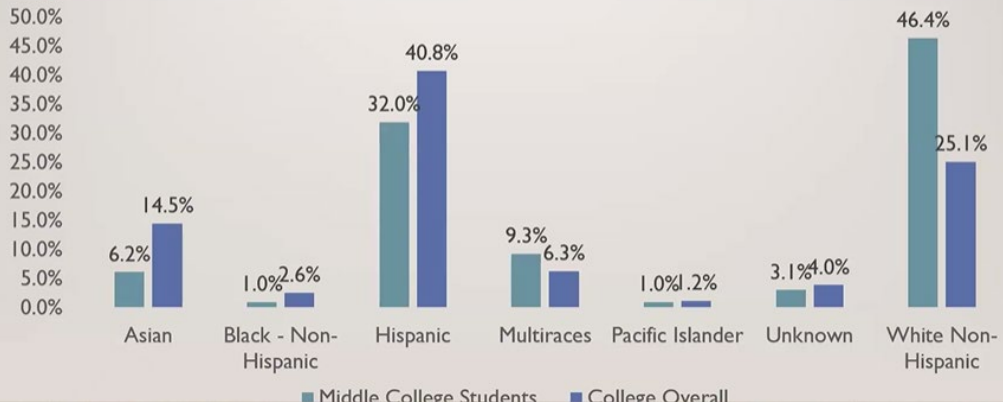
Fall 2020 Fall 2021 Fall 2022 Fall 2023 Fall 2024

MIDDLE COLLEGE STUDENT BY ETHNICITY/RACE

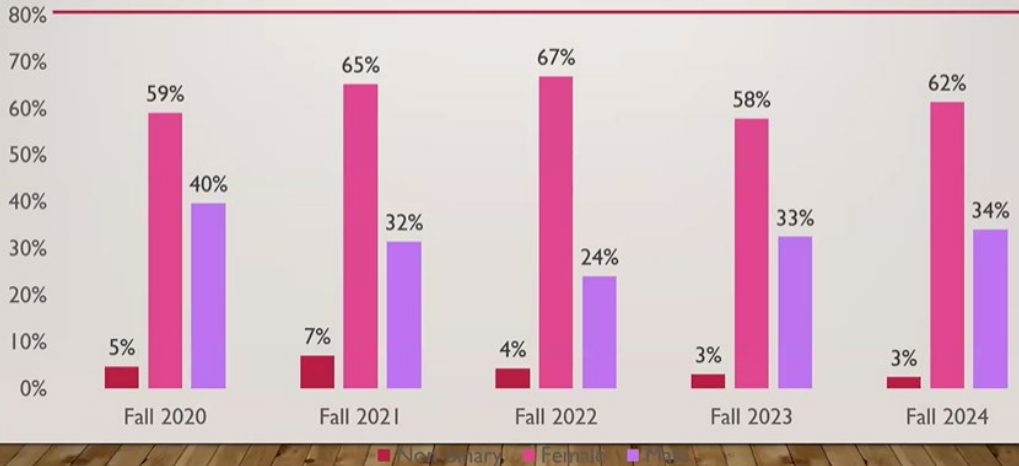


CSM SKY CAN

MIDDLE COLLEGE STUDENT V. OVERALL COLLEGE ETHNICITY: 2023-2024 ACADEMIC YEAR



MIDDLE COLLEGE STUDENTS BY GENDER IDENTITY



Non-binary Female Male

FALL 2024 CLASSES FOR MIDDLE COLLEGE STUDENTS

CHEM	2	FASH	1	OCEN	4
CIS	3	FITN	8	PHIL	15
COMM	1	GEOL	2	PHYS	8
DANC	4	HIST	3	PLSC	2
ECE	4	KINE	1	PSYC	14
ECON	3	LCTR	1	SOCI	1
ENGL	28	LING	1	SPAN	15
ENGR	1	MART	9		
ENVS	4	MATH	92		
ETHN	6	MUS	6		

WHY ARE MC STUDENTS SUCCESSFUL?

- Students have to apply to the Middle College program, and this includes requesting recommendations from their high school English and math teachers that we use to help place them in appropriate courses; this also includes a family interview where we talk about expectations and make sure this is a good fit and that we can provide whatever support they might need.
- Yesenia sends out progress report requests around week 7 and 13, and we really would like timely feedback, but professors can contact Yesenia anytime if they have concerns about a MC student – she will forward feedback to the MC teacher/advisor, who will then meet with the student.
- There are 6 Middle College teachers and we split up the students alphabetically, so each of us are responsible for about 20 students. We meet with that group weekly to track progress and communicate regularly with parents.
- We have really great kids! They are active in Student Senate, Phi Theta Kappa, and other clubs around campus. Many of them are thriving here in ways they could not at their regular high schools. For First Gen students especially, the extra support makes their path to a college degree a reality.
- Students must waive FERPA, allowing us to talk with professors, soliciting performance feedback and grades, etc.
- Our students are here all day, every day! MC students take three high school classes every afternoon (English, social studies, and a support elective called College & Career Readiness). They are also required to take 2-4 college classes each semester – 3 classes of at least 7 units, or 2 classes of at least 9 units. We encourage them to take in-person classes, but they may take any class for which they are eligible.
- We provide the students with Study Buddy lists, so they know which MC students are taking the same classes, and we facilitate peer mentoring & tutoring within MC, in addition to the support provided through the Learning Center.

TRYING NEW THINGS

- The Middle College program was moved from Building 5 and 6 to Building 17 and 18.
- Students are located in the center of campus and have more connection to services and programs.
- We have added 2 new teachers to the Middle College team.
- Students had up until the summer of 2024 to either pass classes or make up classes.
- We gave more students a chance that would not have been given a chance in the past.

SOME THINGS TO PONDER

- Some of the new students are struggling.
- We need to work on a more supportive environment for students that might struggle.
- Transportation is still an issue for students who live in EPAA.
- How can we better support students in math?

The group discussed addressing logistical and cultural challenges faced by the Middle College program as it evolves to serve a more diverse student population. Kim Lopez and David Eck suggested exploring partnerships with Lyft or using athletic vans to provide reliable transportation for students. The conversation also addressed the academic readiness of students, especially in math, with suggestions such as high school math teachers filling foundational gaps or offering alternatives like auditing math classes. The group discussed strategies including proactive advising, cohort-based support, and increased teacher involvement in mentoring. Attendance issues were highlighted, with suggestions for more frequent check-ins and case management to support students at risk of falling behind. Plans were outlined to better prepare students for the transition to college through more intentional pre-enrollment support and leveraging teacher-advisor roles for ongoing guidance.

F. Institutional Learning Outcomes from Past Years (ACCJC 2)

Karen Engel presented the following material to the committee 22 (note, full presentation linked on IPC website under 11/1 meeting materials):



Institutional Learning Outcomes (ILOs): 2019-2024

Prepared by the Office of Planning, Research, and Institutional Effectiveness (PRIE)

Presented to the Instructional Planning Council (IPC)

November 1, 2024

What are Institutional Learning Outcomes?

- Institutional Learning Outcomes (ILOs) in California community colleges are designed to ensure that students achieve a broad set of skills and knowledge by the time they complete their programs.



In March 2020, the PBC updated the graduation survey instrument as follows:

- Achieve the intent of the (2017) changes to the mission statement by:
 - Adding open response questions regarding barriers the student faced while at Cañada (Q.13-14).
 - Disaggregating the results of the (revised) Graduation Survey to determine if any student sub-populations are disproportionately impacted by barriers to achieving their Education Goals.
- Reduce the number of survey questions.
- Clearly indicate that the student is assessing whether or not they improved their abilities *during their time at Cañada College*.
- Update race/ethnicity and gender response options.
- Future consideration: administer a similar survey to new, incoming students as well.

Note: these changes were recommended by a [PBC Task Force on March 18, 2020](#).

ILO Assessment

Cañada College regularly assesses its Institutional Learning Outcomes (ILOs) in order to assure institutional effectiveness and promote continuous improvement. The College uses multiple methods of assessment:

1. A survey of students petitioning to graduate with a degree or certificate every year.
2. The Community College Survey of Student Engagement (CCSSE) every two years.
3. Program Learning Outcomes Assessments aligned with ILOs.

The results of these assessments are discussed by our participatory governance bodies, including the Planning & Budgeting Council, and appropriate action plans are developed.

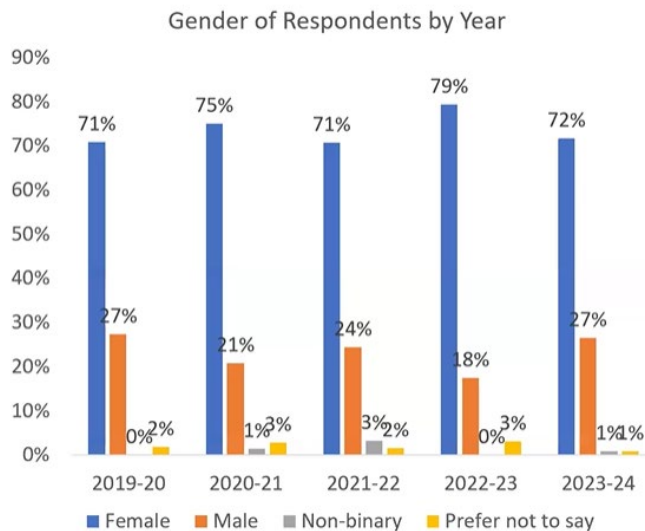
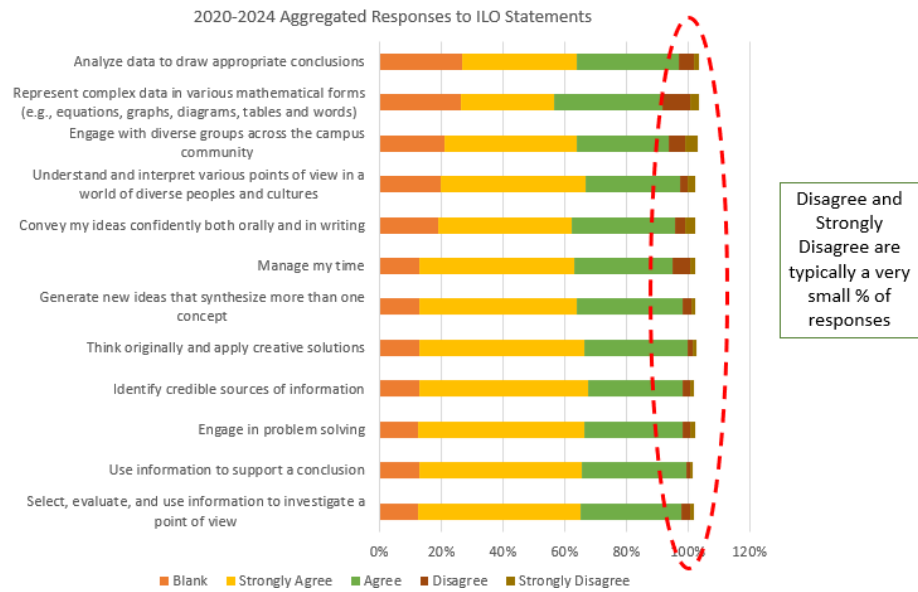


The Institutional Learning Outcomes parallel our General Education Learning Outcomes which the Curriculum Committee APPROVED 11/18/11. The Institutional Learning Outcomes were revised and adopted by the ASGC (11/14/13) and Planning & Budgeting Council (11/20/13).

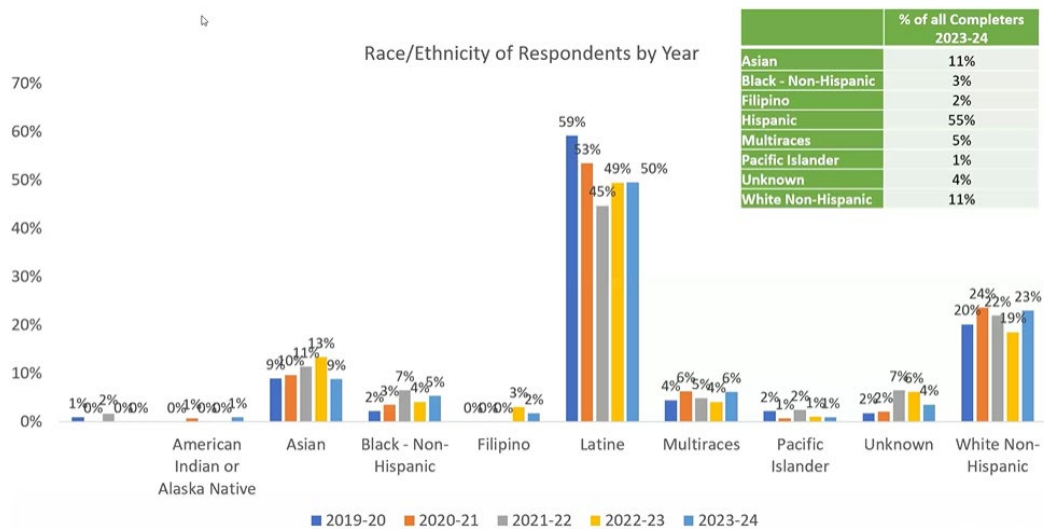
Our graduates are asked to self assess these outcomes via these statements:

During my time at Cañada College, I have improved my ability to effectively...

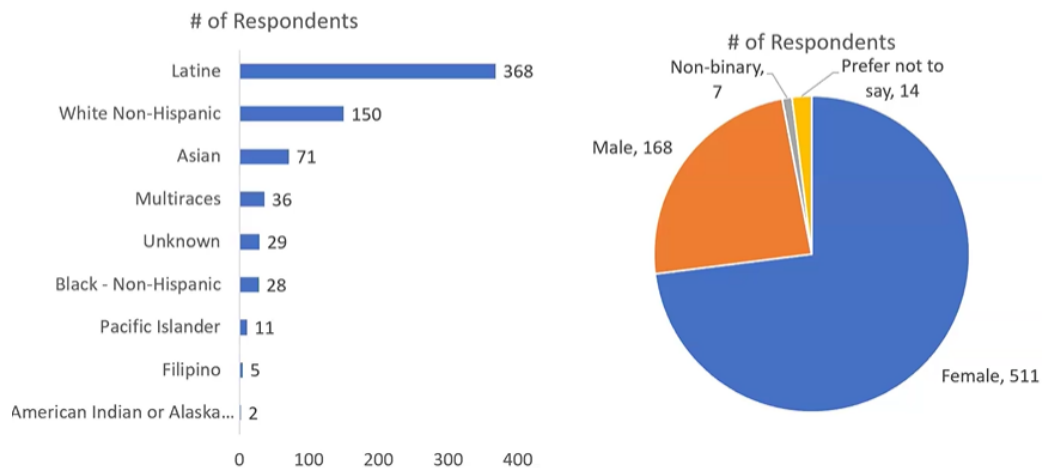
Critical Thinking	Select, evaluate, and use information to investigate a point of view
	Use information to support a conclusion
	Engage in problem solving
Creativity	Identify credible sources of information
	Think originally and apply creative solutions
	Generate new ideas that synthesize more than one concept
Communication	Manage my time
	Generate new ideas confidently both orally and in writing
Community	Understand and interpret various points of view in a world of diverse peoples and cultures
	Engage with diverse groups across the campus community
Quantitative Reasoning	Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables and words)
	Analyze data to draw appropriate conclusions



Gender	% of all Completers in 2023-24
Female	65%
Male	33%
Unknown	3%



Respondent Demographics: 2019-24



The group reviewed the % of respondents in each student population selecting “Disagree” or “Strongly Disagree” with the statement “During my time at Cañada College, I have improved my ability to effectively...”

- Select, evaluate, and use information to investigate a point of view
- Use information to support a conclusion
- Engage in problem solving
- Identify credible sources of information
- Think originally and apply creative solutions
- Generate new ideas that synthesize more than one concept
- Manage my time
- Convey my ideas that synthesize more than one concept
- Understand and interpret various points of view in a world of diverse peoples and cultures
- Engage with diverse groups across the campus community
- Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables and words)
- Analyze data to draw appropriate conclusions

New ACCJC Standard: Institutional Learning Outcomes

- **ACCJC Standard 2.3:** All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to **communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.**

Review Criteria:

- The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

Comparing these new categories with what we have now:

Current Cañada ILO Categories	New ACCJC Standard 2.3
Critical Thinking	Critical Thinking
Creativity (does incl. consideration of aspects of information literacy)	
Communication	Communication
Community (does incl. consideration of diverse perspectives)	
Quantitative Reasoning	Quantitative Reasoning
	Information Literacy
	Civic Responsibility
	Ability to engage with diverse perspectives

The group discussed prioritizing revisiting ILOs to reflect the updated accreditation standards, particularly around critical areas like information literacy. Chialin Hsieh suggested the formation of a small group to study discrepancies, evaluate current assessment methods, and recommend updates. Broader input from Curriculum Committee, Academic Senate, and Student Services will be encouraged. Diana Tedone-Goldstone suggested adding this as a formal item on the December IPC meeting.

G. Dual Enrollment Update and Promise Program Update

Marya Arellano and Daryan Chan presented on behalf of this item. Due to the limited time remaining in the meeting, Mayra requested to share the Dual Enrollment Program update with the group at the current meeting, and asked to present the Promise Program update at the next meeting to allow for sufficient presentation time. The following information was shared with the committee 22 (note, full presentation linked on IPC website under 11/1 meeting materials):

Dual Enrollment Program Update

IPC Update- 10.28.2024

by Mayra Arellano and Daryan Chan



What's New?

- 1 Newsletter Launch**
Monthly updates on program developments and student achievements.
- 2 Expanded Course Offerings and New IIS Partnerships**
New CTE classes added.
- 3 Pathway Roadmap**
ECE roadmap: steps from high school to college certification completion

Cañada College Dual Enrollment **Cañada College**
DUAL ENROLLMENT

NEWSLETTER

Summer Semester - August, 2024



Over the summer, Cañada College provided three Dual Enrollment courses (CCAP) to local high school students. The courses offered were: CER 157 - Life and Career Planning, ETHN 105 - Rethinking Race, Gender, Nation, and an ESL 922 - Grammar and Writing II. CER 157 and ETHN 105 were available at two of the Boys and Girls Club of the Peninsula (BSCP) clubhouses: Redwood City and East Palo Alto. The ESL course took place at Woodside High School.

Also, this summer, over 400 high school students took Cañada College courses via Concurrent Enrollment.

This summer, the Dual Enrollment team worked closely with Lilliana Chisler, BSCP's Career Pathways Program Manager, who played a key role in the success of the Dual Enrollment students at BSCP. She said, "One of the most significant benefits I think students gained was the chance to advance their college coursework while still in high school. This early exposure to college-level material not only accelerated their academic journey but also saved them both A LOT of time and money by earning college credits early. Students can potentially graduate sooner and with less debt, which is a tremendous advantage that you have provided our community."

Additionally, students greatly appreciated the guidance they received on how to effectively utilize available resources. This support helped them navigate their educational paths more efficiently and build the skills necessary for managing their academic and personal responsibilities.

Finally, the experience of balancing advanced coursework and learning to navigate college-level demands was invaluable in preparing students for adulthood. They developed essential skills in time management, problem-solving, and self-discipline, which are crucial for success in both their academic and personal lives."



The Dual team thanks you, Lilliana.

ESL 922 - Grammar and Writing II at Woodside High School

Offering this summer class was a first for Cañada College and Woodside High School. Check out Prof. Tel's thoughts.

"It takes much more effort to teach high school students in that they don't really have the attention span to sit and listen to lectures without fun activities or other incentives to keep them going, even if they know that the class will be beneficial to them in the long run. I found my experience enjoyable and yes, I would recommend teaching dual enrollment courses to other college faculty. The students are great in that they tried their best to complete their work regardless of their exhaustion from the morning and afternoon classes. They also communicate with me throughout the semester letting me know what they want/need. With that information, I was able to create a curriculum catering to their needs and wants which was a great incentive for them to [attend] and they know what to expect from the class."

Spring 2024 Outcomes

During the Spring 2024 semester, Cañada College served 500 students through Dual Enrollment. Cañada College partnered with six high schools to offer 19 Dual Enrollment sessions. The sessions covered the requirements to complete one of the five Dual Enrollment Pathways offered by Cañada College. Course offered included:

- Intro, 3D Modeling and Animation
- 3D Environments and Hard Surface Modeling
- Ordinary Differential Equation
- United States History II
- Introduction to Engineering
- Child Development
- Intro to Business
- Small Business Management

Our Spring 2024 success rate was 85.4%. Of 500 enrollments, only 73 students did not complete a course, and only nine of those students received a non-passing grade.

	Enrolled	Completed	Did not complete	Non-passing	Total
Enrolled	176	126	41	10	353
Completed	7	1	0	3	11
Did not complete	28	0	0	21	49
Non-passing	5	0	0	1	6
Total	5	0	0	0	5
Completed	49	1	0	28	78
Did not complete	138	25	41	107	311

Fall 2024

Fall 2024 Cañada College offers 13 Dual Enrollment sessions and serves 290 students across three high school districts. Courses offered through Dual Enrollment include:

- Calculus/Analytic Geometry III
- Child Development
- Early Childhood Ed. Curriculum
- Life and Career Planning
- Rethinking Race, Gender, Nation
- Intermediate Algebra
- Path to Calculus
- Adv. Intro. 3D Modeling and Animation
- Marketing



From Our Students

What high school do you attend?
"Menlo Atherton High School"

What course did you take?
"CER 157: Career and Life Planning in the summer of 2024"

Why did you decide to take a Cañada College Dual Enrollment Course?
"To get ahead on college courses"

In what ways has this experience benefited you, academically and non-academically?
"Taking this course as a dual enrollment student was especially beneficial because I also get a different perspective on college life. As a high school student, this experience has made me feel more prepared for my plans after high school."

The Career and Life Planning class has been a valuable experience for me. It has helped me clarify my career goals and provided me with essential life skills. I am grateful for the opportunity to take this course and highly recommend it to other students."





EARLY CHILDHOOD EDUCATION (ECE)

Interest Area: Human Behavior & Culture

Cañada College
DUAL ENROLLMENT

PATHWAY DESCRIPTION

The Education and Human Development program is designed to meet the needs of people planning for a career working with children from birth through school-age. Students in the program focus on current research, practical application and critical thinking in professional care settings. Children's growth, developmentally appropriate practice, cultural diversity, observational skills, family support and professional development within the various fields of education and human development are major components of the program.

CERTIFICATES AND DEGREES

Hillside High School	Cañada College	Transfer to CSU/UC
Completion of 12 units count towards the Early Childhood Education Certificate at Cañada College and towards the Child Development Permit issued by the CA Commission on Teacher Credentialing.	<ul style="list-style-type: none"> Early Childhood Education (Certificate, 27 units) Early Childhood Education (Associate in Science, 60 units) Early Childhood Education (Associate in Science for Transfer, 61-64 units) 	<ul style="list-style-type: none"> Early Childhood Studies (Bachelor of Arts, 60 units) – CSU Human Development: Early Childhood Development option (Bachelor of Arts, 60 units) – CSU Liberal Studies: Concentration in Child Development Elementary Education (Bachelor of Arts, 60 units) – CSU Pre-K to 3rd Grade Child Development (Bachelor of Arts, 60 units) – CSU

TO GET STARTED

Meet with your high school counselor to determine whether the courses recommended are of interest to you and fit your college and career goals, require prerequisites, and to discuss courses eligible for credit towards high school graduation and to receive approval to participate.

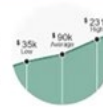
Next Steps to Enrollment:

- Students need to be present in the workshops offered by the Dual Enrollment team.
- The team will schedule a time to support students in the onboarding process to ensure timely registration in the course(s).
- If the student is unable to participate in the scheduled workshops, please contact the Dual Enrollment team.

SALARIES AND GROWTH

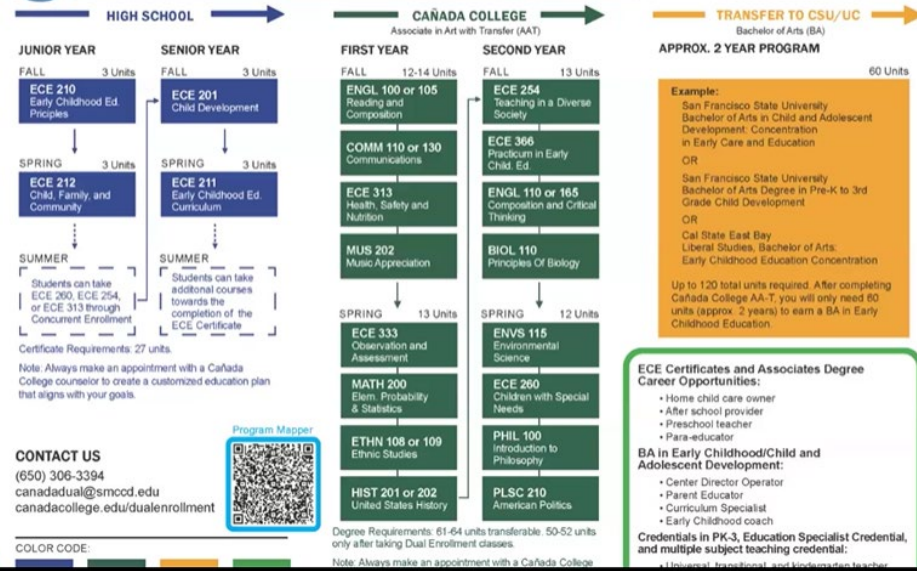
Careers associated with this program have a salary range from \$35,000 to \$231,000 with an average salary of \$90,000. Careers in this field include: child mental health worker, school counselor, family support worker, child development research assistant, youth group administrator, child advocate, elementary education, etc.

Career opportunities for this program are expected to grow nationwide from 2022 to 2032 at a rate of 4.3%.



EARLY CHILDHOOD EDUCATION (ECE) ROADMAP

Cañada College
DUAL ENROLLMENT



2023-2024 Summary Report



734 Registration



7 High Schools



18 Sessions



87.2 % Success Rate

2023-2024 Success Rate

Fall 2023		Total
Registered		234
DP/DR/DD		6
Withdrawal		10
Did not pass		5
E. Withdrawal		0
Did not complete the course		21
Successfully completed the course		213



Spring 2024		Total
Registered		500
DP/DR/DD		15
Withdrawal		49
Did not pass		9
E. Withdrawal		0
Did not complete the course		73
Successfully completed the course		427



Student Enrollment

Dual Enrollment Growth

Academic Year	Number of Course Offered	Number of Sections Offered	Total Enrollments
21-22	5	7	257
22-23	11	10	356
23-24	18	29	719

Increase enrollment at Cañada via CCAP bound students

Academic Year	Graduates	Enrolled at any college		Enrolled at CAN	
22-23	106	36	34%	19	18%
23-24	206	73	35%	41	20%



Faculty Support

Monthly Check-ins

Regular support sessions for dual enrollment instructors.

- Discuss student progress
- Address challenges
- Share best practices

Additional Support

- Syllabus Review
- One on One Instructional Support
- Evaluation Preparation

Co-teaching Checklist

Comprehensive guide for successful collaboration.

- Roles and responsibilities
- Communication strategies
- Assessment alignment



Evaluation Process Update

- Dean, along with faculty coordinator, reviews high school teacher for meeting of minimum qualifications
- Follows all contract guidelines for evaluation
- Dean appoints faculty member in conjunction with subject matter coordinator
- Timeline is in accordance with contract
- Mileage reimbursement potential for faculty to visit high school

H. IPC Co-Chair for Spring 2025

Diana Tedone-Goldstone will be on maternity leave beginning Spring 2025. Her current term as IPC Co-chair is through the end of Spring 2025. Therefore, the committee must vote on a replacement co-chair to fulfil the end of Diana's term. Diana shared that David Eck emailed expressing interest in the role. She asked if any other faculty were interested in serving in the role. No other faculty expressed interest.

Motion – To nominate David Eck as IPC Faculty Co-Chair of IPC for the Spring 2025 Semester: M/S: Lisa Palmer, James Carranza

Discussion – none

Abstentions – none

Approval – approved unanimously

I. Curriculum Report

Lisa Palmer shared the following report with the committee:

To: IPC

From: Lisa Palmer, Curriculum Committee Chair

Re: Report to IPC

Date: November 1, 2024

Thank you to all of the faculty who are updating CORs as part of the 2/5 year review cycles. Lots of CORs are coming in, which is excellent. We're doing well. Also, several faculty members are developing timely and engaging new courses and programs.

As mentioned in my previous report, the ASCCC/CCCO common course numbering plan (in response to AB 1111) hit a snag when the UC Office of the President advised community colleges that they had not approved the CCN templates and that all CCN courses will need to be re-articulated to be approved for the CalGETC transfer pattern.

Therefore, Gloria and I have been re-reviewing the CORs that faculty had adapted to the CCN templates, to ensure that all of the key course information is still on the COR. Some faculty may be hearing from us about re-revising CCN CORs. Any re-revisions will be re-reviewed using the expedited review process, so that we can approve the CORs (again) this fall, in time for the 2025-26 catalog.

In addition, at our November 7th curriculum committee meeting, we will be discussing (1) whether or not to delete the lab requirement for our local degree and (2) whether or not students should be required to earn a C or better in ENGL, MATH, COMM, and Critical Thinking. If you have opinions, please email me or, better, come to curriculum Thursday, November 7th, from 1:10 to 2:30 in the FTLC.

J. Important Dates

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)

K. Adjournment

Meeting adjourned at 11:31 am.