



INSTRUCTIONAL PLANNING COUNCIL

MEETING MINUTES OF March 6, 2026 9:30 am-11:30 am, Zoom/9-154

Members Present: Chialin Hsieh, David Eck, Alex Claxton, Rebekah Taveau, Jinmei Lun, Karen Engel, Erik Gaspar, Allison Hughes, Kiran Malavade, Paul Roscelli, Lisa Palmer, William Tseng, Jose Zelaya

Members Absent: Lindsey Irizarry, Adriana Lugo, Marco Raymundo

Guests: Alex Kramer, Nada Nekrep, Kat Sullivan Torrez, Robyn Ledesma, Sima Tawa

A. Adoption of Agenda

David Eck reviewed updates to the agenda. *Item E. Institutional Learning Outcomes (ILO) Survey Language*, was added for formal action, as a survey question related to ILO assessment needs to be distributed this semester. *Item F, Item G, and Item J* is also being withdrawn and will return at a future meeting.

Motion – To adopt the agenda with changes; addition of Item E and the removal of Item F, Item G, and Item J. M/S: Rebekah Taveau, Paul Roscelli

Discussion – none

Abstentions – none

Approval – unanimously approved

B. Approval of Minutes

- February 20, 2026

Motion – To approve minutes of February 20 with minor modification of wording. M/S: Chialin Hsieh, Lisa Palmer

Discussion – Council members requested one correction to the discussion under *Item D. Institutional Learning Outcomes (ILO) Survey Language*, clarifying that the survey question may have been unclear to students. Members agreed to revise the minutes to reflect this clarification.

Abstentions – none

Approval – unanimously approved

C. [Human Services Coordinator](#) - Out-of-Cycle Reassigned Time Position Request (Grant-Funded)

Alex Kramer presented on the Human Services Coordinator within the Human Services Department. The department currently operates with one adjunct faculty member, and the reassigned time would support departmental responsibilities such as Student Learning Outcomes

(SLO) work, program review, and course scheduling. The position was previously structured as 0.2 FTE, but after reassessment it was determined that 0.1 FTE would adequately support the department's needs. The reassigned time is funded through Strong Workforce grant funding, which allows the college to support the role without supplanting existing funds.

D. Program Completability Dashboard

Alex Claxton and Karen Engel presented the [Program Completability Dashboard](#), a data dashboard developed by Cañada's PRIE, that helps faculty, deans, and staff view course scheduling and program completability. The dashboard uses existing schedule and curriculum data to show how often courses are offered, in which modalities, and whether programs can be completed within a two-year timeframe. The dashboard includes several views that allow users to examine course offerings over time, identify programs where required or minimum units have not been offered, and review section-level details such as modality, fill rates, and cancellations. Additional features allow users to visualize course meeting times, identify potential scheduling conflicts, and analyze how courses required for a specific program are distributed across terms. Members discussed how the dashboard could support schedule planning, program review, and assessment, as well as increase transparency around how schedules are developed. Counselors noted that the dashboard could also help identify course availability when advising students. The group expressed support for making the dashboard more broadly available and for offering training sessions to help departments use it effectively.

E. Institutional Learning Outcomes (ILO) Survey Language

Rebekah Taveau and Kiran Malavade presented revised language for the first part of Institutional Learning Outcome (ILO) #4, developed by a faculty work group consisting of Math, English, and ESL faculty. The revision followed prior IPC discussions on October 3, 2025, and February 20, 2026 regarding the clarity of the ILO survey language for Assessment 4.

- Marked up version of the proposed changes to last academic year's (2024-2025) ILO 4 Assessment: "Represent ~~complex~~ data in various ~~mathematical~~ forms (e.g., ~~equations,~~ graphs, ~~diagrams,~~ tables, **statistics, and or equations** words) and analyze these data to make judgments and draw appropriate conclusions."
- **Proposed action:** recommend changing **ILO 4 and its Assessment** to the following: "**Represent data in various forms (e.g., graphs, diagrams, tables, statistics or equations) and analyze these data to draw appropriate conclusions.**"

The revision aims to make the language clearer for students and improve the response rate and accuracy of assessment results. Karen Engel noted that adopting the revision would modify the ILO itself, not just the assessment language. While this change may limit direct longitudinal comparisons with prior assessments, the group agreed that clearer language would produce more meaningful results moving forward.

Motion – To adopt the revised ILO. M/S: Lisa Palmer, Chialin Hsieh

Discussion – none

Abstentions – none

Approval – unanimously approved

Next steps include updating the catalog and website, incorporating the revised language into the upcoming graduate survey, and forwarding the change to the Academic Senate for review and approval.

~~F. MOCAA: Making Our Courses Accessible for All~~

~~G. Relationships between Student Learning Outcomes (SLOs) Assessment and Program Review~~

H. Proposed Program Review Dates for 2026-2027

The council reviewed the [proposed Instructional Program Review Dates for the next academic year](#), which follows the same general schedule used in the current year. One date for the peer review session at IPC remains flexible between November 20 and December 4, allowing IPC to determine the most appropriate timing later if adjustments are needed. It will probably occur at the usual last November meeting date. No additional changes were proposed.

Motion – To recommend program review dates for 2026-2027. M/S: Lisa Palmer, Paul Roscelli

Discussion – none

Abstentions – none

Approval – unanimously approved

I. General College Enrollment Update

Chialin Hsieh presented data on [Course Enrollment and Modalities for Spring 2026](#), based on census day data, which supports Educational Master Plan (EMP) goals related to student-centered scheduling and modality access as well as ACCJC Standard 2.6. Overall enrollment increased very minimally (0.5%) compared to Spring 2025, while headcount increased by 2%, indicating that students may be enrolling in fewer units on average. The number of sections decreased by 4%, partially due to course cancellations for low enrollment. Nineteen classes were canceled due to low enrollment, distributed across divisions: Business, Design, and Workforce (6); Humanities and Social Sciences (6); and Science and Technology (7). Data on instructional modality showed that online asynchronous courses had the highest fill rate (86%), while face-to-face courses accounted for the largest share of scheduled sections (52%). Student enrollment patterns indicated continued demand for online asynchronous courses, though the college has gradually increased the proportion of face-to-face sections from 48% in Spring 2024 to 52% in Spring 2026. A review of program completability found that 67 of 74 degree programs can be completed within two years, while seven programs had scheduling gaps in required courses that may affect timely completion. Members discussed factors affecting load, fill rates, and enrollment patterns, including class size caps, modality demand, and structural constraints such as lab space or contractual limits on course enrollment. Members also noted the complexity of

interpreting data across divisions and modalities. Enrollment data will continue to be used to inform course offerings and schedule planning.

J. Strategic Enrollment Management Plan Updates

K. Curriculum Report

David Eck shared a brief curriculum update. Members were informed that by October 2026, colleges must implement a local curriculum review process related to [IDEAA in Course Outline of Record](#) requirements, focusing on equity, accessibility, and inclusive course design. A draft process is expected to be developed by the end of the semester so it can be adopted in time for the deadline. An update was also provided on Common Course Numbering (CCN) Phase 2, noting that several courses across divisions will need to update their Fall syllabi in order to match their new Common Course Number based Course Outlines of Record. Faculty were encouraged to review the templates carefully and update course numbers, SLOs, instructional objectives, and syllabi accordingly in preparation for upcoming terms.

L. Agenda Item Requests/Suggestions for Future IPC Meetings

Kiran Malavade suggested that the council receive a future update on Zero Textbook Cost (ZTC) initiatives, noting that upcoming faculty trainings may be required for courses to be designated as ZTC. Members agreed that this topic could be appropriate for discussion at a future IPC meeting.

Rebekah Taveau shared that the Honors Transfer Program will host their Honors Research Showcase on [Thursday, April 23](#) and [Friday, April 24](#).

M. Important Dates

Instructional Program Review Presentations will take place on March 20, 2026. Time of presentations to be announced the week of March 16.

N. Adjournment

Meeting adjourned at 11:20 am.