



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF February 20, 2026 9:30 am-11:30 am, Zoom/9-154

Members Present: David Eck, Chialin Hsieh, Alex Claxton, Adriana Lugo, Rebekah Taveau, Jinmei Lun, William Tseng, Jose Zelaya, Allison Hughes, Lindsey Irizarry, Kiran Malavade, Paul Roscelli, Lisa Palmer

Members Absent: Karen Engel, Erik Gaspar, Marco Raymundo

Guests: Anniqua Rana, Mayra Arellano, Priscilla Menjivar, Jessica Marshall, Jai Kumar, Nada Nekrep, Alex Kramer

A. Adoption of Agenda

David Eck requested that item *E. Strategic Enrollment Management Plan Update: Faculty Professional Development Related Goals* to be moved to follow item *F. General College Enrollment Update*.

Rebekah Taveau requested that item *G. Institutional Learning Outcomes (ILO) Survey Language* be moved earlier in the agenda due to an ESL meeting conflict. David Eck proposed moving it to follow item *C. Strategic Enrollment Management Plan Update: Dual Enrollment Program and Promise Program Related Goals*.

Motion – To adopt the agenda with changes. M/S: Rebekah Taveau, Lisa Palmer

Discussion – none

Abstentions – none

Approval – unanimously approved

B. Approval of Minutes

- February 6, 2026

Motion – To approve minutes of February 6, 2026. M/S: Rebekah Taveau, Lisa Palmer

Discussion – none

Abstentions – none

Approval – unanimously approved

C. Strategic Enrollment Management Plan Update: Dual Enrollment Program and Promise Program Related Goals

Mayra Arellano provided an overview of the [Dual Enrollment and Promise Program Goals & Updates](#). Presentation highlights:

Dual Enrollment Growth & Equity Focus

- Enrollment for Dual Enrollment has grown from 257 students in AY 2021-2022 to 969 students in AY 2024-2025, with approximately 800 projected for 2025–2026 (not including summer).
- Growth reflects a focus on expanding access for BIPOC, low-income, and first-generation students.
- Of the 969 students enrolled in dual enrollment for AY 2024-2025, 27.2% of students identified as first-generation (a 13% increase from the prior year). However, 20% did not indicate whether they are first-generation college students, likely because many students do not fully understand what “first generation” means on the application. There is discussion about adding a clearer description in CCC Apply to improve reporting accuracy, as the actual percentage of first-generation students may be higher.
- Data shows continued growth in the number of seniors who complete at least one dual enrollment course and then enroll at Cañada College after graduation, indicating strong transition outcomes.
- While enrollment is unlikely to reach 1,000 students this year, the program is expected to sustain current levels. This reflects broader declines in high school enrollment, particularly among newcomer and undocumented students. Leadership’s focus is on stability and impact rather than continued expansion.

Faculty Support

- Continued professional development and structured support for Dual Enrollment faculty, including monthly check-ins and a faculty learning pod.
- A Dual Enrollment Flex Day session is planned for April to highlight best practices and pedagogy.

K–14 Outreach

- Expansion of early college exposure through partnerships with the PAL Center and Boys & Girls Club.
- Summer programming introduces middle school students to Athletics, STEM Center & MESA, Career Education, and academic pathways.
- Ongoing Promise MOU implementation with Sequoia Union High School District and Ravenswood Middle School. Notably, Promise is exploring offering CRER 401 for 8th graders, with a target start in Spring 2027.

Part-Time Promise Program

- Piloted in Fall 2023 with 40 students. Enrollment grew to around 90 students before stabilizing at 80 students.
- Primarily serves non-traditional, low-income, first-generation students (ages 22+).
- Decline partially due to incomplete financial aid applications; working with Financial Aid to improve completion.
- Participation capped at 30 transferable units (ESL excluded) per district policy and funding limits.

A request was made to compare Dual Enrollment matriculation data with the broader student population and departmental breakdowns by major; Mayra noted this data will be shared in collaboration with PRIE at a future date. A question was raised regarding unit limits in the Part-

Time Promise program. Mayra confirmed a cap of 30 transferable units; eligible students typically enter with between 9 and 30 units. Students exceeding 30 units are generally not eligible due to district policy and funding limitations, though limited case-by-case consideration may occur. IPC members expressed appreciation for the program’s growth and impact.

D. Institutional Learning Outcomes (ILO) Survey Language

Rebekah Taveau presented on Institutional Learning Outcomes (ILO) Survey Language. Karen Engel had previously presented ILO results at IPC during the Fall 2025 semester at the October 3, 2025 meeting. ILO 4 Assessment: [“Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgment and draw appropriate conclusions”] was identified as having the lowest scores in response among the all ILOs. The language of the outcome—particularly the phrase “represent complex data in various mathematical forms”—was identified as potentially unclear for students to understand. A work group, including Rebekah Taveau, Kiran Malavade, Ray Lapuz, and Michael Hoffman, proposed simplifying the language to “represent data in mathematical forms, such as equations, graphs, diagrams, tables, and words.” The revision was agreed upon among the work group members. An additional question was posed from Karen Engel to address the second part of the ILO, “analyze these data to make judgments and draw appropriate conclusions.” Rebekah Taveau noted that changes in wording may affect future response data. Given this, the work group agreed to consult mathematics faculty to determine whether it should remain and, if so, whether the language can be simplified.

IPC members expressed appreciate for the work group’s efforts.

E. Strategic Enrollment Management Plan Update: Goal 2.1

Chialin Hsieh presented on the college’s [Strategic Enrollment Management \(SEM\) Plan \[SEM: 2.1.1, 2.1.2, 2.1.4, and 2.1.6\]](#) and its student-first scheduling approach, which focuses on ensuring students can complete degrees and/or certificates within two years. Key SEM goals addressed include reducing scheduling conflicts, preventing bottlenecks, offering multiple entry points (e.g., short-term and late-start courses), maintaining FTEF allocations, and clearly communicating completion pathways in the catalog, including online options.

2.1.1 One-Year Course Schedule

- The proposed one-year course schedule initiative is currently paused due to major system and policy transitions, including a new curriculum management system, Banner upgrades, AB 928 (Cal-GETC/ADT changes), and AB 1111 (Common Course Numbering). Implementation will resume once districtwide alignment is established related to the upcoming policies.

2.1.2 Hybrid Short-Term & Late Start Courses

- Ongoing evaluation and offering of hybrid, short-term, and late-start courses, with support from PRIE.
- Focus is on making incremental adjustments rather than major changes.
- Goals include providing multiple entry points for students, reducing scheduling bottlenecks, and increasing flexibility within the term.

2.1.4 Online Degrees and Certificates

- Ensure ongoing access to courses for online degrees and certificates as part of the course scheduling framework.
- Deans and faculty review modalities and course data each semester during schedule development.
- Plan and offer all required courses so students can complete programs in two years.
- Publish completion pathways in the catalog to clearly communicate degree and certificate options, including online programs.

2.1.6 Key Courses in Multiple Modalities

- Ensure GE and other key courses are offered in multiple modalities and at different times to provide students with choices.
- Use data from the Program Completability Dashboard to inform scheduling decisions.
- Strategically rotate course modalities across terms, allowing faculty to innovate while supporting enrollment growth.

Chialin then reviewed the [Course Scheduling Development Framework](#) that has been refined over the past three years. The framework begins with FTEF allocation, ensures two-year completion pathways, distributes responsibilities across Office of Instruction, Deans, Faculty, Counseling, PRIE, and Student Services with an emphasis on data-informed and flexible adjustments. The overarching goal is to support student completion, maintain financial stability, reduce course cancellations, and use resources efficiently. A case study from the Anthropology Department, presented by Jessica Marshall, illustrated how data-informed scheduling, modality flexibility, collaboration, and targeted outreach significantly improved enrollment and faculty load. Key strategies included:

- Embracing online and in-person modalities as equally valuable.
- Adjusting course times based on demand and competition.
- Using the Program Completability Dashboard to analyze overlaps and scheduling density.
- Replacing low-enrolled courses strategically rather than canceling outright.
- Conducting outreach to counselors, marketing, and students.
- Leveraging flyers, social media, and relationship-building to boost awareness.

Alex Claxton briefly reviewed the Program Completability Dashboard, which allows users to view when courses are offered over a two-year window, compare modalities, and analyze scheduling patterns. Alex demonstrated how faculty can compare courses within the same GE area, identify competing classes, and determine optimal time blocks based on enrollment trends. Users can click on specific time slots to see what other courses are scheduled concurrently, helping inform strategic scheduling decisions. Alex Claxton noted that GE filters have not yet been added but may be considered for future development. Alex Kramer expressed appreciation for Alex Claxton and the PRIE Team for the Program Completability Dashboard, noting it helps faculty and coordinators develop schedules, project enrollments, identify low-enrollment trends, and sequence courses across semesters. Anniqua Rana voiced interest in offering a Flex session or Professional Development Plan Process (PDPC) workshop to help faculty and staff use the tool more effectively, including for event planning and understanding how programs fit within the broader campus schedule. Paul Roscelli acknowledged that the Program Completability

Dashboard is known by some, but he recommended distributing the dashboard link along with a screenshot showing course density, as a visual would help faculty understand how the tool could be used to identify where classes are heavily or lightly scheduled. He noted that the dashboard could help avoid past scheduling conflicts, citing an example when shifting a course time increased enrollment, emphasizing its value for strategic scheduling decisions. IPC members commended the Program Completeness Dashboard as an effective resource for supporting data-driven decision-making and program planning.

F. General College Enrollment Update

This item was tabled due to time constraints. David Eck stated that this agenda item would be brought to a future IPC meeting.

G. Strategic Enrollment Management Plan Update: Faculty Professional Development Related Goals

Anniqua Rana began the presentation by expressing support for the Academic Senate's endorsement of Regular Substantive Interaction (RSI) to enhance student engagement. She also conveyed appreciation to the Distance Education (DE) Team, particularly Allison Hughes, for developing the faculty DE handbook, which consolidates professional development resources.

Allison Hughes provided an overview of the Distance Education's (DE) Team contributions to [EMP Goal 2.2: Ensure access to instructional technology, training and professional development to support quality of instruction across all modalities](#). Key initiatives include the updated faculty DE handbook, weekly drop-in office hours, individualized faculty consultations, QOTL training series, and online teaching certification pathways. Allison highlighted ongoing projects such as the Making Our Courses Accessible for All (MOCAA) accessibility program and participation in the CVC OEI Teaching College program. Communication strategies include group emails, newsletters, Canvas announcements, and targeted one-on-one outreach to new, recertifying, or Regular Substantive Interaction (RSI)-focused faculty.

Nada Nekrep presented on the multi-layered communication strategies used by the DE Team to engage faculty effectively. Group communications target specific faculty cohorts, including new hires, recertifying faculty, and those focused on RSI, while one-on-one interactions have proven most effective. Weekly office hours and flexible scheduling allow personalized support, and summer hours provide additional opportunities for faculty to focus on training and course improvement. The DE Team maintains an organized pipeline to onboard new faculty, assess prior training, and recommend further development. Multiple recertification pathways are outlined in the DE handbook, which serves as a key resource. Ongoing RSI communication ensures faculty are prepared for accreditation reviews and any potential sampling needs.

Discussion among IPC members raised the newer topic of agentic AI and the need to raise awareness and understanding of what agentic AI is capable of as well as what ways a teacher can address such concerns. Anniqua Rana said that the DE team should not be sign as specifically responsible for taking on the task. David Eck agreed and said that at District Academic Senate, part of the discussion was that agentic AI should be discussed in multiple forums because of the need to learn more about it. With regard to AI tools in general, Allison Hughes noted that the DE team provides guidance and support to all faculty without advocating a particular stance. They

are ready to work with faculty who do not want to use AI tools and those who are excited to use AI tools. Faculty are encouraged to share questions or training needs, and the team participates in district and statewide initiatives to explore AI literacy. Faculty perspectives on AI were noted to vary widely, emphasizing the importance of flexibility, individualized support, and collaboration.

H. Program Review Timeline for Academic Year 2026-2027

David Eck presented a draft timeline for next year's program review process for review. IPC members were invited to provide feedback or suggest changes, with final approval or recommendations expected at the next IPC meeting.

I. Curriculum Report

Adriana Lugo shared that submitted course exemption forms are currently being processed. Unless faculty are contacted for clarification, courses can be assumed exempt. Additionally, faculty were encouraged to begin updating courses and programs in advance of the fall semester to ensure readiness for the 2027 catalog, aligning with practices at CSM and Skyline.

J. Important Dates

Instructional Program Review Presentations will take place on March 20, 2026. Time of presentations to be announced at a later date.

K. Adjournment

Meeting adjourned at 11:18 am.