

**PLANNING AND BUDGETING COUNCIL MEETING
MINUTES**

Wednesday, February 19, 2025

In-Person and Via Zoom

Regular Meeting: 2:10 – 4:00 p.m.

Members present: Alex Claxton, Gampi Shankar, Alicia Aguirre, Mayra Arellano, Nick Carr, Karen Engel, Denise Erickson, Lizette Bricker, Chialin Hsieh, Jacky Ip, Alex Kramer, Ray Lapuz, Kim Lopez, Rose Marie Mendoza Morrison, Ludmila Prisecar, Megan Rodriguez Antone, Gina Hooper, Julian Taylor, Jose Zelaya

Members absent: Graham Sheardown, Chantal Sosa, Christopher Wardell, Kassie Alexander, Sarita Santos, Junpei Yamaguchi

Guests and others present: Ameer Thompson, Hyla Lacefield, Kat Sallivan-Torrez, Adolfo Leiva, Wissem Bennani, Alex Kramer, Joe Puckett, James Carranza

AGENDA ITEM	CONTENT																					
Welcome, Introductions and Approval of Consent Agenda	ACTION: A motion to approve the Consent Agenda, including minutes from the February 5, 2025 meeting. Motion passed unanimously.																					
Institution Set Standards 2020-25 Reflection & Discussion	Presenters: Alex Claxton, PRIE Analyst and Karen Engel, Dean of PRIE Presentation On December 4, 2024 and February 5, 2025, PBC reviewed and considered the College’s Institution-set Standards, key performance metrics the College reviews regularly to determine whether we are moving towards our goals and not falling below and of our “minimum” set standards. In this presentation, the PRIE team brought forward those Standards whose minimum expected threshold the College fell below between 2019-20 and 2023-24. There are 14 key performance metrics (Standards) that the College did not meet. 3 RELATED ENROLLMENT & COMPLETION METRICS <table><tr><th>Metric</th><th>2019-20 Set Standard</th><th>2023-2024 Outcomes</th></tr><tr><td>Full Time Equivalent Students (FTES)</td><td>3,451</td><td>3,291</td></tr><tr><td>Total Course Enrollment</td><td>28,556</td><td>27,509</td></tr><tr><td># of course sections</td><td>1,148</td><td>1,047</td></tr><tr><td># of AA and AS degrees awarded by CAN</td><td>357</td><td>220</td></tr><tr><td># of students who enrolled at a CSU</td><td>137</td><td>117</td></tr><tr><td># of students who enrolled at a CSU or a UC</td><td>195</td><td>180</td></tr></table>	Metric	2019-20 Set Standard	2023-2024 Outcomes	Full Time Equivalent Students (FTES)	3,451	3,291	Total Course Enrollment	28,556	27,509	# of course sections	1,148	1,047	# of AA and AS degrees awarded by CAN	357	220	# of students who enrolled at a CSU	137	117	# of students who enrolled at a CSU or a UC	195	180
Metric	2019-20 Set Standard	2023-2024 Outcomes																				
Full Time Equivalent Students (FTES)	3,451	3,291																				
Total Course Enrollment	28,556	27,509																				
# of course sections	1,148	1,047																				
# of AA and AS degrees awarded by CAN	357	220																				
# of students who enrolled at a CSU	137	117																				
# of students who enrolled at a CSU or a UC	195	180																				

Impact of COVID-19

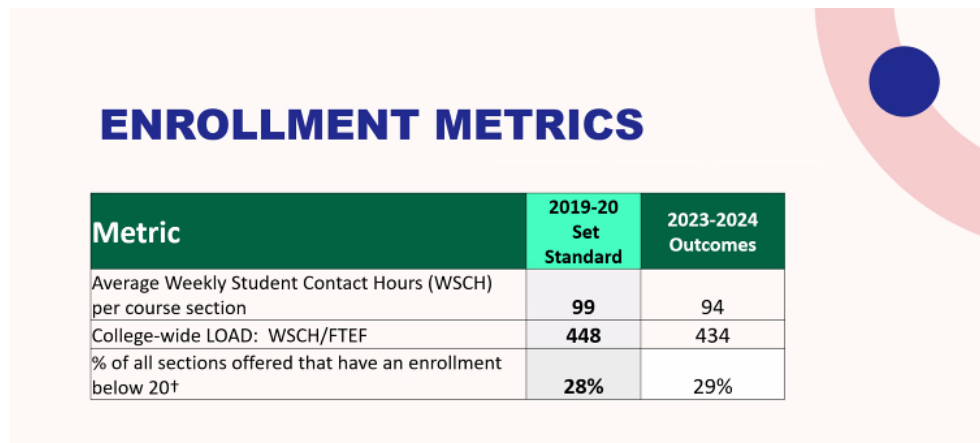
- Some metrics, especially those comparing to 2019-2020, are impacted by COVID-19. The pandemic affected enrollments but the data from 2019-2020 was still considered relevant for comparison as the college was largely locked in after census. It was noted that in 2024-25, the College has surpassed its 2019-20 enrollments.
- Suggestion to add a comparison with pre-COVID years (e.g., 2018-2019) for further context, as the 2019-2020 year may have skewed the results.

Degree Awards and ADTs

- A decrease in AA degrees awarded was noted, but an increase in ADT (Associate Degree for Transfer) awards was observed. This shift explains some of the gap in degree awards, as students often don't earn both AA and ADT for the same program.

Transfers to CSU/UC

- Decline in students transferring to CSU and UC, tied to the lower number of students overall. The 2023-2024 cohort was particularly impacted by the pandemic, and fewer transfers are expected from this group.



Impact of Course Sections on Metrics

- Course load and student contact ratio metrics are influenced by the number of course sections. While offering more sections could improve some metrics, it could worsen others due to costs.

Section Enrollment Concerns

- Discussion focused on 30% of course sections having enrollments below 20 students. The percent is higher than desired but very close to our Standard.
- VPI Hsieh reminded us that the new Board Policy mandates course cancellation if enrollment is under 20 (asynchronous) or 15 (face-to-face) going forward.

Class-Specific Enrollment

- Noted that some classes, like radiologic technology and English composition, have lower maximum enrollment limits, which impacts overall section enrollment percentages.

ENROLLMENT METRICS

Metric	2019-20 Set Standard	2023-2024 Outcomes
# of SUHSD high school graduates who enroll at CAN within one year of graduation	340	281
# Enrolled in Middle College	112	91
# of students who enrolled in a course in the same or subsequent year of applying to CAN	1,470	1,185

K-12 and Enrollment Trends:

- Decline in K-12 enrollments and direct application enrollments, tied to broader demographic shifts in Silicon Valley as the number of high school graduates is declining significantly.
- Middle College enrollment was down in 2023-24 but in 2024-25 is slightly higher, up to 117. Demographic changes are still a significant factor.

Application Integrity and Demographic Shifts

- Efforts to address fraudulent applications have improved, though this likely hasn't had a major impact on overall enrollment numbers.

OUTCOME METRICS

Metric	2019-20 Set Standard	2023-2024 Outcomes
% of students who were unemployed and became employed after exiting college	70%	69%
Among students who responded to the CTE Outcomes Survey and did not transfer, % who reported that their job is closely or very closely related to their field of study	70%	62%

Career Outcome Survey Results

- Slightly lower percentage of students finding employment post-enrollment, with a small gap between the target (70%) and the actual result (62%).
- The response rate for these surveys is small, making results sensitive to the group that responds. Therefore, the difference is not a major concern.

Impact of Local Dynamics

- Shifts in the local job market, influenced by COVID-19, have likely impacted employment outcomes for students.

Conclusions

- Despite slight misses in a few metrics, the institution has met many standards and exceeded expectations in some areas.
- While some metrics missed the standard, the differences were small and linked to broader trends, including COVID-19 and demographic changes.
- While 30% of sections had low enrollment, new Board Policy is clearer about cancellations going forward. The Instructional Deans and VPI are continuously monitoring and trying to improve this metric.

	- The declining number of high school graduates is a factor that can explain fewer students coming to Cañada directly from high school. Follow-up Items - Continue monitoring ADT and transfer trends in relation to overall student numbers. - Continue monitoring section numbers and their impact on various metrics. - Continue monitoring career outcome results and adjust strategies as needed based on local job market shifts.
EMP Review: 1.2 Build on the College for Working Adults Model and 4.3 Create a Hub for Evening and Weekend Students	Presenters: James Carranza, Dean of Humanities & Social Science Jose Zelaya, Project Director Wissem Bennani, Dean of Enrollment Services Presentation Evening Programming Goals - Focus on building on our College for Working Adults model, including creating a hub for evening and weekend students. - The goal is to ensure that evening and online degree programs are accessible and completable within two years with proper support services (counseling, student services, instructional support) available in the evenings and online. Progress Update - Last semester was dedicated to meetings with various councils and groups, with further discussions planned with the SSPC on February 26th. - Continued focus on reimagining evening programming and collaborating with counseling to create degree and certificate templates for evening students. - Next steps include exploring ways to support evening students during off-hours (when offices are closed), and working on rebranding with a potential name for the evening programs ("Cañada College NOW: Nights, Online, and Weekends"). Support for Evening Students - Looking to streamline enrollment and student services, particularly for evening students who may need services outside typical hours. - Efforts to integrate CWA (College for Working Adults) support into the overall evening offerings, ensuring the program complements the broader evening schedule. Technology and Infrastructure - Technology is being utilized to ensure evening students can access services like admissions and records without requiring in-person visits during office hours. - Student surveys will be conducted to gather feedback and improve support. Degree Completion - Discussed expanding the availability of degrees on the Tuesday/Thursday evening schedule. However, faculty availability and course modalities will impact the feasibility of offering more degrees. - Currently, Tuesday and Thursday evenings are the primary times for classes, but some flexibility is being explored with Monday/Wednesday evening classes. Future Strategy - More active engagement with faculty and campus community to improve evening offerings. - Potential changes to how evening programming is structured to increase participation and utilize available resources effectively. Follow-up Items

- Continue discussions with SSPC and other groups for feedback.
- Finalize rebranding and explore creating an "evening landing page" for easier student access.
- Possibly survey students to gather input on evening program needs.
- Review course scheduling for more flexibility in offering degrees at convenient times for evening students.

**EMP Review:
2.14 Evaluate
Academic and
Support
Programs and
Practices**

Presenter: Karen Engel, Dean of PRIE

[Presentation](#)

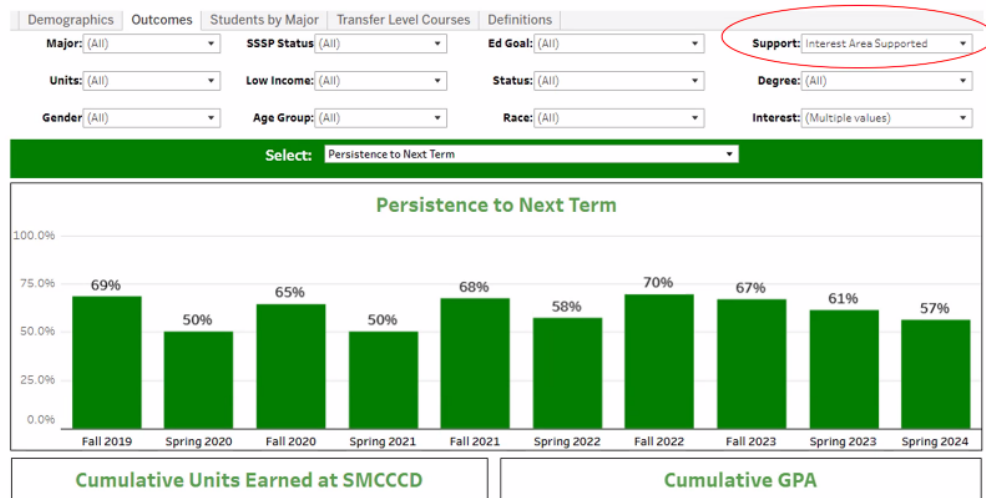
Educational Master Plan Strategic Initiative 2.14: Update

2.14 -- Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.

Interest Area Success Teams

- The teams monitor student progress and intervene if students fall off track. Success Teams include counselors, retention specialists, and students.
- A comprehensive evaluation of success teams was last conducted in 2022. A new survey is planned for Spring 2025 to evaluate the effectiveness of current practices.
- Retention specialists receive weekly enrollment data and early alerts to monitor at-risk students.
- PRIE provides regular analysis of the outcomes of Early Alerts with the team to evaluate the efficacy of the process
- The impact of the Success Teams and other Guided Pathways-related reforms can be monitored on the PRIE's [Guided Pathways Dashboard](#):

Guided Pathways



Cañada College Guided Pathways Data Dashboard: <https://canadacollege.edu/prie/dashboards/guided-pathways.php>

	Library Learning Center & Tutoring - Comprehensive reviews are conducted regularly. Tutoring Services and the Writing and STEM Centers are part of the Learning Center and get evaluated as part of that review. This Spring, PRIE is conducting an additional analysis to determine whether there are any student groups not utilizing tutoring services and to assess the effectiveness of online tutoring. - Embedded tutoring in English and math has been implemented but requires more time for implementation before an additional evaluation is warranted. Writing Center - The PRIE Office conducted an analysis of Writing Center usage data from 2022-2023 and 2023-24 to assess effectiveness. There are ongoing efforts to discuss this data with the Learning Center for improvements. Peer Mentoring - A survey will be conducted with peer mentors to assess their experiences within the Interest Area Success Teams. JAMs Program - The JAMs program was previously effective in shortening pathways for students through placement testing. However, since the shift away from placement tests, JAMs have been replaced with writing and math instructional aids that provide workshops in key subjects. Other Academic Support Programs - All other special programs (Promise, Umoja, Puente, TRIO, etc) conduct regular comprehensive reviews to identify and address equity gaps. COLTS works with PRIE each year to conduct its own evaluation. The COLTS cohort consistently performs well compared to other student groups, even other Athletes. Follow-up Items - Continue with the Spring 2025 Interest Area Success Team survey, including a survey of peer mentors to evaluate their experience and involvement. - Follow up with the Learning Center regarding Writing Center data analysis. - Further analyze tutoring data from Fall 2024 to assess student participation and online tutoring success.
EMP Review: 4.1 Improve Access to Campus via Public Transit, Rideshare	Presenters: Ludmila Prisecar, VPAS Adolfo Leiva, SparkPoint Director <u>Presentation</u> Transportation Challenges - Transportation has been a challenge for the campus, particularly due to funding limitations. - The pilot program for Lyft services, funded through higher education relief and COVID-19 recovery funds, was successful but is ending due to the exhaustion of funds. This semester will be the last for Lyft services. New Transportation Options Way to Go Pass (Clipper Card) - An unlimited bus pass is being offered district-wide to all SMCCD students through the Clipper card. It is available for free and can be linked to mobile apps. - In the pilot phase, 558 students applied, and 277 (about 50%) expressed interest. - Plans are in place to extend this program to EOPS and Promise students and to continue it into the next academic year.

Way2Go Pass

SamTrans - Currently Offered



- Unlimited - Time bound
 - SamTrans only
 - Expires July 31, 2025
- Eligibility
 - SMCCCD student - enrolled >1 unit
- Districtwide
- 277/558 (50%) Interest
 - Campus Dining Card submissions
 - 5000!



Highway 101 Express Lane Program

- Offers a \$200 credit for use on SamTrans, BART, and FastTrack tolls.
- Eligibility: Must be a San Mateo County resident, at least 18 years old, and have an income under \$82,260.
- The program is accessible through SparkPoint supplemental services, and applications for this and other services will be integrated into one system.
- This program can be used on toll express lanes or for transit passes (SamTrans, BART), and the \$200 credit will deduct accordingly.

Highway 101 Express Lanes

Community Transportation Benefits - Planning Stages



- \$200 Credit - Dollar bound
 - Clipper Card - SamTrans or BART
 - Toll Transponder
- Eligibility
 - 18 years old +
 - San Mateo County Resident
 - Income < \$82,260
- Districtwide



Challenges and Next Steps

- The distribution of Clipper cards and spreading awareness of the programs are ongoing challenges.
- The goal is to promote these transportation options and guide students on the most efficient usage based on their needs.

Action Items

- Continue promoting and expanding the Way to Go Pass to all students.
- Work on the integration of transportation options into SparkPoint's application system.
- Increase awareness and distribution efforts for the new transportation programs.

Express Lane Program

	▪ Background: The Express Lane program in San Mateo County was created with an emphasis on providing low-income residents with access to transportation. The initiative includes a \$200 Clipper card to use on express lanes and buses. ▪ Goal: The program was designed to ensure equity, allowing low-income individuals to benefit from express lanes and public transportation, addressing criticism that express lanes primarily served wealthier individuals. ▪ Expansion: The program has been successful and is now serving as a model for other regions. It is available through community organizations such as Samaritan House and local community centers. ▪ Next Steps: The program is in contract stages, and efforts are being made to spread awareness. The team is looking to distribute information via weekly emails once finalized. Action Items • Finalize and distribute information about the Express Lane program. • Continue collaboration on sustainability initiatives with the district office team.
EMP Review: 4.9 Update and Implement Sustainability Initiatives	Ludmila Prisecar, VPAS, Alex Kramer, Dean of Business, Design & Workforce, and Jessica Ho, Coordinator of Utility and Sustainability Sustainability Overview There are ongoing sustainability efforts happening across various programs, although they are not always widely known or discussed. The Environmental Science Laboratory 101 class, which partners with a local company and the campus, focuses on native plants and sustainability. A field visit for flexible state training is also planned. Fashion Program's Sustainability Effort • The fashion design program is hosting an Eco Elegance Fashion Show on Earth Day (April 22). The show will feature upcycled designs created by students. It will also be aligned with a fundraiser in partnership with the foundation. • A flyer and registration link for the event will be shared. District's Sustainability Activities • Jessica Ho, District Utility and Sustainability Coordinator, shared an overview of ongoing efforts, including fleet electrification, clean energy procurement, water conservation, composting, and zero waste initiatives. More information can be viewed here Upcoming Event Earth Fest at Cañada College on April 16, featuring interactive exhibits that teach students how to create personal sustainability impacts. All are encouraged to attend. Sustainability Center The Sustainability Center in Building 19 has interactive exhibits created by students, focusing on topics like clean energy, rebates for upgrading to electric appliances, and career education in electrification. A visit is encouraged, though some organization may be affected due to recent rainstorms. Action Items • Encourage student participation in the Eco Elegance Fashion Show and Earth Fest. • Visit the Sustainability Center and explore the exhibits on clean energy and electrification careers. • Stay updated on sustainability initiatives and look for ways to get more involved. Susan Mahoney shared that “ENVS 101 class has also partnered with a local grassland restoration expert to learn about native grasslands and native grassland restoration. We have toured his large many acres site in nearby Woodside to see how he has simultaneously reduced fire fuel loads and

	increased the number of native plants, the overall biodiversity of the site, and the habitat for pollinators and other native animals. This restored ecosystem also effectively stores carbon in the ground. We have started a small field project on campus to see if we can restore our campus weedy star thistle and wild oat areas (that are an eyesore and a fire hazard) to a beautiful and ecologically important native grassland ecosystem. Stay tuned for a prof development flex day activity/tour in April!"
ISER Sub-standards Review 3.1, 3.3, 3.4	Presenter: Karen Engel, Dean of PRIE and Hyla Lacefield, Faculty Accreditation Lead & Professor, Digital Art & Animation The presenters reminded that Cañada College is conducting an Institutional Self Evaluation this year and drafting a Report (ISER) to be submitted to the ACCJC by next December. ISER Drafts can be viewed here. Today's focus is on Standard 3 (Infrastructure and Resources), and all PBC members are encouraged to review and provide feedback, particularly regarding evidence and alignment with accreditation standards. Overview of Standard 3: • Hyla Lacefield explained that much of Standard 3 was created collaboratively across the district. Skyline College led the first draft, which was then reviewed and adjusted to fit the context at Cañada College. • Work on Standard 3 is ongoing, with particular attention being given to evidence and ensuring that the document accurately reflects college practices. Professional Development Committee Involvement • The Professional Development Committee has taken charge of reviewing Standard 3.2, focusing on professional development. Feedback from the committee has been integrated into the draft. Feedback Solicitation • The group is specifically seeking feedback on sections 3.1, 3.3, and 3.4, which were highlighted for closer review. The Professional Development Committee is handling 3.2 separately. • Participants are encouraged to submit any additional evidence or suggestions that could enhance the draft. Review Process and Document Navigation • Participants were asked to review highlighted sections in the draft for accuracy, particularly those that may differ from Skyline's approach. • The group considered whether to break into smaller discussion groups or remain as a whole, with a preference for keeping everyone in one session for more inclusive discussion. Next Steps • Continue collecting feedback from all relevant parties. • The ISER Writing Team will refine the document based on the comments received, especially regarding evidence and alignment with practices. <u>Sub-standard 3.3:</u> The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals. Sub-Standards Review • The standard is crucial, especially for HR processes, as it ensures consistency across the district, adhering to the same policies and procedures. • The website serves as a valuable resource, showcasing the hiring process and personnel evaluations.

	Reference to Skyline • It was noted that some references to Skyline are still present. These will be cleaned up as the draft is finalized. • Differences in processes with Skyline were highlighted, particularly around vacancy refilling and the need for clarity in terms of local vs. district-wide procedures. • Discussion around linking our own processes more clearly to differentiate from Skyline's. Evaluation Process • HR sends automated reminder emails for evaluations based on employee job numbers. • Clarification needed on how evaluations for faculty, classified, and management are handled at Cañada. • The importance of linking the process to Senate procedures for faculty evaluations and including evidence like faculty lists and evaluation committee agendas was emphasized. Sub-standard 3.4: The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. Fiscal Resources • Discussion on the allocation of fiscal resources and ensuring that processes are aligned with the institution's mission. • Evidence to support fiscal resources management, including training schedules, budget updates, and program review processes, was discussed. • Clarified that the budget process starts at the district level, and resources are distributed through program reviews. Program Review and Decision-Making • Program reviews and resource requests were confirmed as aligned with the college's goals. • Emphasis on using the correct terminology, such as "administrative leadership team" instead of "admin services." • Links to program review timelines and resource allocation calendars were identified, though some parts may need refinement to better align with local processes. Skyline Links Clarification was made that the links to Skyline are kept to highlight differences in resource allocation models, but will be revised to reflect Cañada's processes more clearly. Follow-up Items ▪ Remove references to Skyline and be sure to only include Cañada's processes. ▪ Add details on faculty evaluation procedures and tie them to Senate processes. ▪ Update the fiscal resources section with clearer evidence and proper terminology. ▪ Refine program review links to ensure they reflect Cañada's specific processes.
Enrollment Updates	Presenter: Chialin Hsieh, VPI Enrollment and Modality Overview • The meeting focused on course enrollment, modalities, and the progress towards various institutional goals • Key metrics compared Spring 2024 and Spring 2025 census-day enrollment. • Notable increases: ○ Overall enrollment up by 4% (from 12,000 to 12,725) ○ 7% increase in evening enrollment ○ 20% increase in concurrent K-12 students (including dual enrollment)

- First-time student enrollment dropped by 16%, but the numbers remain relatively stable

Census Day: Point-in-Time Comparison

Metric	Spring 2024 2.5.2024	Spring 2025 2.4.2025	Percent Change
Enrollments	12,266	12,725	4.0%
Headcount	6,747	7,077	4.8%
Headcount (First-Time)	311	259	-16.5%
Headcount (Int'l)	89	104	15.6%
Sections (unduplicated)	480	506	4.3%
Load	428	423	-0.9%
FTEF	106	109	2.8%
Concurrent K-12 Student (including dual enrollment)	869	1,047	20.2%
Continuing Student	4,895	5,103	4.4%
Enrollments (Evening)	923	993	7.4%

College Goals and Metrics

- Goals for fill rate (80% target, 75% floor) and load (450 target, 425 floor) were discussed
- Spring 2025 results
 - Fill rate: Met the floor with 75%
 - Load: Close to the floor at 423
- Modality breakdown
 - Online asynchronous fill rate: 86%
 - Face-to-face fill rate: 70%

College Goals and Actual Results

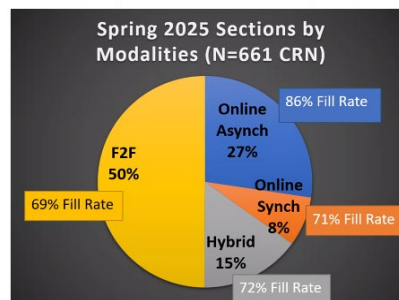
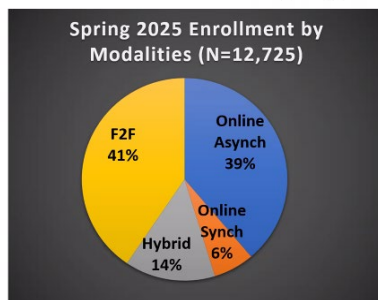
	Course Enrollment	Fill Rate	FTEF	Load	Sections (undup)
College Goal (Spring Semester)	12,000	80% (inspirational) 75% (floor)	108	450 (inspirational) 425 (floor)	506
Spring 2025 (Census Day)	12,725	75%	109	423	506
Online Asynchronous	4,937	86%	31	513	153
Online Synchronous	816	71%	6	429	32
Hybrid	1,814	72%	21	362	83
F2F	5,158	69%	51	392	230

Facilitation of Course Modality

- Clarified how cross-listed courses (e.g., face-to-face and online synchronous) are counted in the CRM (course reference number) system and fuel rates.
- Example: A course split into face-to-face (15 students) and online synchronous (15 students) still counts as a 100% filled class for both modalities.

Effective Management of Modalities and Enrollment

Spring 2025 Census Day



Enrollment by Division

- Performance of divisions against institutional goals was reviewed.
- Key highlights:
 - English division (Humanities) has a higher fill rate despite smaller class sizes.
 - Cat division performs well on load but not on fill rate due to course structure.
 - Science and Technology and ASLT divisions continue to have high fuel rates and load.

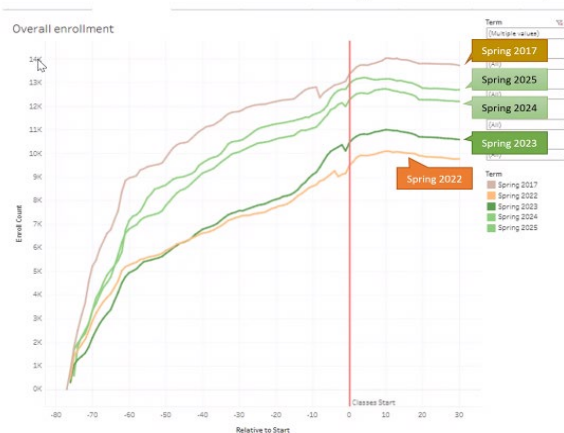
Spring 2025 Metrics and Results by Division

Division	Enrollment	Fill Rate	FTEF	Load	Duplicated Section (CRN)
Bus. Design & Workforce	3714	71%	27.0	405	167
Counseling	152	68%	0.7	432	6
Humanities & Soc. Sci.	4215	75%	38.6	376	206
Kinesiology, Athl & Dan	1205	70%	9.5	441	142
Science & Technology	3326	86%	32.7	486	130
Academic Sup & Learn T.	113	26%	0.3	669	10
Grand Total	12725	75%	108.9	423	661

Enrollment Trends

- A chart comparing enrollment data from Spring 2022 to Spring 2025 showed a trend of decreasing enrollment growth (from 10-15% to 5%).
- The focus is now on closely monitoring FTES and FTEF as enrollment growth slows.

Enrollment Overall Trends (Census Day 2.5.2025)



Summer/Fall 2025 FTES Allocation

- Proposed FTES allocation for the next academic year was shared, with departments encouraged to stay within the budgeted limits while adjusting based on demand.

Question on Cross-listed Classes

- A question was raised about whether splitting a class into 2 CRNs (e.g., 15 students face-to-face, 15 students online) counts as "cheating the system."
- The response clarified that this is an allowed practice under state regulations for cross-listed courses with different modalities, ensuring each section meets the full 100% enrollment criteria.

	Action Items - Continue to monitor enrollment closely and adjust FTES and load as needed to align with the institution's goals. - Ensure accurate counting and reporting of cross-listed courses.
STANDING ITEMS	
Associated Students	No update was reported.
Classified Senate	Alex Claxton, Classified Senate President Preparing for committee filling season in April.
Academic Senate	Gampi Shankar, Academic Senate President - Ongoing discussions at the Senate and district levels about the hiring process for faculty this semester. - Focus on the methodology for the 1st level interviews, with adjustments being made due to COVID. - Previous restrictions limited interviews to online-only formats, but now there's more flexibility, though still under certain constraints. - Awaiting final guidelines for the 1st level interviews, expected within the next 1-2 weeks. - Anticipating more clarity and direction on interview methodologies soon.
Planning Council Reports	IPC Update - No representative present; last met two weeks ago and will meet again this Friday. - Ongoing review of Strategic Enrollment Management Plan and EMP updates. - PI process to be discussed at the next meeting, with a task force recommendation expected. SSPC Update - Mayra Arellano - Recently presented comprehensive program reviews (Promise, SparkPoint, etc.) - Presentations available on the website for further details. EAPC Update – Karen Engel - No update since the last meeting
President's Update	Kim Lopez, Cañada College President - Final listening session in Belhaven tomorrow at 5 PM. - Upcoming Board meeting will celebrate Black History Month, new tenured faculty, athletic teams' state championships, and feature a presentation on apprenticeship programs.
Matters of Public Interest and Upcoming Events	6th Annual Black Student Success Week: April 21-25, theme "Lift Up, Level Up." - Recent food distribution served 460 individuals. - Additional Black History Month events are scheduled.
ADJOURNMENT	The meeting adjourned at 3:59 PM
Next Meeting	The next meeting will be held on March 5, 2025