



Approved

PLANNING AND BUDGETING COUNCIL MEETING MINUTES

Wednesday, March 3, 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, Doniella Maher, Mari Managadze, Cynthia McCarthy, Graciano Mendoza, Jamillah Moore, Manuel Alejandro Pérez, Peggy Perruccio, Tammy Robinson, Chantal Sosa, Roslind Young.

Members absent: Max Hartman

Guests and others present: Milena Angelova, Mary Chries Concha Thia, Mary Ho, Debbie Joy, Matt Lee, Adolfo Leiva, Sarita Lopez, Rosa Moncada, David Reed, Rebekah Taveau.

AGENDA ITEM	CONTENT
<p>1. Welcome, Introductions and Approval of Consent Agenda</p>	<p>Meeting called to order at 2:05 PM.</p> <p>Doniella Maher was welcomed and acknowledged as the substitute filling in for Salumeh Eslamieh.</p> <p>ACTION: A motion to approve the consent agenda was made by Dean Hyla Lacefield and seconded by Peggy Perruccio.</p> <p>Motion passed.</p>
<p>2. AB 705 Implementation Evaluation</p>	<p>In 2017, The California Legislature passed Assembly Bill 705, which changed how community colleges offer remedial education in math and English. The legislation mandated that the colleges maximize the probability that all incoming students with a goal of transfer or degree are able to complete transfer-level math and English in one year of starting either sequence. The law changed the way placement is done and, instead of assessing students with tests, the colleges are required to use the student’s high school GPA and transcript information to place students into transfer-level math and English. For those students whose cumulative high school GPA is below a certain level, real-time instructional supports such as co-requisite support courses and other supplemental instruction can be offered.</p> <p>Dr. Milena Angelova has been studying the College’s data on AB 705 for the past year. Her evaluation focuses on the results of the first semester of implementation of AB705 in fall 2019 and the students who started in that term. The data on fall 2020 will be presented at a later date.</p> <p>Three goals of AB 705:</p> <ul style="list-style-type: none"> • Increase number of students who enter in both transfer-level English and math in one year • Minimize the disproportionate impact of students created through inaccurate placement processes before AB 705 • Increase the number of students completing transfer-level English who started in ESL within three years. <p>Based on statewide data analysis from RP Group, the results show: Metric #1: Enrollment:</p>

Statewide, there have been dramatic increases in access to transfer-level English, from 44% to 95%, and in transfer-level math from 26% to 79%, due to AB 705.

Metric # 2: Increase of one-year completion rates in Transfer-Level English and math (called Throughput)

Throughput is the percentage of first-time students taking transfer-level English or math courses who complete the transfer-level course from any starting level within one year of starting the sequence. The statewide results show an increase of 49% to 67% in throughput in transfer level English and 26% to 50% in math. AB 705 helped more students pass transfer-level English and math courses.

Access to Transfer-Level English Courses at Cañada

- Cañada enrollments in transfer-level English courses are similar to statewide results
- Between fall 2018 and fall 2019, access to transfer-level English courses increased by 16 percentage points.
- In fall 2019, almost all first-time students were enrolled in transfer-level English courses

Access to Transfer-Level Math Courses at Cañada

- In fall 2019, 69% of first-time students at Cañada enrolled in transfer-level math courses, which is up by 30 percentage points from fall 2018.

Equity in Access in Transfer-Level Math Courses at Cañada

Dr. Angelova reviewed the enrollment trend in math courses by course level as well as the equity in access to transfer-level math courses:

- In Fall 2016, Cañada saw disproportionately more white students than Latinx students were placed in transfer-level math courses (57% of white students v. 27% of Latinx students)
- In fall 2019 there is a significant decrease in the access gap (83% of white students v. 74% of Latinx students were placed in transfer-level math courses).

Success Trends:

Transfer-Level English Courses:

As a result of AB 705, the number of students who passed transfer-level English courses at Cañada increased by 27% with 201 students passing in fall 2018 to 255 students passing in fall 2019.

Transfer-Level Math Courses:

More first-time students passed transfer-level math courses in fall 2019 (203 students) versus fall 2018 (127 students). While statewide course success rates have decreased from 68% to 60%, the total number of students passing transfer level math has risen dramatically. Cañada's has seen similar trends. Our course success rate in transfer level math in fall 2019 was 59%, but more Cañada students are passing transfer-level math courses than before.

Throughput Rates

Transfer-Level English Courses:

Cañada throughput rates are:

- Total throughput rates increased by 28 percentage points
- Latinx student throughput rates increased by 36 percentage points
- White student throughput rates increased by 33 percentage points
- The gap between White and Latinx students in throughput rates decreased by 3 percentage points

Transfer-Level Math Courses:

	<p>Cañada throughput rates are:</p> <ul style="list-style-type: none"> • Total throughput rates increased by 27 percentage points • Latinx throughput rates increased by 32 percentage points • White student throughput rates increased by 31 percentage points • The gap between White and Latinx students in throughput rates decreased by 3 percentage points <p>Summary of Cañada College Fall 2019 Results:</p> <ol style="list-style-type: none"> 1. More students were able to access transfer-level English and Math courses 2. The number of students who passed those transfer-level English and math courses increased 3. Existing gaps in equity and access to transfer-level English and math classes decreased for Latinx and whites in some instances and in some cases, they were completely mitigated.
<p>3. Education Master Plan</p>	<p>The Academic and Classified Senates identified the following membership of the Education Master Plan Task Force.</p> <p>Classified Professional Staff:</p> <ul style="list-style-type: none"> • Classified Senate President • Allison Hughes (IT Technologist) • Mary Ho (Transfer Center, supervisory/management liaison) • Roslind Young (Instructional participant) • Joshua Forman-Ortiz (On-boarding, PEP and ASCC support) • Nimsi Garcia (Student Services) <p>Faculty:</p> <ul style="list-style-type: none"> • Alicia Aguirre, Humanities and Social Sciences • Sarita Santos, Business, Design, Workforce • Jessica Kaven, Assessment Coordinator • Rebekah Taveau, Equity Coordinator • Additional faculty from Counseling, KAD and Science/Technology will be identified. <p>Student Reps:</p> <ul style="list-style-type: none"> • ASCC President Adrian Afif will make an announcement to the student body and hopes to provide names by the end of spring break. Mari Managadze will also speak to the ASCC. <p>Vice President Pérez suggested the Task Force consider filling vacancies for the respective constituency groups with people who participate on initiatives like the Antiracism Task Force or campus-wide initiatives such as Guided Pathways so that there would be continuity with those projects.</p> <p>ACTION: A motion to accept the updated membership of the EMP Task Force was made by Dean Hyla Lacefield and seconded by Mari Managadze. Motion passed.</p>
<p>4. District-wide Marketing Update</p>	<p>District-wide Marketing Awareness Campaign</p> <p>Marketing Director Megan Rodriguez Antone announced that a district-wide marketing awareness campaign is underway to increase enrollment through requests for information inquiries, which go directly into the district's CRM system. There is also an increase in applications and enrollment through paid advertising (direct-mail postcards) sent to 180,000 households twice. All creative design was done in-house.</p>

	<p>The district selected 25th Hour Communication to handle the digital marketing campaign. Advertising was done on Facebook, Instagram, YouTube, Spotify, Snapchat and Google Learning Machine. Non-clickable ads were also streamed on connected TVs Sling, Roku and others. Total reach was shared and they were pleased with the success of the digital campaign. 25th Hour was very pleased with the large reach of males at 50% between the ages 18-24 which they had not seen before. The majority of ads that were saved were saved by females. The age range of respondents, demographics, number of ads and the reach were presented.</p> <p>Virtual Commencement</p> <p>The Chancellor’s Cabinet asked the College PIOs to research a virtual way to celebrate both 2020 and 2021 graduates for each college (a total of six ceremonies, two per college). Full Measure is the company that was chosen. Some of the video and content will be similar, but each college will have custom slides for each ceremony. Full Measure will provide mobile engagement that will look like an app, but it is through their website. People will be able to watch the ceremony anytime they would like. Students will be sending their photos and information for their slides. A professional videographer will come to campus for socially-distance filming of the College President and student speaker as well as the live singer of the national anthem, so Cañada can keep some of its traditional, signature elements.</p> <p>Other options can be included:</p> <ul style="list-style-type: none"> • A custom letter from the President • A guide throughout the day to help students throughout the day • A prerecorded video event • A social sharing piece • The College can provide resources to students, career and job services, etc. • Students can update the College on their next moves, such as where did they transfer or where they are working, which can be a great way to keep involved with our alums. <p>The PIOs are working with the campus bookstores to create custom boxes for graduates with announcements, frames, t-shirts and more. It is not mandatory that students purchase regalia, but they can if they wish.</p> <p>Cost of Virtual Commencement: The cost is estimated at \$58,000 total and will be \$19,000 or \$20,000 per college for both years combined.</p>
<p>5. Participatory Governance Evaluation Instrument</p>	<p>Every year, the College evaluates how our constituencies are doing, how are the planning councils and committees doing, is it working well, are we effectively satisfying all the requirements around California law and accreditation. To gather that information, the College holds an annual Participatory Governance Evaluation Survey. The last survey was conducted in 2019, but the College did not do a survey in 2020 for COVID reasons, so it needs to be done this year. The survey should be updated to reflect COVID impacts and some of the concerns around remote instruction.</p> <p>Dr. Karen Engel, Dean of PRIE, presented the draft questions. There are 17 questions in total. A suggestion to add an open-ended question was made. Possible topics could include suggestions around dissemination of information, communication and general comments or questions. A suggestion was also made to follow up on a question around why someone did not join a participatory governance committee to ask what the impediments were to their participation.</p> <p>The PBC would like the survey to go out before spring break.</p>
<p>6. Center for Urban Education (CUE):</p>	<p>Dean David Reed provided background on two reports that were recently sent out from Center for Urban Education, CUE, which is affiliated with the University of Southern California and specializes</p>

**Feedback on
College Student
Equity Plans**

on doing equity-focused work around the state. One report is a statewide report from 113 community college equity plans and other is a college-level report.

There are similarities in the analysis of Cañada's report and the findings from the other 113 community college equity plans. The system office decided to work with CUE to inform the race consciousness of how colleges are looking at these plans, to look at the guiding framework behind the plans and if they are addressing the efforts needed to grow as antiracist institutions. Dean Reed noted that both reports are posted on the PBC website.

There are five main sections of the report:

- Purpose and goals of the plans
- Guiding framework for these plans and methodology
- Descriptive statistics and plan strengths
- Findings
- District and College recommendations

There were five important areas that the report focused on:

1. Many of the activities of Cañada and the other colleges are similar in that they are program oriented. They are not specifically focused on the classroom, but more on the program, and they are not specifically focused on faculty professional development. CUE is looking at these gaps and how the equity plans can inform change.
2. A majority of the activities were race neutral and CUE talks about the importance of not being race neutral but to be focusing on being race specific.
3. They looked at the distribution of activities in terms of being student service focused versus being classroom focused. At Cañada, half of our activities were focused on student services and only 8% from CUE's analysis were focused on classroom activities. They want the college to look at equalizing that to have effective instruction and support faculty and faculty professional development.
4. They noted that 92% of activity descriptions statewide did not include inquiry while 8% did. We need to take a neutral look, do the inquiry and analysis and have the data inform us on areas where we need to focus and improve.
5. They suggest highlighting the importance of transfer. California Community Colleges are the institution of choice for the majority of our students, our Latinx community and low-income students. However, only 25% of the colleges include activities for transfer and 75% do not, so this is a suggested area of improvement.

Rebekah Taveau said that the CUE review looks at using the equity plan as an antiracist policy and there are interesting recommendations to look at. They provide a good checklist of exemplary equity plans that ACES will look at its next meeting on March 23. The review shows that in the equity plans across the state, 87% of the activity descriptions do not mention race or specific racial groups and 54% of equity plans were focused on all students instead of specific disproportionately impacted populations.

Dean Engel said there have been improvements made by the State Chancellor's Office and the SMCCCD on the data and Cañada will have a clearer sense of who our students are.

Vice President Pérez noted that we have only two full months of academic planning before the end of the semester. There will be a lot of work done in alignment of our plans. Strategizing and planning are necessary.

The ACES Team will do a more in-depth analysis at the April PBC meeting and talk about the implications and see how the reports can inform the work we do going forward.

STANDING ITEMS	
7. Associated Students of Cañada College	<p>Mari Managadze provided a report on ASCC activities:</p> <ul style="list-style-type: none"> • Last week, the Student Senate hosted Professors Ware and Terzakis from Black Students Matter, who gave a presentation on instituting an UMOJA program to support black students on campus. • Student Senate also hosted its retreat on February 26 which was a time for professional development and community building. • The Student Senate appointed a new Senator at Large, and Mari Managadze became the Commissioner of Design and Marketing. • The next ASCC Meeting is March 4.
8. Academic Senate of Cañada College	<p>Diana Tedone-Goldstone provided the Academic Senate report:</p> <ul style="list-style-type: none"> • At its last meeting, the Academic Senate had a presentation on creating a new subcommittee for Academic Senate, Black Students Matter. • The Senate discussed an Ethnic Studies Resolution for District Academic Senate to make Ethnic Studies a graduation requirement. • Rebekah Taveau also presented on using course equity data.
9. Classified Senate of Cañada College	No update was provided.
10. Guided Pathways	No update was provided.
11. Planning Council Reports	<p><u>IPC</u>: Vice President Tammy Robinson said the IPC is meeting on a regular basis. They are meeting on March 5 and the main goal is to simplify the reassigned time process so more people can be involved. Dr. Robinson is working with Co-Chair Jessica Kaven and Diana Tedone-Goldstone on the process.</p> <p><u>SSPC</u>: No update was reported.</p> <p><u>APC</u>: No update was reported.</p>
12. President's Update	<p>President Moore reported the following update:</p> <ul style="list-style-type: none"> • The Board of Trustees confirmed that the colleges will continue working in a virtual modality for summer and fall. The district is working on recovery plans for 2022 as more people are getting vaccinated. They are also waiting to see what happens with the county, the state and COVID-19 overall. Conversations are also being held with Academic Senate and Classified Senate.
13. Matters of Public Interest	<ul style="list-style-type: none"> • Jeanne Stalker reminded members to prioritize getting their COVID-19 vaccination. Register for an appointment at Myturnca.gov. • Matt Lee said the college has just learned that former Cañada head coach and the first PE instructor hired for the KAD Division, Silvano Vial, has passed away. He was a Hall of Fame instructor and coached a State Championship team in 1972. Dr. Moore has asked Chancellor Claire to contact the Board of Trustees to adjourn their next meeting in Coach Vial's memory.
Next Meeting	The next meeting will be held on March 17, 2021.
ADJOURNMENT	The PBC meeting was adjourned at 4:01pm in memory of Coach Silvano Vial.