

**PLANNING AND BUDGETING COUNCIL MEETING  
MINUTES**

**Wednesday, February 5, 2025**

**In-Person and Via Zoom**

**Regular Meeting: 2:10 – 4:00 p.m.**

**Members present:** Alex Claxton, Gampi Shankar, Alicia Aguirre, Mayra Arellano, Nick Carr, Karen Engel, Denise Erickson, Lizette Bricker, Chialin Hsieh, Jacky Ip, Alex Kramer, Ray Lapuz, Kim Lopez, Rose Marie Mendoza Morrison, Ludmila Prisecar, Megan Rodriguez Antone, Gina Hooper, Julian Taylor, Jose Zelaya

**Members absent:** Graham Sheardown, Chantal Sosa, Christopher Wardell, Kassie Alexander, Sarita Santos, Junpei Yamaguchi

**Guests and others present:** Michiko Kealoha, Ameer Thompson, Anniqa Rana, Kristina Brower

AGENDA ITEM	CONTENT
<b>Welcome, Introductions and Approval of Consent Agenda</b>	ACTION: A motion to approve the Consent Agenda, including minutes from the <a href="#">December 4, 2025</a> meeting. Motion passed.
<b>Institution Set Standards 2025-2030 Adoption</b>	<p>Presenters: Alex Claxton, PRIE Analyst and Karen Engel, Dean of PRIE</p> <p>On December 4, 2024, the PBC reviewed and discuss an update to the College’s Institution Set Standards, important metrics that help the College gauge its progress on enrollment management, student momentum, student completions, and student employment outcomes.</p> <p>The PRIE Team presented a few updates to the draft that was presented and discussed on December 4<sup>th</sup>.</p> <p>President Lopez requested that PRIE return to a subsequent meeting with any metrics from our previous Set Standards whose minimum target was not met by the College. Since our Standards are our minimum acceptable metrics, did we not reach some of them due to the pandemic? PRIE will return with this information.</p> <p>Motion: Adopt the new Institution Set Standards for 2025-30, moved by Chialin Hsieh, seconded by Ludmila Prisecar. Motion passed.</p> <p>These can be reviewed <a href="#">here</a> and <a href="#">Institution Set Standards</a>.</p>



### Institution Set Standards as of 2024-25

Enrollment Management Metric	Goal (2030)	Proposed new Standard	% change between 2019-20 and 2023-24	2019-20*	2020-21*	2021-2022	2022-2023	2023-2024	Trendlines
Total students (unique headcount)	11,528	10,979	6%	10,314	10,776	9,603	9,843	10,979	
Total students online (unique headcount)	7,063	6,727	17%	5,767	7,041	6,490	6,390	6,727	
Total students Degree Applicable (unique headcount)	11,190	10,657	7%	9,951	10,508	9,352	9,558	10,657	
Full Time Equivalent Students (FTES)	3,456	3,291	-3%	3,398	3,280	2,950	2,982	3,291	
Total Course Enrollment	28,884	27,509	-3%	28,465	27,048	24,000	24,781	27,509	
% of Course Enrollments offered Online (includes ASYNC and SYNC)	54%	52%	53%	34%	64%	83%	60%	52%	
Average Weekly Student Contact Hours (WSCH) per course section	99	94	-1%	95	100	90	87	94	
College-wide LOAD: WSCH/FTEF	480	434	-2%	441	456	407	404	434	
# of Course Sections	1,099	1,047	-2%	1,071	981	988	1,028	1,047	
% of Sections offered Online (includes ASYNC and SYNC)	54%	52%	80%	29%	68%	90%	65%	52%	
# of Sections offered with any meeting time in person after 4:30 p.m. (evening)	121	115	-29%	162	72	40	94	115	
% of All Sections offered that have an enrollment below 20†	28%	29%	0%	29%	25%	40%	38%	29%	
Average units attempted per student per academic year	8.1	7.7	-13%	8.8	8.0	7.9	7.8	7.7	
% of Total Students who are CAN "home campus" students	59%	56%	-5%	59%	47%	49%	53%	56%	
# of SUHSD High School Graduates Who Enroll at CAN within One Year of Graduation	295	281	-7%	303	291	268	269	281	
# of Students Enrolled in Middle College	206	91	-7%	98	101	91	91	91	
# High School Students enrolled in Dual Enrollment courses	1,000	701	120%	0	0	319	377	701	
# of Students who enrolled in a CCAP class in high school and then enrolled at Canada as a college student within 5 years	200	32	3100%	0	0	1	19	32	
# of Veteran Students	130	204	9%	188	162	103	163	204	
# of Foster Youth Students	121	213	70%	125	90	97	129	213	
# of Perkins Economically Disadvantaged Students	8,620	6801	-27%	9292	7292	6896	6971	6801	

Student Momentum Metric	Goal (2030)	Proposed new Standard	% change between 2019-20 and 2023-24	2019-20†	2020-21†	2021-2022	2022-2023	2023-2024	Trendlines
# of First-Time Home Campus Students in Fall or Spring terms (See First Time Cohort Dashboard)	993	946	13%	839	544	589	777	946	
# of students who enrolled in a course in the same or subsequent year of applying to CAN	197	188	-75%	763	709	946	1,057	188	
# of SSSP non-exempt students completing a COMP SEP in the first year	576	549	31%	418	370	439	402	549	



### Institution Set Standards as of 2024-25

% of SSSP non-exempt students completing a COMP SEP in the first year	55%	52%	-6%	56%	43%	58%	49%	52%
# of students receiving Pell Grants	1,420	1,410	14%	1,239	1,110	1,240	1,291	1,410
# of students receiving California College Promise Grant (CCPG)	3,200	2,916	-18%	3,558	3,067	2,904	2,909	2,916
% of enrolled students benefiting from SB 893 "Free College"	--	56%	---	NA	NA	NA	NA	56%
% of all students successfully completing courses with a grade of C or better	77%	73%	3%	71%	73%	73%	72%	73%
Course Success Rates for Asynchronous Courses	77%	73%	4%	70%	73%	72%	71%	73%
Course Success Rates for Synchronous Courses	74%	71%	---	---	71%	70%	71%	71%
Course Success Rates for Hybrid Courses	77%	73%	2%	72%	78%	80%	69%	73%
Course Success Rates for Face-to-Face Courses	78%	74%	3%	72%	73%	81%	74%	74%
% of enrollments resulting in "W" (withdraw rate)†	12%	13%	11%	11%	2%	7%	13%	13%
Fall to spring persistence rate for CAN home campus with ACE goals (degree, certificate, or transfer)	69%	66%	3%	64%	64%	65%	65%	66%
Fall to fall persistence rate for CAN home campus with ACE goals (degree, certificate, or transfer)	42%	40%	19%	34%	32%	36%	40%	40%

Completion Metric	Goal (2030)	Proposed new Standard	% change between 2019-20 and 2023-24	2019-20†	2020-21†	2021-2022	2022-2023	2023-2024
# of certificates of 16 or more units awarded by CAN	268	206	-5%	216	230	206	193	206
# of AA and AS degrees awarded by CAN	411	220	-40%	369	335	316	234	220
# of ADT degrees awarded by CAN	338	218	-14%	254	295	260	212	218
Average # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	83	99	0%	99	91	100	101	99
Average # of units earned among students who earned their first associate degree for transfer (AD-T) in the selected year and had completed at least 60 units	81	86	-5%	90	86	85	83	86
# of degrees earned 100% online	--	15	4800%	5	11	27	84	245
# of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer (Needed for ACCJC annual report. *students who transfer to a four-year college/university)	234	223	-30%	318	308	280	282	223
# of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer but who did not earn a degree	119	113	-30%	161	154	127	124	113
# of students who enrolled at a UC (Current year only includes Fall Enrollments)	76	63	-13%	72	83	85	77	63
# of students who enrolled at a CSU (Fall only)	140	117	-34%	176	134	142	117	117
% of students who began as ESL pre-transfer level students who completed an associate degree or certificate	7	7	-59%	16.9	12.4	14.3	14.5	7



### Institution Set Standards as of 2024-25

% of students who began as adult basic/secondary education (Adult Education) who completed an associate degree or certificate	2%	2%	-55%	5%	3%	5%	4%	2%
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Employment Outcome Metric*	Goal (2030)	Proposed new Standard	% change between 2019-20 and 2023-24	2019-20†	2020-21†	2021-2022	2022-2023	2023-2024
Licensure Examination Pass Rates (Radiologic Technology)	100%	1	5%	95%	100%	100%	98%	100%
Job placement rates (Radiologic Technology)	100%	1	0%	100%	100%	100%	100%	100%
# of students who were unemployed and became employed after exiting college	9	9	-25%	12	10	15	8	9
% of students who were unemployed and became employed after exiting college	73%	1	-25%	92%	56%	71%	80%	69%
# of CTE students employed in the fourth quarter after exiting	24	23	0%	23	19	25	14	23
% of CTE students employed in the fourth quarter after exiting	105%	1	4%	96%	95%	100%	100%	100%
Among students responded to the CTE Outcomes Survey and did not transfer % who reported that their job is closely or very closely related to their field of study	65%	1	-27%	85%	69%	78%	95%	62%
% of Exiting Students Who Attained a Living Wage (\$30+/hour)	43%	0	1%	28%	21%	35%	44%	28%

Student Equity & Achievement Program Dashboard	Goal (2030)	Proposed new Standard	% change between 2019-20 and 2023-24	2019-20†	2020-21†	2021-2022	2022-2023	2023-2024
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CCCCC Vision 2030 Goal

Definitions from ACCJC and Data Vista

† indicates academic years impacted by the COVID-19 pandemic

\*Respondents from the CTEOS Survey

PBC Serving as  
College Accreditation  
Oversight Committee  
ISER Sub-standards  
1.1 – 1.4

Presenters: Karen Engel, Dean of PRIE and Hyla Lacefield, Professor, Digital Art and Animation

[ISER Drafts, Sub-standards 1.1 – 1.4](#) were presented. Two Groups reviewed the sub-standards: Group 1 via Zoom and Group 2 in-person.

In the face-to-face breakout room, Dean Engel presented the draft sub-standards. The group recommended:

- Seek additional examples of how the institution demonstrates commitment to equity.
- Consider the recommendations of the Internal Equity Report from Asé and how they were integrated into the Educational Master Plan.
- Emphasis was placed on encouraging all members to review and provide feedback on all standards, even if the focus is on a specific one during each meeting. For instance,
- while today's focus was on Standard 1, issues related to instructional delivery primarily fall under Standard 2 and will be reviewed at IPC.
- It was suggested that Dean Engel and Professor Lacefield could present relevant standards related to the curriculum committee.
- The group discussed whether the institution's mission statement clearly reflects its character, values, structure, and diverse student demographics. It was confirmed that the mission is broad, encompassing the mission, vision, and values altogether, per ACCJC guidelines.
- Every five years, the mission is reviewed as part of the Educational Master Plan (EMP). In 2021-2022, the institution developed a new set of mission, vision, and value statements.
  
- Commitment to Equity & Anti-Racism: The new mission, vision, and values explicitly focus on equity and anti-racism, reflecting ACCJC's social justice policy. Several initiatives have been implemented to operationalize this commitment, including:
  - New Office of Equity. A Director of Equity was hired based on previous recommendations, demonstrating the institution's investment in equity. This is an example of resource allocation towards these efforts.
  - Cultural Center & Pride Center
  - Equity and Anti-Racism Planning Council
  - Faculty Teaching and Learning Center and Lounge
- It was suggested to include examples of how equity and anti-racism are integrated into the institution's daily practices, such as through faculty development and PD efforts.
- To assess the impact of these efforts, data from an internal equity scan, external scan, and the internal equity report were used. These documents provide insights into the barriers students face, particularly disaggregated data by student type (part-time/full-time). This data helps inform the college-wide work, particularly as it aligns with the institution's mission.
- Finalize how to describe equity initiatives and examples in future reports
- Discuss further integration of data and audits into mission evaluation
- Discuss where to include examples like listening forums in the narrative
- Review the annual EMP meetings and their role in continuous evaluation
- Ensure the narrative aligns with the new operational goals and initiatives

**Review of Compliance and Peer Review Process:**

- Discussion regarding Modesto College's experience with compliance issues, where they proactively tested their courses but found 35% of sections not meeting standards. This resulted in a negative review from the peer team.
- Columbia College, in contrast, did not proactively pull samples but passed without issue. The lesson shared was to be cautious when testing ahead of the peer review to avoid drawing attention to potential non-compliance.

	<p>The ISER Writing Team will return to the next meeting to facilitate a close reading of Sub-standards 3.1, 3.3, and 3.4.</p>
<p>Cañada Professional Development Planning Committee Bylaws Draft 2024 – First Read, Possible Action Item</p>	<p>Presenter: Anniqua Rana</p> <p><b><u>Professional Development Planning Committee Bylaws (Draft 2024):</u></b></p> <ul style="list-style-type: none"> <li>• The first read of the PD Committee Bylaws was presented. It was clarified that while it’s listed as an action item, it may not be acted upon after the first read.</li> <li>• The committee discussed the need for additional structure on who will be involved in the PD committee, which led to the drafting of these bylaws.</li> <li>• Review and provide feedback on the draft PD Committee Bylaws.</li> <li>• Continue discussions on compliance and peer review best practices at the next meeting.</li> </ul> <p>A motion to approve the item as presented. Moved by Gampi Shankar, seconded by Alex Claxton. Motion passed.</p>
<p>EMP Review 1.7 Increase Degree and Certificate Programs Available in Menlo Park and East Palo Alto</p>	<p>Presenters: Alex Kramer, Dean of Business Design Workforce Division, Jasmine Jaciw, Director of Workforce Development</p> <p><b>Enrollment and Marketing</b></p> <ul style="list-style-type: none"> <li>• A new marketing plan has been developed, working closely with Megan's team to increase visibility on social media platforms.</li> <li>• Community listening sessions, surveys, and meetings with local organizations have informed program offerings.</li> <li>• A marketing campaign launched in January 2024 with VisionPoint to boost enrollment.</li> <li>• Non-credit program enrollment has seen an increase, which is promising.</li> </ul> <p><b>New Business Pathway</b></p> <ul style="list-style-type: none"> <li>• The Menlo Park site will launch a stackable certificate pathway for the Business Information Worker program in Fall 2025, modeled after a statewide program.</li> <li>• Workshops will be offered in Summer 2025 to prepare students for success in this program.</li> <li>• The program is designed for entry-level business roles and will allow participants to upskill for various industries (e.g., healthcare, finance, education).</li> </ul> <p><b>Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Live in Peace: Potential for offering an apprenticeship program at their site.</li> <li>• Upward Scholars: Collaboration to offer an entrepreneurship program fully in Spanish this semester.</li> <li>• Belle Haven Community Center: Setting up bi-weekly or weekly office hours to increase community engagement and support.</li> </ul>
<p>EMP Review 2.10 Transform College Participatory Governance Processes</p>	<p>Presenters: Michiko Keoloha, Director of Equity, Gampi Shankar, Academic Senate President, Alex Kramer, Dean of Business Design Workforce Division</p> <p><b>Resource Allocation and Equity Lens</b></p> <p>The Equity and Anti-Racism Committee (EAPC) discussed resource allocation using an equity lens for the first time in Fall 2024. This included prioritization with personnel and resource allocations.</p> <p><b>Integrated Planning &amp; Anti-Racist Leadership Framework</b></p>

	<p>EAPC presented the <i>Transformational Anti-Racist Leadership Framework</i> to SSPC, with further subcommittee meetings planned to integrate it into data collection for closing equity gaps.</p> <ul style="list-style-type: none"> <li>• <b>Student Voice:</b> Efforts to increase student voice include involving five additional students from the Cultural Center in reviewing student services. Student Senate leaders are participating in program reviews with IPC and EAPC.</li> <li>• <b>Surveys and Data Collection:</b> Surveys conducted, results shared in committee meetings. These surveys aim to improve program reviews through an equity lens.</li> <li>• <b>Other</b> ongoing efforts include refining the instructional program review process to include a fair equity lens.</li> </ul> <p><b>Increasing Classified Participation</b> Efforts to increase classified participation in committees were discussed, with a focus on making committee sizes and structures more proportional to campus size. A subgroup within PVC is exploring this further.</p>
<p>EMP Review 3.12 Double the Number of Alumni Connected to Cañada's Alumni Organization by 2027</p>	<p>Presenter: Megan Rodriguez Antone, Director of Marketing</p> <p><b>Goal Achievement</b> The initiative to double the number of alumni connected to the college by 2027 has already been accomplished, with the goal achieved earlier than anticipated. The alumni database was built from scratch, allowing for easy growth moving forward.</p> <p><b>Alumni Intake Form</b> An alumni intake form was created to gather basic information from alumni, including contact info, graduation year, and interests in receiving updates about college events, career services, mentorship, and networking.</p> <p><b>Collaboration Across Campuses</b> The initiative expanded beyond the campus to include CSM and Skyline colleges, allowing alumni to select multiple campuses for updates. This collaboration makes sense given the district-wide student mobility.</p> <p><b>Promotion and Outreach</b> The form was launched in January and has been actively promoted through the President's Weekly Update, social media, LinkedIn boosted posts, and custom messages. Templates for alumni networks were also created to help share the form. Plans to include the intake form link in messages to the class of 2025 (and future classes) as they prepare to graduate.</p> <p><b>Current Progress</b></p> <ul style="list-style-type: none"> <li>• 25 form submissions received as of the latest update. The majority of submissions are from alumni who graduated between 2010-2020.</li> <li>• Alumni interest in networking, college events, and career services/mentorship is high, with a few additional specific requests for support and volunteer opportunities, including for undocumented community members.</li> </ul> <p><b>Suggestion:</b> a council member proposed pushing the alumni intake form to students nearing graduation (1-2 months before commencement) during registration or commencement-related events.</p>

<p>EMP Review 4.2 Build a Childcare Center</p>	<p>Presenter: Alex Kramer, Dean of Business Design Workforce Division</p> <p><b>Ongoing Collaborations</b></p> <ul style="list-style-type: none"> <li>• Regular meetings are taking place with LPA, Inc., the architectural firm contracted to support the design plans for the new CDC.</li> <li>• A CDC Taskforce, including representatives from across the district (Christina Brower, Maggie Barrientos from CSM, and Tina Watts from Skyline), is actively involved in the project.</li> </ul> <p><b>Construction Bid and Timeline</b></p> <ul style="list-style-type: none"> <li>• The initial bid process resulted in only one bidder, which was deemed too expensive (20% over budget). As a result, the decision was made to go out for bid again to ensure a fair process and attract more participants.</li> <li>• The new construction timeline is: <ul style="list-style-type: none"> <li>○ Mid-Spring 2026: Construction completion</li> <li>○ May 2026: Final touches (furniture and space activation)</li> <li>○ Fall 2026: Official center launch (delayed from Spring 2026)</li> </ul> </li> </ul> <p><b>Hiring Timeline for CDC Coordinator</b></p> <ul style="list-style-type: none"> <li>• The hiring process for the CDC Coordinator is planned as follows: <ul style="list-style-type: none"> <li>○ July 2025: Job advertisement</li> <li>○ August 2025: Interviews</li> <li>○ September 2025: Board approval of final candidate</li> <li>○ October 2025: Anticipated start date</li> </ul> </li> <li>• The CDC Coordinator will have extensive responsibilities, including licensing, fire department coordination, construction oversight, and staff recruitment.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue with the bid process and hiring timeline.</li> <li>• CDC Coordinator to begin work in October 2025 to oversee the completion and operational setup of the center.</li> </ul> <p><b>Questions/Discussion</b></p> <p>Christina Brower expressed excitement about the project and highlighted the need for flexibility with timelines due to potential delays.</p> <p>Alex Kramer confirmed that plans for the center are progressing well, and the team is eager to see the project come to life.</p>
<p><b>STANDING ITEMS</b></p>	
<p><b>Associated Students of Cañada College</b></p>	<p>No update was reported.</p>
<p><b>Classified Senate of Cañada College</b></p>	<p>Presenter: Gampi Shankar, Academic Senate President</p> <p>The first meeting of the semester is scheduled for next week. Topics to be discussed include:</p> <ul style="list-style-type: none"> <li>• Resource Request Job Prioritization</li> <li>• Creating a more efficient cycle for committee report-outs to ensure better communication and follow-up.</li> </ul>
<p><b>Academic Senate of Cañada College</b></p>	<p>Presenter: Alex Claxton, Classified Senate President</p> <ul style="list-style-type: none"> <li>• The first meeting of the semester took place about a week to 10 days ago, with another scheduled for next week.</li> <li>• The first meeting mainly focused on filling open committee positions, continuing regular operations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Exciting upcoming sessions are planned in the next few weeks to address ongoing issues.</li> <li>• The first meeting is this Friday, with a call for participation.</li> <li>• A new co-chair, David, has been appointed.</li> </ul>
<b>Planning Council Reports</b>	<p><b>SSPC Update</b> – Mayra Arellano, Director of High School Transition and Dual Enrollment</p> <ul style="list-style-type: none"> <li>• The program review cycle will close next Wednesday, February 12th. A presentation will be held to review programs that went through comprehensive program review. All interested members are invited to attend.</li> <li>• Dr. Karen Engel attended the SSPC meeting and has been actively gathering feedback from various groups.</li> <li>• Next Wednesday's meeting will include additional feedback from Dr. Engel, especially related to student services.</li> <li>• Focus on transformational anti-racist leadership continues, with support from Michiko to integrate this framework into the program review for the upcoming year.</li> <li>• The SSPC welcomes new members, including <b>listed</b>, who will be joining the committee next Wednesday.</li> </ul> <p><b>EAPC Update</b> – Michiko Kealoha, Director of Equity</p> <ul style="list-style-type: none"> <li>• <b>Culturally Responsive Mental Health PD:</b> Officer Zori Gomez collaborated with San Mateo County Health to organize a culturally responsive mental health professional development (PD) session. Thanks to Anika, Ellen, Roz, and Jackie for assisting with the all-day training during Flex Day. This is a significant step for the classified staff.</li> <li>• <b>Public Safety Officer PD:</b> EAPC unanimously recommended that all public safety officers be informed about how to access PD opportunities. This includes awareness of PD sessions tailored to officers working in street-level or jail environments, focusing on training for those transitioning to higher education institutions.</li> <li>• <b>Next Steps:</b> EAPC will continue supporting these initiatives and further discussions regarding PD opportunities for public safety officers.</li> </ul>
<b>President's Update</b>	<p>Presenter: Kim Lopez, Cañada College President</p> <p><b>Undocumented Student Support &amp; Awareness:</b></p> <ul style="list-style-type: none"> <li>• The district has developed a website for undocumented students and red cards to ensure awareness of roles and responsibilities related to these students on campus and in the community.</li> <li>• Training on the website was conducted during the January Flex Day, with plans to offer additional sessions in February or during future Flex Days.</li> <li>• As new information and changes emerge, the Chancellor's Cabinet is reviewing and disseminating updates as needed. Some impacts are being communicated directly to specific offices, and the goal is to keep the campus informed.</li> </ul> <p><b>Board of Trustees Meeting Update:</b></p> <ul style="list-style-type: none"> <li>• A mini study session on apprenticeship programs across the district will be presented at the next Board of Trustees meeting.</li> <li>• The session will update the Board on the apprenticeship program at King Arthur College, its status, and ongoing efforts.</li> <li>• Jasmine and David are preparing for this presentation</li> </ul>
<b>Matters of Public Interest and Upcoming Events</b>	No items
<b>ADJOURNMENT</b>	The meeting was adjourned at 4:03 PM
<b>Next Meeting</b>	The next meeting will be held on February 19, 2025