



**Approved**

**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**

**Wednesday, November 2, 2022**

**In-Person and Via Zoom**

**Regular Meeting: 2:10 – 4:00 p.m.**

**Members present:** David Eck, Roslind Young, Alicia Aguirre, Nick Carr, Ronda Chaney, Rachel Corrales, Karen Engel, Denise Erickson, Joshua Forman-Ortiz, Chialin Hsieh, Maria Huning, Hyla Lacefield, Ray Lapuz, Kim Lopez, Lisa Palmer, Peggy Perruccio, Ludmila Prisecar, Megan Rodriguez Antone, Claudia Rosales, Jeanne Stalker, Lesly Ta, Julian Taylor.

**Members absent:** Manuel Alejandro Pérez.

**Guests and others present:** Natalie Alizaga, Wissem Bennani, Julian Branch, James Carranza, Alex Claxton, Mary Chries Concha Thia, Alison Field, Nimsi Garcia, Mary Ho, Alyssa Lucchini, David Reed, Chantal Sosa, Ameer Thompson.

AGENDA ITEM	CONTENT
<p><b>1. Welcome, Introductions and Approval of Consent Agenda</b></p>	<p>Meeting called to order at 2:12 p.m.</p> <p>The consent agenda and minutes of October 19 were reviewed along with the board-approved staffing update from October 26.</p> <p>ACTION: A motion to approve the consent agenda was made Lisa Palmer and seconded by Dean Hyla Lacefield. Motion passed.</p>
<p><b>2. Addressing Internal Equity Report Recommendations (Áse)</b> (Alison Field, ACES Co-Coordinator, Mary Ho, ACES Co-Coordinator)</p>	<p>Alison Field recapped the prioritization of the 19 Áse recommendations that was done by ACES. Mary Ho, VP Manuel Pérez and Alison looked at the Educational Master Plan initiatives to see how they align with the Áse recommendations and presented that to PBC at the last meeting. They presented the recommendations again to ACES to get their approval. Five recommendations are high priority, eight are mid priority and six are lower priority and not as urgent. Most of the Áse recommendations have at least six or seven initiatives that they felt aligned directly and some less directly. They are asking PBC to forward specific Áse recommendations to the strategic workgroups who that are already doing work on the EMP.</p> <p>Mary Ho reviewed the EMP strategies alignment. Some of the strategies fit in other recommendations, so there is some repeatability. Alison, Mary and VP Pérez identified most of the EMP strategies that fit in with one of the Áse recommendations, but there were approximately 20 that they felt did not align with a recommendation.</p> <p>There were three recommendations that aligned to EMP strategy 4.14, Invest in Equity and Antiracism, which Mary said was broad in general. She reviewed the recommendations, pointing out that Item 10, Centralize Antiracism and Cultural Equity Task Forces, is working through their EAPC pilot. Another is Restorative Practice, which will go to ACES/EAPC. The third is recommendation 12, which is to hire a Diversity, Equity and Inclusion Director, that is going to be a part of the resource request process.</p>

	<p>The full Áse Power Consult internal equity report was also shared. The materials that were presented, the spreadsheet matrix and USC Center for Urban Education race-conscious and equity-minded recommendations are posted to the PBC website.</p> <p>Mary reviewed the proposed actions:</p> <ul style="list-style-type: none"> <li>○ <u>Action:</u> For PBC to forward specific Áse recommendations to the relevant EMP strategy workgroups, based on the connections noted in the “ASE-EMP Implementation Matrix” Spreadsheet.</li> <li>○ Motion for PBC to prompt each of these EMP workgroups with the following questions and ask the groups to report back on these questions to PBC:       <ol style="list-style-type: none"> <li>1. How do you see your work contributing to (insert Áse recommendation)?</li> <li>2. Is there more you feel your group could be doing to address this (insert Áse recommendation)?</li> <li>3. If so, what additional resources (training, personnel, etc...) would you need?</li> </ol> </li> <li>○ See the PBC materials for the Spreadsheet matrix and USC Center for Urban Education race-conscious and equity minded recommendations.</li> </ul> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>● Jeanne said Classified Senate and CSEA have not yet appointed any members to workgroups yet, so they need to verify if those people are still on campus and want to still participate.       <ul style="list-style-type: none"> <li>○ Alison said they intentionally left the timeline off because they did not know if the different workgroups were formed and what the timeline was for getting the work done.</li> </ul> </li> <li>● Karen Engel asked to clarify that by “EMP Workgroups” they mean “Groups Responsible for EMP Initiative(s),” listed under Cañada Collaborates on the PRIE website: <a href="https://canadacollege.edu/prie/canada-collaborates.php">https://canadacollege.edu/prie/canada-collaborates.php</a>.       <ul style="list-style-type: none"> <li>○ Mary confirmed that they are referring to the Groups Responsible matrix on the Cañada Collaborates page. The matrix shows the committees and councils that are responsible for a particular strategy.</li> </ul> </li> <li>● Lesly Ta asked about the timing of the EAPC pilot.       <ul style="list-style-type: none"> <li>○ Mary said the EAPC will present bylaws and membership to PBC in December for approval and they plan to pilot EAPC in spring 2020. Because the Educational Master Plan was already adopted and approved by PBC, some of the groups are already doing the work. Alison said EAPC would possibly be able to help address any gaps, support and training, but it is up to PBC as keepers of the EMP.</li> </ul> </li> <li>● David Eck suggested adding a fourth question to the Action:       <p style="margin-left: 20px;"><b>Are there any questions or concerns that the workgroup has with the recommendation and/or trying to implement the recommendation?</b></p> <ul style="list-style-type: none"> <li>○ Mary and Alison said the question is fine and would like to add it as the second bullet point.</li> </ul> </li> </ul> <p>ACTION: A motion to approve the proposed actions was made by Lisa Palmer and seconded by Lesly Ta. Motion passed.</p>
<p><b>3. Student-First Course Schedule and Completion in Three Years – Program Completeness (Chialin Hsieh,</b></p>	<p>Interim VPI Chialin Hsieh presented information on program completeness, which was shared at Flex Day, along with updated information. They are looking at two to three years for program completion and are aligning their work toward meeting the EMP objectives that support the creation of a student-first schedule:</p> <ul style="list-style-type: none"> <li>○ 1.3: Create a student-first course schedule</li> <li>○ 1.16: Create campus culture that supports completion within 2-3 years</li> </ul>

**Interim VPI and Instructional Deans)**

- 4.12: Offer key courses in multiple modalities

There are 128 degrees/certificates. Of those, 27 are Associate Degree for Transfer (ADT), 53 are either AA or AS degrees, and 48 are certificates.

Interim VP Hsieh worked with the PRIE Office and instructional deans and they determined that 21 out of 27 Associate Degree for Transfer (ADT) programs can be completed within 2-3 years. Ten ADTs out of 27 can be completed remotely within 2-3 years, with synchronous and asynchronous instruction offered so students would not have to come to campus.

New information was presented on Associate of Arts for Transfer (AA-T) degrees awarded for the past five years and they looked at the completability in each of the AA-T majors. Psychology has the highest completability at 279 followed by Sociology at 161 and Economics at 119.

- For Associate of Science for Transfer (AS-T) degrees awarded for the past five years, more than 200 are in Business Administration, followed by Early Childhood Education at 69.
- For AA and AS degrees, 35 out of 47 programs can be completed in 2-3 years and 24 can be completed remotely. A list of AA and AS awards by major for the past five years was presented.
- General Education completion, IGETC completability, CSU GE Transfer completability and an AA/AS GE requirement can be completed both in person and exclusively virtual.

VP Hsieh talked about which core course(s) are most frequently required with Associate Degrees for Transfer:

- Math 200 appears as a core course in seven ADTs
- Psychology 100 appears as a core course in four ADTs
- Math 251 appears as a core course in four ADs
- Political Science 210 appears as a core course in three ADTs

Dean Carranza said they recognize that not all students are able to complete in two years. They build the schedule with that plan and they want students to complete in two years, or, at most, three years. There are also students who transfer without obtaining degrees.

Comments:

- Lesly Ta asked how the data relates to the creation of a student-first schedule.
  - VP Hsieh said they are using the information to double-check completability. They are focused on each of the ADT degrees and AA/AS degrees to make sure that students do not have schedule conflicts when they are taking the core courses. Dean Carranza said the priority is to prepare a schedule that does not create obstacles while meeting most students' needs.
- Lesly Ta noted that for students who live farther away, they may want to take more classes in one day, since it is difficult when classes are split over two days for an hour each day. She would like to know how the data addresses the problems that students are facing getting to classes and taking classes.
  - Dean Carranza said they are looking at the modality of all the classes and how they can balance them. They are looking at the GE patterns, the degree patterns and core courses to determine how they can create the most accessible student experience they can.
  - Dean Thompson said they are starting by looking at which classes are most prevalent in students' ADTs and how to schedule those. They can look at it by modality and times that are popular. They are looking at how to best serve the 6,000 students in ways that are useful and start to address those things that Leslie brought up.

	<ul style="list-style-type: none"> <li>● Ronda Chaney asked about data for Career Education courses and certificates. She noted that people attend community colleges for a variety of reasons and not just for degrees and transfer. <ul style="list-style-type: none"> <li>○ President Lopez said there are many classes that are not ADT or AST, but it is important to talk about instruction, completability and the way courses are offered in PBC and in all participatory governance meetings. Every semester, more is learned through student surveys and talking to students about different modalities, degrees and completion.</li> <li>○ David Eck asked if it is possible to get data on whether it is common for a student to be in a particular certificate program and also in a particular ADT/AST program or other certificate program that could create problems with scheduling.</li> <li>○ VP Hsieh and the instructional deans are looking at information on certificated students as well as students who transfer without obtaining degrees who may be taking GE courses. They will work with Dean Engel and Alex Claxton to find out how many students that might be which will help with completability questions.</li> </ul> </li> </ul>
<p><b>4. Cañada Budget Updates</b> (Ludmila Prisecar, VPAS)</p>	<p><u>Fund 3 Updates – Including new State and Federal Grants</u></p> <p>Vice President Prisecar reviewed the fiscal year expenditure breakdown for 2021-22 and included the prior year for comparison. The overall budget is \$50.5 million, and General Fund 3 (restricted) is \$12.3 million, or about 25% of the overall budget. Fund 3 includes federal funds, state funds, local funds, and miscellaneous restricted and restricted fees (health service fees), which the colleges will not be received after this year. In the major spending categories, 43% are classified salaries, 26% are faculty salaries and 31% are operational expenses, with operational expenses having the highest increase over the prior year. Most of the funds were from HEERF and used to convert multimodality spaces. The fund types are governmental, proprietary, and fiduciary funds.</p> <p><u>New Federal Restricted One-Time Funds Received</u></p> <ul style="list-style-type: none"> <li>● Asian American and Native American Pacific Islander Serving Institution (AANAPISI) grant is a five-year grant. This particular grant was awarded to San Francisco State University (SFSU) and the SMCCCD also participated. The award is \$1.7 million for the districtwide allocation and \$575,000 is allocated to Cañada.</li> <li>● A Title V-Developing Hispanic-Servicing Institutions (DHSI) award, a five-year program, was received. Cañada’s allocation is \$2.7 million.</li> </ul> <p>The acceptance forms for both awards will be presented for approval by the Board of Trustees at the November 30 meeting.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>● Lesly Ta asked about the programs that will be done with the AANAPISI and DHSI funding. <ul style="list-style-type: none"> <li>○ Mary Ho said the AANAPISI grant is a transfer pathway grant to SFSU for AANAPISI and low-income students. The focus will be to create transfer pathway programs as well as a sense of belonging for AANAPISI students, as well as build capacity and support those students with their success. It will be structured similarly to ¡ESO! Adelante with case management support, campus visits, funding for a PSC to manage the caseloads and student support.</li> <li>○ David Eck asked why the DHSI grant is called “developing.” Dean Engel said it is a US Department of Education federal allocation through Title V that supports higher education institutions which have at least 25% of their students identifying as Latinx/Hispanic. Cañada is a HSI and the “developing” is to help us explore how we are helping students who might have stopped out or been adversely impacted during the pandemic, and support them in continuing or returning to college.</li> </ul> </li> </ul>

State funds (one-time) were awarded for:

- Basic Needs Services
- Retention/enrollment strategies
- COVID recovery block grant, \$9.3 million district wide, so Cañada's allocation will be determined.
- Physical plant, \$ 11 million districtwide, our allocation is not known yet, can help with facilities, instructional equipment
- Guided Pathways, our share is \$162,436
- Zero Textbook Costs, Phases 1 and 2
- Digital Marketing Apprenticeship Program and also Pre-apprenticeship, Extended Reality Apprenticeship and Pre-apprenticeship, which are all under the BDW Division.
- The district also received one-time direct student financial aid from the state and Cañada is waiting to hear about its allocation.
- The district received a \$2 million grant for the Learning-Aligned Employment Program (LAEP). It is a nine-year program and Cañada's allocation is \$455,000. The program is designed for the colleges to partner with companies to help our students get work experience.

Other: The college also received a \$150,000 apprenticeship grant through the Tides Foundation.

Use of HEERF (Higher Education Emergency Relief Funds)

There were three separate HEERF relief packages: CARES Act (HEERF I), COVID Response and Relief Supplemental Appropriations Act -CRRSSA (HEERF II), and American Rescue Plan – ARP (HEERF III).

The district must disclose how HEERF funds are spent on a quarterly basis and there must be a public disclosure on all awards to students. The three colleges and the district were allocated \$44.5 million for HEERF I, II, and III, with 22% or \$9.7 million to Cañada. Because Cañada is a Hispanic Serving Institution, the College qualifies for additional supplemental funding. Overall, funds have either been spent, or the College has commitments to spend by December 31, 2022.

For the Direct Student Aid allocation, Cañada spent \$5.7 million, and there are \$82,000 in disbursements that are still in process. A breakdown of grant amounts for Pell recipients, and non-Pell recipients were included.

HEERF institutional spending categories were reviewed, and 50% was allocated to multimodal classroom conversion, 21% for faculty additional pay for Hyflex conversion and professional development, and 29% for student technology, transportation, and the COVID-19 specialist.

Multimodal Spaces and Equipment: A list of completed multimodality spaces was reviewed.

Four rooms are almost completed. They are still waiting on equipment for The Grove.

- Neat Boards: There are 28 Neat Boards campus-wide, and 11 were funded by HEERF. Dean David Reed said the list of the Neat Board locations is not posted on a public-facing website, but it could be. They just had a recent meeting with ITS to verify locations.

Funds were also used to offset loss of revenue for food services and the Bookstore during COVID.

Comment:

- David Eck asked if a list of classrooms with Neat Boards could be emailed to division faculty before the end of the semester.

	<ul style="list-style-type: none"> <li>○ Dean Carranza said it would be helpful to notify the deans about the Neat Board spaces as they are trying to schedule areas based on needs. Faculty should contact their respective deans since it is built into their course request process.</li> <li>○ Dean Thompson noted that when any faculty is teaching in a multimodal fashion, he automatically assigns them to a room where there is multimodal equipment.</li> <li>● Roz Young noted that faculty are now using CIETL, which has a Neat Board. This was a space that was previously used by the Classified Senate. She asked if there is a dedicated space or conference room with a Neat Board that Classified staff can use. David said he would work with VP Prisecar and ITS to identify space. VP Prisecar thinks the College will be able to create a space when Building 13 opens.</li> <li>● Lesly Ta asked if the College has funding for the rest of the year for technology needs. VP Prisecar asked Lesly to let her know what is needed.</li> </ul> <p>VP Prisecar said that before additional Neat Boards are ordered, she would like to know which boards are actively used. The Neat Boards have software that shows how many hours they are used.</p>
<p><b>5. Student Transportation – Planning for Spring 2023</b> (Ludmila Prisecar, VPAS)</p>	<p><u>Summary of Lyft Pilot and Shuttle Service</u>  VP Prisecar reviewed the Lyft pilot program, which has provided free on-demand student rides since April. Because there was low ridership on the shuttle, the College looked at what other things could be done to help students get to campus. From April 1 to September 8, the Lyft pilot program was opened to all students and the value per rider was 40 rides/up to \$35 per ride. By fall, the ridership tripled, and the College decided that it was not sustainable and could no longer offer the program to all students, so it was reduced to 15 rides/up to \$15 per ride.</p> <p>The Lyft program metrics were reviewed and the College was able to provide 5,319 rides, costing \$114,000, with an average ride cost of \$21.45. Student demographics and rider heat maps were presented, showing where students are coming from, along with pick-up and drop-off locations.</p> <p><u>Planning for Spring 2023:</u> Using the pilot data, they are looking at program coverage details as they plan for spring 2023. Since the College cannot provide the program for all of its students, they looked at the focus of the pilot, which was to provide rides for the College’s underserved communities, Belle Haven, North Fair Oaks and East Palo Alto. There is no direct bus that would bring students to and from the Cañada campus. Students would have to take two buses and it would take 1 ½ hour to get to campus.</p> <p>For spring 2023, they propose restricting the program to serve students in Belle Haven, North Fair Oaks and East Palo Alto by providing 30 rides up to \$25 per ride, with restrictions on days/times the rides are provided. Students must be enrolled in six units and show financial need. VP Prisecar will work with SparkPoint and Financial Aid to identify a process.</p> <p><u>Shuttle:</u> They are looking at the shuttle with the suggestion of a new proposed route. The cost is reasonable for the shuttle if we have more students riding, but the average cost per ride is \$48 or \$100 per day per student. Between the new proposed shuttle route and SamTrans route 278, they can serve students who do not have a car. The Lyft program could then be focused on the East Palo Alto, North Fair Oaks, and Belle Haven areas. Based on information from Lyft on the pickup and drop-off times, Alex Claxton in the PRIE Office is helping to look at the data to determine when the shuttle should run.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>● Lesly Ta asked how many students will we not be able to serve in the San Mateo/Foster City area.</li> </ul>

	<ul style="list-style-type: none"> <li>○ VP Prisecar said we would not be able to serve that population. Based on conversations with Student Life and the President, we may be able to have a program for exceptions, allowing us to help serve those students.</li> <li>● David Eck asked again about the Lyft cost and said the College would want to be able cover the entire cost and not just a partial cost, especially if a student does not have a car.</li> <li>● Lesly Ta asked about the \$75,000 budget for Lyft and what would happen if there is a large influx of students due to SB 893 and that budget is depleted right away.</li> <li>● VP Prisecar will work with PRIE on enrollment data and what our student population is in those communities. She said in order for us to consider transportation coverage out of our Fund 1, it has to be a part of the SB 893 packet said we have to be a part of the SB 893 packet, which the district is working on.</li> </ul> <p>The results of the recent transportation survey of students are posted to the PBC website at <a href="https://canadacollege.edu/planningbudgetingcouncil/2022-23/transportation-modality-pref-stdt-srvy-reslts-can-fall22.pdf">https://canadacollege.edu/planningbudgetingcouncil/2022-23/transportation-modality-pref-stdt-srvy-reslts-can-fall22.pdf</a></p>
<b>STANDING ITEMS</b>	
<b>6. Associated Students of Cañada College</b>	No student report was presented.
<b>7. Academic Senate of Cañada College</b>	David Eck reported the following: <ul style="list-style-type: none"> <li>● The Academic Senate will be appointing faculty to serve VPI hiring committee.</li> <li>● The Senate is also following up on the enrollment data resolution that was discussed at the last PBC meeting.</li> </ul>
<b>8. Classified Senate of Cañada College</b>	Roz Young reported the following: <ul style="list-style-type: none"> <li>● The Classified Senate and student workers will hold a joint meeting on November 10 during Teatime with TRIO.</li> <li>● The senate will hold a team building event at Cañada Vista on November 16 and hope to also organize a larger team building event.</li> <li>● The Senate is also looking for three members to join the VPI search committee.</li> </ul>
<b>9. Planning Council Reports</b>	<p><u>IPC</u>: Lisa Palmer reported the following update from the October 21, 2022 IPC meeting:</p> <ul style="list-style-type: none"> <li>● Adding a dedicated CTE position to IPC. They resolved adding a third at-large faculty member and stipulating that the at-large members help to ensure they have cross-campus representation. Candice Nance volunteered for the new at-large position and her appointment was confirmed by Academic Senate on October 27.</li> <li>● IPC discussed plans for their first three POCR (Peer Online Course Review) courses, Business 100 (Candice Nance and Gampi Shankar); Communications 180 ( John Perez and Jessica Kaven); and Digital Photography (Emanuela Quaglia).</li> <li>● Communications about the re-assigned time application process were reviewed. These have gone out to faculty in positions that are up for renewal.</li> </ul> <p><u>SSPC</u>: Maria Huning reported the following update from the October 21 SSPC Meeting:</p> <ul style="list-style-type: none"> <li>● The SSPC reviewed the Student Services Huddle presentation, identifying things that will be prioritized for the rest of the semester and over the spring.</li> <li>● They are looking at extending weekend and weeknight hours, the elimination of wait times for students and peak time enhancements.</li> <li>● They will work on EMP goals at the next SSPC meeting on November 9.</li> </ul>
<b>10. President's Update</b>	<ul style="list-style-type: none"> <li>● President Lopez thanked those who attended or donated to the President's Luncheon.</li> <li>● The Board will hold a Study Session on November 9 and they will be looking at a telecommuting policy to see if they will want to support it for the next two years.</li> </ul>

	<ul style="list-style-type: none"> <li>President Lopez is on the Chancellor's search committee and they are meeting on November 7 to select candidates to interview. Due to Chancellor's interviews, President Lopez is unable to attend the PBC New Position Presentations on November 16-17 from 2:10-5:00pm. She will watch the recorded presentations.</li> </ul>
<b>11. Matters of Public Interest and Upcoming Events</b>	<ul style="list-style-type: none"> <li>Jeanne Stalker reported that the men's basketball team will face Modesto in a 5:00 p.m. game on November 3. She invited everyone to come to the gym and cheer the team on – Go COLTS!</li> </ul>
<b>ADJOURNMENT</b>	The meeting was adjourned at 4:11 p.m.
<b>Next Meeting</b>	The next meeting will be held on December 7, 2022.