Draft

Cañada College

PLANNING AND BUDGETING COUNCIL MEETING
MINUTES
Wednesday, March 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, , Karen Engel, Denise Erickson, Lizette Bricker, Chialin Hsieh, Jacky Ip, Ray Lapuz, Kim Lopez, Rose Marie Mendoza Morrison, Ludmila Prisecar, Gina Hooper, Jose Zelaya

Members absent: Megan Rodriguez Antone, Graham Sheardown, Chantal Sosa, Christopher Wardell, Kassie Alexander, Sarita Santos, Junpei Yamaguchi, Julian Taylor, Alex Kramer, Nick Carr

Guests and others present: Hyla Lacefield, Kat Sullivan-Torrez, Wissem Bennani, Ron Andrade, Ameer Thompson, Lisa Palmer, Gonzalo Arrizon, Mary Ho

AGENDA ITEM	CONTENT
Welcome, Introductions and Approval of Consent Agenda	ACTION: A motion to approve the Consent Agenda, including minutes from the February 19, 2025 meeting. Motion passed unanimously.
EMP 1.15 Create and Scale the First Year Experience Program	Presenters: Ron Andrade, Director of Student Support Presentation **Educational Master Plan 1.16** Create and scale the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts. CREW Activities and Timeline 　　·　Take inventory of current activities – Fall 2024 　　·　Outline desired FYE elements – Fall 2024 　　·　Identify gaps and opportunities to further FYE outcomes – Spring 2025 　　·　Complete Gap analysis and develop FYE expansion plans – Spring 2025 Regular and Recurring Activities 　·　Super Registration events recruitment into programs 　·　First semester Counseling and SEP by major (program maps) 　·　Pre-semester orientations, classes, and workshops 　·　Welcome Week Plans for AY 25-26 　·　Promise CRER 401 the first week of August that ends with a day of resources 　·　Interest Areas resource request for budget augmentation to expand welcome activities 　·　First year milestone print/digital material

| EMP 2.7 Provide Comprehensive On-boarding for All New Employees | Presenter: Anniqua Ran, Dean ASLT and Michiko Kealoha, Director of Equity

[Presentation](#)

Overview
The meeting provided an update on the initiative to create comprehensive onboarding for all new employees, a shared responsibility.

Focus Areas

- Equity Onboarding Initiatives:
  Michiko was introduced to present updates on the work done so far with the Equity group regarding onboarding.
- Other Projects:
  Following the equity initiatives, the discussion moved on to other ongoing onboarding projects.
- Bringing it All Together:
  The meeting ended with a summary of how the various onboarding initiatives are being integrated into one cohesive process.

Identified Gaps and Solutions

- A gap was identified in the level of support classified employees receive in onboarding compared to faculty.
- A consultant has been hired to help develop materials and processes for classified employee onboarding.

Business Office Onboarding

- Ludmila shared efforts to streamline business office onboarding for classified employees and management, including the creation of written processes and training.
- A short-term program specialist was hired to help create and organize training materials, aiming to improve the accessibility and organization of onboarding resources.

Next Steps and Timeline

- Using additional state funds, a team will be formed to bring all onboarding elements together, with a focus on equity, materials, processes, and training.
- The goal is to develop a comprehensive structure for onboarding and professional development by Spring 2026, with ongoing assessment and improvement.

Follow-up Items

- Continue development and integration of onboarding materials and processes.
- Organize and store training resources for better accessibility.
- Return with updates in Spring 2026. |

| EMP 3.2 Reach New Community Members in N. Fair Oaks, Belle Haven, and East Palo Alto, Especially BIPOC communities | Presenter: Wissem Bennani, Dean of Enrollment Services

[Presentation](#)

Update on Listening Sessions

Wissem Bennani provided an update on efforts to reach new community members in North Belle Haven, East Palo Alto. The group initiated listening sessions in Spring 2024 to gather community feedback for informed decision-making:

❖ **Northfield Oaks:** 1st session on April 30, 2024
❖ **East Palo Alto:** 2nd session on September 19-20, 2024
❖ **Belle Haven:** 3rd session on February 20, 2025

Community Feedback Themes

• **Northfield Oaks**

▪ Build trust through long-term commitment and transparency.
▪ Expand equitable access to resources and services.
▪ Invest in comprehensive youth support and empowerment programs.
▪ Prioritize authentic community engagement and partnerships.

• **East Palo Alto**

▪ Increase access to education.
▪ Strengthen community partnerships.
▪ Focus on mental health and well-being.
▪ Promote economic development.

• **Belle Haven**

▪ Focus on community-based services and events, such as utilizing local spaces and hosting workshops.
▪ Provide educational support, including ESL classes and financial literacy workshops.
▪ Increase accessibility to transportation.
▪ Collaborate with community partners for outreach and engagement.

Next Steps and Suggestions

• Wissem Bennani offered to share a slide deck and additional details on the feedback received.
• Kim Lopez emphasized the need for better marketing of Menlo Park Center courses, particularly in Belle Haven, as the community was unfamiliar with the offerings.

Follow-up Items

• Share the slide deck with attendees.
• Incorporate marketing of Menlo Park Center courses into Belle Haven outreach efforts. |

EMP 3.8 Strengthen Transfer Support Services to Increase Transfers	Presenter: Max Hartman, Dean of Counseling; Gonzalo Arrizon, Program Supervisor of the Colts-U Transfer Center; and Mary Ho, Director of Post-Secondary Success. **Overview of EMP 3.8:** **Objective:** Increase university pathways by 35%, achieve transfer readiness, and reduce the transfer equity gap for low-income, first-generation, and BIPOC students by 2027. **Focus:** Building a transfer culture at Cañada College with a dedicated Transfer Center. **Accomplishments** • Transfer Center: Fully operational since Fall 2023 in Building 9, Room 106, as a central hub for transfer services and student engagement. • Staffing: Includes a Program Service Supervisor, Director of Post-Secondary Success, Transfer Pathway Coordinator, and dedicated transfer counseling. • Student Engagement: Nearly 5,000 students served; 3,000+ students engaged through a Canvas shell for event updates. • Transfer Activities: Successful events include Transfer Month (October) and Transfer Recognition (Spring), raising awareness and recognizing students. • Increased Applications: Slight increase in CSU applications (600+ students in 2023-2024). **Persistent Challenges** • Equity Gaps: Despite progress, persistent equity gaps remain, especially among disproportionately impacted and BIPOC students. • Culturally Responsive Support: The STAR Transfer Pathway Program continues to focus on providing culturally relevant transfer support, particularly for first-generation students. **In Progress** • College Transfer Plan: Development of a new 3-year college transfer plan, incorporating data collection, new initiatives, and the continuing success of the Transfer Center. • Data Collection: Focus on streamlining data collection to track engagement and measure the impact on disproportionately impacted students, especially for workshops and counseling services. • Transfer Alumni Connections: Building out alumni connections as part of a broader community connection strategy. **Next Steps** • Finalize the new transfer plan. • Continue collaborating with other programs to enhance transfer support. • Explore additional initiatives and strategies to address equity gaps. **Follow-up Items** • Continue to expand and improve transfer support services. • Develop and implement strategies for more effective data collection and analysis.

| EMP 3.11 Create and Expand Career Exploration Experiences for Students | Presenter: Ron Andrade, Director of Student Support

Educational Master Plan 3.11
Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities.

Overview of Career Work Group Initiatives:

- **Reimagining Career Work Group (December 2023):** Focused on career exploration and work-based learning, emphasizing the importance of interest areas.
- **Key Activities**

  - Speaker Series
  - Employer Visits and Job Shadowing
  - Job Placement Assistance
  - Industry Tours

Employer Engagement

Industry Tours and Job Shadowing: Notable activities led by Mesa and STEM areas, including site visits and employer engagement.

Career Fairs and Employer Interactions:

  - Career center serves about 290 students annually.
  - Fall 2024: 28 employers participated in job fairs; Spring 2025: 35 expected
  - Recruitment Wednesdays allow employers to engage with students individually.

Speaker Series

- Format: Late-night interview-style events featuring speakers who share their career journeys.
- Fall 2024 Speakers

  - Ziad: Successful entrepreneur (father of a student).
  - John: Cañada alum, water resources engineer.

- Future Plans: Looking for additional speaker suggestions, with events already scheduled for next fall.

Challenges

- Data Tracking and Monitoring: Difficulty in consolidating and tracking data from multiple areas.
- Scaling Work-Based Learning: Issues with the cancellation of the late program, but ongoing efforts to adapt.
- Staffing: Limited resources with Bob Hake as the sole point person for employer engagement and tracking.

Discussion on Workforce Development |

	- Challenge: Limited personnel dedicated to employer engagement and data tracking. - Suggestion: Explore partnerships with job training programs to improve student job placement and engagement. - Proposal: Partner with workforce development organizations that specialize in job placement to scale efforts more efficiently, rather than hiring additional staff. **Next Steps** - Continue engaging with employers and expanding work-based learning opportunities. - Explore collaboration with job training partners for job placement support. - Seek additional speaker suggestions for upcoming events. **Follow-up Items** - Explore partnership opportunities with workforce development organizations. - Identify strategies to improve data tracking and scaling of work-based learning programs.
ISER Sub-standards Review 3.5, 3.6, 3.7, 3.8	Presenter: Karen Engel, Dean of PRIE, Ludmila Prisecar, VPSS, and Hyla Lacefield, Faculty Accreditation Lead & Professor, Digital Art & Animation Standard 3: Draft Infrastructure and Resources **3.5: Institution Mission and Goals as Foundation for Financial Planning** **The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.** - Discussed how the institution aligns its mission and goals with financial planning, ensuring stakeholder participation in fiscal decisions. - Evidence: Hyperlinked reports and supporting documents, including participatory governance structure and resource allocation decisions. - The Planning and Budgeting Council (PBC) plays a central role in decision-making. - Notable example: Chemistry department's request for a new faculty member aligns with mission and student outcomes. - The President's criteria for decisions are tied to the college's EMP (Educational Master Plan) and district priorities. - Process for non-personnel requests involves careful review at the division level before being vetted by PBC. Presenter: Ludmila Prisecar: Standard 3.5, page 16 "*District Financial Planning* To develop financial plans and create detailed budgets, college financial staff work closely with district personnel to follow clearly defined policies and procedures for transparent financial planning in budget development and to provide constituent groups with an opportunity to participate in developing plans through the participatory governance process. The District Committee on Budget and Finance (DCBF), a subcommittee of the District Participatory Governance Council, is a District-wide participatory governance committee with representation from all constituencies at the three colleges. Members review the District general fund budget, state budget, revenue projections, budget assumptions and the resource allocation for the District's tentative and final adopted budgets along with the District's annual budget and

planning calendar. DCBF makes recommendations to the Chancellor and Board of Trustees on resource allocation policies and budget processes. DBCF receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. The Committee meets regularly on zoom during the fall and spring semesters. Meeting minutes, agendas, and reports are posted on the DCBF website."

3.6: Integrity and Responsible Use of Financial Resources

The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

External Audits and Controls

The District also engages the services of independent external auditors to conduct annual audits during which internal control processes are evaluated. District and College staff use audit findings, commendations and recommendations for areas of improvement to strengthen and improve existing internal control processes and implement new ones. The annual audit report is available on the District website.

- Reviewed the district's internal and external control mechanisms, audits, and financial management practices.
- Internal Audit Group: Ensures compliance with updated processes and policies.
- Examples: Procurement card usage and inventory controls.
- The district's internal audit plan was discussed, with an emphasis on purchasing department audits.
- Banner system helps ensure budgetary compliance and tracks expenditures accurately.
- Approved expenditures require multiple layers of approval, from deans and business officers to the district level.

District Collaboration

- Strong collaboration with the District Committee on Budget and Finance to ensure that financial updates, including mid-year budget reports, are communicated effectively.
- Resource allocation model linked to projections for the next three years to maintain alignment with educational goals.

Actions

- Review and link additional evidence to the reports.
- Continue monitoring internal and external compliance via audits and procurement tracking.

Follow-up Items

- Members, please review Sub-standards 3.7 and 3.8 if time allows.

Participatory Governance Evaluation	Presenter: Karen Engel, Dean of PRIE Presentation and PBC Bylaws **Purpose and Overview**

- It's time for the annual evaluation of participatory governance committees, as required by the bylaws. The evaluation typically involves a campus-wide survey sent out in April and analyzed over the summer.
- The goal is to assess the effectiveness of governance committees and improve processes.

Survey Process

[The Participatory Governance Evaluation Survey Instrument](#)

- The survey gathers feedback on various topics, including:

  - Committee effectiveness and alignment with bylaws
  - Participation levels and clarity of roles
  - Awareness and engagement with budgeting, program review, SLOs, PLOs, and assessments

- The survey also asks about where individuals participated and whether those groups were consistent with their responsibilities per their bylaws

Survey Updates

- Last year, some improvements were made to the survey. This year, there's a suggestion to remove questions related to the EAPC pilot program, as it is no longer in use.
- The survey is available on the website, and the link was shared in the chat for review.

Alternative Approaches

- There was a discussion about alternatives to the survey, such as self-assessments during participatory governance meetings (e.g., Academic Senate, IPC, Classified Senate, BBC).
- While a self-assessment in meetings might be useful, it may miss feedback from disengaged individuals, which is a key focus of the survey.
- Combining both the survey and in-meeting assessments was proposed.

Next Steps

- The Council agreed to revisit the survey in two weeks for final edits and approval before sending it out in April.
- A suggestion was made to revise the response scale to avoid the "don't know" option from skewing results, which was identified as an issue last year.

Follow-up Items

- Review the survey and provide feedback.
- Finalize the survey in two weeks for approval.

	## PBC Responsibilities in our bylaws In the Spring of each year, the Office of Planning, Research, and Institutional Effectiveness works with the PBC to develop an evaluation tool (survey instrument, or other) to gauge the effectiveness of the College's participatory governance committees and processes. The goal of this evaluation is to ensure continuous quality improvement. In the Fall of each year, the Dean of PRIE or designee presents the results of the evaluation to the PBC and share the results broadly with all college constituents for discussion and deliberation. The Committee will revisit this item in two weeks
Review a New Element Required in the ACCJC Annual Plan Rubric	Presenter: Karen Engel, Dean of PRIE [ACCJC's new Transparency and Storytelling Self-Assessment Rubric- PRIE's self assessment](link) **Annual Report Submission** - The ACCJC requires an annual report alongside the ongoing self-evaluation. This year, the focus is on transparency in institutional outcome data. - A regional meeting at Skyline on April 1st will offer more details on transparency efforts **Self-Assessment Discussion** - The self-assessment will rate how transparent the data is. Categories are rated 0, 1, or 2, with 2 indicating best practices. **Data Accessibility:** - The current website doesn't provide a direct link to institutional outcome data on the homepage. - Proposed solution: Add a link on the homepage for easier access. - Hyla Lacefield offered to bring this up in her user experience class for further suggestions. **Recency and Context** - Data should be recent (within 2 years), contextualized, and easy to understand for users. - Suggested improvement: Add brief explanations under dashboards about the data and the cohorts it considers. **Disaggregation** - The college does well in disaggregating student achievement data across various demographics, thanks to efforts from Alex and the team.

Storytelling

- New accreditation expectations require "storytelling" around data—how the college is addressing equity gaps and improving student outcomes.
- There is a need for institutional reflection on achievements and a desire to continue improving.
- Currently, there is minimal storytelling around student achievement on the website.
- Proposed action: Add storytelling and contact information for users to learn more, starting with program pages.
- Kim Lopez emphasized that this is an area where the college could excel and suggested Alex and Lizette attend the regional meeting to learn best practices for implementation.

ACCJC — ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

The Rubric for Effective Institutional Outcome Transparency provides a mechanism for institutions to review and self-score their publicly available student achievement data story. As part of the Annual Report submission process, institutions are asked to evaluate their Institutional Outcome Transparency according to the criteria presented in this rubric.

Select the scores that best represent your institution's website and enter the total in question #12 in the Annual Report. Then indicate what improvements will be implemented to improve the score, if applicable.

Rubric for Effective Institutional Outcome Transparency

	0	1	2
Data Accessibility	There is no prominent link on the home page of the college website, however the college does have a public page that contains student achievement data.	There is a link on the home page of the college website, but it is either not clear and/or the link title is not intuitive and approachable for a student who is exploring the college.	There is a link on the home page of the website where the college deliberately invites students to explore institutional outcomes. The link is intuitively named such that students and parents would be compelled to explore the information.
Recency and Context	Published data is more than three years old.	Published data are between two and three years old. There is some explanation of why the student achievement data are present, what it being measured, and how it is used by the college.	Published data are less than two years old, contextualized, labeled, and annotated to facilitate understanding by appropriate users. Any presented metrics are accompanied by cohort descriptions. Language used in the presentation of data is at the average public reader level.
Disaggregation	Student Achievement data is not disaggregated as appropriate for the College mission.	Some student achievement data is disaggregated; however, it is either minimal or inconsistent with the College mission.	Student Achievement data are meaningfully disaggregated as appropriate for the College mission
Reflection and Storytelling	There is minimal to no reflection by the college regarding the student achievement results presented in the data.	There is some reflection on the meaning of the data. Student achievement data is accompanied by some institutional storytelling about how the College is addressing the published achievement information.	Student achievement data are meaningfully interpreted and includes institutional reflection on how well the college is doing with respect to the presented information. The reflection conveys a desire to continue to improve in the interest of equitable student achievement. The data are accompanied with institutional storytelling about both student achievement/learning outcomes and the effort the college continues to make in the interest of equitable student achievement. Storytelling is accompanied by contact information for users to engage, ask additional questions, or seek further clarification.

Next Steps

- Alex and Lizette will attend the meeting on April 1st and bring back examples and strategies to improve storytelling and transparency.
- Further discussions will follow to enhance these efforts.

STANDING ITEMS	
Associated Students	No update was reported.
Classified Senate	Alex Claxton, Classified Senate President

Upcoming Meeting

- The Classified Senate will meet next on April 12th.

Election Cycle

- The election cycle will begin in early April to fill open positions. This will allow for a smooth transition for those leaving their roles.
- Positions open for election include:

  - President (term ending)
  - Treasurer
  - 2 Activities Co-Coordinators

Committee Vacancies

- After elections, there will be a need to fill additional vacancies in governance committees as members transition out. This will be part of future updates for upcoming PBC meetings.

Next Steps

- The process for filling committee vacancies will continue through April and May. |
| **Academic Senate** | Gampi Shankar, Academic Senate President

Academic Senate Elections

- Elections will be held for the Vice President and President positions in the Academic Senate. New members are expected to step in, with updates in the coming weeks.

FSE Program

- The PIV process for the Funeral Services Education program is nearing completion. After this week's meeting, it will go to the IPC and then proceed for recommendations to the President.

Workplace Violence Prevention Plan

- Discussion on the Workplace Violence Prevention Plan (SB 553) mandated by California State law. The district is working on a unified approach, and efforts are ongoing to ensure compliance.

Faculty Evaluation Software Proposal |

	• Skyline proposed a unified faculty evaluation software system, which was approved by their Senate. CSM showed some interest, but there was little enthusiasm from Cañada. The proposal may stall, with other campuses potentially moving forward with it.
Planning Council Reports	**IPC Update –** Lisa Palmer • IPC will host program review presentations on Friday, March 21st, from 9:00 AM to 11:30 AM. • Faculty encourage participation as it provides an opportunity to discuss achievements, program expansion, and efforts. • Attendance is appreciated, and faculty value support and engagement from the community. **SSPC Update** - Mayra Arellano will email the updates **EAPC Update** – no major updates
President's Update	Kim Lopez, Cañada College President • The chairing of the Skyline Presidential Committee has concluded the first level of interviews. Finalists will be announced soon, with forums and final interviews scheduled. The goal is to have a permanent president by July 1st. • Chairing the Kauai Community College Peer Review Team for ACCJC, with preparation underway for the in-person ICER review team meeting in LA in 10 days. The site visit is scheduled for September. • Annual CEO convening is next week, where there will be a focus on FAQs from the Department of Education related to the Dear Colleague letter. The convening will include discussions with peers and the State Chancellor's office to understand the implications for California community colleges. Highlights will be shared next week.
Matters of Public Interest and Upcoming Events	No items
ADJOURNME NT	The meeting adjourned at 3:57 PM
Next Meeting	The next meeting will be held on March 19, 2025