



**Approved**

**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**

**Wednesday, February 17, 2021**

**Via Zoom**

**Regular Meeting: 2:00 – 4:00 P.M.**

**Members present:** Jeanne Stalker, Diana Tedone, Margarita Baez, Nick Carr, James Carranza, Rachel Corrales, Karen Engel, Denise Erickson, Joshua Forman-Ortiz, Nimsi Garcia, Hyla Lacefield, Ray Lapuz, Mari Managadze, Cynthia McCarthy, Graciano Mendoza, Jamillah Moore, Manuel Alejandro Pérez, Peggy Perruccio, Tammy Robinson, Chantal Sosa, Roslind Young.

**Members absent:** Doniella Maher (replacing Salumeh Eslamieh), Megan Rodriguez Antone

**Guests and others present:** Milena Angelova, Wissem Bennani, Patty Hall, Mary Ho, Jamie Hui, Matt Lee, David Meckler, David Reed, Peter Tam.

| AGENDA ITEM   | CONTENT   |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
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| <p><b>1. Welcome, Introductions and Approval of Consent Agenda</b></p>  | <p>Meeting called to order at 2:08 PM.</p> <p>ACTION: A motion to approve the consent agenda was made by Dean Hyla Lacefield and seconded by Denise Erickson.<br/>Motion passed.</p>  |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| <p><b>2. Guided Pathways Scale of Adoption</b></p>  | <p>Members of the Guided Pathways Steering Committee, Milena Angelova, Jamie Hui, David Meckler, along with Dean Karen Engel provided an update on the Guided Pathways Scale of Adoption. The template is posted on the PBC website and the report is due to the state on March 1<sup>st</sup>.</p> <p>There are four pillars that were set by the state. The state requirements and Cañada’s scale of adoption (an update on the College’s progress) were reviewed.</p> <p><b>Clarifying the Student Pathways:</b> Mapping academic paths to student end goals</p> <table border="1" data-bbox="461 1377 1507 1885"> <thead> <tr> <th data-bbox="461 1377 987 1409"><b>State Requirements</b></th> <th data-bbox="987 1377 1507 1409"><b>Cañada’s Scale of Adoption</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="461 1409 987 1478">Programs are organized and marketed in broad career-focused academic communities</td> <td data-bbox="987 1409 1507 1478">Interest Areas - Yes</td> </tr> <tr> <td data-bbox="461 1478 987 1581">Every program is well designed to prep students for employment and further education</td> <td data-bbox="987 1478 1507 1581">Interest Area Leads to phase this in to FYE and work with Career Center Director (scaling in progress)</td> </tr> <tr> <td data-bbox="461 1581 987 1684">Programs are clearly mapped out for students. Students know which courses they should take and in what sequence</td> <td data-bbox="987 1581 1507 1684">Program Mapper includes this - Yes</td> </tr> <tr> <td data-bbox="461 1684 987 1787">Employment and further education opportunities targeted by each program are on the college website</td> <td data-bbox="987 1684 1507 1787">Program Mapper includes this - Yes</td> </tr> <tr> <td data-bbox="461 1787 987 1885">Required math courses are appropriately aligned with the student’s field of study</td> <td data-bbox="987 1787 1507 1885">Students are automatically placed in “SLAM” and “BSTEM” transfer-level math courses based on their Program of Study - Yes</td> </tr> </tbody> </table> | <b>State Requirements</b> | <b>Cañada’s Scale of Adoption</b> | Programs are organized and marketed in broad career-focused academic communities | Interest Areas - Yes | Every program is well designed to prep students for employment and further education | Interest Area Leads to phase this in to FYE and work with Career Center Director (scaling in progress) | Programs are clearly mapped out for students. Students know which courses they should take and in what sequence | Program Mapper includes this - Yes | Employment and further education opportunities targeted by each program are on the college website | Program Mapper includes this - Yes | Required math courses are appropriately aligned with the student’s field of study | Students are automatically placed in “SLAM” and “BSTEM” transfer-level math courses based on their Program of Study - Yes |
| <b>State Requirements</b>   | <b>Cañada’s Scale of Adoption</b>   |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| Programs are organized and marketed in broad career-focused academic communities                                | Interest Areas - Yes  |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| Every program is well designed to prep students for employment and further education                            | Interest Area Leads to phase this in to FYE and work with Career Center Director (scaling in progress)  |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| Programs are clearly mapped out for students. Students know which courses they should take and in what sequence | Program Mapper includes this - Yes  |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| Employment and further education opportunities targeted by each program are on the college website              | Program Mapper includes this - Yes  |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |
| Required math courses are appropriately aligned with the student’s field of study                               | Students are automatically placed in “SLAM” and “BSTEM” transfer-level math courses based on their Program of Study - Yes   |                           |                                   |  |                      |  |  |   |                                    |  |                                    |   |   |

**Entering the Path: Intake and academic advising**

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| Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.<br>Special supports are provided to help academically underprepared students to succeed in the program-relevant gateway math and English courses by the end of their first year. | Priority Engagement Program aligned with Interest Areas – Yes<br>First-Year Experience, Colts-Con (Scaling in progress)<br>AB 705 implementation and co-requisite courses – Yes  |
| Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.  | <ul style="list-style-type: none"> <li>• Embedded (EPIC) tutors (Scaling in progress)</li> <li>• Writing Center – (Scaling in progress)</li> <li>• Special Programs (Promise, EOPs, etc.) coordinating with Interest Area Success Teams (Scaling in progress)</li> </ul> |
| The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.   | Dual enrollment (Scaling in progress)  |

**Staying on the Path: Intrusive academic advising and academic support**

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| Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.  | Interest Area Success Team – Counselors, Retention Specialists, and others. (Scaling in progress)  |
| Students can easily see how far they have come and what they need to do to complete their program.   | CRM/Degree Works (Planning to scale)   |
| Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.                                  | <ul style="list-style-type: none"> <li>• Success Teams monitor via the CRM (In design)</li> <li>• Early Alert (Planning to scale part of the CRM)</li> </ul>             |
| The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | <ul style="list-style-type: none"> <li>• Course Availability clearly communicated in the Catalog – Yes</li> <li>• Schedule Optimization (Scaling in progress)</li> </ul> |

**Ensuring Learning: Learning with intentional outcomes**

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| Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.                    | Program Learning Outcomes – Yes  |
| Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve | English contextualized for STEM programs (Not systematic)<br>Course Outlines aligned to ILOs – Yes |

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|   | <p>meaningful problems, and work and communicate effectively with others.</p> <p>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p> <p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> <p>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development and other intentional campus efforts.</p> <p>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> <p>The college assesses effectiveness of educational practice using CCSSE or SENSE surveys and uses the results to create targeted professional development.</p>  | <p>Career exploration courses/activities for all students across Interest Areas (Planning to scale)</p> <p>All faculty assess SLOs regularly - Yes</p> <p>Programs use SLO assessments to inform program review – Yes</p> <p>Interest Area faculty leads to discuss ways to document student learning, for example, Portfolium, Signature Work (Not systematic)</p> <p>PRIE conducts CCSSE/SENSE surveys – Yes<br/>Need to use to create targeted professional development (Scaling in progress)</p> |
|   | <p>ACTION: A motion to approve the Guided Pathways Scale of Adoption for submittal to the State Chancellor’s Office (CCCCCO) was made by Denise Erickson and seconded by Vice President Tammy Robinson.<br/>Motion passed.</p>  |  |
| <p><b>3. Antiracism Task Force Update</b></p> | <p>Vice Presidents Tammy Robinson and Manuel Pérez provided an update. The Task Force is still working on the framework and defining why the College is doing the work.</p> <ul style="list-style-type: none"> <li>• <u>Engagement Team</u>: Vice President Robinson is the lead and the team is looking at holding professional development opportunities around antiracism, continuing with the college Community Read program and developing a common vocabulary. Dr. Robinson wants the Task Force to understand what the purpose is in order to help colleagues, to look at how we teach our classes, and how we greet our students and each other.</li> <li>• <u>Communications Group</u>: The group is actively engaging those on campus who are doing the work. In March, the College’s Black Students Matter group will be invited to share their initiatives, goals and objectives.</li> <li>• <u>Important Dates</u>:<br/>March 17: The Antiracism Task Force will present more information, share a first draft of the proposal and ask for feedback.<br/>April 21: The full proposal will be presented to PBC.</li> <li>• <u>Membership</u>:<br/>Vice President Robinson thanked the Classified Senate for appointing Michiko Kealoha to the Antiracism Task Force.</li> </ul> |  |

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| <p><b>4. Cañada's Participation in the National Assessment of Collegiate Campus Climates (NACCC)</b></p> | <p>Dean Karen Engel reported that, as part of Cañada's membership in the USC Race &amp; Equity Center's California Community College Racial Equity Leadership Alliance (along with 60+ other California community colleges this year) Cañada will participate in the National Assessment of Collegiate College Climates (NACCC), a national survey organized by USC. Starting on February 23, the survey which will be sent to all of Cañada's currently enrolled students. The survey will be open until late March and results are expected in September. This will help with the College's understanding of our students' experiences.</p> <p>The survey content may be found at this link: <a href="https://race.usc.edu/wp-content/uploads/2020/07/NACCC-SurveyContentAreas.pdf">https://race.usc.edu/wp-content/uploads/2020/07/NACCC-SurveyContentAreas.pdf</a>.</p>  |
| <p><b>5. California Virtual Campus</b></p>   | <p>Vice President Tammy Robinson and Dean David Reed reported on the California Virtual Campus program, which is a way for Cañada to highlight the courses it offers as well as provide a way for students to find a course at another campus in the exchange if Cañada does not offer it. Students decide which college is their primary/home campus and what courses they need to graduate and they are able to sign up and complete a course at an additional campus. Last year, Cañada identified two of its programs, Paralegal and Business, which are fully online, so these will be placed on the CVC site first.</p> <p>The course listings will show the section, the time and date, cost and location of the course. Dean Reed said it is a district effort, although Cañada is the only campus in the district to move forward right now. On February 18, Vice Chancellor Aaron McVean and Edgar Coronel, Director of Administrative Systems, along with other members of the CVC team, will meet to look at how some of the data is exported and pulled into CVC. Cañada and Skyline have submitted their self-assessment to CVC.</p> <p>Since there will be some Student Services impacts, Dean Reed contacted Vice President Pérez and Dean Wissem Bennani. The Chancellor's Office will be offering a webinar on how student service areas such as financial aid and registrar functions will be connected to the exchange so the process of tracking data and units earned to and from the exchange is seamless.</p> <p>Additional Comments:</p> <ul style="list-style-type: none"> <li>• There will be additional training beyond Peer Online Course Review (POCR).</li> <li>• Cañada students are still home campus students and they will be able to get their classes and graduate.</li> <li>• The College which hosts the course will get the FTE.</li> <li>• The program was started before COVID-19 and will continue. The course fees are the same. Additional fees would be discussed.</li> <li>• We are in the beginning stages of the project. Cañada has applied and is hoping that we receive approval. The College is looking at the impacts. In some areas, we are watching the enrollment drop, which could be pandemic-related, however there would potentially be a broader audience.</li> <li>• VP Pérez noted that the CVC webinar on February 8 was very well attended and information on how students matriculate through our campuses was shared. Links to information on the CVC program were sent by the state to the Registrars, Deans of Enrollment, Counseling, Counselors and Financial Aid Directors.</li> <li>• The Instruction and Student Services divisions are teaming up to provide this program. It will offer resources for students in an equitable way by providing an opportunity for students to take courses where they are. The Enrollment Services Committee has been discussing the CVC and will continue the discussion at its next meeting on March 5.</li> </ul> |
| <p><b>STANDING ITEMS</b></p>   |  |

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| <b>6. Associated Students of Cañada College</b> | <p>. Mari Managadze provided a report on ASCC activities:</p> <ul style="list-style-type: none"> <li>• At its last meeting, the ASCC heard a presentation from Only Fog about a uniform, district-wide policy regarding smoking.</li> <li>• The ASCC granted Spring Club Rush several hundred dollars from the ASCC events account.</li> <li>• On February 18, the ASCC is hosting the Black Students Matter Core Group along with Professor Sarah Harmon who will be presenting on the UMOJA program and course materials.</li> <li>• The ASCC will also be approving a new Commissioner of Design and Marketing.</li> <li>• Upcoming ASCC Events: <ul style="list-style-type: none"> <li>○ Spring Club Rush, February 24</li> <li>○ International Women’s Day, March 11</li> <li>○ Student Senate Elections (date to be announced)</li> </ul> </li> </ul>  |
| <b>7. Academic Senate of Cañada College</b>     | <p>Diana Tedone-Goldstone reported that Chancellor Claire provided an update on Building 1 at the February 11 Academic Senate Meeting. He also discussed a District Academic Senate resolution related to temporary full-time faculty positions and the next steps in development of procedures for Program Revitalization/Program Improvement and Viability that will be first worked on by the IPC.</p>  |
| <b>8. Classified Senate of Cañada College</b>   | <p>Jeanne Stalker announced that announced that the Classified Senate is preparing for its February 25, which will feature a presentation from Professors Lezlee Ware and Elizabeth Terzakis.</p>  |
| <b>9. Guided Pathways</b>                       | <p>Update provided.</p>  |
| <b>10. Planning Council Reports</b>             | <p><u>IPC</u>: No update was reported.</p> <p><u>SSPC</u>: The February 10<sup>th</sup> SSPC minutes are posted at this link:<br/> <a href="https://canadacollege.edu/sspc/docs/1920/SSPC%20Minutes%202.10.21.pdf">https://canadacollege.edu/sspc/docs/1920/SSPC%20Minutes%202.10.21.pdf</a></p> <p><u>APC</u>: No update was reported.</p>  |
| <b>11. President’s Update</b>                   | <p>President Moore reported the following update:</p> <ul style="list-style-type: none"> <li>• The campuses are in ongoing conversations about continued virtual instruction. The Chancellor is going to put forward a proposal for virtual instruction in the summer and fall and it will be discussed by the Board of Trustees at its next Board Meeting on February 24.</li> <li>• The Digital Arts &amp; Animation Show of Shows will be held via Zoom on February 17 at 7:00pm. Attendees will need to register in advance.</li> <li>• President Moore thanked those who attended the third Latino Thought Makers event featuring Actor Luis Guzman. The recording of the webinar will be sent in the February 19 Weekly Update.</li> <li>• President Moore asked all Deans and Cabinet members, as part of the “I See You Campaign” to reach out and call to check in with all faculty and staff.</li> </ul> |
| <b>12. Matters of Public Interest</b>           | <ul style="list-style-type: none"> <li>• The Library is holding a series of workshops on citation formats, an introduction to the Library and a news hour on Wednesday afternoons.</li> <li>• Melissa Walsh of the Alumni Association developed a Book Club, which will be holding a discussion of the novel, <i>Three Hours in Paris</i>, written by Author and Cañada Alumna Cara Black on February 24.</li> </ul>   |
| <b>Next Meeting</b>                             | <p>The next meeting will be held on March 3, 2021.</p>   |
| <b>ADJOURNMENT</b>                              | <p>3:20 PM</p>   |