

**PLANNING AND BUDGETING COUNCIL MEETING
MINUTES**

Wednesday, October 1, 2025

In-Person and Via Zoom

Regular Meeting: 2:10 – 4:00 p.m.

Members present: Gampi Shankar, Maria Huning, Lisa Palmer, Olivia Cortez, Nick Carr, Alicia Aguirre, Julie Luu, Denise Erickson, Shanda DeRosans, Roz Young, Rose Marie Mendoza Morrison, Chantal Sosa, Julian Taylor, Alex Kramer, Karen Engel, Chialin Hsieh, Lizette Bricker, Ludmila Prisecar, Kim Lopez, Michele Rudovsky

Members absent: Kassie Alexander, Andric Slede, Christopher Wardell, Jose Zelaya, Megan Rodriguez Antone

Guests and others present: Michiko Kealoha, Kiran Malavade, Wissem Bennani, DeVon Scott, Jasmine Jaciw, Kat Sullivan-Torrez, Brianna Chavez

AGENDA ITEM	CONTENT
Welcome, Introductions and Approval of Consent Agenda	ACTION: A motion to approve the Consent Agenda, including minutes from the September 17, 2025 meeting. Moved by Lisa Palmer, seconded by Alex Kramer. Motion passed.
Cañada Capital Improvement Program (CIP) Updates	Presenter: Michele Rudovsky, Chief Facilities & Operations Officer, District Office  Budget \$25,000,000 Project Scope - Update classrooms, labs, and faculty offices to accommodate the academic needs of the programs. - Code compliant modifications to all restroom facilities, corridors - Final ERCCS test was completed. Awaiting Fire Marshal final approval. (ERCCS is City/County Emergency Services communication system) Schedule - Complete and occupied - In close out phase of the project   

Cañada College Child Development Center Project

Budget \$14,500,000

Project Scope

- New modular buildings and playgrounds
- Site work to incorporate a new ADA path of travel from campus and fire turn-around lane

Schedule

- Fall 2024 – Q2 2026
- Construction documents (CDs) are at the Division of the State Architect (DSA) for permitting review
- Anticipate DSA stamp out and bid process to occur Oct-Nov 2025.



"FACILITIES EXCELLENCE"

3

Cañada College Building 3 Mechanical Systems Upgrade Project

Budget \$650,000

Project Scope

- Replace exterior doors
- Replace 2 existing different sized cooling tower condenser pump motors with 2 variable frequency drives (VFD) pump motors that are of equal size for greater efficiency and soft start
- Modify existing MERV 13 air filter bank frame for more efficient filter maintenance
- Replace 3 existing air handler unit (AHU) fan motors with VFD motors.
- Replace 3 existing cooling tower motors and VFD

Schedule

- To be Determined



Cañada College Athletic Fields Replacement Project

Budget \$4,000,000

Project Scope

Replace soccer and baseball synthetic turf fields, ADA improvements as DSA required. If budget allows, new baseball and dugout padding, new windscreen and backstop wood replacement as needed, and new netting.

Schedule

Design – Closeout: August 2025 – July 2026,
Soccer Jan-Feb 2026, Baseball Jun -Sept 2026



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Cañada College Hillside Erosion Temporary Repairs Project

Budget \$85,000

Project Scope

- Repair and secure erosion adjacent to the Loop Road Hillside and above the Farm Hill Apartment.

Schedule

- 2025 Received 2 bids, bid evaluation, and contract award
- 2026 Work to begin



Cañada College Scheduled Maintenance

Projected Districtwide Scheduled Maintenance Needs FY 2024/2025 - FY 2033/2034

Fiscal Year	Projected Amount
FY 2024/2025	\$ 28,579,204
FY 2025/2026	\$ 53,105,000
FY 2026/2027	\$ 46,650,000
FY 2027/2028	\$ 24,365,000
FY 2028/2029	\$ 3,675,000
FY 2029/2030	\$ 3,500,000
FY 2030/2031	\$ 17,000,000
FY 2031/2032	\$ 4,500,000
FY 2032/2033	\$ 21,500,000
FY 2033/2034	\$ 20,000,000
Total Scheduled Maintenance Needs Over Ten Years	\$ 222,874,204

Cañada College Scheduled Maintenance

Detail - Projected Scheduled Maintenance Project Needs		
FISCAL YEAR	PROJECT	Projected Amount
FY 24/25	CAN Sports Field Replacement	\$ 3,500,000
FY 24/25	CAN B9 Emergency Lighting System Replacement	\$ 350,000
FY 24/25	CAN B3 Cooling Tower Maintenance Upgrades	
	CAN B3 Fan Motors Replacement	
	CAN B3 AHU Retrofit and VFD Install	
	CAN B3 Perimeter Doors Replacement	\$ 831,204
FY 24/25	CAN B18 MCC Upgrade	\$ 250,000
FY25/26	CAN B2 Duct and Roof Replacement	\$ 250,000
FY25/26	CAN B3 Elevator Maintenance and Repair	\$ 750,000
FY25/26	CAN B5/6 VFD Replacement	\$ 50,000
FY25/26	CAN B7 & B32 Sewer Lift Station Pump Replacement	\$ 100,000
FY25/26	CAN B8 MPOE Waterproofing	\$ 1,000,000
FY25/26	CAN B5, 16, 17, 18 Roof Replacement	\$ 1,000,000
FY25/26	CAN B3 Central Plant Motor Control Center Upgrade	\$ 650,000
FY25/26	CAN Master Clock Replacement	\$ 150,000
FY25/26	CAN B5/6/8/16/18 Window Replacement	\$ 2,000,000

District Wide including Cañada College Scheduled Maintenance

FY24/25	DW Electric Vehicle Charging Stations Expansion/Replacement	\$ 250,000
FY24/25	DW Emergency Building Repair and Maintenance (annual)	\$ 1,500,000
FY25/26	DW Boiler Refractory Replacement	\$ 500,000
FY25/26	DW First Aid Kit Installation	\$ 300,000
FY25/26	DW Lighting Upgrades to LED-by 2025	\$ 1,000,000
FY25/26	DW Update Building Evacuation Maps	\$ 200,000
FY25/26	DW Arc Flash Hazard Review	\$ 2,500,000
FY25/26	Emergency Preparedness and Compliance	\$ 900,000
FY25/26	DW Exterior Lighting Upgrades	\$ 1,500,000
FY25/26	DW Parking Lot and Roadways Repair	\$ 4,500,000
FY25/26	DW Electrical Infrastructure Upgrade	\$ 3,000,000
FY25/26	DW Electric Vehicle Charging Stations Expansion/Replacement	\$ 250,000
FY25/26	DW Flexible Classroom Upgrades	\$ 5,000,000
FY25/26	DW Fleet Electrification Infrastructure	\$ 1,000,000
FY25/26	DW Emergency Building Repair and Maintenance (annual)	\$ 1,500,000
FY26/27	DW Camera System Upgrades	\$ 2,000,000
FY26/27	DW Access Control System Upgrade	\$ 4,000,000
FY26/27	DW Smoke Detector Replacement	\$ 2,000,000
FY26/27	DW Electric Vehicle Charging Stations Expansion/Replacement	\$ 250,000
FY26/27	HVAC Testing and Balancing	\$ 1,000,000
FY26/27	DW Emergency Building Repair and Maintenance (annual)	\$ 1,500,000

Roz Young asked about the timeline on the first aid kits.

Michele Rudovsky advised Roz Young to secure the first aid kits for her specific program and Ben'Zara can assist with the request. Michele Rudovsky added that the focus is to have both trauma kits and first aid kits available alongside AEDs for community access.

Nick Carr raised concerns regarding the maintenance of Building 1 due to heavy wear from 8,500+ members and classes, highlighting dirty carpets and damaged drywall.

Michele Rudovsky responded that regular routine maintenance is in place for smaller issues, but carpet replacement would need to be scheduled as needed. Drywall repairs can be handled on a work order basis and should be addressed sooner and can be done on a work-order type basis.

Gampi Shankar commented that there is no lack of ideas. Asked how the voices can be captured and what the process to channel this.

Michele Rudovsky stated that it needs to go to the Deans first. The Capital Improvement program is driven by the Educational and Facilities Master Plan.

Ethnic Studies
Vacancy Request
Proposed Action:
Approve the
request and
recommend to the
President to post
the position

Presenter: Gampi Shankar, PBC Co-Chair/Academic Senate President

The request was previously presented to the Academic Senate, is now being brought to PBC for final approval before being submitted to the College President for confirmation. This position has not been successfully filled multiple times over the last three years. The goal is to quickly fill the vacancy to support the growing demand for Ethnic Studies courses, which are essential for fulfilling the 3-unit Area 6 requirement.

Motion to approve the request to fill the vacancy. Moved by Lisa Palmer, seconded by Karen Engel. Motion passed.

President Kim Lopez stated that the goal is to recruit and hire a faculty member for the position by January. The hope is that this new hire will be a long-term addition to the department. The request was approved, and the recruitment process is set to move forward.

Review and discuss the draft Student Equity and Achievement Plan (SEAP) for 2025-28	Presenters: Michiko Kealoha, Director of Equity, EAPC Co-Chair and Kiran Malavade, Faculty Equity Coordinator, EAPC Co-Chair First Draft of Student Equity and Achievement Program Plan. The draft was reviewed by the council members prior to the meeting. Live document of the Student Equity and Achievement Program Plan Draft that the presenters shared during the meeting. Metric 1: Enrollment • Focus on disproportionately impacted groups (Black, LGBTQ+, ANAPISI, First-Gen) • Actions include: • Anti-racist marketing campaign • Targeted outreach & tailored listening sessions • LGBTQ+ specific outreach materials • New Black Excellence event Questions raised about identifying responsible leads for actions; suggestion made to focus on actions now and operationalize later. Metric 2: Completion of Math & English Within 1 Year Key actions: • New regular classroom visits by College Retention & Engagement Workgroup (CREW) members to support for students retaking classes. • In-class visits by retention specialists (piloted last year by Promise program). • District-wide updates to placement codes. • Expand embedded tutoring and faculty/tutor training. • Support faculty training and sharing of best practices Discussion on defining “meaningful connections” and measuring impact. Metric 3: Persistence • Focused on semester-to-semester retention. • Actions: ○ Strengthen and assess Early Alert system for Interest Areas. ○ Centralize and update student work opportunities. ○ Male student focus groups to align to better understand career interests and needed academic programs and support ○ Support and evaluate BAM (Brothers Achieving Milestones) program. • Concerns raised about language related to FERPA/DRC confidentiality and effectiveness measures. • Agreement to discuss sensitive language and operational issues in follow-up meetings. Metric 4: Completion (Latinx Student Focus) • Actions:
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- Assess and adjust the new Cañada Nights, Online, Weekend (NOW) program's support for Latine students.
- Find new alternatives to transportation for students
- Culturally relevant curriculum expansion.
- New proposal to increase library and learning center support for technology and tech literacy workshops, including Spanish-language workshops.
- Suggested edits to change “hire additional” to “ensure” provision of services.
- Discussion of expanding multilingual support (Portuguese for Brazilian students).

Metric 5: Transfer

- Aligned with the Transfer Plan.
- Key actions:
 - Transfer Center to collaborate with PRIE, CREW members and special programs to better support English and math enrollments.
 - Transfer Center to collaborate with faculty collaboration on transfer readiness.
 - Increase support for campus visits (transportation, food).
- Suggestions to use clearer language like “ensure support” instead of “increase support.”

Metric 6 Student Ed Plan

- Actions:
 - Launch of a new marketing and social media campaign promoting comprehensive ed planning.
 - Include SEP information in orientation reminders.
 - Ensure students have enough time in counseling appointments to complete Student Educational Plans (SEPs)

General Concerns & Feedback:

- Google Doc of the [SEAP plan](#) will be shared for further review and comments.
- Edits and comments to be added as suggestions (not direct edits) to preserve original content for team review.
- Follow-up meetings scheduled for further discussion, especially around sensitive issues (FERPA, DRC, and operational ownership).
- Reorg language flagged as potentially problematic; suggestion to reframe to emphasize ensuring students receive adequate time and support for ed planning, leaving implementation up to Counseling
- Importance of consulting job descriptions (especially for retention specialists) to avoid contract violations (noted by CSEA rep)
- Perception that the plan is heavily student services/classified-focused; need for more balanced input and cross-department engagement
- Clarification that the draft proposals are not final and will depend on feedback, funding, and department-level support

Process & Timeline:

- Draft will be revised based on feedback
- Final plan must be loaded into BoardDocs by the first week of November
- Next PBC meeting for SEAP plan approval: November 5, before November Board meeting

Participatory Governance Manual Updates – part 2 for review and approval and part 1 for final approval Proposed Action: Approve proposed changes to the Participatory Governance Manual Parts 1 and 2	Presenters: Gampi Shankar, Academic Senate President and Maria Huning, Classified Senate President, PBC Co-Chairs Karen Engel, Dean of PRIE, Accreditation Liaison Office Part 1 • Updates focused on content clean-up, removal of outdated sections, clearer language, and current links. • Obsolete references (e.g., staffing decision pages, outdated personnel sections) were removed. • Revisions ensure alignment with Academic Senate responsibilities and reflect current processes. Motion to approve Part 1 of the Participatory Governance Manual revisions. Moved by Lisa Palmer, seconded by Roz Young. Part 2 Personnel Decisions • Clarified that Academic and Classified Senates prioritize hiring positions within their purview and recommend lists to the President. • Noted that "no recommendation" (e.g., choosing not to advertise any positions) is a valid outcome of prioritization. • Outdated FAQs were removed from the documentation, as they are either no longer relevant or addressed elsewhere.
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Personnel Decisions

The College uses Program Review as evidence for justifying new and replacement positions. Faculty, staff and administrators are able to use Program Review and other evidence to propose positions, however it is not mandatory that new positions be identified in program review in order to be considered within the following processes. Three distinct processes exist: (1) for new positions, (2) for vacancy replacements, and (3) for externally funded and other temporary positions. All three processes involve consultation with participatory governance bodies and culminate in recommendations to the President.

Each fall semester, the PBC creates a master list of all new, non-temporary, position proposals on their Personnel Request Process website. The Academic and Classified Senates prioritize the positions within their purview and then recommend those prioritized lists to the President by December of each year. The list is not ranked or prioritized but PBC gathers feedback on the strengths and weaknesses of each position proposal and documents them on the Personnel Request Process website in order to inform the Senates' prioritization decisions as well as those by of the President. The President consults this master list whenever funding becomes available for new positions.

- [Process for New \(non-temporary\) Positions](#)
- [Process for Vacancy Replacements](#)
- [Process for Externally-funded and other Temporary Positions](#)

Frequently Asked Questions

How will the master list of proposed positions be prioritized if funding becomes available during the fiscal year to add additional positions?

The President retains the master list of positions that were proposed and analyzed each fall semester. The list is not ranked or prioritized but the president refers to the analysis of strengths and weaknesses to inform his/her decision. When new funding becomes available, s/he returns to this list and the analysis to make additional approvals. There is no need to go back to PBC except to inform the group of the decision.

It was brought up during the meeting that an agreement needs to be made with CSEA about the permanence of previously hired grant or categorical funded classified positions. Is there a process for that?

Grant-funded positions are currently advertised as temporary for the duration of the grant. At that time, the position is no longer funded and the college is under no obligation to continue to employ the person in that position. However, the college may strive to find other positions within the organization to which the unfunded person may apply.

Prior to current practices, if a grant-funded position was not advertised as temporary, then when the grant expired, the position was eliminated but the person in that position continued to be an employee and must be treated in accordance with the contract.

With temporary faculty positions the situation is more complex and regulated by Education Code. If there is the possibility that the person hired into such a position may continue longer term, then it is advisable to follow the regular hiring procedures and use tenure-track evaluation procedures. Always consult with HR for advice on the specific instance.

Who makes recommendations for replacement positions—PBC or Cabinet?

Both Cabinet and PBC make recommendations to the President.

How are CSEA and Academic Senate notified of vacancies?

The managing administrator and/or HR notifies CSEA and/or Academic Senate.

Do detail positions fall under the process for temporary/grant funded positions?

Detail positions are not included in this process. A detail is a temporary reassignment from an existing position and has defined start and end dates.

Must all new positions be first proposed in Program Review?

Program review does not require the inclusion of new position proposals; it is not mandatory that a new position proposal be accompanied by a program review with the position identified. However, it is always beneficial to use program review to identify staffing needs. Program review data, analysis and planning objectives from Program Review should be considered when justifying a new position proposal.

Is there a plan to institutionalize grant or categorically funded positions that have been around a long time?

Grant- and categorically-funded positions must go through the new position process if they are to be permanent.

Are decisions about administrator vacancies treated differently than staff and faculty vacancies?

The vacancy process applies to administrator, faculty and staff positions.

What is the process for deciding to place an “interim” employee in a vacant position?

PBC is not involved with the decision to place an interim in a vacant position. However, if the vacancy is to be permanently filled, that decision must follow the approved vacancy process.

Why do PBC co-chairs review proposals to create temporary positions?

It is helpful to have multiple perspectives when committing college resources to any position, even temporary positions. When a fund 1 position is temporary, it reduces the number of permanent positions that can be filled. Faculty and staff ought to understand why a position is to be temporary rather than permanent.

Space Allocation

- Reviewed and consolidated guiding principles for space allocation into one clear set.
- Outdated or unclear sections were removed in favor of a simplified chart and procedures already reviewed by Cabinet.
- Clarified that requests for space changes must come through the Resource Request Process.
- Draft guidance from 2015 (regarding changes to existing space) was updated and retained.

Space Allocation

Space is a limited resource and, consequently, must be managed in a responsible manner in order to best advance the college's mission and strategic priorities. Flexibility is required in order to respond to changes in college priorities, curriculum, instructional practices, inter-program coordination, and workflow. As important as location is to a business or residential real estate market, it can be just as important in an educational setting. As such, decisions about space allocation need to be made carefully, be data- and planning-driven, involve appropriate consultation with all affected stakeholders, and be consistent with shared principles and values.

Principles of Space Allocation - ~~Learn more about the development of these principles. We need to choose which principles to use~~

Decisions regarding office space allocation - This process applies to private and shared offices, workrooms, and conference rooms. Cabinet reviewed

Decisions involving substantive impacts - This process applies to proposals to reallocate space that substantively impacts other programs or services. Cabinet reviewed

Decisions Procedures for regarding allocation of office space

Approved Dec. 5, 2012

Cañada principles of Space Allocation:

Guiding Principle Concept	Proposed Principle
1. Space is a resource of the college and is not owned	1. Space is a College resource allocated in alignment with the mission, vision, and goals of the institution.
2. Flexibility and adaptability	2. The College values flexibility and recognizes changing instructional needs, programs, and technologies. Space allocations can change based on current and emerging needs.
3. User experiences – focus on equitable distribution and students	3. Space allocations seek to improve the student, faculty, and staff experience at the College through an equitable distribution consistent with college processes.
4. Oversight and responsibility of space allocation	4. Responsibility for space assignments should follow program, department, divisional, and college organizational structures. Administrators are provided the flexibility to address the space needs of their division. Development of College space allocation policies is the responsibility of PBC, and implementation is the responsibility of the College President and Cabinet.
5. Fiscally responsible and sustainable	5. Space allocations are made using methods that are both fiscally responsible and sustainable through analysis of existing space utilization to identify efficient use, short- and long-term costs of ownership, and reuse of existing space.

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- To ensure that office space be allocated equitably to meet the needs of the college and to maximize the utilization of space throughout the campus.
- To allocate offices to full-time faculty, classified staff, and administrators according to the nature and content of the job.
- To locate faculty and staff working in similar areas/programs or disciplines in physical proximity, if practical.
- To have adjunct faculty share offices within each division, if practical.

Procedures:

1. Division Deans, using the principles above, shall designate office spaces equivalent to the number of full-time faculty in their divisions.
2. Unmet needs for additional office spaces for full time faculty are discussed with all Deans and decisions are made.
3. The President and Vice Presidents resolve room conflicts if Division Deans are unable to come to a resolution.
4. The President and Vice Presidents have authority to resolve conflicts for administrative offices.
5. The President and Vice Presidents allocate office space for other parties only after the allocation of office space for faculty, classified staff, and administrators.

Decisions involving substantive impacts ~~on~~of changes in existing space allocation

Working Draft 10/30/15

New uses for existing spaces require ~~a greater degree of~~ consultation and vetting prior to making a decision. When a new proposed use significantly impacts other programs or is substantially different from the current use of that space, consultation must occur with at least some, if not all, primary governance groups. The following guidelines can be considered if such a substantial change is being considered:

Step 1 A need and plan are identified through ~~program review~~the resource request process or by other means.

Step 2 A proposal, accompanied by the most recent relevant program review, is reviewed by Cabinet. Whenever possible, proposals should include usage/traffic data to assist in decision making.

Step 3 Proposal is considered by affected programs/services.

Step 4 Answers to Frequently Asked Questions are prepared and attached to the proposal if requested.

Step 5 Proposal is considered, in light of the college's space allocation principles, by relevant stakeholder primary governance groups (e.g. ~~APC~~, IPC, SSPC, ASCC, Classified Senate and/or Academic Senate). Feedback is provided to PBC.

Step 6 Planning & Budgeting Council discusses the proposal, in light of the college's space allocation principles and feedback from ~~stakeholder~~ groups, and makes recommendation to the president

Step 7 Facilities manager evaluates if current building infrastructure (HVAC, electrical, IT) will support the proposed use and provides "ballpark" cost estimate.

Step 8 VPAS reviews and determines funding strategy.

Step 9 Decision by President

Evaluation of Governance

Updated language in governance evaluation section:

- Survey distribution clarified to include staff, students, and faculty.
- PBC administers and refines the survey annually and reviews results to make recommendations to the President or governance groups.
- Removed the requirement to obtain approval from all governance groups for survey administration

Evaluation of Governance

Updated and approved by PBC on November 7, 2018

In order to assure institutional improvement of the teaching and learning environment, the participatory governance and decision-making processes (planning, program review) will be evaluated regularly. The Planning and Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed which will be conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE). These evaluations are set up to ensure the participatory governance structure provides for:

- a collegial process that sets values, goals, and priorities;
- evaluation and planning rely on high quality research and analysis on external and internal conditions; and
- educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

The results of these evaluations can be found on the PRIE website under [Participatory Governance Evaluation Process Survey](#).

Elements of the Evaluation Process

Staff and Student Survey Administration:

Periodically, the faculty, staff and students will be surveyed to determine if the processes described in the Participatory Governance website are working effectively.

Review by Primary Participatory Governance Groups/Planning & Budgeting Council:

The primary participatory governance groups (IPC/SSPC/APC/PBC Academic Senate/Classified Senate/ASCC) will review the data collected results of the evaluation and make recommendations for improvement based on the data. PBC will communicate their recommendations to the College President as well as the other participatory governance groups.

Review by Planning and Budgeting Council:

The PBC will receive reports from the primary groups and recommend changes to processes as needed.

In addition to the PBC membership, the orientation is open to the District Board of Trustees and the whole campus community. This training is under the purview of the Offices of Planning, Research, Innovation and Effectiveness (PRIE) and Administrative Services.

Commented [EK1]: Not sure why orientation is mentioned here

Commented [EK2]: ?

Timeline for the Evaluation Process

Activity/Timeline	Group	Activity
March	PBC	Reviews and approves evaluation questions for key governance groups, which may include: • Are we achieving the desired levels of awareness and participation from faculty, staff and students? • Is the governance group advancing the appropriate agenda? • How is the coordination among the governance groups working? • How well did the annual planning process work this year? • How well did the new hire priority-setting process work? • Are there any structural issues that should be addressed? • Are agendas and minutes communicated to the entire campus? • How effective is the group? • What could be changed for the upcoming year?
April-May	IPC/APC/SSPC/PBC/PRIE	Respond to the evaluation questions on governance and prepare information to be shared with PBC. Administers the participatory governance evaluation survey.
May-September-October	PBC	Report from the governance groups reviewed and discussed. Changes. Reviews the results of the evaluation survey and recommends changes to the College President and other participatory governance groups made as needed.

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Decisions Regarding Faculty Reassignment

- Removed outdated text on faculty reassignment and coordinator roles.
- [Reassigned Time page](#) per Academic Senate guidance provides detailed information
- Emphasized that content was removed only because it now lives elsewhere on official and current resources.

Selection of Student Speaker for Commencement

- No changes made. Process was reviewed and is still accurate.

Selection of Student Speaker for Commencement

Process	Date
Step 1: Advertise for student commencement speaker and post guidelines and application materials on commencement site	End of January
Step 2: Applications are due	Mid-April
Step 3: Auditions with College President, PBC co-chairs, Speech Coach (Communication Studies faculty), Student Life & Leadership Manager; Selection of student speaker	Late April
Step 4: Student speaker works with Speech Coach (Communication Studies faculty)	May

Decisions Regarding Selection of Faculty Coordinators

- Proposal to remove outdated content as all relevant information is now centralized on the FPC Reassigned Time page, as per Academic Senate guidelines.

~~Decisions regarding selection of faculty coordinators~~

~~Process for Selection of Faculty Coordinators for Campus-Wide Initiatives~~

~~Coordinating a college-wide initiative is an opportunity for faculty to grow professionally and to develop and their exercise leadership abilities. The Academic Senate seeks to strengthen its faculty individually, and as a whole, by establishing terms of service for faculty coordinator positions and broadly extending the opportunity for faculty development. New perspective and leadership benefits not only faculty member serving as coordinator but the program as a whole. The Senate strives to balance these benefits with the needs of stability and sustainability by providing coordinators sufficient time to "learn the ropes" and to make a substantive impact.~~

~~When selecting faculty coordinators for campus-wide initiatives, the college strives to balance stability and sustainability of effort with the desire to open opportunities for new leadership development. The term for each coordinator position is determined in consultation with the appropriate advisory committee, Academic Senate, and administration.~~

~~Upon establishing a new coordinator position, or when the term of a given coordinator position has ended, the Academic Senate and Vice President of Instruction will jointly advertise the position to all faculty. Applications are collected by the Office of Instruction. A screening committee, whose majority consists of faculty, will be formed to evaluate the candidates. The committee will make recommendations to the Vice President of Instruction who makes the final appointment in consultation with the Academic Senate.~~

~~More information on the campus-wide initiates positions see the [Academic Senate](#) webpage.~~

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~~Process for Selection of Faculty Coordinators for Instructional Programs~~

~~For Instructional Program Coordinators, the program will recommend a faculty member to serve to their Dean. The Dean will forward the faculty member to the VPI.~~

	Motion to approve Part 2 revisions as presented. Moved by Lisa Palmer, seconded by Alex Kramer. Motion passed. Roz Young raised concerns about the lack of clarity regarding the lifting of COVID-era restrictions, particularly around shared office spaces. It was noted that while a restriction on shared offices was in place during COVID, there has been no official confirmation that the policy has since been lifted. • Current assumption is that most COVID office space restrictions have been lifted, except for the requirement to report COVID cases via the District website (for tracking through 2026). • No official shared office policy currently in place; many employees are already sharing spaces. • Clarification needed on language in space allocation documents — should refer to "full-time employees" rather than just "faculty" to reflect broader applicability. • Additional concerns were raised about lack of clarity regarding who allocates space for other employees, especially in cases of shared or reassigned spaces. • Discussion suggested this responsibility typically falls to division Deans or supervisors, though this may need to be stated explicitly. • Request for broader input from the group before deciding on potential edits to clarify the process.
Participatory Governance Council and Committee Proposed Meeting Minutes Template Proposed Action: Approve proposed meeting minutes template which PBC will recommend all Planning Councils and Committees use for accreditation purposes	Presenters: Karen Engel, Dean of Planning, Research and Institutional Effectiveness, Accreditation Liaison Officer Proposed Meeting Minutes Template • Guidance for meeting minutes and the idea to make it as a template • Motion to change “template” to “proposed guidance” Motion to approve proposed meeting minutes template with modifications. Moved by Lisa Palmer, seconded by Roz Young. Motion passed.
Institutional Learning Outcomes Assessment Results	Presenter: Karen Engel, Dean of PRIE Institutional Learning Outcome (ILO) Assessment • Institutional Learning Outcomes assessed include: Critical Thinking, Creativity, Communication, Community Engagement, and Quantitative Reasoning • Assessment conducted via annual graduation survey; 201 out of 514 graduating students responded (39% response rate)



Institutional Learning Outcomes (ILO) Assessment

Graduation Survey Results 2024-2025

Presented to the Planning & Budgeting Council
October 1, 2025

Office of Planning, Research & Institutional Effectiveness
(PRIE)

Cañada's Existing Institutional Learning Outcomes (ILOs)

- **Critical Thinking**
Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.
- **Creativity**
Produce, combine, or synthesize ideas in creative ways within or across disciplines.
- **Communication**
Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.
- **Community**
Understand and interpret various points of view that emerge from a diverse world of people and cultures.
- **Quantitative Reasoning**
Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions

ILO Assessment

Cañada College regularly assesses its Institutional Learning Outcomes (ILOs) in order to assure institutional effectiveness and promote continuous improvement.

The college uses multiple methods of assessment:

- 1) A survey of students petitioning to graduate with a degree or certificate every year.
- 1) The Community College Survey of Student Engagement (CCSSE).
- 1) Program Learning Outcomes Assessments aligned with ILOs.

The results of these assessments are discussed by our participatory governance bodies, including the Planning and Budgeting Council, and appropriate action plans are developed.

Highlights

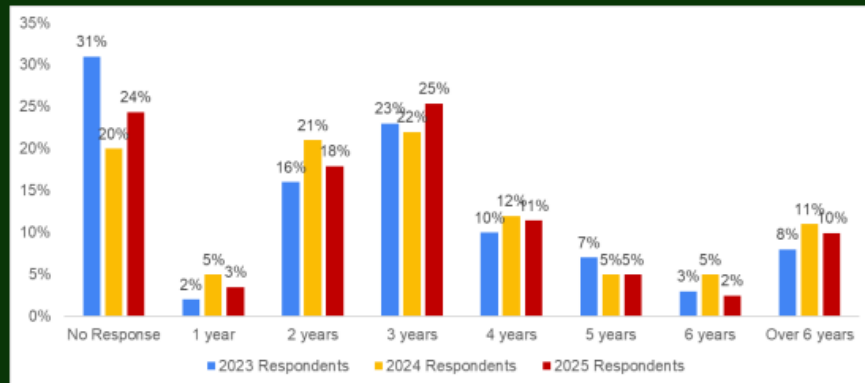
- Most graduates complete within 3 years, but 38% take more time
- Within the full set of ILOs, students struggle more with the quantitative skills
 - Certificate earners rate their ILOs higher than degree earners
 - Most ratings have been stable over the last 3 years
- Amongst “completers” and populations of interest
 - Male students completion rates have improved and equity gap closed last year
 - Latino male students continue to be under-represented among completers
 - Male and Latino male students are more likely to disagree that they are able to represent complex data in various mathematical forms
 - Key ILOs improved amongst First Generation students since last year
- Median units by degree completers have been dropping since we launched Guided Pathways

Survey details

- Field date April 24 - June 18, 2025
- 201 out of 514 graduates responded
 - 39% response rate
 - +9% point improvement from 2024
- Respondents were generally representative of the graduating student population, except:
 - Slightly older (6%pts fewer students ages 18-22 and 4%pts more students over age 40)
 - Slightly more female (69% of respondents vs. 63% of all graduates)
 - Slightly more Latine (57% of respondents vs. 52% of graduates)
 - Fewer certificate completers (24% of respondents vs. 35% of graduates)

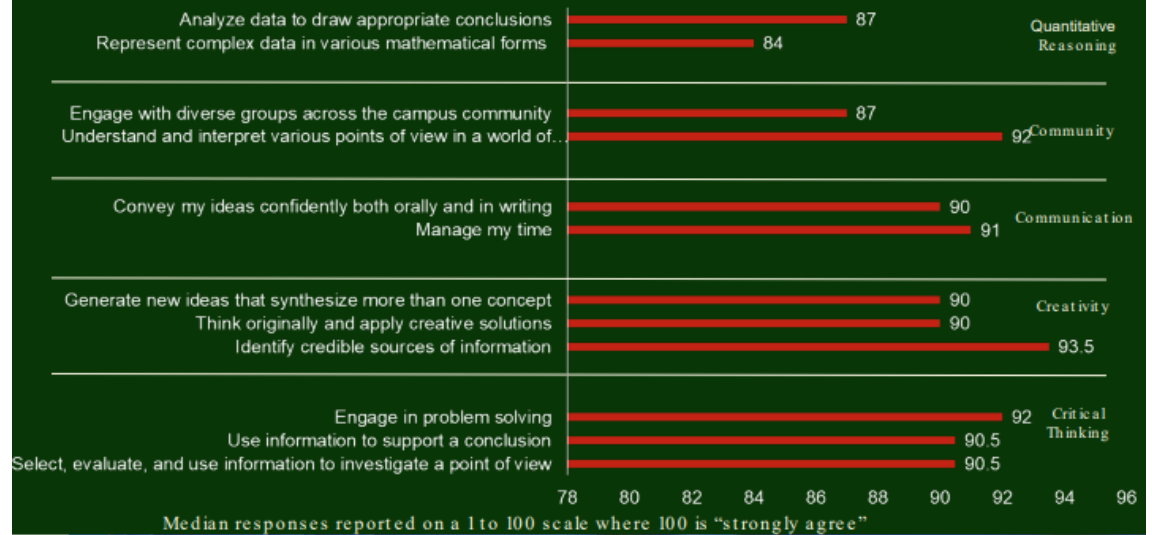
Survey Findings

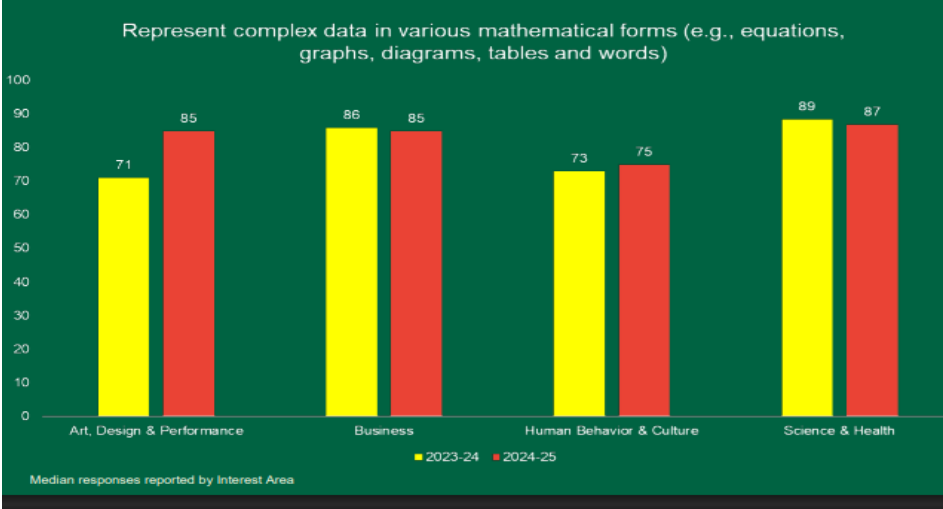
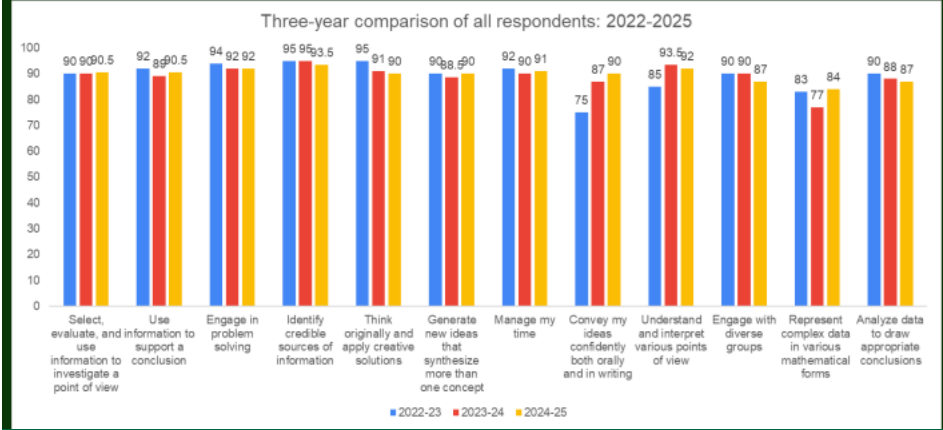
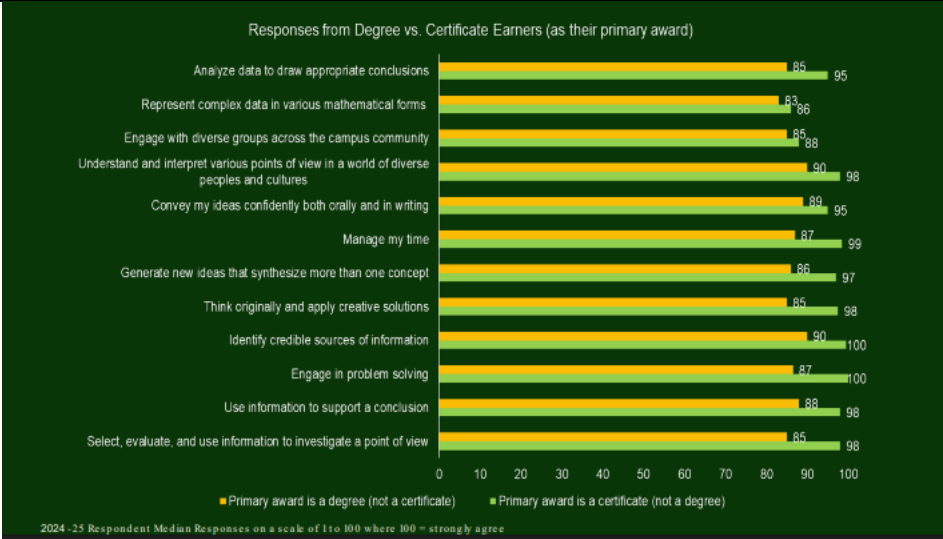
Amajority of students who graduate complete their programs within 3 years, but 38% take more time



Survey Question: Including this year, how many years have you attended Cañada College?

During my time at Cañada College, I have improved my ability to...
(2024-25 survey respondents)





Comparing our home campus students
with our graduating students

Home Campus vs. Completers

Home Campus Students

Students seeking to earn a degree or certificate from Cañada in an academic year (excluding undecided students)

Degree & Certificate Completers

Students verified by A&R as earning a degree or certificate in an academic year

Male students continue to make up ground, but Latino male students are under-represented in the students who complete their program of study

	2024-2025			2023-2024	2022-2023
	% of all Home Campus students (HC)	% Degree and Certificate earners (Completers)	difference between HC and Completers	difference between HC and Completers	difference between HC and Completers
Male students	34%	35%	+1% pts	-7% pts	-11% pts
Latino male students	22%	16%	- 6% pts	-3% pts	-9% pts
First-generation students	56%	54%	- 2% pts	-2% pts	-1% pts

Disaggregating Survey Results

Percentage of 2025 respondents by disaggregated population of interest:

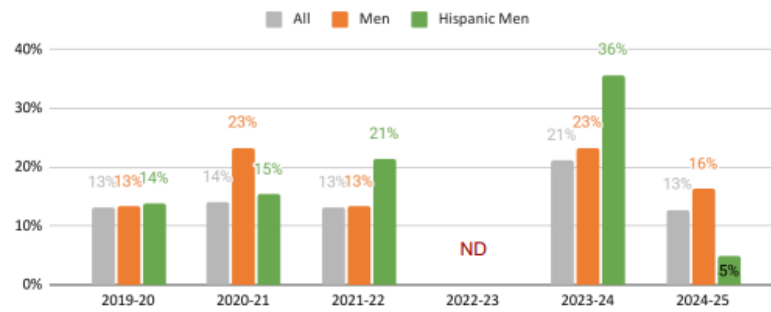
- 27% Male
- 13% Latino male
- 54% First Generation college student

ILO's most likely to score lower overall

- Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables and words)
- Convey my ideas confidently both orally and in writing

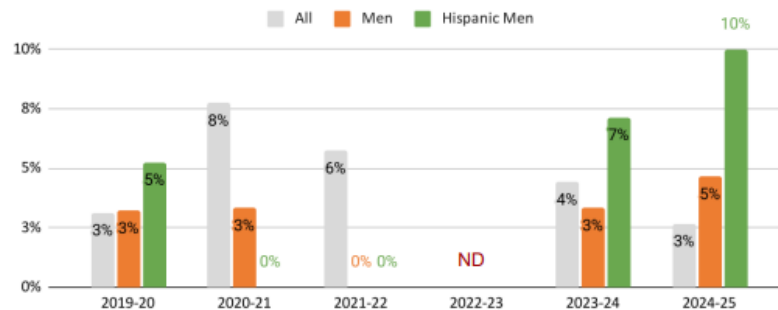
Male and Latino male students are more likely to **disagree** that they are able to represent complex data in various mathematical forms

% Disagree/Strongly Disagree: "Represent complex data in various mathematical forms..."



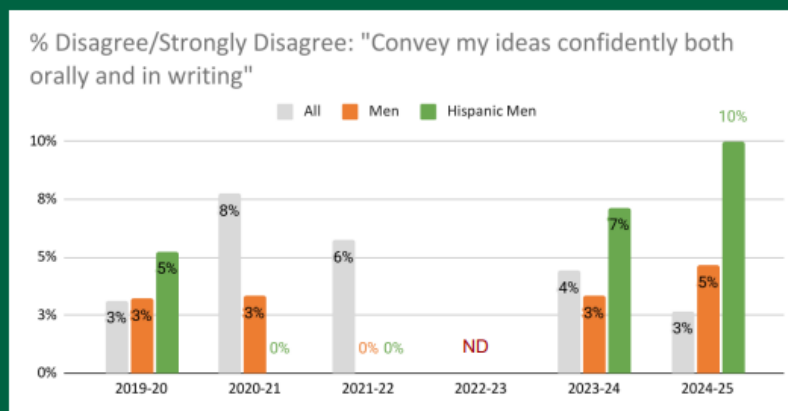
Male as well as Latino male students are more likely to **disagree** that they can convey their ideas confidently

% Disagree/Strongly Disagree: "Convey my ideas confidently both orally and in writing"



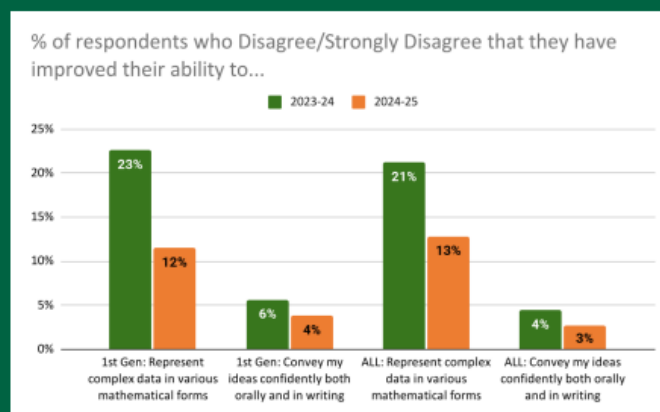
2022-2023 Smaller sample sizes: All n=52; Men n=9; Hispanic men n=5

Male as well as Latino male students are more likely to disagree that they can convey their ideas confidently



2022-2023 Smaller sample sizes: All n=52; Men n=9; Hispanic men n=5

Key ILOs improved amongst First Generation students since last year



Open-Ended Student Feedback*

- Top barriers reported:
 - 30% – Balancing work, family, and time
 - 20% – Institutional/academic challenges
 - 15% – Language/communication barriers
- Top positive experiences:
 - 25% – Personal growth and resilience
 - 20% – Support from faculty, counselors, mentors
 - 20% – Engagement with campus programs and services

*All open-ended responses are included in the full report; identifying info redacted

- The members were encouraged all attendees to review the full report, especially open responses, to inform future planning (e.g., Educational Master Plan)
- Emphasis on focusing efforts toward improving completion and addressing equity gaps

	Additional discussion suggested on enrollment and degree trends compared to other campuses (e.g., Skyline, CSM)
STANDING ITEMS	
Associated Students	Shanda DeRosans – no updates
Classified Senate	Maria Huning - Next meeting - October 9 - Finalizing committee appointments
Academic Senate	Gampi Shankar - Regular and Substantive Interaction (RSI) resolution passed — advocates for compensation when faculty take on work beyond teaching - Listening session proposal from EAPC - Workgroup formed for Program Improvement and Viability (PIV) process - Senate goals for the year finalized - RFP process underway to replace Curricunet - Draft rubrics for program review released - Reviewed and submitted input on ISER Standards 3 & 4 Academic Senate minutes of 9-25-2025 have been submitted to PBC for reference
Planning Council Reports	IPC – Lisa Palmer - Discussed degree completion among other topics SSPC – Olivia Cortez-Figueroa - Dr. Kealoha did a refresher presentation on Transformational Anti-Racist Leadership (TAL) and invited us to update Program Review with a TAL lens and to also think about how we do this work in SSPC. Are we actively empowering others and creating equitable outcomes for our students, for example. Dr. Engel added/reminded us that we should be assessing our data every year – what data will you request from PRIE this year. - Professor Hyla Lacefield invited us to look over the Institutional Self Evaluation Report (ISER). She mentioned that SSPC should specifically focus on 2.7 and 2.8 (although we are invited to look over everything). - Jose Zelaya & Autumn provided a program update on Nights, Online & Weekends (NOW) – formerly called College for Working Adults. He also shared the new Student Services Request Form. - Dr. Kealoha shared that EAPC would like to propose a meeting with Public Safety to see if everyone is being heard. EAPC – no updated
President's Update	President Kim Lopez - Chairing a site visit at Kauai Community College. Using older standards — emphasized value of the new, streamlined process - Commended the team's work updating governance documents and websites.

	• Highlighted importance of continuous improvement, documentation, and accurate, updated resources • ISER draft will be polished and submitted by December • Review period: December–March • Possible site visit in September 2026 • Full completion expected by October 2026 • Emphasized that accurate minutes and evidence of improvement are critical for accreditation.
Matters of Public Interest and Upcoming Events	
ADJOURNMENT	The meeting adjourned at 4:08 PM
Next Meeting	The next meeting will be held October 15, 2025