



Draft

PLANNING AND BUDGETING COUNCIL MEETING MINUTES

Wednesday, October 16, 2024

In-Person and Via Zoom

Regular Meeting: 2:10 – 4:00 p.m.

Members present: Alex Claxton, Gampi Shankar, Alicia Aguirre, Nick Carr, Karen Engel, Denise Erickson, John Fraire, Alexander Hernandez, Gina Hooper, Chialin Hsieh, Jacky Ip, Alex Kramer, Ray Lapuz, Kim Lopez, Rose Marie Mendoza Morrison, Ludmila Prisecar, Megan Rodriguez Antone, Sarita Santos, Chantal Sosa, Diana Tedone-Goldstone, Christopher Wardell, Junpei Yamaguchi

Members absent: Kassie Alexander, Mayra Arellano, Graham Sheardown, Julian Taylor, Junpei Yamaguchi, Jose Zelaya.

Guests and others present: Wissem Bennani, Maria Lara Blanco, Brianna Chavez, Salumeh Eslamieh, Justin Huskins, Jasmine Jaciw, Michiko Kealoha, Anniqa Rana, Sumathi Shankar, Kathleen Sullivan-Torrez, Ameer Thompson.

| AGENDA ITEM | CONTENT |
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| <p>Welcome, Introductions and Approval of Consent Agenda</p> | <p>ACTION: A motion to approve the Consent Agenda, including minutes from the October 2 meeting was made Alexander Hernandez and seconded by Dean Karen Engel. Motion passed.</p> <p>Comment: Gampi Shankar noted that there were no staffing updates presented at the October 2, however the link on the agenda was mistakenly linked to prior staffing updates.</p> |
| <p>Listening Session Highlights - North Fair Oaks and East Palo Alto (Wissem Bennani, Dean of Enrollment and Student Support Services)</p> | <p>As part of the community connections goal 3.2 in the College’s Educational Master Plan, the college held listening sessions in the community to share information about Cañada College to help strengthen ties to BIPOC communities in North Fair Oaks, Belle Haven and East Palo Alto. On April 30, 2024, the first listening session was held in North Fair Oaks. Dean Wissem Bennani reviewed the specific themes that arose from feedback that day, including understanding the historical context of the communities, youth engagement, cultural preservation, and collaboration/partnerships.</p> <p>On September 19, the second listening session was held in East Palo Alto. The College was more specific about strengthening ties to BIPOC communities in North Fair Oaks and Belle Haven. They want to increase the number of degree/certificate programs and general education courses offered at the Menlo Park site and other off-campus locations in East Palo Alto. The specific themes and issues from the EPA listening session, included economic vitality, education, health and wellness, and community development.</p> <p>Dean Bennani said there were about 80 attendees, including community members and staff between the two sessions. They are being intentional about learning what the needs are from community members so they can build recommendations. College leadership will then decide what can be done.</p> <p>Cañada is planning to hold a third listening session in Belle Haven in early spring 2025. Once they have feedback from all three sessions, they will report back to PBC.</p> <p>Comments:</p> <ul style="list-style-type: none"> Gampi Shankar asked about the composition of the audience. |

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| | <ul style="list-style-type: none"> ○ Dean Bennani said there were community organizations, such as JobTrain, the Ravenswood Middle School superintendent and high school representatives. It was a diverse group that attended including active community members politicians, city council members, school members, community partners from Boys and Girls Club, other school district boards, community members and youth coaches. ● Gampi Shankar asked about the strategic initiatives between the first Listening Session in North Fair Oaks and the second session in East Palo Alto. <ul style="list-style-type: none"> ○ Dean Bennani said the EMP identified specific underserved communities and Cañada is being intentional about going to each location and collecting the same information about what is needed. They will return to PBC with tangible, specific recommendations, which they will have after the last Listening Session. |
| <p>Spring 2024 Graduation Survey and Institutional Learning Outcomes Assessment Results (Karen Engel, Dean of PRIE and Justin Huskins, PRIE Student Assistant)</p> | <p><u>Institutional Learning Outcomes:</u> Dean Karen Engel said the College regularly assesses its Institutional Learning Outcomes (ILOs) by conducting an annual survey of students who are petitioning to graduate with a degree/certificate, as well as with the Community College Survey of Student Engagement (CCSEE), which is conducted every two years. The College also assesses program learning outcomes which all map to the College ILOs. The College’s current ILOs include: critical thinking, creativity, communication, community and quantitative reasoning. The ILOs were last updated around 2013.</p> <p><u>Graduation Survey:</u> PRIE Student Assistant Justin Huskins analyzed the annual survey of the graduates, which is posted on the PBC website. Of the survey respondents who graduated in spring 2024, 143 out of 466 (or 30%) responded. The respondents were generally representative of the graduating class with these exceptions: female completers were more likely to respond than male completers, degree completers were more likely to respond than certificate/no degree completers, and older completers were more likely to respond. This was the same trend as last year. Dean Engel said that while the survey was conducted in spring 2024, they did survey anyone who graduated at any time during the 2023-24 academic year.</p> <ul style="list-style-type: none"> ● Home campus students were compared to degree/certificate completers and Dean Engel pointed to a trend that they noticed last year. They looked at race/ethnicity and gender and noticed that Latino males are not completing at the rate they expect although there was a slight improvement in the percentage rate over 2022-23. Dean Engel pointed out that all male-identifying students are slightly under-represented among those completing degrees/certificates. ● They also noted that first-generation students are slightly less likely to complete a degree/certificate. ● Justin reviewed the types of awards earned by all completers and the most-earned type of award is a certificate at 36% and the least-earned award is an AS-T at 19%. This follows a similar trend to last year. ● There was a significant increase in the number of graduates who earned multiple degrees/certificates this year compared to last year with 26% earning multiple degrees/certificates in 2022-23 to 43% in 2023-24. Justin noted that the median units earned by degree completers dropped while the trend increased and he thought it might be good to look into. ● People were asked how many years they attended Cañada and about one third of graduates took three years or more. ● The degree completion rate of first-time cohorts was reviewed and 18% completed a two-year degree in three years or less. Statewide, 31% of first-time students completed their two-year degree in three years. <p>To measure ILOs, students were asked, “During my time at Cañada, I have improved my ability to...” and students provided their responses in various areas. They disaggregated by the</p> |

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| | <p>completer’s program of study and found more low ratings were given by students in social sciences, early childhood education, and interdisciplinary studies.</p> <p>When asked about the ILO on “conveying their ideas both orally and in writing”, the gap has narrowed significantly over last year for students earning Interior Design and STEM degrees and certificates.</p> <p>There was also a survey question asking students about the obstacles they experienced, which Justin reviewed.</p> <p>Students were also asked about one learning experience that helped shape who they are. Faculty were rated highly and some programs helped people improve their experience. They also credited the Learning Center tutoring, the diverse student body and the ability to ask for help with resources.</p> <p>PRIE applied the new accreditations standards to this. Standard 2.2 asks that we regularly design and deliver academic programs and support equitable attainment of learning outcomes and achievement of educational goals.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> • Alex Hernandez feels there might be communication issues around writing and speech, as well as organizational systems that are needed by students. He feels they may need help knowing what course work to prepare. • President Lopez asked Justin what he thought was surprising or interesting from his perspective. • Justin said he was surprised at the number of students getting multiple degrees, especially while the number of units also dropped. He felt the obstacles and improvements were what he would expect. When asked if he noticed any comments as to why students went on to earn multiple certificates and degrees, he said did not see anything specifically, but noticed that people liked their teachers and counselors and feels that possibly counselors may have encouraged students. |
| <p>Accreditation Town Hall Outcomes and Next Steps (ISER Writing Team: Diana Tedone-Goldstone and Hyla Lacefield, Faculty Accreditation Co-Leads and Karen Engel, ALO, and Dean of PRIE)</p> | <p>The Accreditation Town Hall that was held on the college-wide Flex Day on October 9 was well-attended and Diana Tedone-Goldstone said there was good feedback for Standards 1 and 2. They will look at the comments and incorporate them into the current draft. Diana reviewed the timeline.</p> <p>Dean Karen Engel said they hope to have completed a first draft by December for the steering committee to review. The drafts are also on the Accreditation website and people can continue to make comments or email the standard leads or Diana Tedone-Goldstone, Hyla Lacefield and Dean Engel. She noted that the accreditation questions and review criteria cannot be changed. Standards 3 and 4 will be reviewed at the next college-wide Flex Day on January 10, 2025. They will prepare a rough draft on that so people can provide feedback.</p> |
| <p>IEPI PRT Recommendations and Next Steps (Anniqua Rana, Dean of ASLT)</p> | <p>Dean Anniqua Rana talked about the Institutional Effectiveness and Partnership Initiative, which was offered through the state. Cañada applied and received approximately \$200,000 in funding and support with professional development. At the last Flex Day, there was a session for classified staff on equity and anti-racism for student mentors and peer mentors, Puente training and a session for counselors.</p> <p>Over the past year, the College has been committed to supporting staff and students. On October 2, about 50 people met with the IEPI PRT team and they provided feedback on all of the professional development the College is working on to make sure it has the impact they want.</p> |

Classified Staff: Classified professional development was highlighted. They want to address professional development gaps, provide equity-focused orientations and make sure there is enough funding for classified staff to be able to attend conferences.

- Jacky Ip said the Classified Professional Development Committee has worked to increase allocations from \$1,000 per conference and \$1,400 for tuition reimbursement to a combined allocation of \$2,500. This is a pilot program for 2024-25 only and they will look to see if they have funding to support it for future years. The allocation increases have been approved by the Chancellor, the President and the VP of Administrative Services and the President. Information has been shared by Classified Senate and the process is now updated on the classified website.
- Alex Claxton said the first EAPC anti-racism session focused on classified, so they will partner with EAPC to provide during Flex Day workshops in October and April when more classified will be able to attend. They also held their first classified orientation at the August Flex Day and hope to offer it again at the January Flex Day.

Dean Rana said the PDPC is seeking engagement and feedback. They will develop training modules for different categories of classified staff. The goal is to orient classified staff who are in a new position or who are interested in detailed positions or applying for other jobs so they have a clear idea of the work expectation, the technical aspect of the work and how the business office works. Dean Rana said the primary funds that are received from the state will be used for classified professional development.

Administrators: Training and onboarding for new administrators was held last summer. Vice President Hsieh said they held a learning community for new deans to train them on business office practices. For some of the sessions, division assistants were invited for training in various topics since they are supporting teams in their division. They will continue this process going forward.

Faculty: Doniella Maher has set up faculty orientations and mentorship opportunities for new faculty and enhancing teaching and equity practices. There have been district conversations about math.

- Ray Lapuz noted that one of the key highlights on Flex Day was math faculty from across the district having conversations about math. At the workshop, they talked about a particular pedagogy to help students learn math with “thinking” classrooms and Ray modeled it for faculty. It is a faculty learning profile (FLP) and they incorporated it into the AB 1705 project that they are working on. He did his teaching demo at a high school and they are hoping to use that process to see how they can improve teaching in light of AB 1705 around Calculus.

Dean Rana reviewed the action items:

- Integrate equity and anti-racism
- Onboard faculty, staff and administrators with ongoing support
- Track and assess participation in professional development

Comment:

- Karen Engel asked if the English department might consider professional development like this for faculty.
 - Salumeh Eslamieh said they were going to hold an “open house” model this semester where faculty would go into each other’s classrooms. Since there are some new full-time and part-time faculty, semester, they would instead like to hold a three-part retreat where they would acquaint one another with their values and best practices. They would hold the “open house” next semester.

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| <p>Equitable Placement and Completion Presentation: Chialin Hsieh, Anniqua Rana, Professor Ray Lapuz; Professor Gampi Shankar; Ron Andrade, Director of Student Support; Professor Salumeh Eslamieh; and Dean Karen Engel)</p> | <p>Dean Engel said legislation requires that students take transfer-level English and math in their first year if they are transfer-seeking. The PRIE Office did an analysis to see if students were completing. The Promise Outreach teams worked with 119 students who had yet to complete English and 165 students who had yet to complete math. The responses were varied with some students who may not have been in the system yet, and some whose transcripts had not come into our school yet. Some students expressed anxiety around math, some were unclear that they needed to take these classes early in their career, some had not yet been able to work the course(s) into their schedule.</p> <p>Dean Rana said they just received \$300,000 in funding and it will be used for faculty professional development and leadership in this effort.</p> <p><u>English:</u> Since receiving the grant, Salumeh Eslamieh said they are focusing on faculty collaboration and PODs (professional and organizational development) around English as well as Writing Center and Learning Center orientations. Equitable assessments have been the focus of discussions. She reviewed the AB 1705 grant implementation for English. In spring 2024, they focused on the use of the Writing Center resources and also retention specialists. In fall 2024, they are doing faculty retreats for new faculty and adjuncts, Writing Center workshops in specific classes and lessons, embedded tutoring programs and holding faculty office hours in the Learning Center. With retention specialists, there will be multiple class visits to connect students to support staff and also work with students who are in Early Alert or otherwise need support. They worked with other district faculty on Flex Day to talk about teaching practices and strategies.</p> <ul style="list-style-type: none"> • Dean Rana said they may use internal successful models, such as the Promise Passport, as an incentive for students. They may use an iteration of that outside of the Promise Program. She said they are using some of the funds to hire people with expertise in contract grading and Puente practices. <p><u>Math:</u> Sumathi Shankar talked about the all-day workshop on October 9 Flex Day, which was attended by faculty from all three colleges, part-time faculty, high school faculty and tutors. She talked about Math 851 and Math 251, which is the support class for Calculus 1 and is a two-credit corequisite. She said they tried two different types of the corequisite model. One is the “hard-linked” version and the other is the “soft-linked” version. She is teaching the “soft-linked” class with half of her students just taking Calculus and a few taking the support class with Math 251. She meets with students for about one hour after class ends and students can talk about difficult concepts, homework problems and other topics that they are having difficult, so students get to choose what they want to work on.</p> <p><u>Math Jam:</u> Ray Lapuz said their math instructional aide, Jason Ramos, has periodic workshops for students at various times during the semester and that is their new model for Math Jam. They hey plan which workshops would be held and when. They also encouraged their faculty to have their office hours at the STEM Center so there is a regular, stable time where students can come for help. With the help of Ron Andrade, they are building a study skills course called “Just In Time Math” that is broad enough to cover not only math topics for math students, but also students in courses that utilize math, such as MEDA and Chemistry.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> • Dean Rana hopes that people will attend Flex Day sessions and also encourage faculty and program leads to promote academic and retention support. • President Lopez asked how long the College will be able to do this work and Dean Rana said the funding allows for two more semesters and they may need to look at other grant funding. |
| <p>STANDING ITEMS</p> | |
| <p>Associated Students of Cañada College</p> | <p>No update was reported.</p> |

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| Classified Senate of Cañada College | Alex Claxton said the Classified Senate is starting its gift basket raffle collection. Baskets are due by November 1. People can buy raffle tickets and all proceeds fund student scholarships. Baskets will be displayed in the Bookstore starting on November 6 and people can purchase raffle tickets there. If there are questions, please talk to Alex, Sarah Cortez or Alyssa Lucchini. |
| Academic Senate of Cañada College | <p>Gampi Shankar provided the following report:</p> <ul style="list-style-type: none"> • There have been detailed conversations taking place on class cancellations at DPGC and at District Academic Senate meetings. The operations are being discussed and there will be an important meeting on November 4 where there will be a recommendation prepared for board approval on November 20. • The compressed calendar has been discussed again by the campus Academic Senates and the District Academic Senate. It could take quite a while, but they are trying to move it forward. • A resolution was passed on a Title IX issue across local and district Academic Senates. There are a lot of implications across our campus, including one of the campus' participatory governance committees. • Two positions have opened on campus: A Counseling position to replace Articulation Officer Gloria Darafshi, who is retiring in December. The second position is common course numbering position that also has release time associated with it. • A faculty survey on online education preferences was sent a few weeks ago to faculty and students. A reminder will be sent out since the survey is due by October 31. |
| Planning Council Reports | <p>IPC: Diana Tedone-Goldstone reviewed the agenda topics for the upcoming IPC Meeting on October 18 from 9:30-11:30am. Topics include: POCR update, OER ZTC update, onboarding new employees, and more. A link to the agenda may be found here: https://canadacollege.edu/ipc/2425/ipc-agenda-10-18-24.pdf</p> <p>SSPC: No update was reported.</p> <p>EAPC: The EAPC has not met since the last PBC meeting on September 18, so there was no update. They will hold their next meeting on October 22.</p> |
| President's Update | The Board of Trustees will hold its next meeting on October 23 at the East Palo Alto City Council Chambers. The meeting starts at 6:00 p.m. and Cañada's one-hour presentation begins at 6:30 p.m. The meeting will also include a State of the City address by the mayor of East Palo Alto. This meeting will be a template for all future board meetings that are held out in other San Mateo County communities. |
| Matters of Public Interest and Upcoming Events | <p>President Lopez announced the following:</p> <ul style="list-style-type: none"> • The Latinx Speaker Series will be held tonight, October 16, in Building 9, Room 9-154 at 5:00 p.m. • The campuses and district office will participate in the Great Shakeout Drill on October 17 at 10:17 a.m. • There will be a ribbon cutting event at the new College of San Mateo Coastside Center on October 17 at 4:00-5:30 p.m. • Preparations are underway for Día de los Muertos and there is a preview party at the San Mateo History Museum in Redwood City on October 18 from 7-9 p.m. |
| ADJOURNMENT | The meeting was adjourned at 3:43 p.m. |
| Next Meeting | The next meeting will be held on November 6, 2024. |