

**PLANNING AND BUDGETING COUNCIL MEETING
MINUTES**

Wednesday, May 21, 2025


In-Person and Via Zoom

Regular Meeting: 2:10 – 4:00 p.m.

Members present: Alex Claxton, Gampi Shankar, Alicia Aguirre, Ray Lapuz, Karen Engel, Denise Erickson, Chialin Hsieh, Jacky Ip, Alex Kramer, Kim Lopez, Ludmila Prisecar, Chantal Sosa, Megan Rodriguez Antone, Alex Kramer, Rose Marie Mendoza Morrison, Christopher Wardell, Jose Zelaya

Members absent: Mayra Arellano, Erik Gaspar, Kassie Alexander, Julian Taylor, Nick Carr, Alexander Hernandez, Graham Sheardown, Julian Taylor, Gina Hooper, Lizette Bricker

Guests and others present: Jessica Ho, Michiko Kealoha, Kiran Malavade, Max Hartman, Gonzalo Arrizon, Mary Ho, Kat Sullivan-Torrez

AGENDA ITEM	CONTENT
Welcome, Introductions and Approval of Consent Agenda	ACTION: A motion to approve the Consent Agenda, including minutes from the May 7, 2025 meeting. Motion passed.
Sustainability Report, EMP 4.9	<p>Presenter: Jessica Ho, District Utilities and Sustainability Coordinator</p> <p>Presentation</p>  <p>The slide features a large blue rectangle on the left with the text "Sustainability Programs" in white. To the right of this rectangle is a vertical list of ten icons, each with a corresponding label: Built Environment (building icon), Campus Engagement (group of people icon), Curriculum Integration (book icon), Global Climate Action (globe icon), Sustainable Procurement (shopping cart icon), Transportation (bus icon), Water Systems (water drop icon), Zero Net Energy (lightning bolt icon), and Zero Waste (trash can icon).</p>

District Greenhouse Gas Inventory

Scope 1: Direct Emissions (15.6%)

Natural Gas Burned On Campus
(15.6%)

Scope 2: Indirect Energy Emissions (9.2%)

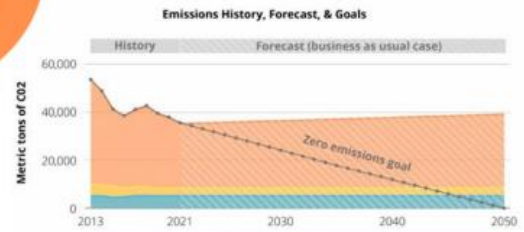
Purchased Electricity (9.2%)

Scope 3: Other Indirect Emissions (75.2%)

Commuting (73.4%)

Air Travel (1.6%)

Solid Waste (0.2%)



*** The Climate Action Plan will detail projects and other steps to help the District realize its zero emissions goal by 2050.



1) Improve access to campuses by promoting low carbon, community transportation options (EVs, public transit and inter campus shuttle, carpooling)



2) Work with staff, students and the community in goal setting, accomplishment, and challenges for transportation needs.



3) Decarbonize the District vehicle fleet through our fleet electrification initiative.

Updates

- First permanent sustainability center at College of San Mateo
- Student assistants recruited to build sustainability exhibits for Earth Fest
- Sustainability efforts recognized by California Board of Governors and Sustainable San Mateo County
- Notable recognition for the district's switch to 100% clean electricity
- 250 attendees at Earth Fest with giveaways like reusable utensil kits and milkweed honey sticks
- Faculty are encouraged to incorporate sustainability into curriculum and offered support for brainstorming ideas

Earth Fests 2025

Cañada

- 4/16 (Wed) 10 am – 2 pm
- The Grove

College of San Mateo

- 4/22 (Tue) 10 am – 2 pm
- B10 & Theatre

Skyline

- 4/23 (Wed) 10 am – 2pm
- Quad



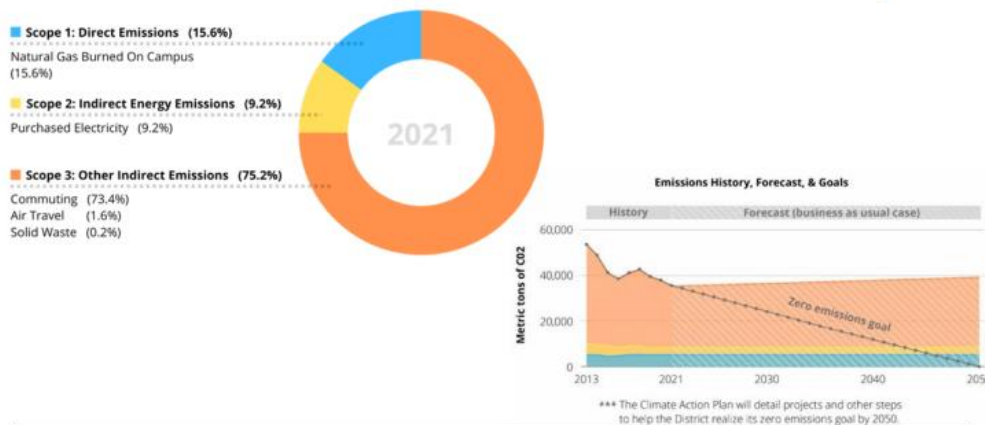
Climate Action Plan & Emissions Reduction

- Focus on reducing greenhouse gas emissions with scope 1 (direct emissions) at 15% and scope 2 (electricity emissions) reduced through 100% clean energy
- Scope 3 (commuting emissions) makes up 75% of the district's emissions; efforts to promote sustainable transportation
- Increased EV chargers and proposals for electric vehicles in fleet maintenance
- District working on various efficiency projects to achieve zero net energy by 2050
- Consulting on equipment functionality across campuses
- Compliance with AB 802 for electricity and gas usage reporting

Waste Reduction Initiatives

- Zero-waste shadow boxes installed, improving waste sorting.
- 24 ambassadors participated in the Zero Waste Ambassador Program, partnering with 2 English classes to build professional development while promoting sustainability.

District Greenhouse Gas Inventory



Conclusion

- Jessica Ho encouraged feedback and interest in following updates on social media or through email.
- Department maintains an updated website for more information.

Re-branding the College for Working Adults as Cañada Nights, Online, and Weekends (N.O.W.) Proposed Action: Recommend to the College President that the College re-brand the existing College for Working Adults to Cañada Nights, Online, and Weekends (N.O.W.)

Presenters: James Carranza, Dean of HSS and Jose Zelaya, Project Director, College for Working Adults

[Presentation](#)

Overview & Rebranding

- The goal is to build a hub for evening and weekend students by expanding CWA services, adding more degrees and certificates, and creating a one-stop space for students
- Focus on offering flexible learning opportunities through evening, online, and weekend classes
- Ongoing work with Deans to make additional degrees available in evening and online formats
- Proposal to rebrand CWA as "Cañada College N.O.W - Nights, Online, Weekends" to better reflect the diverse, flexible offerings available.
- Rebranding to enhance visibility of evening and online programs and services, particularly post-COVID where more programs are offered online



SEM 5.1.1

Create a hub for evening and weekend students to connect and support their success through an Evening One Stop with aligned instructional spaces and support services.

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...

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)

Overview

Cañada College COLLEGE FOR WORKING ADULTS (CWA)			
DEGREES (ADT, AA, AS)		CERTIFICATES	
ACCOUNTING	BABES	ACCOUNTING	ENTRY LEVEL BOOKKEEPER
ADMINISTRATIVE ASSISTANT	DEGREE/ASSOCIATION/SMALL BUSINESS	ADMINISTRATIVE ASSISTANT	GENERAL OFFICE
ARTS & HUMANITIES	EARLY CHILDHOOD EDUCATION	MATHEMATICS	HR IN THE WORKPLACE
EDUCATION	ECONOMICS	NUTRITION AND DIETETICS	INCLUSION SUPPORT
FINANCIAL SERVICES	FINANCIAL	INTEGRATION	MARKETING
HEALTH SERVICES	INTERNATIONAL STUDIES	POLITICAL SCIENCE	PERSONAL
MANAGEMENT	STUDY STUDIES	SOLOLOGY	PERSONAL/INTEGRATION/INTEGRATION
TECHNOLOGY	TECHNOLOGY	SOCIAL WORK	ENTRY EMPLOYMENT EDUCATION
WELLNESS	WELLNESS	HUMAN SERVICES	ENTRY EMPLOYMENT EDUCATION
WELLNESS	WELLNESS	WELLNESS	ENTRY EMPLOYMENT EDUCATION

Expand Services

In alignment with our EMP goals, the College for Working Adults and Cañada de Noche wanted to find ways to improve evening instructional and Student Service offerings.

PRIE Data Findings

We pose the question: Which degrees and certificates are completable if a student were to take classes only in the evenings and online?

Reimagine College for Working Adults

College for Working Adults will now coordinate all evening course offerings while leading a centralized, integrated evening program through which students receive wrap-around services.

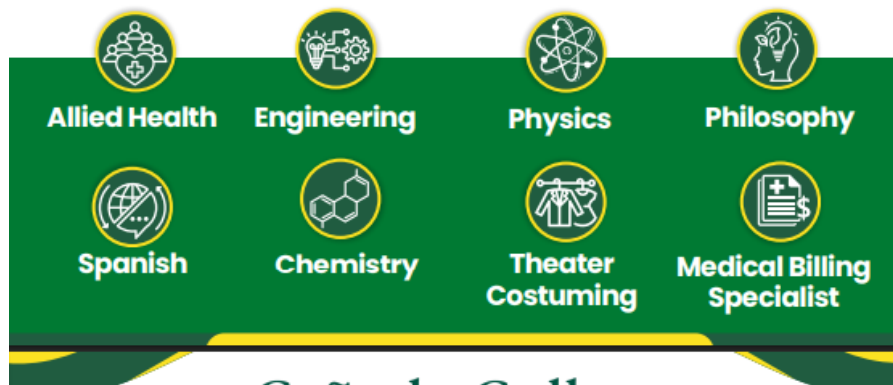
Evening & Weekend Student Support

- Creation of a three-tier support system for evening students, ranging from basic support to high-touch assistance based on individual needs

- Evening enrollment services will extend office hours to support students outside of regular Welcome Center hours
- Collaboration with various departments (DRC, Counseling, etc.) to offer expanded support services in the evening

Additional Degrees and Certificates

1-2 courses away!



Cañada College

NOW: NIGHTS | ONLINE | WEEKENDS



Evening & Online Degree Audit

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



3 Tier Support System

All evening students will receive support from the NOW program. Support level is dependent on students academic goals and specific needs.



Enrollment Service Extension

When our Welcome Center is closed students can be referred to the NOW program to receive support and connect with A&R, Cashier, Financial & Aid



Food Lockers

Services will continue based on feedback from students, faculty and staff.



Evening Counseling

Working with evening general counselors to identify evening students and recommend evening/online degrees.

Next Steps



Dean Collaboration

Work with the deans each semester in planning evening course offerings to maintain degree and certificate completability



Marketing

Advertise evening offerings in the local area and college community. Complete Rebranding



Cañada College Action Plan

Incorporate evening degree and weekends into our Cañada College N.O.W action plan.

Student Services Extension

- Food lockers will continue based on positive feedback, alongside other support initiatives
- Ongoing work with evening counseling services and proactive student engagement to ensure students access necessary resources before registration

	<ul style="list-style-type: none"> • Continued collaboration with deans on expanding evening and online degree offerings • Summer marketing campaign to promote the rebranding and new offerings • Incorporating evening programs into the College’s action plan • Efforts to gather more data on evening students and their needs • Discussion about supporting students regardless of their "home campus," focusing on those taking evening classes • Weekend services will focus on supporting evening students, including ongoing weekend counseling and tutoring services • Testing the waters with weekend courses, including writing labs with instructional support. <p>Action Item</p> <p>Motion to re-brand the existing College for Working Adults to Cañada Nights, Online, and Weekends (N.O.W.). Moved by Rose Marie Mendoza Morrison, seconded by Karen Engel. Motion passed.</p>
<p>Student Equity & Achievement Program: Year 3 of 3 Updates</p>	<p>Presenter: Michiko Kealoha, Director of Equity, Kiran Malavade, Faculty Equity Coordinator/English Faculty, and Karen Engel, Dean of PRIE</p> <p><u>Presentation</u></p> <p>Action Item</p> <p>Motion to adjust the agenda item to a new title from “Student Equity & Achievement Plan 2022-25: final progress report” to “Student equity and achievement program Year 3 of 3 Updates.” Moved by Alex Claxton, seconded by Karen Engel. Motion passed.</p> <p>Overview of Collaborative Plan</p> <ul style="list-style-type: none"> • The current Student Equity and Achievement Program plan was developed collaboratively across the college in 2022. Leads on various actions in the plan provided reports to the Equity and Antiracism Planning Council (EAPC) during the spring 2025 term, detailing the progress the college has made on each metric and each strategic objective in the SEAP plan since its inception in 2022.

Student Equity and Achievement Program Year 3 of 3 Updates

Planning and
Budgeting Council
Presentation
May 2025

Kiran Malavade
Michiko Kealoha
Karen Engel



What is the Student Equity and Achievement Program?



What is the Plan?

- Actions the college agrees to take to improve achievement for disproportionately impacted students
- We get \$1.8 million from the state
- Benchmarks to meet each year towards equity

Who is responsible for SEAP?



The Equity and Antiracism Planning Council is responsible for broad oversight of the SEAP Plan.

ALL OF US!

- The following metrics and actions from the 2023-2025 plan were written collaboratively with college-wide input, submitted to and approved by the state.
- Leads on various actions and metrics shared their updates with EAPC over this past Spring.
- Our current Director of Equity and Faculty Equity Coordinator, with the support of PRIE, lead the reporting out to the college and state.

Important for us
to remember:
What are our
equity goals?

Cañada Equity Goals

01

Successful Enrollment for Black Students

02

Complete Transfer-Level Math & English
for Latine Students

03

Persist from First Primary Term to
Secondary Term for Filipino Students

04

Complete a Degree for Latino Males

05

Increased Transfer Rates for Latine
Students

Metric #1

Increase the number
of Black Students
Successfully
Enrolling Here



Equity gap is closing for Black students

Race/Ethnicity - all black identifying students	Gender	Academic Year of Application	Number of Applicants to SMCCCD	% Enrolled at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black or African American	All Genders	2022-2023	454	46%	-8%	3%	12	8%	35
Black or African American	All Genders	2023-2024	569	43%	-7%	3%	17	7%	40
Black or African American	All Genders	2024-2025	621	34%	-4%	0%	1	4%	28

Report outs to EAPC indicate that:

- Listening sessions are helping!
- We still need to
 - work towards institutionalizing Umoja support with more full time staff
 - collect quantitative and qualitative data about Black student and employee experiences
- *Our next plan will also focus on closing equity gaps in enrollment for LGBTQ+, First Gen students*

Metric #2

Increase first-time, transfer-seeking Latine students completing transfer-level Math and English in their first year.



Gaps persist for Latine students

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level MATH at SMCCCD Within 1 Year	% Completed Transfer-Level MATH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	109	42%	2%				
2022-2023	304	104	34%	-16%	10%	32	16%	50
2023-2024	590	144	24%	-15%	11%	68	15%	92

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	% Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	128	49.0%	+1%				
2022-2023	304	136	44.7%	-11%	+5%	17	11%	35
2023-2024	590	184	31.2%	-15%	+11%	65	15%	89

Gaps persist for Latine students

First-Time Cohort Academic Year	Cañada First-Time Students	Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year	% Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2021-2022	261	88	34%	2%				
2022-2023	304	91	30%	-13%	7.4%	23	13%	41
2023-2024	590	115	19%	-13%	9.1%	54	13%	78

Report outs to EAPC indicate that:

- Math and English pods are actively working on professional development to increase culturally responsive teaching skills
- Embedded support is happening in English and Math
- We still need to
 - continue to work with Retention Specialists and Counseling to ensure enrollment in these courses
 - gather more data to better understand the barriers and successes of students in these classes

**Complete Math
& English**

Metric #3

Increase Filipinox students persisting from their first primary term to a second primary term



Gap for Filipinox students closed!

Race/Ethnicity - Any	Gender	First-Time Cohort Academic Year	Cañada First-Time Students	Retained in Next Primary Term at Cañada	% Retained in Next Primary Term at Cañada	Equity Gap
Filipino	All	2021-2022	13	10	77%	4%
Filipino	All	2022-2023	20	14	70%	-3%
Filipino	All	2023-2024	29	24	83%	17%

Report outs to EAPC indicate that:

- STAR Learning Community soft-launched and set to go for the next academic year
- Numerous co-curricular events on campus engaged Filipinox community
 - Plans to continue centering AANHPI students through professional development, cultural events and clubs.
 - *Our next plan will focus on closing equity gaps in persistence for our male students*

Persistence

Metric #4

Increase
Latino (Male)
students
completing a
degree within
3 years



Very few Latino men complete either a degrees or certificate

First-Time Cohort Academic Year	Number of Students in Cohort	Completed ANY AWARD (Cert or Assoc) Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	18	12.1%	+1.3%				
2018-2019	195	30	15.4%	+4.0%				
2019-2020	242	27	11.2%	(5.2%)				
2020-2021	136	15	11.0%	(8.6%)	0.6%	1	8.6%	12
2021-2022	166	24	14.5%	(3.4%)				

Very few Latino men complete certificates

First-Time Cohort Academic Year	Number of Students in Cohort	Completed CERTIFICATE Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	7	4.7%	(1.2%)				
2018-2019	195	18	9.2%	+4.3%				
2019-2020	242	9	3.7%	(5.0%)				
2020-2021	136	7	5.1%	(3.4%)				
2021-2022	166	12	7.2%	(1.0%)				

Very few Latino men completing degrees

First-Time Cohort Academic Year	Number of Students in Cohort	Completed ASSOCIATE Within 3 Years	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
2017-2018	149	14	9.4%	+1.4%				
2018-2019	195	25	12.8%	+3.9%				
2019-2020	242	26	10.7%	(1.4%)				
2020-2021	136	14	10.3%	(6.6%)				
2021-2022	166	17	10.2%	(4.3%)				

Metric #5

Increase Latine Students Transferring to a 4-year institution within 3 years



Gaps for Latine students persist

Race/Ethnicity - Any	Gender	First-Time Cohort Academic Year	Number of Students in Cohort	Transferred to 4-Year Institution	%	Equity Gap	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Hispanic	All	2016-2017	168	45	27%	-21%	13.2%	23	21%	36
Hispanic	All	2017-2018	171	60	35%	-10%	3.2%	6	10%	18
Hispanic	All	2018-2019	194	76	39%	-7%				
Hispanic	All	2019-2020	201	66	33%	-17%	9.9%	20	17%	34
Hispanic	All	2020-2021	165	16	10%	-19%	10.6%	18	19%	31
Hispanic	All	2021-2022	165	54	33%	-6%				

Report outs to EAPC indicate that:

- Colts-U Transfer Center is building a transfer culture; growing MOUs with SF State and East Bay
- Puente trainings for faculty, staff and student leaders promoted culturally responsive practices with an emphasis on supporting Latinx transfer
- SB 893 is a great help to students with multiple levels of support

We still need to

- connect more faculty and staff with culturally responsive trainings
- begin campaign to encourage more students to access financial aid

Transfer

Conclusion and Follow-up

- The focus remains on closing equity gaps, with particular attention to Black, Latino, and male students
- The college will continue to assess, refine, and report on progress to meet the established goals, with a strong emphasis on culturally responsive support systems and data-driven decision-making.

	<ul style="list-style-type: none"> In the fall, the EAPC will bring the draft of the new Student Equity Plan for 2025-28 to PBC for review and discussion.
Transfer Plan 2025-28. Proposed Action: Recommendation to President Approval of Updated Plan for Transfer Services	<p>Presenter: Max Hartman, Dean of Counseling Mary Ho, Director of Postsecondary Success and University Programs, Gonzalo Arrizon, Program Supervisor/COLTS-U Transfer Center</p> <p>Presentation</p> <p>Introduction</p> <p>Purpose</p> <p>The California Community Colleges is the largest system of higher education in the nation serving the most ethnically and racially diverse student population in the United States. As one of the 116 California Community Colleges, Cañada seeks to address institutional racism on our campus and in the community by eradicating the underlying causes while, simultaneously, treating the pernicious symptoms of racism. In order to do this work, we are committed to analyzing and improving our systems to root out systemic, institutionalized anti-Black and other forms of racism. This Transfer Services Plan serves as a testament to that stated commitment.</p> <p>The Transfer Services Plan outlines the coordinated college wide effort to support the transfer success of Cañada College students, and specifically and unapologetically centers our work in promoting and improving transfer outcomes for our BIPOC student communities. Ultimately our goal is to help more students transfer to a 4 year university more quickly. This plan aligns with the College's goals of Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections, and Accessible Infrastructure and Innovation from the Educational Master Plan as well as the college's Strategic Enrollment Management plan.</p> <p>Transfer Advisory Committee Responsibilities</p> <p>The Transfer Advisory Committee is a College-wide advisory board to help develop College's Transfer Services Plan. Members of this Advisory Board provided feedback on this document include: Gonzalo Arrizon (Colts-U Transfer Center), Rance Bobo (STEM Center), Alex Claxton (PRIE), Max Hartman (Counseling Center), Mary Ho (Colts-U Transfer Center & STAR Program), Trang Luong (Articulation Officer), Alexis Murillo Arevalo (Undocumented Community Center ambassador), Konatsu Okita (STAR Peer Mentor), Soraya Sohrabi (Transfer Counselor) and Lezlee Ware (Political Science faculty & Umoja Coordinator).</p> <p>Overview and Updates</p> <ul style="list-style-type: none"> The updated Transfer Services Plan (2025–2028) was developed through a collaborative, college-wide process Feedback was collected via a “roadshow” and integrated into the plan Key updates were made in consultation with stakeholders, with significant support from the PRIE team PRIE provided nine years of CSU and UC transfer data Data was disaggregated by race/ethnicity and included degree- and transfer-seeking student profiles The data informed which strategies were retained, revised, or added

Data on Cañada College Transfer

Table 1: 9 year *Applied, Accepted and Enrollment* trend at the California State University System (CSU).

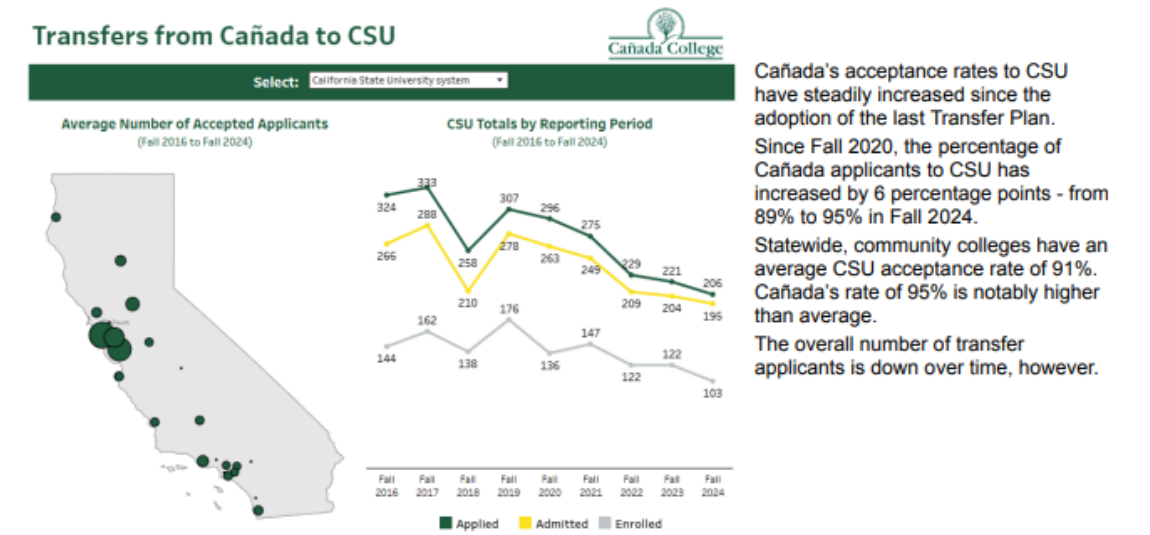


Table 2: 9 year *Applied, Accepted and Enrollment* trend at the University of California System (UC).

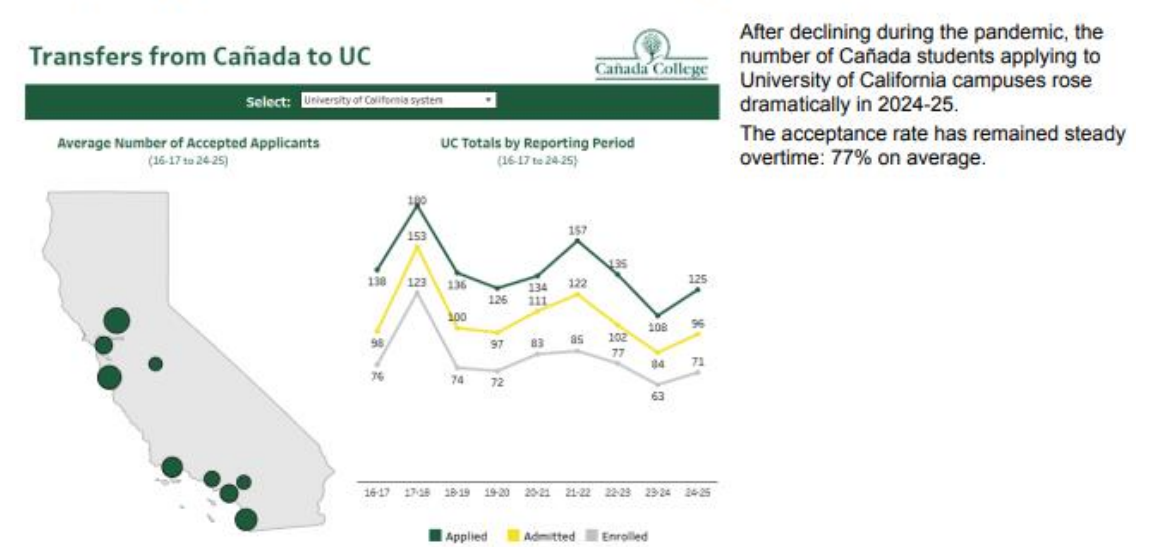
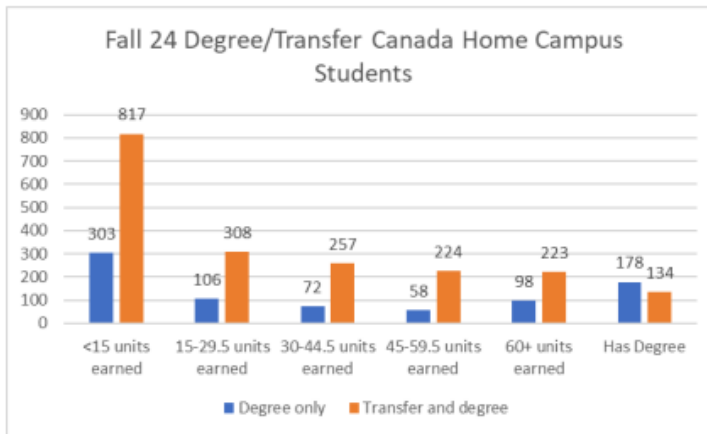


Table 3: Units accumulated by degree and transfer-seeking home campus students as of Fall 2024



2,778 students in Fall 24 were Degree and/or transfer seeking. A majority of students are pursuing transfer with or without a degree. Of the degree/transfer students, 19% were first time students, which is considerably higher than Fall 20. There is a much larger proportion of students who have earned 15 or fewer units in Fall 24 when compared to Fall 20, as seen in the below table. This is somewhat balanced by the reduction in the number of students who had earned over 60 units.

Transfer or degree-seeking Students Enrolled	<15 units earned	15-29.5 units earned	30-44.5 units earned	45-59.5 units earned	60+ units earned	Already has an AA/AS of BA/BS degree
Fall 2020	22%	14%	15%	13%	29%	7%
Fall 2024	40%	15%	12%	10%	12%	11%

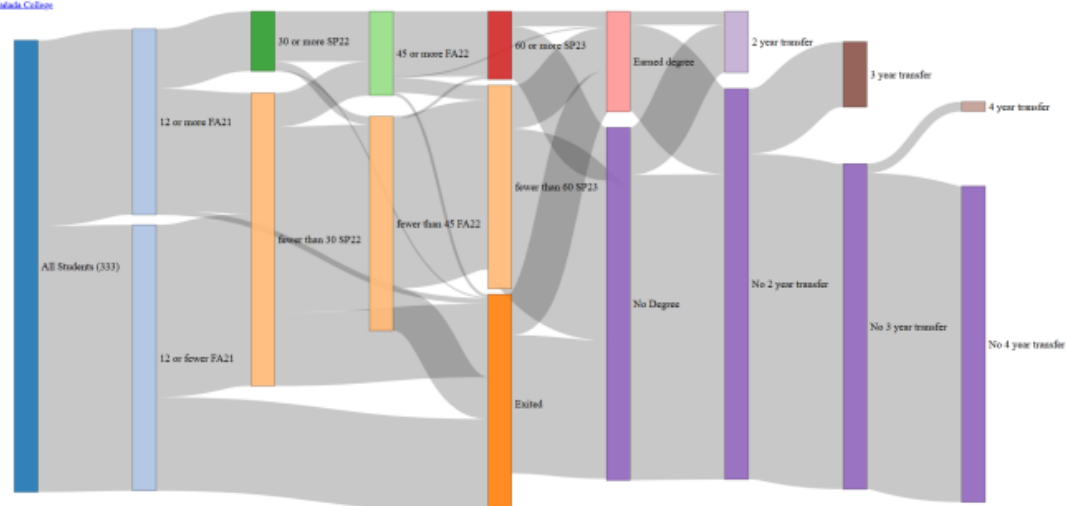
The table below breaks down the proportion of each unit threshold by race/ethnicity. Latine students who already had a degree appear to be slightly under represented (60% overall, 32% have a degree), while asian (6% vs 19%) and white (18% vs 32%) students with a degree were slightly over represented.

Fall 2024 Home Campus Students by Race/Ethnicity	<15 units earned (1120)	15-29.5 units earned (414)	30-44.5 units earned (329)	45-59.5 units earned (282)	60+ units earned (321)	Student already has a 2 or 4-year degree (312)	All Fall 2024 Home Campus Students (2,778)
American Indian/Alaskan Native	0%	0%	0%	0%	0%	1%	0%
Asian	3%	6%	7%	5%	7%	19%	6%
Black - Non-Hispanic	4%	3%	2%	2%	3%	2%	3%
Filipino	2%	3%	2%	3%	3%	5%	3%
Hispanic	66%	65%	59%	60%	61%	32%	60%
Multiraces	4%	5%	5%	4%	4%	5%	4%
Pacific Islander	1%	1%	2%	1%	1%	2%	1%
Unknown	3%	4%	4%	4%	6%	3%	4%
White Non-Hispanic	16%	14%	19%	20%	14%	32%	18%

Table 4: Progress made by Fall 2021 first-time Cañada transfer and/or degree-seeking home campus student cohort

[Click to view interactive Sankey](#)

© Cañada College



Analysis of the Sankey: Looking longitudinally, the Fall 2021 first-time Cañada transfer and/or degree-seeking home campus students¹, just under half earned 12 or more units in their first term. Of those, only about one third earned 30 or more units by the end of their first Spring semester, while about a fifth had stopped out (at least temporarily). Of the students who earned fewer than 30 units by spring, about 10% were able to use summer in addition to their second Fall to get to 45 or more units

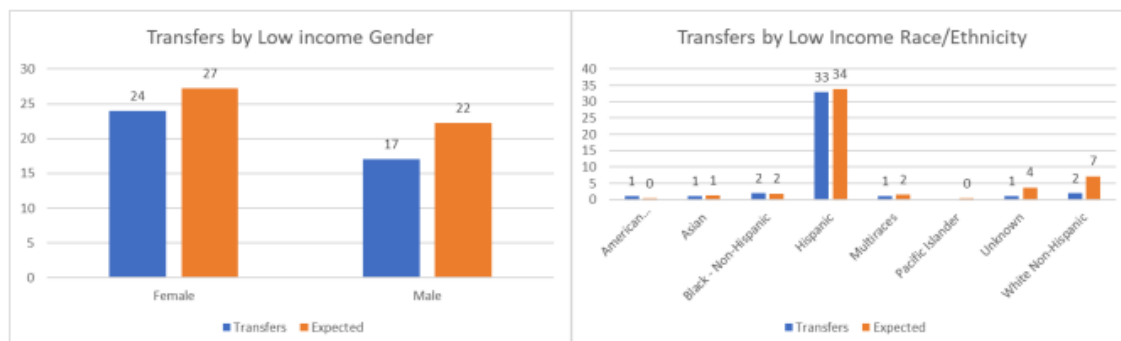
¹ Only students who had earned fewer than 30 units prior to becoming first-time students were considered. Dual enrollment and Middle College students accumulate units while in high school. They were included in this first-time cohort if they had earned less than 30 units prior to enrolling as first-time college students.

Table 5: Demographics of Fall 2021 degree and transfer-seeking student cohort





Looking at the intersectional effect of low income on transfer, the following two graphs are low income transfer-seeking students disaggregated by gender and also race/ethnicity.



Highlights of Transfer Data:

- On average over the past 5 years, 92% of students who applied to a CSU campus were admitted. This demonstrates a high-level of transfer preparation among students. **(Table 1)**
- Of CSU admitted students, approximately 56% enrolled at a CSU. More data is needed to determine if students enrolled elsewhere or did not transfer. **(Table 1)**
- Over the past 5 admission cycles, a yearly average of 78% of UC applicants were granted admission. Again, this demonstrates a high level of student preparation for UC transfer. **(Table 2)**
- Of UC admitted students, an annual average of 74% enroll at a UC. **(Table 2)**
- **Table 3** gives a snapshot/cross section of degree/transfer seeking students enrolled in F24 and further disaggregates this data by race. The relative balance across the groups and the accumulation of units, demonstrates a positively skewed distribution of unit-accumulating milestones, with fewer students at the high unit milestones.
- **Table 4** shows that while a majority of the cohort was unable to earn 12 units after their first (Fall) term, a consistent subset was taking and earning enough units to be on a two year completion path. However many of these students did not earn a degree.
- 45 students transferred after 2 years, 48 students after 3 years, and 7 students after 4 years. **(Table 4)**
- When examining transfers by demographics, there are some consistent patterns from prior years. Students enrolling shortly after graduating high school are transferring at a rate slightly higher than expected, while all the older categories are transferring at a slightly lower rate than expected. Turning to race ethnicity, our Latine students are slightly underrepresented while our White students are slightly over represented. Female students are slightly more likely to transfer than expected while male students are slightly less likely to transfer. First generation students are less likely to transfer than expected, while non-first generation students are more likely to transfer than expected. Finally, the low income students are less likely to transfer than expected. **(Table 5)**
- When looking into the low income students by gender and race ethnicity, low income students of both genders are transferring at a lower rate than expected which indicates low income female students may be more impacted by being low income. When examining race/ethnicity, the gap for Latine students is mostly closed, while the white non-hispanic students show a slight underrepresentation. **(Table 5)**

Plan Components

- 15 Strategies Identified: revised based on feedback and feasibility
- Measurable Actions: added with timelines organized by semester
- Responsible Parties: clearly assigned to ensure accountability
- Evaluation Questions: high-level guiding questions were included for ongoing assessment

- Equity remains central to the plan, particularly around closing transfer gaps for underrepresented students
- Collaboration across departments and integration with the Transfer Center emphasized
- Plan aligns with Educational Master Plan (EMP) and Title 5 requirements for Transfer Centers:
 - Required services
 - Designated facilities and full staffing
 - Advisory Committee (met in April)
 - Evaluation and reporting

Transfer Plan for 2025-2028

EMP 1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data); (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.

Strategies	Actions	Responsible Parties	Timeline	Title V: Transfer Centers: Minimum Program Standards	Evaluation Questions
(1) Develop clear transfer maps to UC, CSU and privates	Create a representative map for at least ONE university per system	Colts-U Transfer Center Articulation Officer/Transfer Counseling	Fall 2025	Standard 1B	How can we be sure these maps are easily understood by students? What does a clear map for each pathway look like for students?
(2) Monitor and support the enrollment and success of students with a transfer goal in transfer-level math and English (AB 705)	Members of the CREW will track enrollments and success in transfer level English and math, and help refer students to	Counseling Division Learning Center CREW English faculty Math faculty	Spring 2026	Standard 1D	How many students with a transfer goal enroll in English and math in the first year? How successful are our students with a transfer goal in transfer-level math & English? Where are the equity gaps in enrollments and success?

	counseling, learning center, etc. IA lead counselors will update program maps to include English and math within the first year when possible.				
(3) Require programs to discuss transfer impact in program review with an equity-minded lens	Work with Program Review working group to include a question on transfer success.	SSPC IPC Program Review Committee	Spring 2026	Standard 5	Are there opportunities in your program to monitor students' "transfer readiness"? Are there questions in program review specifically about transfer? How are we integrating disproportionately impacted student populations in the transfer question for the program review?
(4) Transfer Advisory Committee	Form Transfer Advisory Committee Establish goals for the	Colts-U Transfer Center	Fall 2025		Do we have a Transfer Advisory Committee? What is the function of the group?

	Transfer Advisory Committee				
--	-----------------------------------	--	--	--	--

EMP 3.8 -- Strengthen transfer support services by, (1) building University pathways (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

Strategies	Actions	Responsible Parties	Timeline	Title V: Transfer Centers: Minimum Program Standards	Evaluation Questions
(5) Develop transfer communication strategies for faculty and staff to build transfer support capacity reflective of equity-mindedness and antiracism (i.e. newsletter, website, canvas)	Provide faculty and program leads with access to Canvas shell, continue building distribution for newsletters, and revamp website to highlight BIPOC students who successfully transferred Develop college-wide communication on Cal-GETC and common course numbering and new transfer initiative.	Colts-U Transfer Center Academic Senate Learning Communities working group	Fall 2025 Spring 2026	Standard 1A	Are we centering race/ethnicity in the communication strategies?

	<p>Outreach to Evening students (CAN NOW: Nights, Online, and Weekends)</p> <p>Develop more videos to be used for outreach</p> <p>Invite faculty and their classes to Colts-U Transfer Center for presentation beginning of each Fall and Spring semester</p>				
(6)Continue to grow and build articulation agreements with universities	<p>Create an inventory of articulation agreements to determine gaps.</p> <p>Develop articulation agreements with privates and out-of-state universities</p>	Colts-U Transfer Center Articulation Officer	<p>Spring 2026</p> <p>Fall 2026</p>	Standard 1B	Have our articulation agreements grown over the duration of this plan?
(7) Create transfer pathways with our local high school partners from a	Develop Fall and Spring calendar with Outreach on on-going transfer presentations for local high	Learning Communities Dual Enrollment	Fall 2026		Do local high schools actively promote Cañada College as a step in a student's university transfer

racially equity-minded lens	<p>school partners.</p> <p>Identify dual enrollment courses that would benefit from learning about transfer from the community colleges.</p>				<p>process?</p> <p>What are the racial demographics of our local high school partners?</p> <p>What are some other important demographic information to consider?</p> <p>Are we offering dual enrollment CRER courses at our local high schools?</p>
(8) Leverage district wide transfer partnerships -	<p>Identify methods to track students who are interested in East Bay and San Francisco State University utilizing the newly developed data-sharing agreements.</p> <p>UC data sharing agreement is now district-wide.</p> <p>Update NDNU data-sharing agreement.</p>	Colts-U Transfer Center PRIE	Fall 2025		<p>Are there partnerships and relationships at the district level that promote transfer that we can more closely align with?</p> <p>How do we work with our sister campuses to promote transfer in programs we don't offer locally?</p> <p>Do we have knowledge of Honors Programs at partner universities.</p>
(9) Center our Latinx students, recognizing that we are a Hispanic Serving Institution (HSI), center our AANHPI students,	<p>Develop collaborations with Puente, Umoja and S.T.A.R.</p> <p>Develop a transfer video campaign centering our Latinx, AANHPI and Black</p>	Colts-U Transfer Center Transfer Advisory Board Puente Umoja S.T.A.R.	Spring 2026	Standard 1A	How are we centering AANHPI, Latinx and African American and Black students in transfer practices?

recognizing that we are an Asian American Native American Pacific Islander Serving Institution (AANAPISI), and center our African American and Black students in transfer practices	and African American students. Connect with student clubs. Connect with our ESL students. Develop collaborations with Honors Transfer Program.	Learning Communities working group Honors Transfer Program Marketing			
(10) Partner with programs/departments to develop events with an equity-minded transfer focus that align with their program mission	Continue the coordination of campus visits through the University visits working group. Develop landing page on Colts-U Transfer Center website for all campus visits Convene a Learning Communities working group Create mock application workshops	Colts-U Transfer Center Transfer Advisory Board Promise TRIO EOPS CREW Learning Communities FYE Honors Transfer Program	Fall 2025	Standard 1A	Are we effectively talking about transfer at the beginning of a student's journey? How are we using equity minded language for Black, African American, Latinx AANAPI and first-generation college students about transfer in the student journey? What programs have we partnered with? How have we expanded existing partnerships? How do these partnerships address the equity gaps?
(11) Develop a Transfer Student	Develop a transfer alumni database to share with	Colts-U Transfer Center	Fall 2025		Can the CRM be utilized to create this network and
Alumni Network	marketing.	Marketing			foster these ongoing relationships? How are we connecting alumni to our campus culture?
(12) Create a transfer statement that is equity minded that professors can use in their course syllabi	Develop a transfer statement for the syllabi.	Colts-U Transfer Center Academic Senate Curriculum Committee	Spring 2026	Standard 1A or 1B	Was the statement developed in partnership with instructional faculty? What percentage of faculty include this statement in their syllabi? Does that statement use equity minded language?
(13) Streamline data collection. Disaggregate data by race/ethnicity and gender to understand how specific populations of students are engaging with the Colts-U Transfer Center and how engagement contributes to transfer success	Work with PRIE to develop a comprehensive transfer data warehouse that is disaggregated by race/ethnicity and gender and that also includes first gen and other special program markers. Work with PRIE to develop a transfer engagement survey	Colts-U Transfer Center PRIE	Spring 2026	Standard 5	How many students are we serving? How are specific groups of students engaging with services and participating in activities that impact their transfer goals? What equity gaps persist?

(DI, racially minoritized etc.)					
---------------------------------	--	--	--	--	--

EMP 3.9 -- Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

Strategies	Actions	Responsible Parties	Timeline	Title V: Transfer Centers: Minimum Program Standards	Evaluation Questions
(14) Ensure students with a transfer goal are in ADT programs of study when available.	Welcome Center Team will receive a regular report of students with a transfer goal who are not enrolled in ADTs and will reach out to these students and refer them to counseling.	Welcome Center Counseling Curriculum Committee	Fall 2025		How many students with a transfer goal do not have an ADT programs when ADT programs are available?
(15) Support Curriculum as needed in	Articulation officer will provide regular updates to the Counseling Division.	Articulation Officer Curriculum			How can the Colts-U support with the common course numbering initiative?

implementing common course numbering and communicating the changes with our campus community.	Dean of Counseling will assist in broad campus wide communication.	m Committee Colts-U			
---	--	---------------------	--	--	--

- # of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer
- # of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer
- # of students who enrolled at a UC
- # of students who enrolled at a CSU
- # of students who enrolled at a CSU or a UC
- # of students who transferred to any 4-year institution who attended CAN within the last 5 years

Action Item

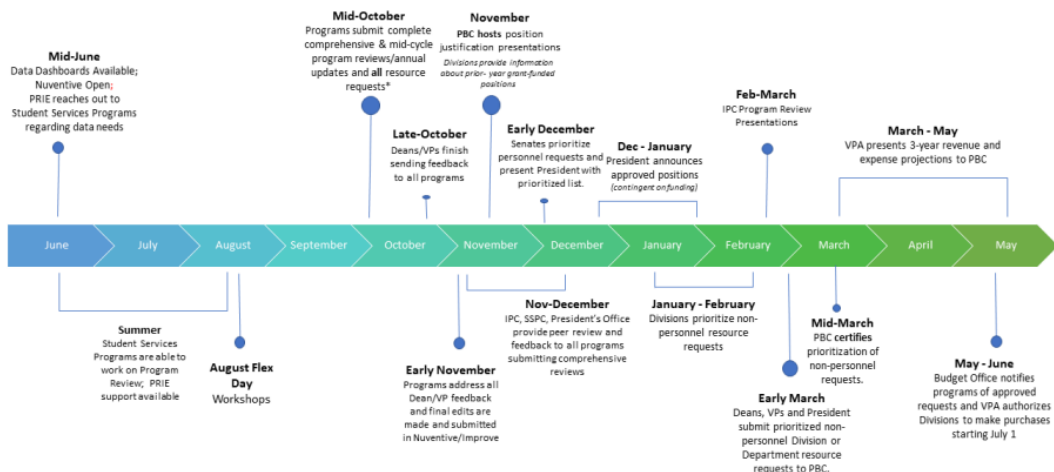
Motion to recommend to the College President approval of updated plan for transfer services: Transfer Plan 2025-28. Moved by Karen Engel, seconded by Gampi Shankar. Motion passed.

Approved Resource Requests from 2024-25 Program Review Cycle

Presenter: Ludmila Prisecar, VPAS
[2024-25 Resource Requests Update](#)

2024-25 Resource Request Process and Timeline

Cañada College: Program Review Timeline



Revised by PBC on April 5, 2023

*Resource requests include an Annual Update in non-comprehensive program review years.

Personnel Requests

Four positions approved:

- 2 Faculty positions: Medical Assistant & Chemistry Instructor (anticipated start Spring/Fall 2026)
- 1 College Recruiter (Equity funded) – recruitment in progress
- 1 Part-Time Lab Coordinator – recruitment anticipated for Fall 2025
- Delays in some recruitments due to external project or search issues

Approved Personnel Resource Requests

Approved Positions	Funding Source	Proposed Start Date	Updates as of 05/21/2025
Full-time, Tenure-Track Medical Assisting Instructor (1 FTE)	Fund 1	Spring 2026	In Recruitment
Full-time, Tenure-Track Chemistry Instructors (1 FTE)	Fund 1	Spring 2026	In Recruitment
College Recruiter (1 FTE)	Fund 3-SEAP	Summer 2025	In Recruitment
Part-Time Laboratory Coordinator (.48 FTE)	Fund 1	Fall 2025	In Recruitment

Non-Personnel Requests

- Total submitted: 155 requests (~\$2.5M)
- Approved: 25 requests totaling ~\$396K
 - \$36K in ongoing funding (including lottery and equity funds).

- ~\$360K in one-time funding (primarily from COVID/enrollment recovery funds).
- Pending Review: 24 items due to alternate approval processes:
 - Capital Improvements (CIP)
 - Technology Refresh
 - Strong Workforce alignment
- Declined/No Longer Needed: 85 requests withdrawn by departments.
- Departments should consult Deans for status and details.
- Full list and presentation available on the Canada College PBC website.

Non-Personnel Resource Requests

Non-Personnel Resource Requests Summary

- 25 requests approved in the amount of **\$396,882**

Non-Personnel Requests Summary	No. of Requests	Requested Amount	Approved Amount
Approved (Yes)	25	\$444,882	\$396,882
Not Approved (No)	24	\$870,781	\$0
Pending Additional Review (Pending)	21	\$423,425	\$0
No Longer Needed or Already Funded (N/A)	85	\$773,489	\$0
Total	155	\$2,512,578	\$396,882

Approved Non-Personnel Requests Summary

Request Status	No. of Requests	Requested Amount	Approved Amount
Ongoing Approval			
10003-Unrestricted Fund 1	5	\$42,000	\$25,000
31069-Lottery Funds	3	\$10,300	\$7,300
31216-Student Equity and Achievement Program (SEAP)	1	\$4,000	\$4,000
Ongoing Total	9	\$56,300	\$36,300
One-Time Approval			
18002-Unrestricted Fund 1	5	\$173,800	\$145,800
31069-Lottery Funds	7	\$29,782	\$29,782
31334-Enrollment and COVID-19 Recovery Funds	4	\$185,000	\$185,000
One-Time Total	16	\$388,582	\$360,582
Grand Total	25	\$444,882	\$396,882

Approved Ongoing Non-Personnel Requests (Lottery /SEAP Funds)

Approved: Ongoing (31069-Lottery and 31216-SEAP Funds)

Item#	Division	Program Requesting Resources	Item Requested	Item Description	Requested Cost	Division/Department Priority	Approval Status	Approved Amount	Approved One-Time or Recurring Cost?	Funding Source
17	3414-Science & Tech Division	190500-Chemistry	Ongoing Augmentation to the Division Budget for Chemistry Stockroom Expenses	This request proposes a fixed portion of the Science & Technology Division's budget exclusively for the	\$4,500.00	5	Yes	\$ 4,500.00	Ongoing	31069-Lottery Funds
41	3414-Science & Tech Division	193000-Earth Science	Mineral and Rock Hand Specimens for Geology	Rock and mineral specimens, larger and of better quality than those in the student kits... especially to show	\$800.00	3	Yes	\$ 800.00	Ongoing	31069-Lottery Funds
94	3421-ASLT Division	612000-Library	Augmentation to eBook/audiobook budget	We were able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings	\$5,000.00	3	Yes	\$ 2,000.00	Ongoing	31069-Lottery Funds
141	3335-Office of Equity	649014-Cultural Center	Funding for Women of Color Collective	The Women of Color Collective has held numerous workshops open to all students that focus financial literacy, community building,	\$4,000.00	1	Yes	\$ 4,000.00	Ongoing	31216-SEAP
					\$ 14,300.00			\$ 11,300.00		

Approved Ongoing Non-Personnel Requests (Lottery /SEAP Funds)

Approved: Ongoing (31069-Lottery and 31216-SEAP Funds)

Item#	Division	Program Requesting Resources	Item Requested	Item Description	Requested Cost	Division/Department Priority	Approval Status	Approved Amount	Approved One-Time or Recurring Cost?	Funding Source
17	3414-Science & Tech Division	190500-Chemistry	Ongoing Augmentation to the Division Budget for Chemistry Stockroom Expenses	This request proposes a fixed portion of the Science & Technology Division's budget exclusively for the	\$4,500.00		5 Yes	\$ 4,500.00	Ongoing	31069-Lottery Funds
41	3414-Science & Tech Division	193000-Earth Science	Mineral and Rock Hand Specimens for Geology	Rock and mineral specimens, larger and of better quality than those in the student kits... especially to show	\$800.00		3 Yes	\$ 800.00	Ongoing	31069-Lottery Funds
94	3421-ASLT Division	612000-Library	Augmentation to eBook/audiobook budget	We were able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings	\$5,000.00		3 Yes	\$ 2,000.00	Ongoing	31069-Lottery Funds
141	3335-Office of Equity	649014-Cultural Center	Funding for Women of Color Collective	The Women of Color Collective has held numerous workshops open to all students that focus financial literacy, community building,	\$4,000.00		1 Yes	\$ 4,000.00	Ongoing	31216-SEAP
					\$ 14,300.00			\$ 11,300.00		

Approved One-Time Non-Personnel Requests (Fund 1)

Approved: One-Time (Fund 1) \$119,500.00

Item#	Division	Program Requesting Resources	Item Requested	Item Description	Requested Cost	Division/Department Priority	Approval Status	Approved Amount	Approved One-Time or Recurring Cost?	Funding Source
4	3144-Office of the President	675000-Marketing	Web Content Consultant	Annual budget for Web Content Consultant \$68,000/year	\$68,000.00		2 Yes	\$ 40,000.00	One-Time	18002-Unrestricted Fund 1
138	3333-Enrollment Services	621000-Admissions and Records	Scanning and indexing of 80,000 Aperture Cards prior to support for Food Distribution	Securing our records in our WebX platform meets the Accreditation	\$85,000.00		1 Yes	\$ 85,000.00	One-Time	18002-Unrestricted Fund 1
155	3333-Enrollment Services	649008-Sparkpoint	SparkPoint is requesting \$15,000 to support Facilities OT charges for	With support from District Facilities we have initiated a research site for	\$12,000.00		4 Yes	\$ 12,000.00	One-Time	18002-Unrestricted Fund 1
42	3414-Science & Tech Division	193000-Earth Science	Supplies/support for Campus Native Grassland Restoration	The Library's historical archival collection (1968-, 14 linear ft) is currently inaccessible to students, staff and the public at large. This project is to arrange, describe and preserve the collection in order to provide access for research.	\$2,000.00		2 Yes	\$ 2,000.00	One-Time	18002-Unrestricted Fund 1
96	3421-ASLT Division	612000-Library	Callado College Archives Organization		\$6,800.00		4 Yes	\$ 6,800.00	One-Time	18002-Unrestricted Fund 1
					\$ 173,800.00			\$ 145,800.00		

Approved One-Time Non-Personnel Requests (Lottery and COVID-19 Recovery Funds)

Approved: One-Time (Lottery Funds and COVID-19 Recovery Funds)

Item#	Division	Program Requesting Resources	Item Requested	Item Description	Requested Cost	Division/Department Priority	Approval Status	Approved Amount	Approved One-Time or Recurring Cost?	Funding Source
133	3414-Science & Tech Division	190100-Physical Sciences, General	Meade 8" telescope, https://www.meade.com/meade	An electronic, easy-to-use telescope capable of viewing both naked eye,	\$4,500.00		4 Yes	\$ 4,500.00	One-Time	31069-Lottery Funds
134	3414-Science & Tech Division	190100-Physical Sciences, General	Telescope camera for astrophotography	DWO A35294 Pro Series, or equivalent	\$1,000.00		1 Yes	\$ 1,000.00	One-Time	31069-Lottery Funds
145	3333-Enrollment Services	623003-Outreach	\$50,000.00	\$50,000.00 increase in budget for Campus Ambassador Salaries	\$50,000.00		2 Yes	\$ 50,000.00	One-Time	31334-IAP Retention Enrollment Outreach
69	3416-KAD Division	083500-KAD Athletics	Portable dumbbell set with rack	Premium Dumbbell Storage Rack w/ 44 Deluxe Vinyl DB Prime Pairs	\$1,900.00		7 Yes	\$ 1,900.00	One-Time	31069-Lottery Funds
67	3416-KAD Division	083500-KAD Athletics	Pickleball Equipment	Nets, standards, paddles, balls for Pickleball classes	\$15,000.00		6 Yes	\$ 15,000.00	One-Time	31069-Lottery Funds
71	3416-KAD Division	083500-KAD Athletics	Prestan Infant CPR Manikin, Brown Skin (4-Pack) and Tan	Each set (requesting 2) contains: 4 Infant CPR manikins, 50 infant face-	\$1,047.00		3 Yes	\$ 1,047.00	One-Time	31069-Lottery Funds
97	3421-ASLT Division	612000-Library	Individual Streaming Film License Budget	A budget for purchasing individual streaming film licenses that we	\$3,000.00		1 Yes	\$ 3,000.00	One-Time	31069-Lottery Funds
103	3421-ASLT Division	612000-Library	PRISMAL Database (to support	With the new Ethnic Studies department and as a Hispanic	\$3,335.47		1 Yes	\$ 3,335.47	One-Time	31069-Lottery Funds
146	3333-Enrollment Services	623003-Outreach	\$60,000 (\$20k for each event)	Re-occurring Budget Increase for Super Registration Events (formerly	\$60,000.00		3 Yes	\$ 60,000.00	One-Time	31334-IAP Retention Enrollment Outreach
147	3333-Enrollment Services	623003-Outreach	\$7,000.00	Consistent annual budget item for our Annual High School Counselor &	\$7,000.00		6 Yes	\$ 7,000.00	One-Time	31334-IAP Retention Enrollment Outreach
2	3144-Office of the President	675000-Marketing	Budget for Social Media Consultant	Annual budget for Social Media Consultant \$68,000/year	\$68,000.00		1 Yes	\$ 68,000.00	One-Time	31334-IAP Retention Enrollment Outreach
					\$ 214,782.47			\$ 214,782.47		

Not Approved Non-Personnel Requests

Not Approved: Ongoing/One-Time \$870,781

Item#	Division	Program Requesting Resources	Item Requested	Item Description	Requested Cost	Division/Department Priority	Approval Status
144	3333-Enrollment Services	623003-Outreach	\$44,000 budget (for one spring and two summer sessions)	Spring & Summer Programming at CalState College - Exposure for Low Income/BIPOC at an earlier time	\$44,000.00	5	No
142	3335-Office of Equity	649014-Cultural Center	Funds for OEA Training	Within several onboarding trainings at the district, faculty, and staff level, as well as through JFE and the leadership	\$10,000.00	2	No
22	3411-BDW Division	061400-Digital Art & Animation	Campus Movie Fest	Support for bringing Campus Movie Fest back to campus	\$2,500.00	11	No
25	3411-BDW Division	061400-Digital Art & Animation	Gallery Show each semester	Utilization of the on-campus gallery for shows once per semester	\$3,000.00	12	No
26	3411-BDW Division	061400-Digital Art & Animation	Hackathon	On-Campus Hackathon utilizing industry professionals	\$7,250.00	14	No
34	3411-BDW Division	061400-Digital Art & Animation	Support for External Shows	Gallery Shows elsewhere	\$3,500.00	15	No
37	3411-BDW Division	061400-Digital Art & Animation	XR Support	Hardware, Software, personnel time, student assistant/apprenticeship time, OER training and support	\$500,000.00	13	No
114	3411-BDW Division	050200/050200-Accounting & Business	Big Hub Finishing Touches	We request additional support to finish furnishing the last touches on the renovated BigHub	\$49,999.00	3	No
115	3411-BDW Division	050200/050200-Accounting & Business	Business Department Retreat Funding	We are requesting funding for a business department retreat to foster collaboration, enhance communication	\$7,000.00	9	No
120	3411-BDW Division	050200/050200-Accounting & Business	FTEF Allocation for Digital Marketing Apprenticeship	We request dedicated FTEF allocations for sustainable growth with our new digital marketing apprenticeship	\$15,000.00	6	No
121	3411-BDW Division	050200/050200-Accounting & Business	FTEF Allocation for Dual Enrollment	We request dedicated FTEF allocations for sustainable growth with our dual enrollment partnership	\$15,000.00	8	No
122	3411-BDW Division	050200/050200-Accounting & Business	FTEF Allocation for Merito Park for Credit Transfer	We request dedicated FTEF allocations to launch a new initiative for credit transfer information, workshop, and support	\$15,000.00	16	No
127	3411-BDW Division	050200/050200-Accounting & Business	New Adjunct Faculty	Our department is requesting continual and ongoing support to provide hire new adjunct faculty	\$10,000.00	4	No
15	3414-Science & Tech Division	130500-Chemistry	ACS Science Essentials Package subscription	Choose five ACS online journals from more than 70 titles, with no limitations on user, shared subscriptions, Chat stream	\$2,732.00	7	No
68	3416-KAD Division	083500-KAD Athletics	Player Data GPS Trackers	Men's soccer currently uses GPS tracking for instruction of all soccer sections, the current tech requires annual costs	\$5,000.00	2	No
50	3416-KAD Division	083500-KAD Athletics	Allocation for Pacific Dining	Provide food/drink for Athletics/Coast Conference/JCA meetings	\$1,000.00	5	No
59	3416-KAD Division	083500-KAD Athletics	First aid kit in each classroom	It is needed for safety	\$600.00	9	No
61	3416-KAD Division	083500-KAD Athletics	Funding for student assistants	Student Assistants to help with basketball stanchion movement, provide assistance during late night athletic	\$10,000.00	6	No
62	3416-KAD Division	083500-KAD Athletics	Heat Press Machine	Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost	\$2,000.00	10	No
79	3416-KAD Division	083500-KAD Athletics	Rosco Adagio Marley Dance Floor	The flooring will be used for various dances such as modern, jazz, ballet, etc. It is versatile and safe to be used on many	\$15,300.00	12	No
84	3416-KAD Division	083500-KAD Athletics	Utility Sink at field level	at field level a sink is needed for cleaning and operations	\$400.00	11	No
85	3416-KAD Division	083500-KAD Athletics	Utility Sink at field level	at field level a sink is needed for cleaning and operations	\$500.00	11	No
86	3416-KAD Division	083500-KAD Athletics	Videographer for the dance show (each semester)	Videographer would record the dance shows, edit and upload to social media and other applicable websites	\$1,000.00	7	No
151	3441- Office of Instruction	649900-Promise Scholars Program	Budget Augmentation	Increase funds to be able to hire more adjunct counselors and meet the demands of the program	\$150,000.00	3	No
					\$ 870,781.00		

Pending Additional Review Non-Personnel Requests

Pending Additional Review	No. of Requests	Requested Amount
31xxx-Strong Workforce	1	\$4,000.00
Capital Improvement Program (CIP) Process/Small Projects	11	\$76,125.00
Technology Refresh Process	5	\$343,299.66
Total	17	\$423,424.66

Summary at the Division Level

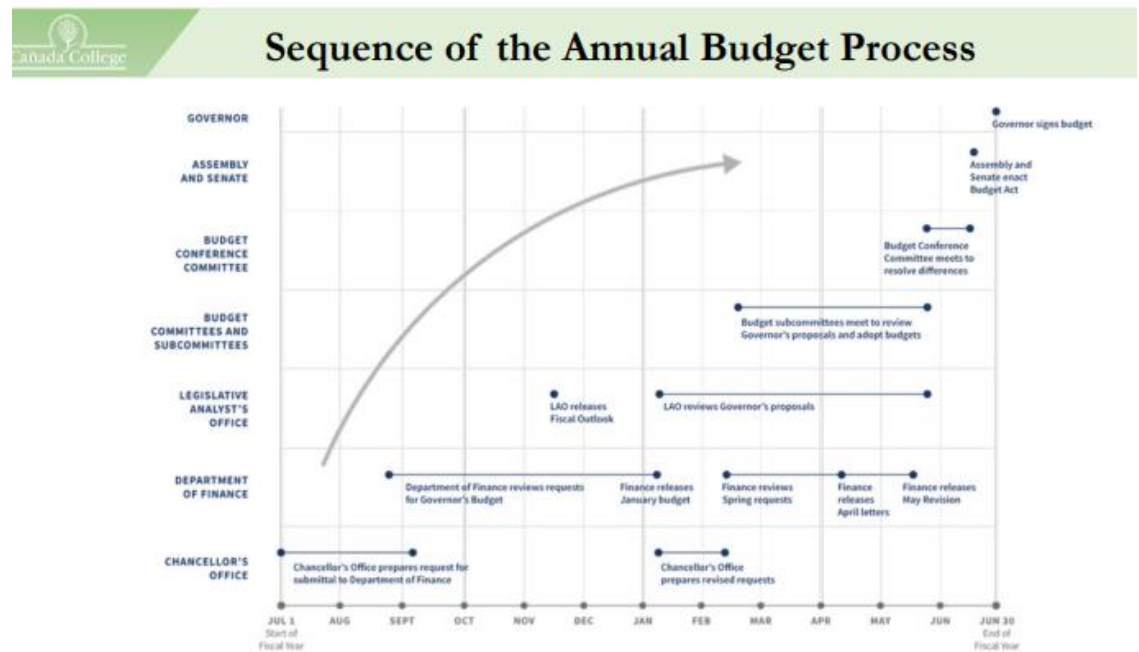
Row Labels	# of Requests	Sum of Requested Cost	Sum of Approved Amount
3144-Office of the President	4	\$ 146,000	\$ 108,000
3333-Enrollment Services	6	\$ 258,000	\$ 214,000
3335-Office of Equity	4	\$ 22,300	\$ 4,000
3340-Counseling Division	2	\$ 10,000	
3411-BDW Division	45	\$ 1,169,961	
3414-Science & Tech Division	19	\$ 190,928	\$ 12,800
3416-KAD Division	43	\$ 263,672	\$ 37,947
3421-ASLT Division	22	\$ 231,716	\$ 15,135
3441- Office of Instruction	10	\$ 220,000	\$ 5,000
Grand Total	155	\$ 2,512,578	\$ 396,882

California State Budget - May

Presenter: Ludmila Prisecar, VPAS

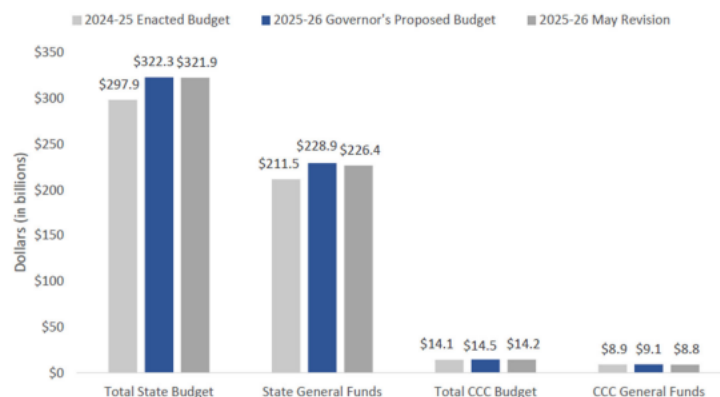
Statewide Update

- California state budget shortfall: \$12B less than January projections
- Community college budgets not significantly affected
- COLA reduced slightly from 2.43% to 2.3% (minor impact)
- Some statewide program cuts:
 - Rising Scholars reduced from \$30M to \$10M (no local impact).
 - Reductions in career education and tech infrastructure (no direct local impact)
- No immediate funding impacts expected for the district



Governor Newsom's Revised 2025-26 State Budget

Governor Gavin Newsom's May Revision of the 2025–26 California state budget introduces significant changes for the state's community colleges, reflecting efforts to address a projected \$12 billion deficit while maintaining core educational investments.



Funding Adjustments

- **Proposition 98 Allocation:** The total funding for community colleges is projected at \$12.9 billion, marking a \$625 million increase over the 2024–25 enacted budget. However, this represents a \$669 million decrease compared to the Governor's January proposal, primarily due to revised revenue estimates and a reallocation of funds for transitional kindergarten (TK) expansion.
- **Cost-of-Living Adjustment (COLA):** The COLA for apportionments has been adjusted to 2.3%, down from the initially proposed 2.43%, resulting in a \$12.9 million ongoing reduction for the Student-Centered Funding Formula (SCFF).
- **Enrollment Growth Funding:** An allocation of \$139.9 million is proposed to support a 2.35% enrollment growth, a significant increase from the previously proposed 0.5%, aiming to accommodate rising student numbers.

Programmatic Investments and Reductions

- **Rising Scholars Network:** Funding for this program, which supports justice-involved students, is reduced by \$20 million, reflecting budgetary constraints.
- **Career Education Initiatives:** The budget proposes cuts of \$25 million to the Career Passport initiative and \$35 million (one-time) to the Credit for Prior Learning program, both integral to the state's Master Plan for Career Education.
- **Technology and Infrastructure:** Despite fiscal challenges, the budget maintains investments in technological advancements, including \$168 million in one-time funds for a Statewide Technology Transformation and \$162.5 million (with \$29 million ongoing) for a Statewide Common Data Platform.

Implications for Community Colleges:

- Revised budget maintains core operational funding for community colleges.
- Reductions to targeted programs (e.g., Rising Scholars, Career Education) signal difficult trade-offs.
- Adjusted COLA and deferred SCFF payments may create cash flow and planning challenges.
- Emphasis on enrollment growth presents both opportunities and capacity pressures.
- Need for strategic prioritization to sustain student services and educational quality.
- Collaboration across departments essential to optimize limited resources.
- Institutions encouraged to align programs with evolving state priorities and funding models.

Leadership Retreat
– August 7, 2025

- Leadership retreat - August 7, all-day, on campus
- Members of Planning Councils, Academic Senate, Classified Leadership should attend the retreat – open to all
- Annual planning, EMP priorities, and bonus training sessions will be discussed
- Save the date; formal invites and calendar holds coming soon

	<ul style="list-style-type: none"> • Agenda still being finalized – input encouraged
Participatory Governance Survey – please complete!	Request from PRIE to complete the survey
STANDING ITEMS	
Associated Students	No updates
Classified Senate	<p>Alex Claxton, Classified Senate President</p> <ul style="list-style-type: none"> • Committee and Council positions are halfway filled • Interested participants should contact Alex or Jackie before the end of June (ideally)
Academic Senate	<p>Gampi Shankar, Academic Senate President</p> <ul style="list-style-type: none"> • New ASP officers for next year selected • Reminder not to schedule PBC during finals week in the future
Planning Council Reports	<p>IPC Update – Chialin Hsieh</p> <ul style="list-style-type: none"> • Reviewed program review, action steps • 12 Program Review feedback reports • 14 reassigned time applications • 35 Strategic Enrollment Management (SEM) action steps • 9 accreditation standards <p>IPC Team discussed the following:</p> <ul style="list-style-type: none"> • Course enrollment & modality. • First-Year Experience & interest area work. • SLO submission process. • Master's experience initiative (Alex leading). • Reassigned time modifications. • Course scheduling and program completability tools • Approved new Institutional Learning Outcomes (ILOs) <p>SSPC Update – No Updates</p> <p>EAPC Update – Karen Engel, Dean of PRIE</p> <ul style="list-style-type: none"> • Wrapping up work on current 3-year SEAP (Student Equity and Achievement Plan) • Started planning for the next SEAP (due by November) • Focus: Identifying disproportionately impacted groups to target for improvement • PBC will hear updates in September

President's Update	<p>Kim Lopez, Cañada College President</p> <ul style="list-style-type: none"> • Busy week with multiple events: Promise, Middle College, Umoja celebrations, Classified Appreciation Luncheon and Commencement/Rehearsal • Tonight's Board Meeting: Discussion on International Travel Policy – open dialogue on potential revisions and Draft District Strategic Plan presented (final approval expected this summer) • June Board Meeting: Presentation of the Funeral Services Education Program Viability Plan • Kim Lopez acknowledged challenges and successes of the semester and expressed her appreciation to all who served on PBC • Next major gathering: Leadership Retreat – August 7, 2025
Matters of Public Interest and Upcoming Events	No updates
ADJOURNMENT	The meeting adjourned at 3:44 PM
Next Meeting	The next meeting will be held September 3, 2025