Cañada College

# INSTRUCTIONAL PLANNING COUNCIL

## MEETING MINUTES OF
## February 21, 2025
## 9:30am-11:30am, Zoom/9-154

**Members Present:** David Eck, Lisa Palmer, William Tseng, Kiran Malavade, Paul Roscelli, Chialin Hsieh, Maribel Zarate, Karen Engel, Rebekah Sidman-Taveau, James Carranza, Nicolette Gualino, Jose Zelaya
**Members Absent**: Lindsey Irizarry, Erik Gaspar
**Guests:** Hyla Lacefield, Anniqua Rana, Ron Andrade, Gampi Shankar, Trang Luong, Frank Nguyen Le, Alex Kramer, Alex Claxton, Ameer Thompson, Julie Luu, Anniqua Rana, Candice Nance

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**A. Adoption of Agenda –**

**Motion** – To adopt the agenda, with the following changes: In item C, to review Standard 2.9 as opposed to 2.7, and to table item H for the next meeting: M/S: Rebekah Sidman-Taveau, Paul Roscelli

**Discussion** – none
**Abstentions** – none
**Approval** – approved unanimously

**B. Approval of Minutes – February 7, 2025**

**Motion** – To approve minutes of February 7, 2025: M/S: Paul Roscelli, Chialin Hsieh

**Discussion** – none
**Abstentions** – none
**Approval** – approved unanimously

**C. ACCJC Standard 2.4, 2.5, 2.6, and ~~2.7~~ 2.9**

- IPC will provide feedback on the draft standards as a group. Individuals can alternatively provide feedback on their own. If doing an individual review, please return to the meeting in time for the next agenda item.
- General questions for the feedback:
  1. What are we missing? Do we have evidence? Do we have examples
  2. Focus on big picture: the writing team will revise grammar and tone over the summer.

Hyla Lacefield began the discussion with an overview of the Institutional Self-Evaluation Report (ISER) and its role in accreditation, which is required every seven years by the Accrediting Commission for Community and Junior Colleges (ACCJC). The discussion focused on Standard 2, which pertains to instructional quality and

institutional effectiveness. Hyla described the ISER process as a collaborative effort, with input sought from faculty, staff, and administrators to ensure accurate representation of institutional practices.

**2.4: The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

The group review then centered on Standard 2.4. After referencing Board Policies, the primary communication channels including the college website, online catalog, and Web Schedule, were discussed as key tools for delivering information related to programs, services, and resources. Additionally, the role of Academic Senate in ensuring that student learning outcomes are included in course syllabi was highlighted.

Further discussion addressed the integration of program learning outcomes into student-facing platforms such as Degree Works and the Program Mapper, which serve as planning tools for students. It was noted that while these tools provide consistency, there may be gaps in explaining key terms like "SEP" (Student Educational Plan), which should be addressed on the website.

The discussion also covered institutional efforts to support students through retention specialists, early alerts, and the Student Success Program Team, which were developed to ensure that all students receive support, regardless of their participation in special programs like EOPS or TRIO. Canvas course shells were recognized as a vital tool for communicating with students, as they provide a direct means of engagement beyond email.

A discussion ensued regarding past and current marketing strategies used to reach students. It was noted that in Summer 2022, the college invested in Vision Point for social media marketing, but the effectiveness of this initiative remained unclear. The group suggested shifting the narrative toward current marketing efforts, such as using student-preferred platforms like Instagram and TikTok, as identified through the marketing preference survey.

The role of student feedback in communication strategies was also highlighted, with an emphasis on incorporating insights from PTK (Phi Theta Kappa) student research into the ISER. Additionally, dual enrollment pathways were discussed as an essential communication tool for high school students transitioning to the college, with efforts underway to make these pathways more visible on the website.

The group discussed a review of the college's broader communication strategies, including press releases, text messaging, the weekly "What's Happening" email newsletter, and outreach from the COLTS-U Transfer Center. The group agreed to reorganize some content for clarity and moved forward with refining the ISER based on these discussions.

**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. (ER 9)**

The discussion focused on the college's Strategic Enrollment Management Plan, highlighting how the Office of Instruction collaborated with Deans, program coordinators, and faculty to optimize course scheduling. Efforts included offering courses in multiple modalities and at various times, including evenings, to enhance student access. A key area of focus was ensuring students could complete their programs by strategically scheduling courses, particularly those offered infrequently, such as capstone and Career Technical Education (CTE) courses that rotate every two years. The importance of making students and counselors aware of course availability patterns was emphasized.

Success rates in different modalities were also discussed, acknowledging that while online courses historically had lower success rates, the gap had been narrowing. The college sought to balance accessibility with student success when determining scheduling and instructional formats. Additionally, a new "completability tool" was

introduced to help Deans proactively identify and resolve course scheduling conflicts that could prevent students from graduating. The tool allowed administrators to compare past offerings with future schedules to improve course planning. Suggestions were made to refine the tool's name for official use.

Further discussion addressed the need to account for cases where certain degrees or certificates were found to be incompletable due to scheduling or low enrollment in required courses. The college established processes to reassess such programs, either through adjustments to scheduling or modifying program requirements to ensure completion pathways remained viable. This ongoing evaluation process aligned with institutional goals of continuous improvement and student success.

The conversation then shifted to late-start classes and the expansion of evening programs, including the College for Working Adults (CWA). The group discussed potential rebranding efforts to better align evening programs with student needs. The effectiveness of Assembly Bill (AB) 1705, which aimed to improve equitable access to Math and English courses, was also considered. Data indicated that students who enrolled in these foundational courses early in their academic journey had higher retention and success rates, reinforcing the importance of ensuring access to these courses.

Finally, the discussion touched on transfer-related initiatives, with plans to refine language and strategies to better communicate transfer pathways. The college remains committed to refining its enrollment and course planning strategies to support student success, equitable access, and degree completion.

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

The discussion focused on the college's ongoing evaluation of instructional modalities, emphasizing the balance between increasing student enrollment and ensuring student success. Regular assessments of course delivery methods were conducted to determine their effectiveness, with particular attention given to the success rates of different modalities. While asynchronous online courses remained in high demand, they also presented lower success rates, necessitating a careful balance between accessibility and student performance.

Key evaluation tools included program reviews, the equity dashboard, and various surveys measuring student preferences and course effectiveness. The college utilized data on fill rates and enrollment trends to align course offerings with student demand. Consideration was also given to the physical and technological infrastructure required to support various instructional formats, as outlined in the Facilities Master Plan and the institution's broader Technology Plan.

Faculty training and support were also addressed. The college encouraged, rather than required, faculty to complete the Quality Online Teaching and Learning (QOTL) certification, recognizing its importance in maintaining high-quality online instruction while acknowledging contractual limitations set by the faculty union. The Peer Online Course Review (POCR) process was also highlighted as a means of ensuring instructional quality in online courses.

A discussion emerged regarding the assessment of Regular and Substantive Interaction (RSI) in faculty evaluations. While the core components of RSI were embedded in evaluation criteria, RSI itself was not explicitly mentioned. Concerns were raised about potential discrepancies between accreditation requirements and faculty assessment tools. It was suggested that the issue be reviewed by the Distance Education Committee and brought before Academic Senate and AFT for further discussion and possible revision.

The section concluded with an acknowledgment of the complexities involved in evaluating instructional effectiveness and the ongoing efforts to refine policies, faculty training, and course delivery methods to enhance student success.

**2.9: The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

The discussion centered on the college's program review process, detailing the distinctions between instructional program review and student services program review. All relevant program review materials were made accessible, ensuring transparency and consistency in evaluating academic and support programs. The conversation also revolved around expectations for learning outcome assessments and the role of program review in addressing them.

A key focus was the expectation that institutions examine disaggregated data when assessing student learning outcomes. While the institution had not historically disaggregated Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) data, recent efforts—led by institutional research—had increased the disaggregation of Institutional Learning Outcomes (ILO) data. It was determined that aligning SLOs and PLOs with ILOs provided internal consistency, ensuring that the institution met accreditation expectations without requiring faculty to rewrite their program learning outcomes.

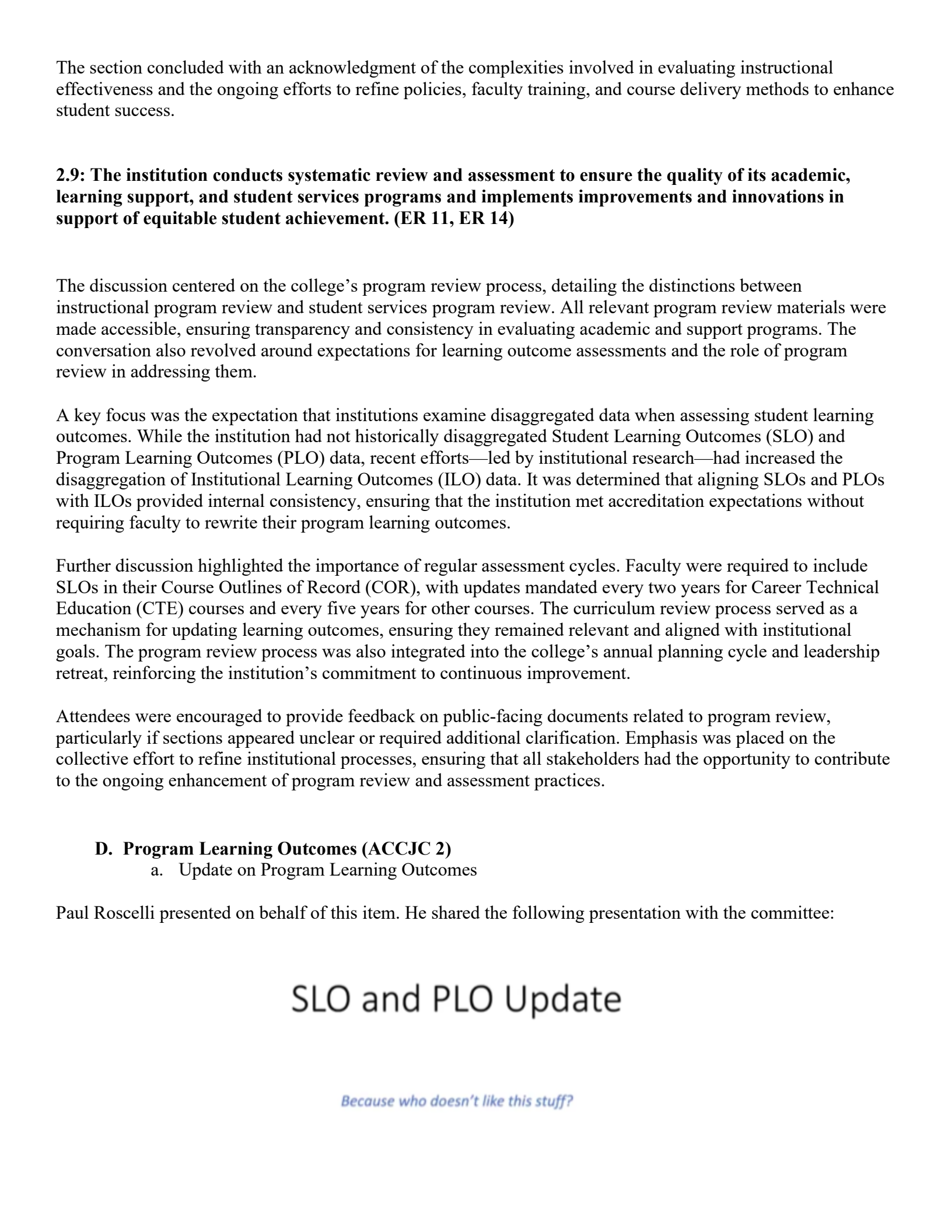
Further discussion highlighted the importance of regular assessment cycles. Faculty were required to include SLOs in their Course Outlines of Record (COR), with updates mandated every two years for Career Technical Education (CTE) courses and every five years for other courses. The curriculum review process served as a mechanism for updating learning outcomes, ensuring they remained relevant and aligned with institutional goals. The program review process was also integrated into the college's annual planning cycle and leadership retreat, reinforcing the institution's commitment to continuous improvement.

Attendees were encouraged to provide feedback on public-facing documents related to program review, particularly if sections appeared unclear or required additional clarification. Emphasis was placed on the collective effort to refine institutional processes, ensuring that all stakeholders had the opportunity to contribute to the ongoing enhancement of program review and assessment practices.

**D. Program Learning Outcomes (ACCJC 2)**

a. Update on Program Learning Outcomes

Paul Roscelli presented on behalf of this item. He shared the following presentation with the committee:



# SLO and PLO Update

- SLO 2023-26
- Compliance

- PLO 2023-26
- Compliance

# SLO update

- **Per Nuventive:**
  - We have 412 unique courses.
  - 387 have assessment methods
  - Which is about 92% coverage.
    - *This is even true for some of our "large course offering" programs like Digital Arts*
  - But of the 387 courses, how many have results recorded in Nuventive?

# SLO update

Of the 387 courses, how many have results recorded?

- Per Nuventive? About 17%
- Don't freak out (*yet*)

- Historically, here's what we have seen:

| | 2008- 11 | 2011-14 | 2014-17 | 2017-20 | 2020-23 | 2023-26 |
|---|---|---|---|---|---|---|
| • | (tracktdat) | (tracktdat) | trackdat | trackdat | Nuventive | Nuventive |
| | 38% | 61% | 51% | 44% | 35% | 17% (today) |

# SLO update

What does all mean (*or not mean*)

| | 2008- 11 | 2011-14 | 2014-17 | 2017-20 | 2020-23 | 2023-26 |
|---|---|---|---|---|---|---|
| • | (tracktdat) | (tracktdat) | trackdat | trackdat | Nuventive | Nuventive |
| | 38% | 61% | 51% | 44% | 35% | 17% (today) |

- Trackdat numbers are probably **not** comparable to Nuventive numbers due to importing issues that arose during the change over.
- **More importantly**, looking at this same question of evidence (results) through a different lens leads us to a different conclusion.

# SLO

- Looking at this same question of evidence (results) through a different lens leads us to a different conclusion.
  - **Per the Program Review** documents (Fall 24), we find probably close to if not, 100% of the programs reporting, showing evidence of SLO assessment 🙂

Three-Year Cycle

| Comprehensive Program Reviews Due Fall 2024 |
|---|
| Astronomy & Physics |
| Biological & Health Sciences |
| Chemistry |
| College for Working Adults |
| Distance Education |
| Earth Science |
| Engineering |
| Honors Transfer Program |
| Mathematics |

CTE Programs Four-Ye

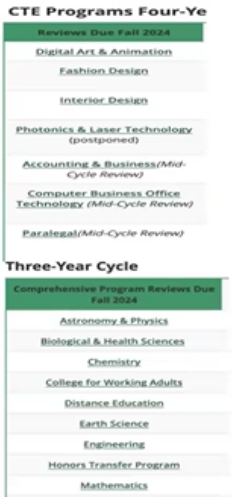
| Reviews Due Fall 2024 |
|---|
| Digital Art & Animation |
| Fashion Design |
| Interior Design |
| Photonics & Laser Technology (postponed) |
| Accounting & Business *(Mid-Cycle Review)* |
| Computer Business Office Technology *(Mid-Cycle Review)* |
| Paralegal *(Mid-Cycle Review)* |

# SLO update

- **Per Program Review** documents (Fall 24) we find
- The observed evidentiary responses here tended to be:
  1. A thoughtful, substantive review, discussion and reflection of SLO evidence (whether it actually is recorded in Nuventive or not*). ***This was far the most frequent answer in program review documents***
  2. "We paused analyzing them, pending staffing additions "(e.g., chemistry)
  3. "We got behind (due to retirements) but have a plan going forward" (e.g., math)

*more on this in a moment

****with one notable exception for very large program***



CTE Programs Four-Ye

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| Interior Design |
| Photonics & Laser Technology (postponed) |
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| Paralegal *(Mid-Cycle Review)* |

Three-Year Cycle

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| Engineering |
| Honors Transfer Program |
| Mathematics |

# SLO update

- For those of you who have not fallen asleep yet, you are probably wondering…..
- *How can faculty opine on SLO results in their Program Review document if there does not appear to be any results in Nuventive? (remember that 17%!)*

- *That's a good question, let's talk….*

# PLO update

- **The existence** of PLOs in programs is almost 100%
- **Methods of assessment** vary but, again, per program review documents virtually all programs we reviewed assess their PLO's
- **This semester, our stated spring goal was to:**
  - Help identify the three to four most commonly used methods of **PLO assessment** and publish a menu of these to the campus.
  - This **"menu"** would serve as a mechanism by which programs could see what other programs are doing. Perhaps inducing reflection, change or adoption.

# PLO update

The most common methods (or newly proposed methods) of demonstrating compliance with PLOs were

1. **Use of Rubrics:** Many departments, including Social Sciences (e.g., Anthropology, Communication Studies, History, Philosophy) and Interior Design, use rubrics to assess student work based on specific criteria. For instance, the Social Sciences employ a shared analytic rubric to evaluate student writing assignments. Faculty score ungraded student writing samples from across the various disciplines to assess PLOs, with rubrics providing descriptive feedback across levels such as "Incomplete," "Acceptable," and "Accomplished." The results are documented in the Social Science Program Review document.

2. **Capstone Projects or Courses**: Programs such as Chemistry, ESL, and Digital Art & Animation assess PLOs through capstone courses or projects. These comprehensive assignments or portfolios allow students to demonstrate mastery of program-level skills. The results are documented in the respective Program Review document.

# PLO update

The most common methods (or newly proposed methods) of demonstrating compliance with PLOs were

3. **Mapping SLOs to PLOs:** Departments like Biological & Health Sciences and Spanish align course-level Student Learning Outcomes (SLOs) with program-level outcomes through a process known as "mapping." Using Nuventive software, which houses both SLOs and PLOs, departments map course SLOs to program PLOs. Once completed, a department can, *with some effort**, evaluate whether course-level objectives effectively capture program goals.
   - **Here we are working with Nuventive to create a matrix like report where, for example, down the left side are all of a program's SLOs. Across the top would be the program's PLOs. Reading across would give the reader a sense of which SLOs touch which PLOs. Reading down would tell a reader how frequently any given PLO is touched by an SLO*

sample

| ESL Department SLO to PLO Mapping | | | |
|---|---|---|---|
| | PLO #1 | PLO #2 | PLO #3 |
| **ESL 400** | | | |
| SLO A | x | | |
| SLO B | x | | |
| SLO C | x | | |
| **ESL 924** | | | |
| SLO A | x | | |
| SLO B | x | | |
| SLO C | | x | |
| **ESL 914** | | | |
| SLO A | x | | |
| SLO B | x | | |
| SLO C | | x | |

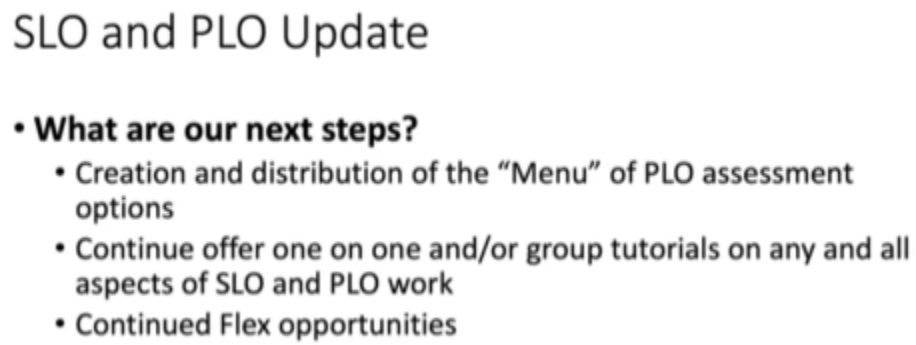
# PLO update

The most common methods (or newly proposed methods) of demonstrating compliance with PLOs were

4. **Canvas Assignments Integrated into Nuventive**: Most recently and stealing an idea from Skyline, some programs (math) are attempting to use Canvas assignments that are directly linked to Nuventive as a mechanism to evaluate PLOs. The advantage here is that it may, for some departments, streamline the assessment of both SLO and PLO assessment. This will be more fully explained as the Math department develops its process.

# SLO and PLO Update

- **LATE DEVELOPMENT**
  - ACCJC's standards were amended to ensure the "equity lens" plays a larger part in accreditation and program review.
  - We discussed whether it made sense ask faculty to amend their PLOs to include this lens.
  - Ultimately, we decided against this inclusion for two reasons:
    1. At this late date, midway through the cycle, it would burden faculty members
    2. This assessment is largely happening via the data sets provided by PRIE (and a program's response to those sets) in program review.




The discussion focused on the college's assessment practices for Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), particularly the effectiveness of Nuventive as a data repository. It was reported that 92% of the institution's courses had assessment methods recorded in Nuventive, but only 17% had actual assessment results documented. However, a historical review suggested that previous assessment tracking systems may not be fully comparable to Nuventive due to data migration issues and changing institutional priorities over time. Additionally, faculty perspectives on assessment practices had evolved, influenced by factors such as accreditation disputes and the pandemic.

Despite the low percentage of documented results in Nuventive, a review of program review documents from Fall 2024 indicated that nearly every program had engaged in assessment discussions, even if they had not recorded data in Nuventive. Faculty frequently stored assessment results independently, either on personal devices or within departmental records, and often discussed assessment findings during program reviews. Some programs cited staffing shortages or retirements as reasons for temporary assessment delays, but most had plans in place to address these gaps.

Concerns were raised about whether assessment documentation should primarily reside in Nuventive or if program reviews could serve as the primary evidence for accreditation purposes. While Nuventive provided a centralized location for assessment data, faculty often found it cumbersome and did not see value in using it, particularly when their assessment methods did not align neatly with its structure. Some disciplines, such as Mathematics, were exploring the use of Canvas as an alternative data repository that could potentially integrate with Nuventive.

Kiran Malavade sought clarification on whether the discussion was solely focused on accreditation requirements or if it also addressed how faculty assessed data within their programs. She emphasized the importance of distinguishing between meeting external compliance standards and genuinely evaluating student learning outcomes for program improvement. Paul agreed that this was a necessary and important topic that should be discussed at Academic Senate.

Further discussion emphasized that accreditation standards did not require the use of any specific technology but instead focused on how assessment results were used to improve instruction and student outcomes. Moving forward, it was suggested that the college develop a clear framework outlining where assessment data should be stored, ensuring that the accreditation team could easily access and verify assessment results. Additionally, faculty would be provided with a menu of commonly used assessment methods to encourage best practices across programs. Continued training sessions and faculty support initiatives were also planned to ensure effective assessment practices and compliance with accreditation expectations.

Lisa Palmer emphasized the necessity of ensuring that all assessment data was recorded in Nuventive for accreditation purposes. She recalled past practices when dedicated time during Flex Days allowed departments

to systematically work on SLOs and PLOs, conduct assessments, and upload results. She suggested that a similar structured approach was needed to improve compliance.

In response, others considered alternative strategies, including waiting for the accrediting body's feedback on program review documents before making changes or modifying program review requirements to ensure that every assessed course was explicitly documented. Concerns were raised that simply requiring faculty to enter data into Nuventive without demonstrating its value would face resistance. Some suggested that faculty might need clearer communication regarding accreditation expectations and the potential consequences of non-compliance.

Karen Engel reinforced the importance of aggregating enough data in a centralized location to demonstrate systematic assessment processes to accreditation reviewers. She noted that faculty division representatives on reassigned time could support departments in entering their data into Nuventive. Additionally, it was suggested that program review revisions could incorporate more specific questions on SLOs at the course level rather than only addressing broader program-level assessments.

To move forward, it was proposed that efforts focus on following the existing 2022–2026 assessment plan rather than attempting to retroactively input all missing data. The discussion also acknowledged the potential need for faculty training, support, and adjustments to program review processes to ensure that assessment practices were both meaningful and compliant with accreditation standards.

**E. Reassigned Time Accountability and Reporting Framework Discussion – Workgroup**

a. Follow up on February 7 IPC discussion of this topic.
b. This workgroup would consider the feedback of whether there should be any changes to the reassigned process related to accountability and reporting.
c. Suggested workgroup members: Lisa Palmer, Erik Gaspar, and Paul Roscelli, and VP Hsieh

This item was tabled due to lack of sufficient time. It will be brought to a future meeting.

**F. Strategic Enrollment Management Plan (SEM) Update**

1. 1.1.1 – **Presenters**: Frank Nguyen, Lisa Palmer, and Trang Luong
2. 1.1.2 – **Presenters**: Frank Nguyen, Lisa Palmer, and Trang Luong
3. 1.1.3 – **Presenters**: Frank Nguyen, Lisa Palmer, and Trang Luong
4. 1.1.4 – **Presenters:** Max Hartman and Trang Loung
5. 1.1.5 – **Presenters**: Karen Engel, Alex Claxton, and Max Hartman

Link to the Strategic Enrollment Management Plan (2023-2025)

**Action Step 1.1.1: Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.**

Lisa Palmer reviewed the curriculum evaluation process, highlighting a recent analysis of 99 courses that had not been offered. This review led to the inactivation of 10 courses, while faculty filed exemptions for 89 others, including independent study courses that needed to remain available for students. Discussions were ongoing at the district level to integrate this course evaluation process into regular curriculum or program review procedures to streamline oversight rather than conducting separate inactivation reviews.

**Action Step 1.1.2: Evaluate high-unit local degrees (over 34 major units) to optimize degree complete-ability in two years.**

Lisa addressed concerns about evaluating high-unit local degrees, noting that faculty generally aimed to keep degree requirements minimal unless additional courses were deemed essential. Karen Engel shared an example of a student who chose not to pursue a local degree due to an additional communications course requirement, raising concerns that unnecessary barriers might prevent students from earning degrees they had otherwise completed.

Trang Luong responded to Karen's point by explaining how recent changes to Title 5 and the implementation of CalGETC would remove barriers for students pursuing local degrees. Previously, students were required to follow the local General Education (GE) pattern to obtain a local degree. However, with the updated Title 5 regulations, students could now choose between the local GE pattern or the CalGETC pathway to fulfill degree requirements.

Lisa Palmer inquired whether the CalGETC pathway required more units than the local GE pattern, to which Trang confirmed that it did and noted that it also included a communications requirement. Trang further explained that many transfer students did not complete a local degree because the local GE requirements often differed from transfer patterns. For example, local GE required at least one Kinesiology course, whereas transfer pathways did not.

Trang clarified that, beginning in Fall 2025, with the implementation of Title 5 updates and CalGETC, students who completed CalGETC for transfer could also use it in place of the local GE pattern to obtain their degree. Trang confirmed that CalGETC was not yet in effect and would be implemented in the fall.

**Action Step 1.1.3: Evaluate the differences between local degree and AA-T/AS-T requirements and consider changes to local degree requirements.**

Discussions followed on ensuring degree requirements did not create unnecessary burdens while still maintaining academic rigor. Frank Nguyen Le emphasized that curriculum changes were faculty-driven and cautioned against lowering standards without considering workforce preparedness. James Carranza suggested a comprehensive review of degree requirements to identify where local degrees differed from transfer pathways and to improve student awareness of their value.

The conversation concluded with a consensus that a broader data analysis was needed to assess how many students were affected by these issues, ensuring that potential curriculum changes were based on widespread trends rather than anecdotal cases.

**Action Step 1.1.4: Identify, address, and publicize a complete sequence of prerequisites in program maps, schedules, and/or course catalog.**

Trang Luong explained that this work was ongoing due to continuous curricular updates. The team had identified existing program maps, including certificates, local degrees, and transfer degrees, and assigned lead counselors to update them for the upcoming academic year.

Former Articulation Officer Gloria Darafshi had tracked curricular changes to assist counselors in their updates. Counselors had already begun revising program maps in meetings earlier in the month, with updates expected to continue throughout the semester. Alex Claxton was acknowledged for his technical support in this process. While 123 program maps existed, not all required updates, as only those affected by changes in local degree requirements, CalGETC implementation, or common course numbering needed revision.

Max Hartman had identified challenges such as limited staff capacity for mapping. Moving forward, lead interest-area counselors would be responsible for ongoing updates as part of their reassigned duties.

**Action Step 1.1.5: Provide clear information in the catalog regarding course frequency and future alignment with Program Mapper and SEP templates.**

Alex Claxton further discussed the integration of course availability with program maps, noting that while general alignment existed, a systemic effort to fully integrate these elements had not yet occurred due to staffing limitations. Updates for CalGETC and AB 1111 were prioritized, with CalGETC requiring a significant one-time update, whereas AB 1111 would necessitate ongoing modifications. Initially, 90% alignment had been projected, but a more realistic estimate was closer to 60%.

Karen Engel added that these updates were now committed to an annual review process every June to ensure ongoing accuracy and alignment. The discussion concluded with an acknowledgment of the team's progress and the complexity of maintaining up-to-date program mapping.

## G. Curriculum Report

To: IPC
From: Lisa Palmer, Curriculum Chair
Re: Report
Date: February 21, 2025

Curriculum continues to come through the CurricUNET queue, but there are still a number of outstanding CORs to be reviewed this year. On Tuesday, 2/18, I sent an email to all faculty and deans with the chart of outstanding CORs. If you have questions, please contact me. Note: ignore the 695 CORs, as those will be updated by the curriculum committee.

The final date for updating CORs for the 2024-25 academic year is April 10, 2025. According to the curriculum committee's policy, any CORs that are not updated will be inactivated at our final meeting of the term.

At the February 6th curriculum committee meeting, we voted to update the Funeral Services Education catalog description to reflect that the program did not receive accreditation by the American Board of Funeral Service Education (ABSFE), so graduates of the program are not eligible to take the California licensing exam.

To enable courses to be taught online temporarily in the event of an emergency, for example a two-week campus closure due to power outage or fire, the curriculum committee is recommending that all CORs have DE addenda. The committee will be adding DE addenda to all 695 courses (independent study), and I will be reaching out to faculty to discuss whether or not it is feasible to add a DE addenda to the CORs lacking them.

On February 20 (yesterday), the list of Phase III Common Course Numbering courses was released. Stay tuned for the district coordinators' plan for updating Phase II and Phase III courses.

## ~~H. Funeral Services Program Improvement and Viability (PIV) - Committee Report~~

- ~~During this agenda item, IPC will receive the Funeral Services Program Improvement and Viability report.~~

- ~~As part of the general PIV process, IPC will provide feedback on the report. This feedback will be forwarded with the committee report to Academic Senate.~~
- ~~The goal is for IPC to submit its feedback at its next meeting. IPC members should review the committee report in detail before our next meeting so that we can focus on what feedback we would like to forward as a council.~~

Item H has been tabled for the next meeting as the PIV Committee needed additional time to complete and prepare their report for IPC.

**I. General College Enrollments Update**

Chialin Hsieh presented the following presentation regarding this item:


# Course Enrollment and Modalities
# Spring 2025
# Census Day

Office of Instruction
2.19.2025

3/5/2025 1

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

3/5/2025 2

# Census Day: Point-in-Time Comparison

| Metric | Spring 2024 2.5.2024 | Spring 2025 2.4.2025 | Percent Change |
|---|---|---|---|
| **Enrollments** | 12,266 | 12,725 | 4.0% |
| Headcount | 6,747 | 7,077 | 4.8% |
| Headcount (First-Time) | 311 | 259 | -16.5% |
| Headcount (Int'l) | 89 | 104 | 15.6% |
| **Sections (unduplicated)** | 480 | 506 | 4.3% |
| Load | 428 | 423 | -0.9% |
| **FTEF** | 106 | 109 | 2.8% |
| Concurrent K-12 Student (including dual enrollment) | 869 | 1,047 | 20.2% |
| Continuing Student | 4,895 | 5,103 | 4.4% |
| Enrollments (Evening) | 923 | 993 | 7.4% |

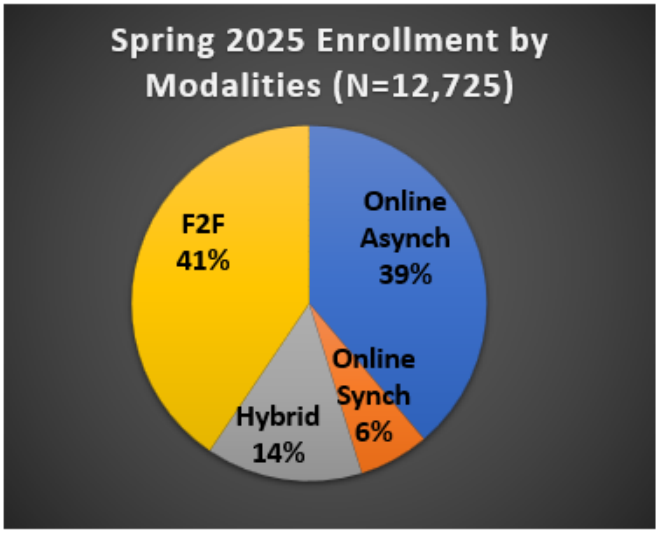


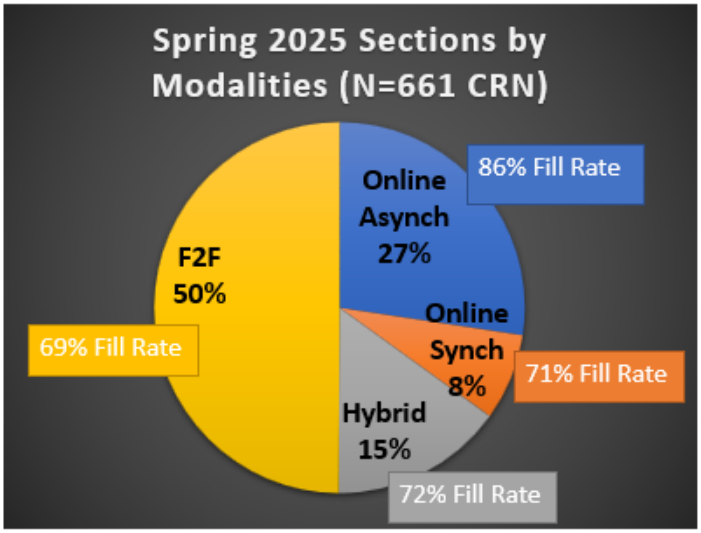
# College Goals and Actual Results

| | Course Enrollment | Fill Rate | FTEF | Load | Sections (undup) |
|---|---|---|---|---|---|
| **College Goal** (Spring Semester) | **12,000** | **80%** (inspirational) **75%** (floor) | **108** | **450** (inspirational) **425** (floor) | **506** |
| **Spring 2025** (Census Day) | **12,725** | **75%** | **109** | **423** | **506** |
| Online Asynchronous | 4,937 | 86% | 31 | 513 | 153 |
| Online Synchronous | 816 | 71% | 6 | 429 | 32 |
| Hybrid | 1,814 | 72% | 21 | 362 | 83 |
| F2F | 5,158 | 69% | 51 | 392 | 230 |

# Effective Management of Modalities and Enrollment

## Spring 2025 Census Day

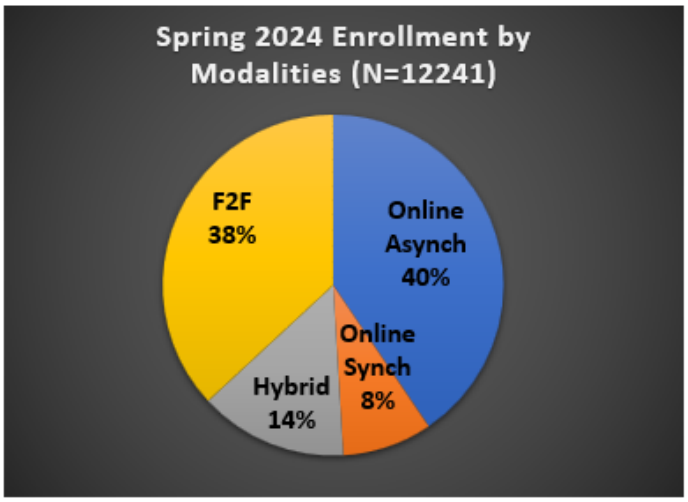


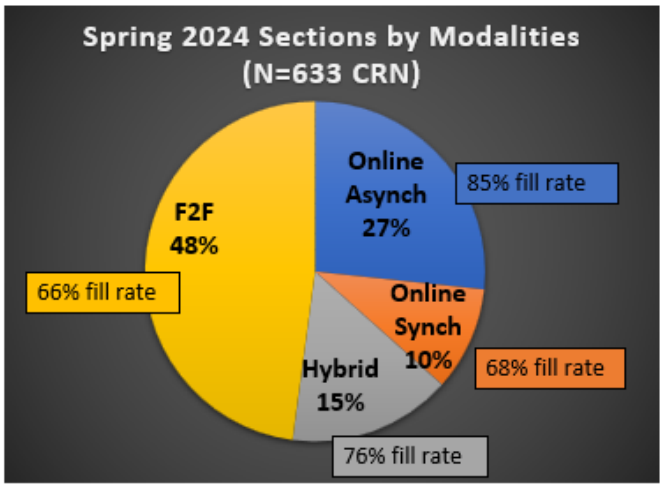






# Effective Management of Modalities and Enrollment

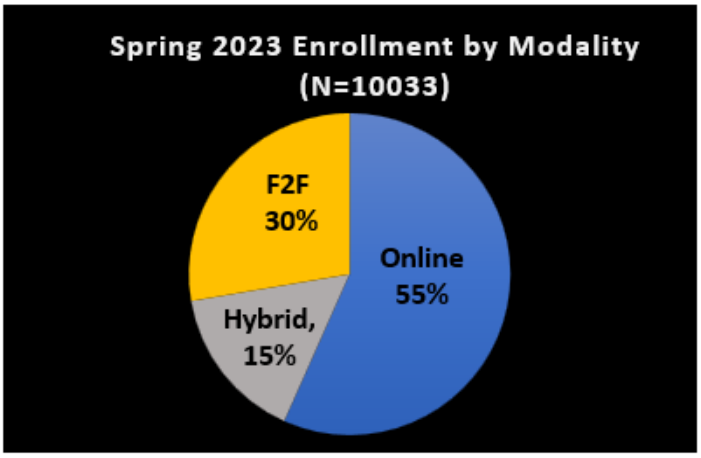
## Spring 2024 Census Day

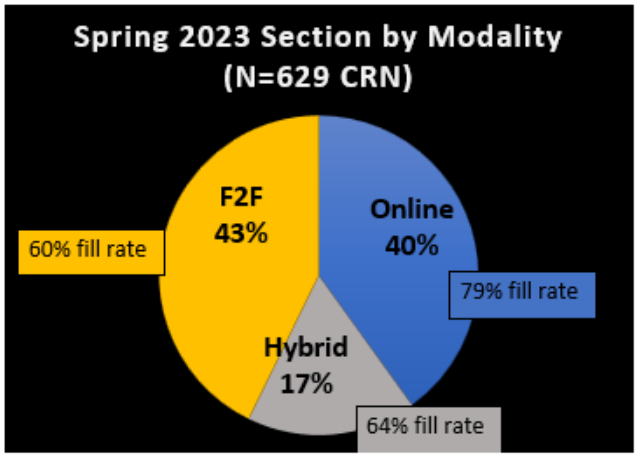


# Effective Management of Modalities and Enrollment

## Spring 2023 Census Day



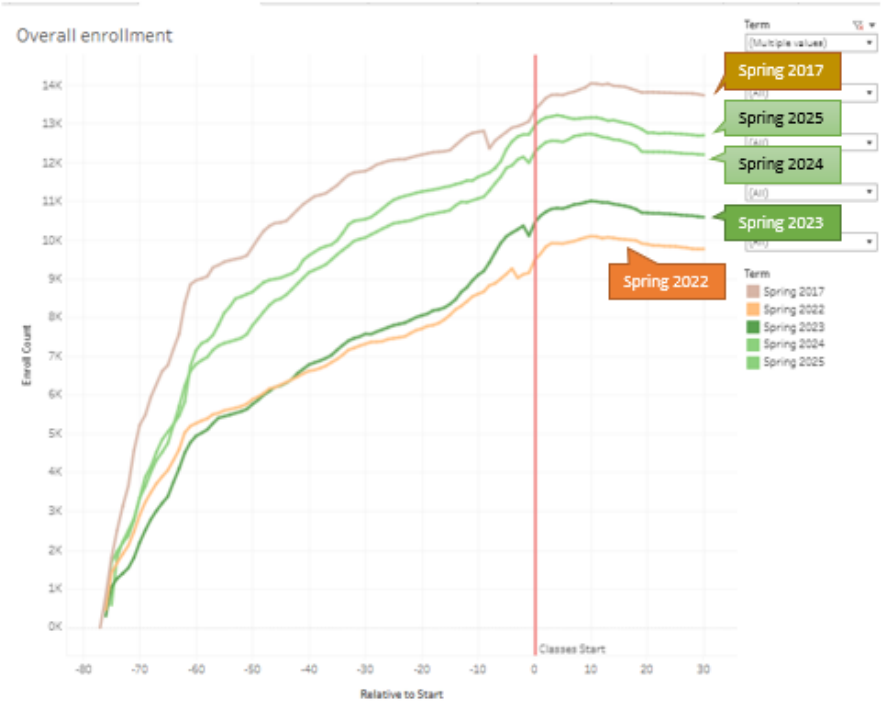




Canada College

# Spring 2025
# Metrics and Results by Division

| Division | Enrollment | Fill Rate | FTEF | Load | Duplicated Section (CRN) |
|---|---|---|---|---|---|
| Bus. Design & Workforce | 3714 | 71% | 27.0 | 405 | 167 |
| Counseling | 152 | 68% | 0.7 | 432 | 6 |
| Humanities & Soc. Sci. | 4215 | 75% | 38.6 | 376 | 206 |
| Kinesiology, Athl & Dan | 1205 | 70% | 9.5 | 441 | 142 |
| Science & Technology | 3326 | 86% | 32.7 | 486 | 130 |
| Academic Sup & Learn T. | 113 | 26% | 0.3 | 669 | 10 |
| **Grand Total** | **12725** | **75%** | **108.9** | **423** | **661** |

# Enrollment Overall Trends (Census Day 2.5.2025)




3/5/2025 https://public.tableau.com/app/profile/alex.claxton/viz/FillRateDashboard/OverallEnrollments

**Summer 2022 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| Academic | 5% | 42 | 11 | 0.10 | 793.73 |
| Bus. Desig | 66% | 649 | 25 | 4.93 | 390.33 |
| Counselin | 73% | 88 | 3 | 0.60 | 441.14 |
| Humanitie | 75% | 1116 | 41 | 8.61 | 403.74 |
| Kinesiolo | 71% | 436 | 16 | 2.60 | 492.21 |
| Science & | 84% | 1037 | 27 | 7.92 | 669.70 |
| **Grand Tot** | **68%** | **3368** | **123** | **24.76** | **497.95** |

**Fall 2022 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| Academic | 12% | 113 | 10 | 0.17 | 375.97 |
| Bus. Desig | 66% | 3095 | 129 | 23.04 | 396.77 |
| Counselin | 65% | 317 | 13 | 1.73 | 377.06 |
| Humanitie | 65% | 3362 | 155 | 35.25 | 323.45 |
| Kinesiolo | 56% | 861 | 38 | 7.41 | 429.87 |
| Science & | 76% | 2969 | 111 | 30.19 | 470.15 |
| **Grand Tot** | **66%** | **10717** | **456** | **97.80** | **395.12** |

**Spring 2023 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 17% | 125 | 12 | 0.17 | 499.99 |
| BDW | 69% | 3158 | 130 | 24.31 | 379.05 |
| Counselin | 57% | 129 | 6 | 0.83 | 364.87 |
| HSS | 68% | 3341 | 142 | 32.57 | 344.82 |
| KAD | 70% | 1034 | 42 | 8.06 | 462.49 |
| S&T | 73% | 2857 | 110 | 31.61 | 441.10 |
| **Grand Tot** | **68%** | **10644** | **442** | **97.54** | **394.71** |

**2022-2023**

| | Enrollment | # of Section | FTEF |
|---|---|---|---|
| ASLT | 280 | 33 | 0.44 |
| BDW | 6902 | 284 | 52.28 |
| Counselin | 534 | 22 | 3.17 |
| HSS | 7819 | 338 | 76.42 |
| KAD | 2331 | 96 | 18.07 |
| S&T | 6863 | 248 | 69.72 |
| **Total** | **24729** | **1021** | **220.10** |

**Summer 2023 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 16% | 15 | 2 | 0.00 | #DIV/0! |
| BDW | 80% | 648 | 22 | 4.14 | 456.29 |
| Counselin | 61% | 95 | 4 | 0.67 | 373.63 |
| HSS | 87% | 1328 | 40 | 8.27 | 492.73 |
| KAD | 80% | 495 | 16 | 2.68 | 548.79 |
| S&T | 78% | 719 | 21 | 5.17 | 600.60 |
| **Grand Tot** | **80%** | **3300** | **105** | **20.93** | **515.71** |
| 2023 vs 2022 | -2% | -15% | -15% | | |

**Fall 2023 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 32% | 212 | 9 | 0.24 | 964.92 |
| BDW | 74% | 3291 | 134 | 24.45 | 393.77 |
| Counselin | 74% | 353 | 13 | 1.67 | 448.73 |
| HSS | 78% | 3946 | 150 | 34.12 | 395.78 |
| KAD | 67% | 1054 | 42 | 7.97 | 478.30 |
| S&T | 81% | 3171 | 110 | 31.65 | 488.54 |
| **Grand Tot** | **75%** | **12027** | **458** | **100.10** | **433.42** |
| | 12% | 0% | 2% | | |

**Spring 2024 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 32% | 234 | 10 | 0.38 | 647.92 |
| BDW | 72% | 3524 | 145 | 26.81 | 382.56 |
| Counselin | 60% | 132 | 6 | 0.83 | 374.92 |
| HSS | 78% | 4116 | 157 | 36.36 | 381.58 |
| KAD | 69% | 1132 | 48 | 9.06 | 446.54 |
| S&T | 80% | 3222 | 114 | 32.32 | 495.34 |
| **Grand Tot** | **74%** | **12360** | **480** | **105.75** | **423.05** |
| | 16% | 9% | 8% | | |

**2023-2024**

| | Enrollment | # of Section | FTEF |
|---|---|---|---|
| ASLT | 461 | 21 | 0.61 |
| BDW | 7463 | 301 | 55.40 |
| Counselin | 580 | 23 | 3.17 |
| HSS | 9390 | 347 | 78.75 |
| KAD | 2681 | 106 | 19.71 |
| S&T | 7112 | 245 | 69.14 |
| **Total** | **27687** | **1043** | **226.78** |
| | 12% | 2% | 3% |

**Summer 2024 Census**

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 11% | 44 | 2 | 0.00 | #DIV/0! |
| BDW | 80% | 911 | 31 | 6.06 | 452.14 |
| Counselin | 54% | 106 | 5 | 0.87 | 355.75 |
| HSS | 83% | 1320 | 44 | 9.07 | 449.84 |
| KAD | 72% | 547 | 20 | 3.36 | 467.44 |
| S&T | 78% | 885 | 24 | 6.39 | 613.58 |
| **Grand Tot** | **77%** | **3813** | **126** | **25.74** | **490.97** |
| 2024 vs 2023 | 16% | 20% | 23% | | |

**Fall 2024 Census**

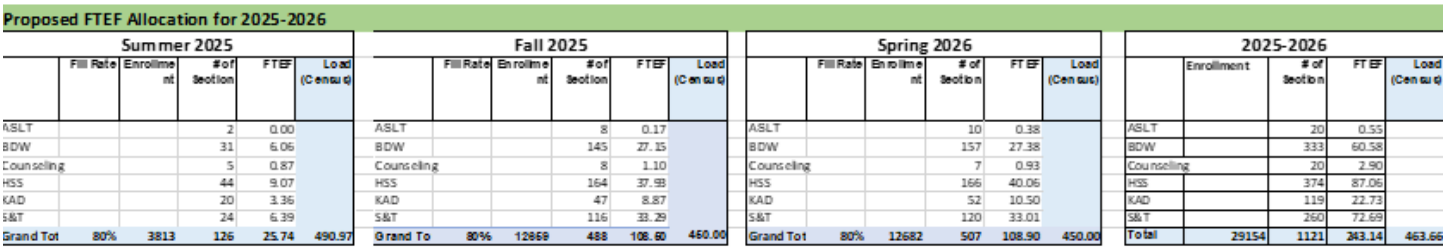
| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | 23% | 135 | 8 | 0.17 | 1304.38 |
| BDW | 75% | 3602 | 145 | 27.15 | 393.02 |
| Counselin | 61% | 178 | 8 | 1.10 | 410.74 |
| HSS | 79% | 4264 | 164 | 37.93 | 399.75 |
| KAD | 64% | 1097 | 47 | 8.87 | 453.08 |
| S&T | 83% | 3383 | 116 | 33.29 | 480.76 |
| **Grand Tot** | **76%** | **12659** | **488** | **108.50** | **428.81** |
| | 5% | 7% | 8% | | |

**Spring 2025 Census**

| | Fill Rate | Enrollment | # of Section (un-duplicated) | FTEF | Load (Census) |
|---|---|---|---|---|---|
| Academic | 26% | 113 | 10 | 0.38 | 669.62 |
| Bus. Desig | 71% | 3689 | 157 | 27.38 | 404.65 |
| Counselin | 68% | 152 | 7 | 0.93 | 432.39 |
| Humanitie | 75% | 4208 | 166 | 40.06 | 375.76 |
| Kinesiolo | 70% | 1201 | 52 | 10.50 | 441.33 |
| Science & | 86% | 3319 | 120 | 33.01 | 485.79 |
| **Grand Tot** | **75%** | **12682** | **507** | **108.90** | **422.96** |
| | 3% | 6% | 3% | | |

**2024-2025**

| | Enrollment | # of Section | FTEF |
|---|---|---|---|
| ASLT | 292 | 20 | 0.55 |
| BDW | 8202 | 333 | 60.58 |
| Counselin | 436 | 20 | 2.90 |
| HSS | 9792 | 374 | 87.06 |
| KAD | 2845 | 119 | 22.73 |
| S&T | 7587 | 260 | 72.69 |
| **Total** | **29154** | **1121** | **243.14** |
| | 5% | 7% | 7% |



Proposed FTEF Allocation for 2025-2026

Summer 2025

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | | | 2 | 0.00 | |
| BDW | | | 31 | 6.06 | |
| Counseling | | | 5 | 0.87 | |
| HSS | | | 44 | 9.07 | |
| KAD | | | 20 | 3.36 | |
| S&T | | | 24 | 6.39 | |
| Grand Tot | 80% | 3813 | 126 | 25.74 | 490.97 |

Fall 2025

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | | | 8 | 0.17 | |
| BDW | | | 145 | 27.15 | |
| Counseling | | | 8 | 1.10 | |
| HSS | | | 164 | 37.93 | |
| KAD | | | 47 | 8.87 | |
| S&T | | | 116 | 33.29 | |
| Grand To | 80% | 12869 | 488 | 108.60 | 460.00 |

Spring 2026

| | Fill Rate | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|---|
| ASLT | | | 10 | 0.38 | |
| BDW | | | 157 | 27.38 | |
| Counseling | | | 7 | 0.93 | |
| HSS | | | 166 | 40.06 | |
| KAD | | | 52 | 10.50 | |
| S&T | | | 120 | 33.01 | |
| Grand Tot | 80% | 12682 | 507 | 108.90 | 450.00 |

2025-2026

| | Enrollment | # of Section | FTEF | Load (Census) |
|---|---|---|---|---|
| ASLT | | 20 | 0.55 | |
| BDW | | 333 | 60.58 | |
| Counseling | | 20 | 2.90 | |
| HSS | | 374 | 87.06 | |
| KAD | | 119 | 22.73 | |
| S&T | | 260 | 72.69 | |
| Total | 29154 | 1121 | 343.14 | 463.66 |



Note: The full presentation will be made available on the IPC website under meeting materials for today's meeting.

**J. Important Dates:**

March 21st Instructional Program Review Presentations

**K. Adjournment**

**Motion** – To adjourn the meeting: M/S: David Eck, Chialin Hsieh

**Discussion** – no additional
**Abstentions** – none
**Approval** – approved unanimously, meeting adjourned at 11:31am