**Cañada College**

**Approved**

**PLANNING AND BUDGETING COUNCIL MEETING**
**MINUTES**
**Wednesday, May 21, 2025**
**In-Person and Via Zoom**
**Regular Meeting: 2:10 – 4:00 p.m.**

**Members present**:  Alex Claxton, Gampi Shankar, Alicia Aguirre, Ray Lapuz, Karen Engel, Denise Erickson, Chialin Hsieh, Jacky Ip, Alex Kramer, Kim Lopez, Ludmila Prisecar, Chantal Sosa, Megan Rodriguez Antone, Alex Kramer, Rose Marie Mendoza Morrison, Christopher Wardell, Jose Zelaya

**Members absent:** Mayra Arellano, Erik Gaspar, Kassie Alexander, Julian Taylor, Nick Carr, Alexander Hernandez, Graham Sheardown, Julian Taylor, Gina Hooper, Lizette Bricker

**Guests and others present**: Jessica Ho, Michiko Kealoha, Kiran Malavade, Max Hartman, Gonzalo Arrizon, Mary Ho, Kat Sullivan-Torrez

| AGENDA ITEM | CONTENT |
|---|---|
| Welcome, Introductions and Approval of Consent Agenda | ACTION:  A motion to approve the Consent Agenda, including minutes from the May 7, 2025 meeting. Motion passed. |
| Sustainability Report, EMP 4.9 | Presenter: Jessica Ho, District Utilities and Sustainability Coordinator<br><br>Presentation<br><br> |

# District Greenhouse Gas Inventory

■ **Scope 1: Direct Emissions (15.6%)**
Natural Gas Burned On Campus (15.6%)
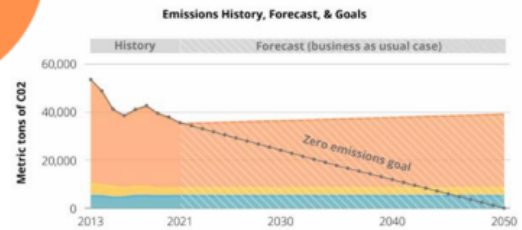
■ **Scope 2: Indirect Energy Emissions (9.2%)**
Purchased Electricity (9.2%)

■ **Scope 3: Other Indirect Emissions (75.2%)**
Commuting (73.4%)
Air Travel (1.6%)
Solid Waste (0.2%)

2021

**Emissions History, Forecast, & Goals**

History — Forecast (business as usual case)

Metric tons of CO2

60,000 / 40,000 / 20,000 / 0

Zero emissions goal

2013 — 2021 — 2030 — 2040 — 2050

*** The Climate Action Plan will detail projects and other steps to help the District realize its zero emissions goal by 2050.

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## TRANSPORTATION

1) Improve access to campuses by promoting low carbon, community transportation options (EVs, public transit and inter campus shuttle, carpooling)

2) Work with staff, students and the community in goal setting, accomplishment, and challenges for transportation needs.

3) Decarbonize the District vehicle fleet through our fleet electrification initiative.

**Updates**

- First permanent sustainability center at College of San Mateo
- Student assistants recruited to build sustainability exhibits for Earth Fest
- Sustainability efforts recognized by California Board of Governors and Sustainable San Mateo County
- Notable recognition for the district's switch to 100% clean electricity
- 250 attendees at Earth Fest with giveaways like reusable utensil kits and milkweed honey sticks
- Faculty are encouraged to incorporate sustainability into curriculum and offered support for brainstorming ideas

# Earth Fests 2025

Cañada
- 4/16 (Wed) 10 am – 2 pm
- The Grove

College of San Mateo
- 4/22 (Tue) 10 am – 2 pm
- B10 & Theatre

Skyline
- 4/23 (Wed) 10 am – 2pm
- Quad

**Climate Action Plan & Emissions Reduction**

- Focus on reducing greenhouse gas emissions with scope 1 (direct emissions) at 15% and scope 2 (electricity emissions) reduced through 100% clean energy
- Scope 3 (commuting emissions) makes up 75% of the district's emissions; efforts to promote sustainable transportation
- Increased EV chargers and proposals for electric vehicles in fleet maintenance
- District working on various efficiency projects to achieve zero net energy by 2050
- Consulting on equipment functionality across campuses
- Compliance with AB 802 for electricity and gas usage reporting

**Waste Reduction Initiatives**

- Zero-waste shadow boxes installed, improving waste sorting.
- 24 ambassadors participated in the Zero Waste Ambassador Program, partnering with 2 English classes to build professional development while promoting sustainability.
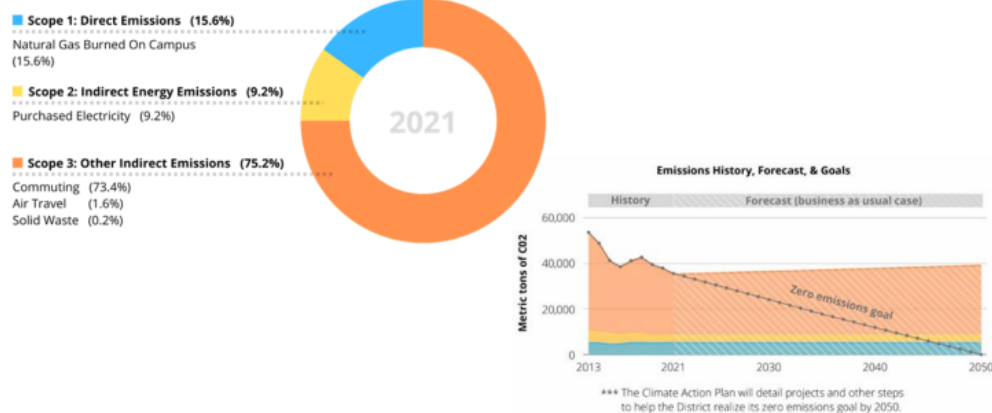


**Conclusion**

- Jessica Ho encouraged feedback and interest in following updates on social media or through email.
- Department maintains an updated website for more information.

| | |
|---|---|
| Re-branding the College for Working Adults as Cañada Nights, Online, and Weekends (N.O.W.) Proposed Action: Recommend to the College President that the College re-brand the existing College for Working Adults to Cañada Nights, Online, and Weekends (N.O.W.) | Presenters: James Carranza, Dean of HSS and Jose Zelaya, Project Director, College for Working Adults<br><br>Presentation<br><br>**Overview & Rebranding**<br><br>- The goal is to build a hub for evening and weekend students by expanding CWA services, adding more degrees and certificates, and creating a one-stop space for students<br>- Focus on offering flexible learning opportunities through evening, online, and weekend classes<br>- Ongoing work with Deans to make additional degrees available in evening and online formats<br>- Proposal to rebrand CWA as "Cañada College N.O.W - Nights, Online, Weekends" to better reflect the diverse, flexible offerings available.<br>- Rebranding to enhance visibility of evening and online programs and services, particularly post-COVID where more programs are offered online<br><br><br><br>**Evening & Weekend Student Support**<br><br>- Creation of a three-tier support system for evening students, ranging from basic support to high-touch assistance based on individual needs |

- Evening enrollment services will extend office hours to support students outside of regular Welcome Center hours
- Collaboration with various departments (DRC, Counseling, etc.) to offer expanded support services in the evening

## Additonal Degrees and Certifcates
### 1-2 courses away!

**Allied Health**   **Engineering**   **Physics**   **Philosophy**

**Spanish**   **Chemistry**   **Theater Costuming**   **Medical Billing Specialist**
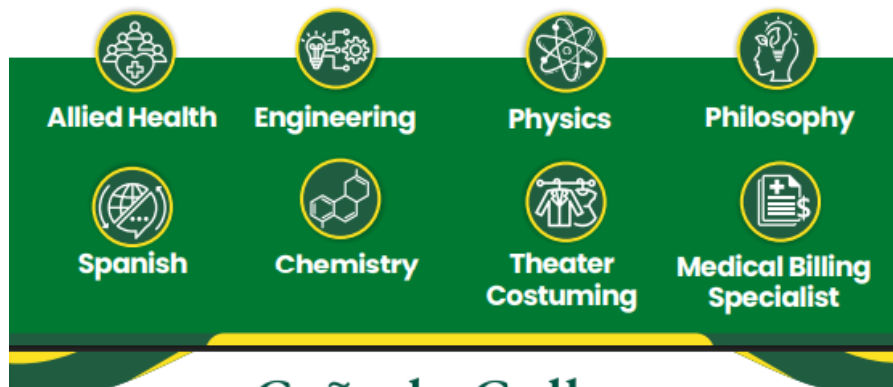
## Cañada College
### NOW: NIGHTS | ONLINE | WEEKENDS

**Evening & Online Degree Audit**
Enhance data collection to better track course offerings, degree completion and evening student enrollments.

**3 Tier Support System**
All evening students will recieve support from the NOW program. Support level is dependent on students academic goals and specific needs.

**Enrollment Service Extention**
When our Welcome Center is closed students can be referred to the NOW program to receive support and connect with A&R, Cashier, Financial & Aid

**Food Lockers**
Services will continue based on feedback from students, faculty and staff.

**Evening Counseling**
Working with evening general counselors to identify evening students and recommend evening/online degrees.

## Next Steps

**Dean Collaboration**

Work with the deans each semester in planning evening course offings to maintain degree and certificate completability

**Marketing**

Advertise evening offerings in the local area and college community. Complete Rebranding

**Cañada College Action Plan**

Incorporate evening degree and weekends into our Cañada College N.O.W action plan.

**Student Services Extension**

- Food lockers will continue based on positive feedback, alongside other support initiatives
- Ongoing work with evening counseling services and proactive student engagement to ensure students access necessary resources before registration

| | |
|---|---|
| | • Continued collaboration with deans on expanding evening and online degree offerings<br>• Summer marketing campaign to promote the rebranding and new offerings<br>• Incorporating evening programs into the College's action plan<br>• Efforts to gather more data on evening students and their needs<br>• Discussion about supporting students regardless of their "home campus," focusing on those taking evening classes<br>• Weekend services will focus on supporting evening students, including ongoing weekend counseling and tutoring services<br>• Testing the waters with weekend courses, including writing labs with instructional support.<br><br>**Action Item**<br><br>Motion to re-brand the existing College for Working Adults to Cañada Nights, Online, and Weekends (N.O.W.). Moved by Rose Marie Mendoza Morrison, seconded by Karen Engel. Motion passed. |
| Student Equity & Achievement Program: Year 3 of 3 Updates | Presenter: Michiko Kealoha, Director of Equity, Kiran Malavade, Faculty Equity Coordinator/English Faculty, and Karen Engel, Dean of PRIE<br><br>Presentation<br><br>**Action Item**<br><br>Motion to adjust the agenda item to a new title from "Student Equity & Achievement Plan 2022-25: final progress report" to "Student equity and achievement program Year 3 of 3 Updates." Moved by Alex Claxton, seconded by Karen Engel. Motion passed.<br><br>**Overview of Collaborative Plan**<br><br>• The current Student Equity and Achievement Program plan was developed collaboratively across the college in 2022. Leads on various actions in the plan provided reports to the Equity and Antiracism Planning Council (EAPC) during the spring 2025 term, detailing the progress the college has made on each metric and each strategic objective in the SEAP plan since its inception in 2022. |

## Student Equity and Achievement Program
## Year 3 of 3 Updates

Planning and
Budgeting Council
Presentation
May 2025

*Kiran Malavade*
*Michiko Kealoha*
*Karen Engel*

## What is the Student Equity and Achievement Program?

**What is the Plan?**
- Actions the college agrees to take to improve achievement for disproportionately impacted students
- We get $1.8 million from the state
- Benchmarks to meet each year towards equity

## Who is responsible for SEAP?

**ALL OF US!**

The Equity and Antiracism Planning Council is responsible for broad oversight of the SEAP Plan.

- The following metrics and actions from the 2023-2025 plan were written collaboratively with college-wide input, submitted to and approved by the state.
- Leads on various actions and metrics shared their updates with EAPC over this past Spring.
- Our current Director of Equity and Faculty Equity Coordinator, with the support of PRIE, lead the reporting out to the college and state.

## Important for us to remember: What are our equity goals?

### Cañada Equity Goals

01 **Successful Enrollment for Black Students**

02 **Complete Transfer-Level Math & English for Latine Students**

03 **Persist from First Primary Term to Secondary Term for Filipine Students**

04 **Complete a Degree for Latino Males**

05 **Increased Transfer Rates for Latine Students**

### Metric #1
Increase the number of Black Students Successfully Enrolling Here

## Equity gap is closing for Black students

| Race/Ethnicity - all black identifying students | Gender | Academic Year of Application | Number of Applicants to SMCCCD | % Enrolled at SMCCCD Within 1 Year | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|---|
| Black or African American | All Genders | 2022-2023 | 454 | 46% | -8% | 3% | 12 | 8% | 35 |
| Black or African American | All Genders | 2023-2024 | 569 | 43% | -7% | 3% | 17 | 7% | 40 |
| Black or African American | All Genders | 2024-2025 | 621 | 34% | -4% | 0% | 1 | 4% | 26 |

**Report outs to EAPC indicate that:**

- Listening session are helping!
- We still need to
  - work towards institutionalizing Umoja support with more full time staff
  - collect quantitative and qualitative data about Black student and employee experiences
- *Our next plan will also focus on closing equity gaps in enrollment for LGBTQ+, First Gen students*

## Metric #2
Increase first-time, transfer-seeking Latine students completing transfer-level Math and English in their first year.

# Gaps persist for Latine students

| First-Time Cohort Academic Year | Cañada First-Time Students | Completed Transfer-Level MATH at SMCCCD Within 1 Year | % Completed Transfer-Level MATH at SMCCCD Within 1 Year | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2021-2022 | 261 | 109 | 42% | 2% | | | | |
| 2022-2023 | 304 | 104 | 34% | -16% | 10% | 32 | 16% | 50 |
| 2023-2024 | 590 | 144 | 24% | -15% | 11% | 68 | 15% | 92 |

| First-Time Cohort Academic Year | Cañada First-Time Students | Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year | % Completed Transfer-Level ENGLISH at SMCCCD Within 1 Year | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2021-2022 | 261 | 128 | 49.0% | +1% | | | | |
| 2022-2023 | 304 | 136 | 44.7% | -11% | +5% | 17 | 11% | 35 |
| 2023-2024 | 590 | 184 | 31.2% | -15% | +11% | 65 | 15% | 89 |

# Gaps persist for Latine students

| First-Time Cohort Academic Year | Cañada First-Time Students | Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year | % Completed Transfer-Level MATH AND ENGLISH at SMCCCD Within 1 Year | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2021-2022 | 261 | 88 | 34% | 2% | | | | |
| 2022-2023 | 304 | 91 | 30% | -13% | 7.4% | 23 | 13% | 41 |
| 2023-2024 | 590 | 115 | 19% | -13% | 9.1% | 54 | 13% | 78 |

## Report outs to EAPC indicate that:

- Math and English pods are actively working on professional development to increase culturally responsive teaching skills
- Embedded support is happening in English and Math
- We still need to
    - continue to work with Retention Specialists and Counseling to ensure enrollment in these courses
    - gather more data to better understand the barriers and successes of students in these classes

Complete Math & English

## Metric #3
**Increase Filipinx students persisting from their first primary term to a second primary term**

## Gap for Filipinx students closed!

| Race/Ethnicity - Any | Gender | First-Time Cohort Academic Year | Cañada First-Time Students | Retained in Next Primary Term at Cañada | % Retained in Next Primary Term at Cañada | Equity Gap |
|---|---|---|---|---|---|---|
| Filipino | All | 2021-2022 | 13 | 10 | 77% | 4% |
| Filipino | All | 2022-2023 | 20 | 14 | 70% | -3% |
| Filipino | All | 2023-2024 | 29 | 24 | 83% | 17% |

### Report outs to EAPC indicate that:

- STAR Learning Community soft-launched and set to go for the next academic year
- Numerous co-curricular events on campus engaged Filipinx community
  - Plans to continue centering AANHPI students through professional development, cultural events and clubs.
  - *Our next plan will focus on closing equity gaps in persistence for our male students*

Persistence

# Metric #4
## Increase Latino (Male) students completing a degree within 3 years

## Very few Latino men complete either a degrees or certificate

| First-Time Cohort Academic Year | Number of Students in Cohort | Completed ANY AWARD (Cert or Assoc) Within 3 Years | % | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2017-2018 | 149 | 18 | 12.1% | +1.3% | | | | |
| 2018-2019 | 195 | 30 | 15.4% | +4.0% | | | | |
| 2019-2020 | 242 | 27 | 11.2% | (5.2%) | | | | |
| 2020-2021 | 136 | 15 | 11.0% | (8.6%) | 0.6% | 1 | 8.6% | 12 |
| 2021-2022 | 166 | 24 | 14.5% | (3.4%) | | | | |

## Very few Latino men complete certificates

| First-Time Cohort Academic Year | Number of Students in Cohort | Completed CERTIFICATE Within 3 Years | % | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2017-2018 | 149 | 7 | 4.7% | (1.2%) | | | | |
| 2018-2019 | 195 | 18 | 9.2% | +4.3% | | | | |
| 2019-2020 | 242 | 9 | 3.7% | (5.0%) | | | | |
| 2020-2021 | 136 | 7 | 5.1% | (3.4%) | | | | |
| 2021-2022 | 166 | 12 | 7.2% | (1.0%) | | | | |

## Very few Latino men completing degrees

| First-Time Cohort Academic Year | Number of Students in Cohort | Completed ASSOCIATE Within 3 Years | % | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|
| 2017-2018 | 149 | 14 | 9.4% | +1.4% | | | | |
| 2018-2019 | 195 | 25 | 12.8% | +3.9% | | | | |
| 2019-2020 | 242 | 26 | 10.7% | (1.4%) | | | | |
| 2020-2021 | 136 | 14 | 10.3% | (6.6%) | | | | |
| 2021-2022 | 166 | 17 | 10.2% | (4.3%) | | | | |

# Metric #5
**Increase Latine Students Transferring to a 4-year institution within 3 years**

# Gaps for Latine students persist

| Race/Ethnicity - Any | Gender | First-Time Cohort Academic Year | Number of Students in Cohort | Transferred to 4-Year Institution | % | Equity Gap | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
|---|---|---|---|---|---|---|---|---|---|---|
| Hispanic | All | 2016-2017 | 168 | 45 | 27% | -21% | 13.2% | 23 | 21% | 36 |
| Hispanic | All | 2017-2018 | 171 | 60 | 35% | -10% | 3.2% | 6 | 10% | 18 |
| Hispanic | All | 2018-2019 | 194 | 76 | 39% | -7% | | | | |
| Hispanic | All | 2019-2020 | 201 | 66 | 33% | -17% | 9.9% | 20 | 17% | 34 |
| Hispanic | All | 2020-2021 | 165 | 16 | 10% | -19% | 10.6% | 18 | 19% | 31 |
| Hispanic | All | 2021-2022 | 165 | 54 | 33% | -6% | | | | |

## Report outs to EAPC indicate that:

- Colts-U Transfer Center is building a transfer culture; growing MOUs with SF State and East Bay

- Puente trainings for faculty, staff and student leaders promoted culturally responsive practices with an emphasis on supporting Latinx transfer

- SB 893 is a great help to students with multiple levels of support

We still need to

- connect more faculty and staff with culturally responsive trainings

- begin campaign to encourage more students to access financial aid

**Transfer**

**Conclusion and Follow-up**

- The focus remains on closing equity gaps, with particular attention to Black, Latino, and male students
- The college will continue to assess, refine, and report on progress to meet the established goals, with a strong emphasis on culturally responsive support systems and data-driven decision-making.

| | • In the fall, the EAPC will bring the draft of the new Student Equity Plan for 2025-28 to PBC for review and discussion. |
|---|---|
| Transfer Plan 2025-28. Proposed Action: Recommendation to President Approval of Updated Plan for Transfer Services | Presenter: Max Hartman, Dean of Counseling Mary Ho, Director of Postsecondary Success and University Programs, Gonzalo Arrizon, Program Supervisor/COLTS-U Transfer Center<br><br>[Presentation](#)<br><br>**Introduction**<br><br>**Purpose**<br>The California Community Colleges is the largest system of higher education in the nation serving the most ethnically and racially diverse student population in the United States. As one of the 116 California Community Colleges, Cañada seeks to address institutional racism on our campus and in the community by eradicating the underlying causes while, simultaneously, treating the pernicious symptoms of racism. In order to do this work, we are committed to analyzing and improving our systems to root out systemic, institutionalized anti-Black and other forms of racism. This Transfer Services Plan serves as a testament to that stated commitment.<br><br>The Transfer Services Plan outlines the coordinated college wide effort to support the transfer success of Cañada College students, and specifically and unapologetically centers our work in promoting and improving transfer outcomes for our BIPOC student communities. Ultimately our goal is to help more students transfer to a 4 year university more quickly. This plan aligns with the College's goals of Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections, and Accessible Infrastructure and Innovation from the Educational Master Plan as well as the college's Strategic Enrollment Management plan.<br><br>**Transfer Advisory Committee Responsibilities**<br>The Transfer Advisory Committee is a College-wide advisory board to help develop College's Transfer Services Plan. Members of this Advisory Board provided feedback on this document include: Gonzalo Arrizon (Colts-U Transfer Center), Rance Bobo (STEM Center), Alex Claxton (PRIE), Max Hartman (Counseling Center), Mary Ho (Colts-U Transfer Center & STAR Program), Trang Luong (Articulation Officer), Alexis Murillo Arevalo (Undocumented Community Center ambassador), Konatsu Okita (STAR Peer Mentor), Soraya Sohrabi (Transfer Counselor) and Lezlee Ware (Political Science faculty & Umoja Coordinator).<br><br>**Overview and Updates**<br><br>• The updated Transfer Services Plan (2025–2028) was developed through a collaborative, college-wide process<br>• Feedback was collected via a "roadshow" and integrated into the plan<br>• Key updates were made in consultation with stakeholders, with significant support from the PRIE team<br>• PRIE provided nine years of CSU and UC transfer data<br>• Data was disaggregated by race/ethnicity and included degree- and transfer-seeking student profiles<br>• The data informed which strategies were retained, revised, or added |

# Data on Cañada College Transfer

**Table 1: 9 year *Applied, Accepted and Enrollment* trend at the California State University System (CSU).**

## Transfers from Cañada to CSU

Cañada's acceptance rates to CSU have steadily increased since the adoption of the last Transfer Plan.

Since Fall 2020, the percentage of Cañada applicants to CSU has increased by 6 percentage points - from 89% to 95% in Fall 2024.

Statewide, community colleges have an average CSU acceptance rate of 91%. Cañada's rate of 95% is notably higher than average.

The overall number of transfer applicants is down over time, however.



**Average Number of Accepted Applicants** (Fall 2016 to Fall 2024)

**CSU Totals by Reporting Period** (Fall 2016 to Fall 2024)

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|---|---|---|---|---|---|---|---|---|---|
| Applied | 324 | 333 | 288 | 307 | 296 | 275 | 229 | 221 | 206 |
| Admitted | 266 | 258 | 278 | 263 | 249 | 209 | 204 | 195 | — |
| Enrolled | 144 | 162 | 138 | 210 | 176 | 136 | 147 | 122 | 122 | 103 |

Legend: ■ Applied ■ Admitted ■ Enrolled

**Table 2: 9 year *Applied, Accepted and Enrollment* trend at the University of California System (UC).**

## Transfers from Cañada to UC

After declining during the pandemic, the number of Cañada students applying to University of California campuses rose dramatically in 2024-25.

The acceptance rate has remained steady overtime: 77% on average.



**Average Number of Accepted Applicants** (16-17 to 24-25)

**UC Totals by Reporting Period** (16-17 to 24-25)

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|---|---|---|---|
| Applied | 138 | 153 | 180 | 136 | 134 | 157 | 135 | 122 | 125 |
| Admitted | 98 | 123 | 100 | 126 | 111 | 85 | 102 | 108 | 96 |
| Enrolled | 76 | | 74 | 72 | 97 | 83 | 77 | 84 | 63 | 71 |

Legend: ■ Applied ■ Admitted ■ Enrolled

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**Table 3: Units accumulated by degree and transfer-seeking home campus students as of Fall 2024**



Fall 24 Degree/Transfer Canada Home Campus Students
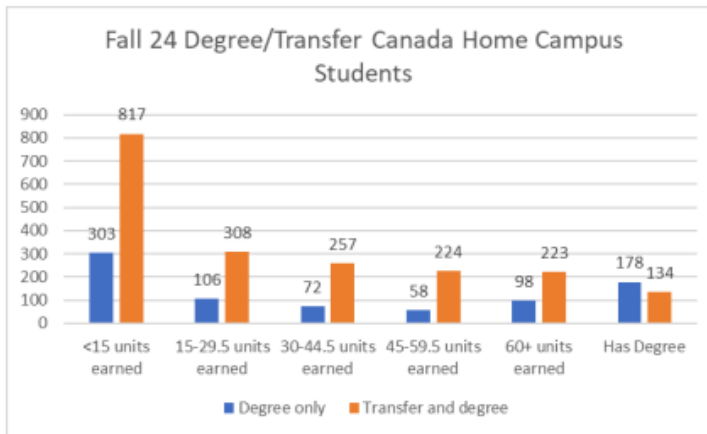
2,778 students in Fall 24 were Degree and/or transfer seeking. A majority of students are pursuing transfer with or without a degree. Of the degree/transfer students, 19% were first time students, which is considerably higher than Fall 20. There is a much larger proportion of students who have earned 15 or fewer units in Fall 24 when compared to Fall 20, as seen in the below table. This is somewhat balanced by the reduction in the number of students who had earned over 60 units.

| Transfer or degree-seeking Students Enrolled | <15 units earned | 15-29.5 units earned | 30-44.5 units earned | 45-59.5 units earned | 60+ units earned | Already has an AA/AS of BA/BS degree |
|---|---|---|---|---|---|---|
| Fall 2020 | 22% | 14% | 15% | 13% | 29% | 7% |
| Fall 2024 | 40% | 15% | 12% | 10% | 12% | 11% |

The table below breaks down the proportion of each unit threshold by race/ethnicity. Latine students who already had a degree appear to be slightly under represented (60% overall, 32% have a degree), while asian (6% vs 19%) and white (18% vs 32%) students with a degree were slightly over represented.

| Fall 2024 Home Campus Students by Race/Ethnicity | <15 units earned (1120) | 15-29.5 units earned (414) | 30-44.5 units earned (329) | 45-59.5 units earned (282) | 60+ units earned (321) | Student already has a 2 or 4-year degree (312) | All Fall 2024 Home Campus Students (2,778) |
|---|---|---|---|---|---|---|---|
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% | 1% | 0% |
| Asian | 3% | 6% | 7% | 5% | 7% | 19% | 6% |
| Black - Non-Hispanic | 4% | 3% | 2% | 2% | 3% | 2% | 3% |
| Filipino | 2% | 3% | 2% | 3% | 3% | 5% | 3% |
| Hispanic | 66% | 65% | 59% | 60% | 61% | 32% | 60% |
| Multiraces | 4% | 5% | 5% | 4% | 4% | 5% | 4% |
| Pacific Islander | 1% | 1% | 2% | 1% | 1% | 2% | 1% |
| Unknown | 3% | 4% | 4% | 4% | 6% | 3% | 4% |
| White Non-Hispanic | 16% | 14% | 19% | 20% | 14% | 32% | 18% |

**Table 4: Progress made by Fall 2021 first-time Cañada transfer and/or degree-seeking home campus student cohort**
Click to view interactive Sankey
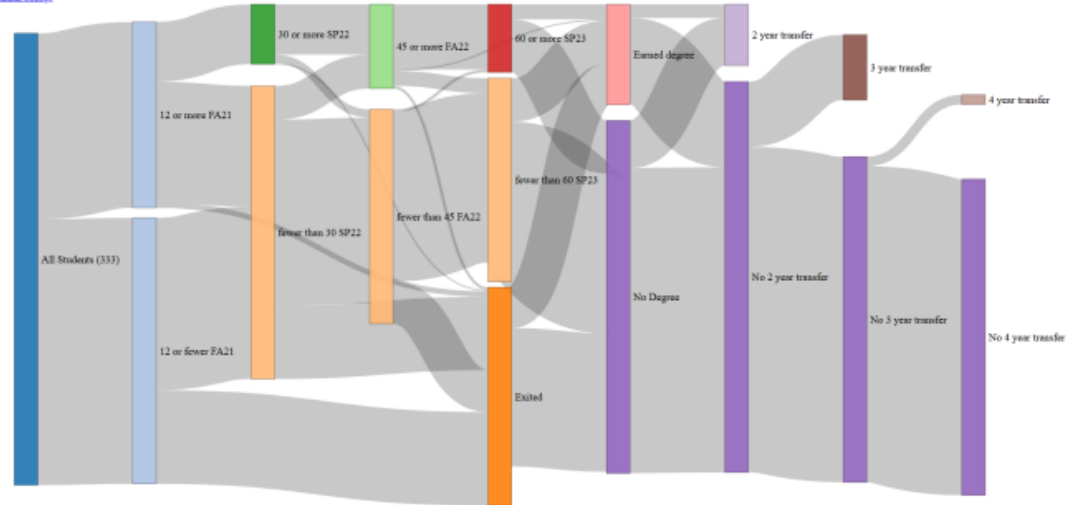


Analysis of the Sankey: Looking longitudinally, the Fall 2021 first-time Cañada transfer and/or degree-seeking home campus students[1], just under half earned 12 or more units in their first term. Of those, only about one third earned 30 or more units by the end of their first Spring semester, while about a fifth had stopped out (at least temporarily). Of the students who earned fewer than 30 units by spring, about 10% were able to use summer in addition to their second Fall to get to 45 or more units

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[1] Only students who had earned fewer than 30 units prior to becoming first-time students were considered. Dual enrollment and Middle College students accumulate units while in high school. They were included in this first-time cohort if they had earned less than 30 units prior to enrolling as first-time college students.

**Table 5: Demographics of Fall 2021 degree and transfer-seeking student cohort**



17

Transfer by Low Income
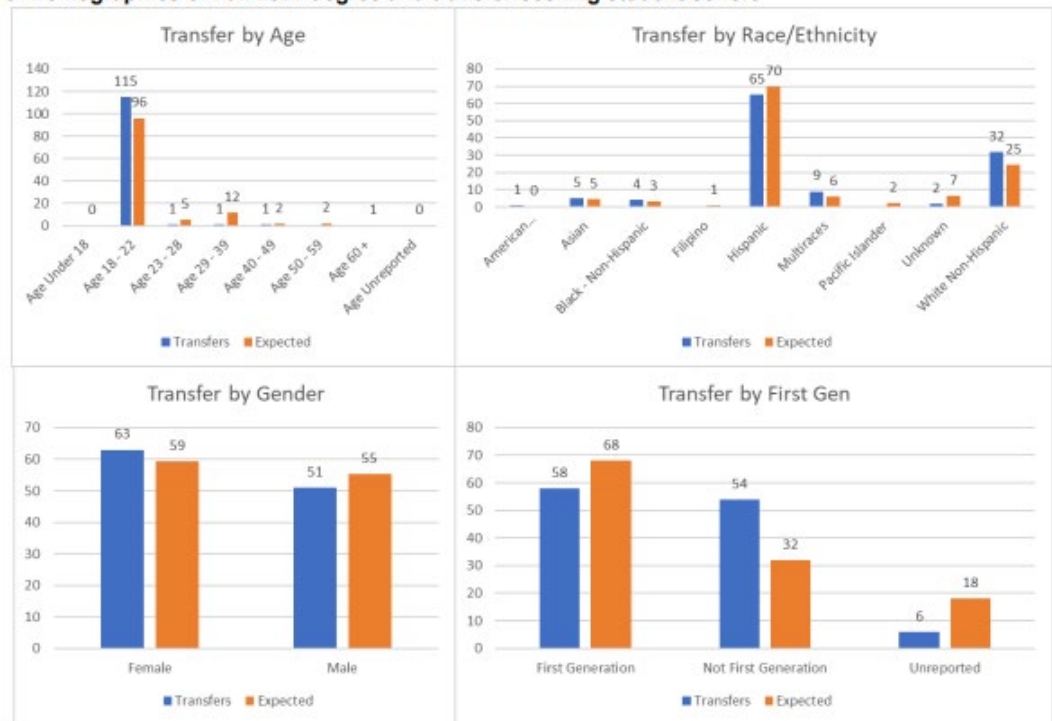
Looking at the intersectional effect of low income on transfer, the following two graphs are low income transfer-seeking students disaggregated by gender and also race/ethnicity.
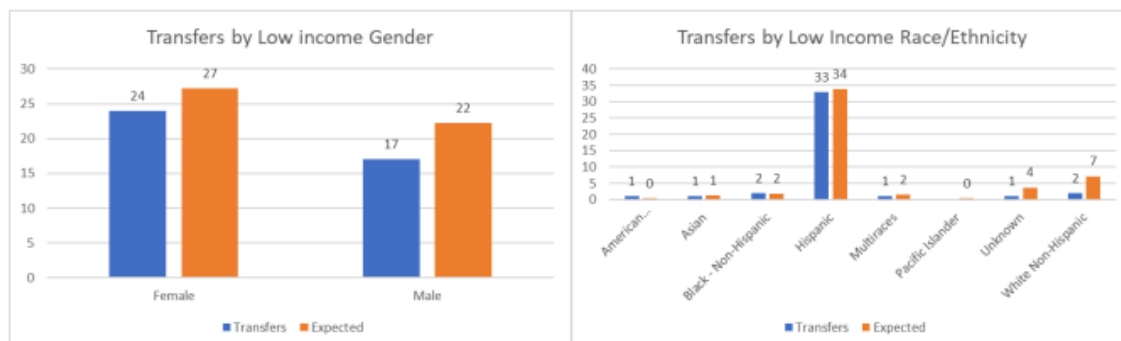




## Highlights of Transfer Data:

- On average over the past 5 years, 92% of students who applied to a CSU campus were admitted. This demonstrates a high-level of transfer preparation among students. **(Table 1)**

- Of CSU admitted students, approximately 56% enrolled at a CSU. More data is needed to determine if students enrolled elsewhere or did not transfer. **(Table 1)**

- Over the past 5 admission cycles, a yearly average of 78% of UC applicants were granted admission. Again, this demonstrates a high level of student preparation for UC transfer. **(Table 2)**

- Of UC admitted students, an annual average of 74% enroll at a UC. **(Table 2)**

- **Table 3** gives a snapshot/cross section of degree/transfer seeking students enrolled in F24 and further disaggregates this data by race. The relative balance across the groups and the accumulation of units, demonstrates a positively skewed distribution of unit-accumulating milestones, with fewer students at the high unit milestones.

- **Table 4** shows that while a majority of the cohort was unable to earn 12 units after their first (Fall) term, a consistent subset was taking and earning enough units to be on a two year completion path. However many of these students did not earn a degree.

- 45 students transferred after 2 years, 48 students after 3 years, and 7 students after 4 years. **(Table 4)**

- When examining transfers by demographics, there are some consistent patterns from prior years. Students enrolling shortly after graduating high school are transferring at a rate slightly higher than expected, while all the older categories are transferring at a slightly lower rate than expected. Turning to race ethnicity, our Latine students are slightly underrepresented while our White students are slightly over represented. Female students are slightly more likely to transfer than expected while male students are slightly less likely to transfer. First generation students are less likely to transfer than expected, while non-first generation students are more likely to transfer than expected. Finally, the low income students are less likely to transfer than expected. **(Table 5)**

- When looking into the low income students by gender and race ethnicity, low income students of both genders are transferring at a lower rate than expected which indicates low income female students may be more impacted by being low income. When examining race/ethnicity, the gap for Latine students is mostly closed, while the white non-hispanic students show a slight underrepresentation. **(Table 5)**

## Plan Components

- 15 Strategies Identified: revised based on feedback and feasibility
- Measurable Actions: added with timelines organized by semester
- Responsible Parties: clearly assigned to ensure accountability
- Evaluation Questions: high-level guiding questions were included for ongoing assessment

- Equity remains central to the plan, particularly around closing transfer gaps for underrepresented students
- Collaboration across departments and integration with the Transfer Center emphasized
- Plan aligns with Educational Master Plan (EMP) and Title 5 requirements for Transfer Centers:
  - Required services
  - Designated facilities and full staffing
  - Advisory Committee (met in April)
  - Evaluation and reporting

## Transfer Plan for 2025-2028

EMP 1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data; (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.

| Strategies | Actions | Responsible Parties | Timeline | Title V: Transfer Centers: Minimum Program Standards | Evaluation Questions |
|---|---|---|---|---|---|
| (1) Develop clear transfer maps to UC, CSU and privates | Create a representative map for at least ONE university per system | Colts-U Transfer Center Articulation Officer/Transfer Counseling | Fall 2025 | Standard 1B | How can we be sure these maps are easily understood by students?<br><br>What does a clear map for each pathway look like for students? |
| (2) Monitor and support the enrollment and success of students with a transfer goal in transfer-level math and English (AB 705) | Members of the CREW will track enrollments and success in transfer level English and math, and help refer students to counseling, learning center, etc.<br><br>IA lead counselors will update program maps to include English and math within the first year when possible. | Counseling Division Learning Center CREW English faculty Math faculty | Spring 2026 | Standard 1D | How many students with a transfer goal enroll in English and math in the first year?<br><br>How successful are our students with a transfer goal in transfer-level math & English?<br><br>Where are the equity gaps in enrollments and success? |
| (3) Require programs to discuss transfer impact in program review with an equity-minded lens | Work with Program Review working group to include a question on transfer success. | SSPC IPC Program Review Committee | Spring 2026 | Standard 5 | Are there opportunities in your program to monitor students' "transfer readiness"?<br>Are there questions in program review specifically about transfer?<br>How are we integrating disproportionately impacted student populations in the transfer question for the program review? |
| (4) Transfer Advisory Committee | Form Transfer Advisory Committee<br><br>Establish goals for the | Colts-U Transfer Center | Fall 2025 | | Do we have a Transfer Advisory Committee?<br>What is the function of the group? |

| | Transfer Advisory Committee | | | | |
|---|---|---|---|---|---|

EMP 3.8 -- Strengthen transfer support services by, (1) building University pathways (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

| Strategies | Actions | Responsible Parties | Timeline | Title V: Transfer Centers: Minimum Program Standards | Evaluation Questions |
|---|---|---|---|---|---|
| (5) Develop transfer communication strategies for faculty and staff to build transfer support capacity reflective of equity-mindedness and antiracism (i.e. newsletter, website, canvas) | Provide faculty and program leads with access to Canvas shell, continue building distribution for newsletters, and revamp website to highlight BIPOC students who successfully transferred<br><br>Develop college-wide communication on Cal-GETC and common course numbering and new transfer initiative. | Colts-U Transfer Center Academic Senate Learning Communities working group | Fall 2025<br><br>Spring 2026 | Standard 1A | Are we centering race/ethnicity in the communication strategies? |

| | | | | | |
|---|---|---|---|---|---|
| | Outreach to Evening students (CAN NOW: Nights, Online, and Weekends)<br><br>Develop more videos to be used for outreach<br><br>Invite faculty and their classes to Colts-U Transfer Center for presentation beginning of each Fall and Spring semester | | | | |
| (6)Continue to grow and build articulation agreements with universities | Create an inventory of articulation agreements to determine gaps.<br><br>Develop articulation agreements with privates and out-of-state universities | Colts-U Transfer Center Articulation Officer | Spring 2026<br><br>Fall 2026 | Standard 1B | Have our articulation agreements grown over the duration of this plan? |
| (7) Create transfer pathways with our local high school partners from a racially equity-minded lens | Develop Fall and Spring calendar with Outreach on on-going transfer presentations for local high school partners.<br><br>Identify dual enrollment courses that would benefit from learning about transfer from the community colleges. | Learning Communities Dual Enrollment | Fall 2026 | | Do local high schools actively promote Cañada College as a step in a student's university transfer process?<br>What are the racial demographics of our local high school partners?<br>What are some other important demographic information to consider?<br>Are we offering dual enrollment CRER courses at our local high schools? |
| (8) Leverage district wide transfer partnerships - | Identify methods to track students who are interested in East Bay and San Francisco State University utilizing the newly developed data-sharing agreements.<br><br>UC data sharing agreement is now district-wide.<br><br>Update NDNU data-sharing agreement. | Colts-U Transfer Center PRIE | Fall 2025 | | Are there partnerships and relationships at the district level that promote transfer that we can more closely align with?<br>How do we work with our sister campuses to promote transfer in programs we don't offer locally?<br><br>Do we have knowledge of Honors Programs at partner universities. |
| (9) Center our Latinx students, recognizing that we are a Hispanic Serving Institution (HSI), center our AANHPI students, | Develop collaborations with Puente, Umoja and S.T.A.R.<br><br>Develop a transfer video campaign centering our Latinx, AANHPI and Black | Colts-U Transfer Center Transfer Advisory Board Puente Umoja S.T.A.R. | Spring 2026 | Standard 1A | How are we centering AANHPI, Latinx and African American and Black students in transfer practices? |

| | | | | | |
|---|---|---|---|---|---|---|
| recognizing that we are an Asian American Native American Pacific Islander Serving Institution (AANAPISI), and center our African American and Black students in transfer practices | and African American students.<br><br>Connect with student clubs.<br><br>Connect with our ESL students.<br><br>Develop collaborations with Honors Transfer Program. | Learning Communities working group Honors Transfer Program Marketing | | | |
| (10) Partner with programs/departments to develop events with an equity-minded transfer focus that align with their program mission | Continue the coordination of campus visits through the University visits working group.<br><br>Develop landing page on Colts-U Transfer Center website for all campus visits<br><br>Convene a Learning Communities working group<br><br>Create mock application workshops | Colts-U Transfer Center Transfer Advisory Board Promise TRIO EOPS CREW Learning Communities FYE Honors Transfer Program | Fall 2025 | Standard 1A | Are we effectively talking about transfer at the beginning of a student's journey?<br>How are we using equity minded language for Black, African American, Latinx AANAPI and first-generation college students about transfer in the student journey?<br>What programs have we partnered with? How have we expanded existing partnerships?<br>How do these partnerships address the equity gaps? |
| (11) Develop a Transfer Student Alumni Network | Develop a transfer alumni database to share with marketing. | Colts-U Transfer Center Marketing | Fall 2025 | | Can the CRM be utilized to create this network and foster these ongoing relationships?<br>How are we connecting alumni to our campus culture? |
| (12) Create a transfer statement that is equity minded that professors can use in their course syllabi | Develop a transfer statement for the syllabi. | Colts-U Transfer Center Academic Senate Curriculum Committee | Spring 2026 | Standard 1A or 1B | Was the statement developed in partnership with instructional faculty?<br>What percentage of faculty include this statement in their syllabi?<br>Does that statement use equity minded language? |
| (13) Streamline data collection.<br><br>Disaggregate data by race/ethnicity and gender to understand how specific populations of students are engaging with the Colts-U Transfer Center and how engagement contributes to transfer success | Work with PRIE to develop a comprehensive transfer data warehouse that is disaggregated by race/ethnicity and gender and that also includes first gen and other special program markers.<br><br>Work with PRIE to develop a transfer engagement survey | Colts-U Transfer Center<br><br>PRIE | Spring 2026 | Standard 5 | How many students are we serving? How are specific groups of students engaging with services and participating in activities that impact their transfer goals? What equity gaps persist? |

| (DI, racially minoritized etc.) | | | | | |
|---|---|---|---|---|---|
| | | | | | |

EMP 3.9 -- Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

| Strategies | Actions | Responsible Parties | Timeline | Title V: Transfer Centers: Minimum Program Standards | Evaluation Questions |
|---|---|---|---|---|---|
| (14) Ensure students with a transfer goal are in ADT programs of study when available. | Welcome Center Team will receive a regular report of students with a transfer goal who are not enrolled in ADTs and will reach out to these students and refer them to counseling. | Welcome Center Counseling Curriculum Committee | Fall 2025 | | How many students with a transfer goal do not have an ADT programs when ADT programs are available? |
| (15) Support Curriculum as needed in | Articulation officer will provide regular updates to the Counseling Division. | Articulation Officer Curriculu | | | How can the Colts-U support with the common course numbering initiative? |

| implementing common course numbering and communicating the changes with our campus community. | Dean of Counseling will assist in broad campus wide communication. | m Committee Colts-U | | | |
|---|---|---|---|---|---|

- # of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer
- # of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer
- # of students who enrolled at a UC
- # of students who enrolled at a CSU
- # of students who enrolled at a CSU or a UC
- # of students who transferred to any 4-year institution who attended CAN within the last 5 years

**Action Item**

Motion to recommend to the College President approval of updated plan for transfer services: Transfer Plan 2025-28. Moved by Karen Engel, seconded by Gampi Shankar. Motion passed.
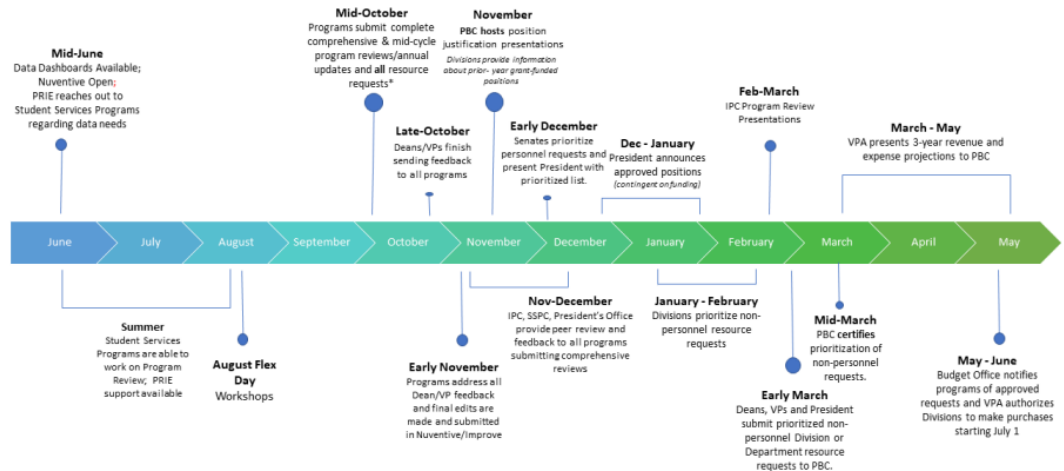
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| Approved Resource Requests from 2024-25 Program Review Cycle | Presenter: Ludmila Prisecar, VPAS<br><br>2024-25 Resource Requests Update |
|---|---|

# 2024-25 Resource Request Process and Timeline

## Cañada College: Program Review Timeline



Revised by PBC on April 5, 2023
*Resource requests include an Annual Update in non-comprehensive program review years.

**Personnel Requests**

**Four positions approved:**

- 2 Faculty positions: Medical Assistant & Chemistry Instructor (anticipated start Spring/Fall 2026)
- 1 College Recruiter (Equity funded) – recruitment in progress
- 1 Part-Time Lab Coordinator – recruitment anticipated for Fall 2025
- Delays in some recruitments due to external project or search issues

## Approved Personnel Resource Requests

| Approved Positions | Funding Source | Proposed Start Date | Updates as of 05/21/2025 |
|---|---|---|---|
| Full-time, Tenure-Track Medical Assisting Instructor (1 FTE) | Fund 1 | Spring 2026 | In Recruitment |
| Full-time, Tenure-Track Chemistry Instructors (1 FTE) | Fund 1 | Spring 2026 | In Recruitment |
| College Recruiter (1 FTE) | Fund 3-SEAP | Summer 2025 | In Recruitment |
| Part-Time Laboratory Coordinator (.48 FTE) | Fund 1 | Fall 2025 | In Recruitment |

**Non-Personnel Requests**

- Total submitted: 155 requests (~$2.5M)
- Approved: 25 requests totaling ~$396K
  - $36K in ongoing funding (including lottery and equity funds).

- o ~$360K in one-time funding (primarily from COVID/enrollment recovery funds).
- Pending Review: 24 items due to alternate approval processes:
  - o Capital Improvements (CIP)
  - o Technology Refresh
  - o Strong Workforce alignment
- Declined/No Longer Needed: 85 requests withdrawn by departments.
- Departments should consult Deans for status and details.
- Full list and presentation available on the Canada College PBC website.

## Non-Personnel Resource Requests

**Non-Personnel Resource Requests Summary**

- 25 requests approved in the amount of **$396,882**

| Non-Personnel Requests Summary | No. of Requests | Requested Amount | Approved Amount |
|---|---|---|---|
| Approved (Yes) | 25 | $444,882 | $396,882 |
| Not Approved (No) | 24 | $870,781 | $0 |
| Pending Additional Review (Pending) | 21 | $423,425 | $0 |
| No Longer Needed or Already Funded (N/A) | 85 | $773,489 | $0 |
| Total | 155 | $2,512,578 | $396,882 |

## Approved Non-Personnel Requests Summary

| Request Status | No. of Requests | Requested Amount | Approved Amount |
|---|---|---|---|
| **Ongoing Approval** | | | |
| 10003-Unrestricted Fund 1 | 5 | $42,000 | $25,000 |
| 31069-Lottery Funds | 3 | $10,300 | $7,300 |
| 31216-Student Equity and Achievement Program (SEAP) | 1 | $4,000 | $4,000 |
| Ongoing Total | 9 | $56,300 | $36,300 |
| **One-Time Approval** | | | |
| 18002-Unrestricted Fund 1 | 5 | $173,800 | $145,800 |
| 31069-Lottery Funds | 7 | $29,782 | $29,782 |
| 31334-Enrollment and COVID-19 Recovery Funds | 4 | $185,000 | $185,000 |
| One-Time Total | 16 | $388,582 | $360,582 |
| **Grand Total** | 25 | $444,882 | $396,882 |

## Approved Ongoing Non-Personnel Requests (Lottery /SEAP Funds )

**Approved: Ongoing (31069-Lottery and 31216-SEAP Funds)**

| Item# | Division | Program Requesting Resources | Item Requested | Item Description | Requested Cost | Division/Department Priority | Approval Status | Approved Amount | Approved One-Time or Recurring Cost? | Funding Source |
|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 3414-Science & Tech Division | 190500-Chemistry | Ongoing Augmentation to the Division Budget for Chemistry Stockroom Expenses | This request proposes a fixed portion of the Science & Technology Division's budget exclusively for the | $4,500.00 | 5 | Yes | $ 4,500.00 | Ongoing | 31069-Lottery Funds |
| 41 | 3414-Science & Tech Division | 193000-Earth Science | Mineral and Rock Hand Specimens for Geology | Rock and mineral specimens, larger and of better quality than those in the student kits... especially to show | $800.00 | 3 | Yes | $ 800.00 | Ongoing | 31069-Lottery Funds |
| 94 | 3421-ASLT Division | 612000-Library | Augmentation to eBook/audiobook budget | We were able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings | $5,000.00 | 3 | Yes | $ 2,000.00 | Ongoing | 31069-Lottery Funds |
| 141 | 3335-Office of Equity | 649014-Cultural Center | Funding for Womxn of Color Collective | The Womxn of Color Collective has held numerous workshops open to all students that focus financial literacy, community building, | $4,000.00 | 1 | Yes | $ 4,000.00 | Ongoing | 31216-SEAP |
| | | | | | $ 14,300.00 | | | $ 11,300.00 | | |

## Approved Ongoing Non-Personnel Requests (Lottery /SEAP Funds )

### Approved: Ongoing (31069-Lottery and 31216-SEAP Funds)

| Item# | Division | Program Requesting Resources | Item Requested | Item Description | Requested Cost | Division/Department Priority | Approval Status | Approved Amount | Approved One-Time or Recurring Cost? | Funding Source |
|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 3414-Science & Tech Division | 190500-Chemistry | Ongoing Augmentation to the Division Budget for Chemistry Stockroom Expenses | This request proposes a fixed portion of the Science & Technology Division's budget exclusively for the | $4,500.00 | 5 | Yes | $ 4,500.00 | Ongoing | 31069-Lottery Funds |
| 41 | 3414-Science & Tech Division | 193000-Earth Science | Mineral and Rock Hand Specimens for Geology | Rock and mineral specimens, larger and of better quality than those in the student kits... especially to show | $800.00 | 3 | Yes | $ 800.00 | Ongoing | 31069-Lottery Funds |
| 94 | 3421-ASLT Division | 612000-Library | Augmentation to eBook/audiobook budget | We were able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings | $5,000.00 | 3 | Yes | $ 2,000.00 | Ongoing | 31069-Lottery Funds |
| 141 | 3335-Office of Equity | 649014-Cultural Center | Funding for Womxn of Color Collective | The Womxn of Color Collective has held numerous workshops open to all students that focus financial literacy, community building, | $4,000.00 | 1 | Yes | $ 4,000.00 | Ongoing | 31216-SEAP |
| | | | | | $ 14,300.00 | | | $ 11,300.00 | | |

## Approved One-Time Non-Personnel Requests (Fund 1)

### Approved: One-Time (Fund 1) $119,500.00

| Item# | Division | Program Requesting Resources | Item Requested | Item Description | Requested Cost | Division/Department Priority | Approval Status | Approved Amount | Approved One-Time or Recurring Cost? | Funding Source |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 3144-Office of the President | 675000-Marketing | Web Content Consultant | Annual budget for Web Content Consultant $68,000/year | $68,000.00 | 2 | Yes | $ 40,000.00 | One-Time | 18002-Unrestricted Fund 1 |
| 138 | 3333-Enrollment Services | 621000-Admissions and Records | Scanning and indexing of 80,000 Aperture Cards: prior | Securing our records in our WebX platform meets the Accreditation | $85,000.00 | 1 | Yes | $ 85,000.00 | One-Time | 18002-Unrestricted Fund 1 |
| 155 | 3333-Enrollment Services | 649008-Sparkpoint | Support for Food Distribution | SparkPoint is requesting $15,000 to support Facilities OT charges for | $12,000.00 | 4 | Yes | $ 12,000.00 | One-Time | 18002-Unrestricted Fund 1 |
| 42 | 3414-Science & Tech Division | 193000-Earth Science | Supplies/Support for Campus Native Grassland Restoration | With support from District Facilities we have initiated a research site for | $2,000.00 | 2 | Yes | $ 2,000.00 | One-Time | 18002-Unrestricted Fund 1 |
| 96 | 3421-ASLT Division | 612000-Library | Cañada College Archives Organization | The Library's historical archival collection (1968-, 14 linear ft) is currently inaccessible to students, staff and the public at large. This project is to arrange, describe and preserve the collection in order to provide access for research. | $6,800.00 | 4 | Yes | $ 6,800.00 | One-Time | 18002-Unrestricted Fund 1 |
| | | | | | $ 173,800.00 | | | $ 145,800.00 | | |

## Approved One-Time Non-Personnel Requests (Lottery and COVID-19 Recovery Funds)

### Approved: One-Time (Lottery Funds and COVID-19 Recovery Funds)

| Item# | Division | Program Requesting Resources | Item Requested | Item Description | Requested Cost | Division/Department Priority | Approval Status | Approved Amount | Approved One-Time or Recurring Cost? | Funding Source |
|---|---|---|---|---|---|---|---|---|---|---|
| 133 | 3414-Science & Tech Division | 190100-Physical Sciences, General | Meade 8" telescope, https://www.meade.com/me | An electronic, easy-to-use telescope capable of viewing both naked eye, | $4,500.00 | 4 | Yes | $ 4,500.00 | One-Time | 31069-Lottery Funds |
| 134 | 3414-Science & Tech Division | 190100-Physical Sciences, General | Telescope camera for astrophotography | ZWO ASI294 Pro Series, or equivalent. | $1,000.00 | 1 | Yes | $ 1,000.00 | One-Time | 31069-Lottery Funds |
| 145 | 3333-Enrollment Services | 623003-Outreach | $50,000.00 | $50,000.00 increase in budget for Campus Ambassador Salaries | $50,000.00 | 2 | Yes | $ 50,000.00 | One-Time | 31334-IAP Retention Enrollment Outreach |
| 69 | 3416-KAD Division | 083500-KAD Athletics | Portable dumbbell set with rack | Premium Dumbbell Storage Rack w/ 44 Deluxe Vinyl DB Prime Pairs | $1,900.00 | 7 | Yes | $ 1,900.00 | One-Time | 31069-Lottery Funds |
| 67 | 3416-KAD Division | 083500-KAD Athletics | Pickleball Equipment | Nets, standards, paddles, balls for Pickleball classes | $15,000.00 | 6 | Yes | $ 15,000.00 | One-Time | 31069-Lottery Funds |
| 71 | 3416-KAD Division | 083500-KAD Athletics | Prestan Infant CPR Manikin, Brown Skin (4-Pack) and Tan | Each set (requesting 2) contains: 4 infant CPR manikins, 50 infant face- | $1,047.00 | 3 | Yes | $ 1,047.00 | One-Time | 31069-Lottery Funds |
| 97 | 3421-ASLT Division | 612000-Library | Individual Streaming Film License budget | A budget for purchasing individual streaming film licenses that we | $3,000.00 | 1 | Yes | $ 3,000.00 | One-Time | 31069-Lottery Funds |
| 103 | 3421-ASLT Division | 612000-Library | PRISMA: Database (to support | With the new Ethnic Studies department and as a Hispanic | $3,335.47 | 1 | Yes | $ 3,335.47 | One-Time | 31069-Lottery Funds |
| 146 | 3333-Enrollment Services | 623003-Outreach | $60,000 ($20k for each event) | Re-occurring Budget Increase for Super Registration Events (formerly | $60,000.00 | 3 | Yes | $ 60,000.00 | One-Time | 31334-IAP Retention Enrollment Outreach |
| 147 | 3333-Enrollment Services | 623003-Outreach | $7,000.00 | Consistent annual budget item for our Annual High School Counselor & | $7,000.00 | 6 | Yes | $ 7,000.00 | One-Time | 31334-IAP Retention Enrollment Outreach |
| 2 | 3144-Office of the President | 675000-Marketing | Budget for Social Media Consultant | Annual budget for Social Media Consultant $68,000/year | $68,000.00 | 1 | Yes | $ 68,000.00 | One-Time | 31334-IAP Retention Enrollment Outreach |
| | | | | | $ 214,782.47 | | | $ 214,782.47 | | |

## Not Approved Non-Personnel Requests

**Not Approved: Ongoing/One-Time $870,781**

| Item# | Division | Program Requesting Resources | Item Requested | Item Description | Requested Cost | Division/Department Priority | Approval Status |
|---|---|---|---|---|---|---|---|
| 144 | 3333-Enrollment Services | 623003-Outreach | $44,000 budget (for one spring and two summer | Spring & Summer Programming at Cañada College - Exposure for Low-Income/BIPOC at an earlier age | $44,000.00 | 5 | No |
| 142 | 3335-Office of Equity | 649014-Cultural Center | Funds for DEIA Training | Within several on-boarding trainings at the district, faculty, and staff level, as well as through IEPI and the leadership | $10,000.00 | 2 | No |
| 22 | 3411-BDW Division | 061400-Digital Art & Animation | Campus Movie Fest | Support for bringing Campus Movie Fest back to campus | $2,500.00 | 11 | No |
| 25 | 3411-BDW Division | 061400-Digital Art & Animation | Gallery Show each semester | Utilization of the on-campus gallery for shows once per semester | $3,000.00 | 12 | No |
| 26 | 3411-BDW Division | 061400-Digital Art & Animation | Hackathon | On-Campus Hackathon utilizing industry professionals | $7,250.00 | 14 | No |
| 34 | 3411-BDW Division | 061400-Digital Art & Animation | Support for External Shows | Gallery Shows elsewhere | $3,500.00 | 15 | No |
| 37 | 3411-BDW Division | 061400-Digital Art & Animation | XR Support | Hardware, Software, personnel time, student assistant/apprenticeship time, OER training and support | $500,000.00 | 13 | No |
| 114 | 3411-BDW Division | 050100/050200-Accounting & Business | Biz Hub Finishing Touches | We request additional support to finish furnishing the last touches on the renovated BizHub: | $49,999.00 | 3 | No |
| 115 | 3411-BDW Division | 050100/050200-Accounting & Business | Business Department Retreat Funding | We are requesting funding for a business department retreat to foster collaboration, enhance communication | $7,000.00 | 9 | No |
| 120 | 3411-BDW Division | 050100/050200-Accounting & Business | FTEF Allocation for Digital Marketing Apprenticeship | We request dedicated FTEF allocations for sustainable growth with our new digital marketing apprenticeship | $15,000.00 | 6 | No |
| 121 | 3411-BDW Division | 050100/050200-Accounting & Business | FTEF Allocation for Dual Enrollment | We request dedicated FTEF allocations for sustainable growth with our dual enrollment partnerships | $15,000.00 | 8 | No |
| 122 | 3411-BDW Division | 050100/050200-Accounting & Business | FTEF Allocation for Menlo Park For-Credit Evening BIW | We request dedicated FTEF allocations to launch a new evening for-credit Business Information Worker (BIW) | $15,000.00 | 16 | No |
| 127 | 3411-BDW Division | 050100/050200-Accounting & Business | New Adjunct Faculty | Our department is requesting continual and ongoing support to regularly hire new adjunct faculty | $10,000.00 | 4 | No |
| 15 | 3414-Science & Tech Division | 190500-Chemistry | ACS Science Essentials Package subscription | Choose five ACS online journals from more than 70 titles, with no limitations on your journal selections. That means | $2,732.00 | 7 | No |
| 68 | 3416-KAD Division | 083500-KAD Athletics | Player Data GPS trackers | Men's soccer currently uses gps tracking for instruction of all soccer sections, the current tech requires annual costs | $5,000.00 | 2 | No |
| 50 | 3416-KAD Division | 083500-KAD Athletics | Allocation for Pacific Dining | Provide food/drinks for Athletics/Coast Conference/3C2A meetings | $1,000.00 | 5 | No |
| 59 | 3416-KAD Division | 083500-KAD Athletics | First aid kit in each classroom | It is needed for safety | $600.00 | 9 | No |
| 61 | 3416-KAD Division | 083500-KAD Athletics | Funding for student assistants | Student Assistants to help with basketball stanchion movement. Provide assistance during late-night athletic | $10,000.00 | 6 | No |
| 62 | 3416-KAD Division | 083500-KAD Athletics | Heat Press Machine | Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost | $2,000.00 | 10 | No |
| 73 | 3416-KAD Division | 083500-KAD Athletics | Rosco Adagio Marley Dance Floor | The flooring will be used for various dances such as modern, jazz, ballet, tap. It is versatile and safe to be used on many | $15,300.00 | 12 | No |
| 84 | 3416-KAD Division | 083500-KAD Athletics | Utility Sink at field level | at field level a sink is needed for cleaning and operations | $400.00 | 11 | No |
| 85 | 3416-KAD Division | 083500-KAD Athletics | Utility Sink at field level | at field level a sink is needed for cleaning and operations | $500.00 | 11 | No |
| 86 | 3416-KAD Division | 083500-KAD Athletics | Videographer for the dance show (each semester) | Videographer would record the dance shows, edit and upload to social media and other applicable websites | $1,000.00 | 7 | No |
| 151 | 3441-Office of Instruction | 649900-Promise Scholars Program | Budget Augmentation | Increase funds to be able to hire more adjunct counselors and meet the demands of the program. | $150,000.00 | 3 | No |

$ 870,781.00

## Pending Additional Review Non-Personnel Requests

| Pending Additional Review | No. of Requests | Requested Amount |
|---|---|---|
| 31xxx-Strong Workforce | 1 | $4,000.00 |
| Capital Improvement Program (CIP) Process/Small Projects | 11 | $76,125.00 |
| Technology Refresh Process | 5 | $343,299.66 |
| **Total** | **17** | **$423,424.66** |

## Summary at the Division Level

| Row Labels | # of Requests | Sum of Requested Cost | Sum of Approved Amount |
|---|---|---|---|
| 3144-Office of the President | 4 | $ 146,000 | $ 108,000 |
| 3333-Enrollment Services | 6 | $ 258,000 | $ 214,000 |
| 3335-Office of Equity | 4 | $ 22,300 | $ 4,000 |
| 3340-Counseling Division | 2 | $ 10,000 | |
| 3411-BDW Division | 45 | $ 1,169,961 | |
| 3414-Science & Tech Division | 19 | $ 190,928 | $ 12,800 |
| 3416-KAD Division | 43 | $ 263,672 | $ 37,947 |
| 3421-ASLT Division | 22 | $ 231,716 | $ 15,135 |
| 3441- Office of Instruction | 10 | $ 220,000 | $ 5,000 |
| **Grand Total** | **155** | **$ 2,512,578** | **$ 396,882** |

California State Budget - May

Presenter: Ludmila Prisecar, VPAS

| | |
|---|---|
| Revise and Proposed 2025-26 College Budget | <br><br>**Statewide Update**<br><br>• California state budget shortfall: $12B less than January projections<br>• Community college budgets not significantly affected<br>• COLA reduced slightly from 2.43% to 2.3% (minor impact)<br>• Some statewide program cuts:<br>    ○ Rising Scholars reduced from $30M to $10M (no local impact).<br>    ○ Reductions in career education and tech infrastructure (no direct local impact)<br>• No immediate funding impacts expected for the district<br><br>**Sequence of the Annual Budget Process**<br><br>**Governor Newsom's Revised 2025-26 State Budget**<br><br>Governor Gavin Newsom's May Revision of the 2025–26 California state budget introduces significant changes for the state's community colleges, reflecting efforts to address a projected $12 billion deficit while maintaining core educational investments. |
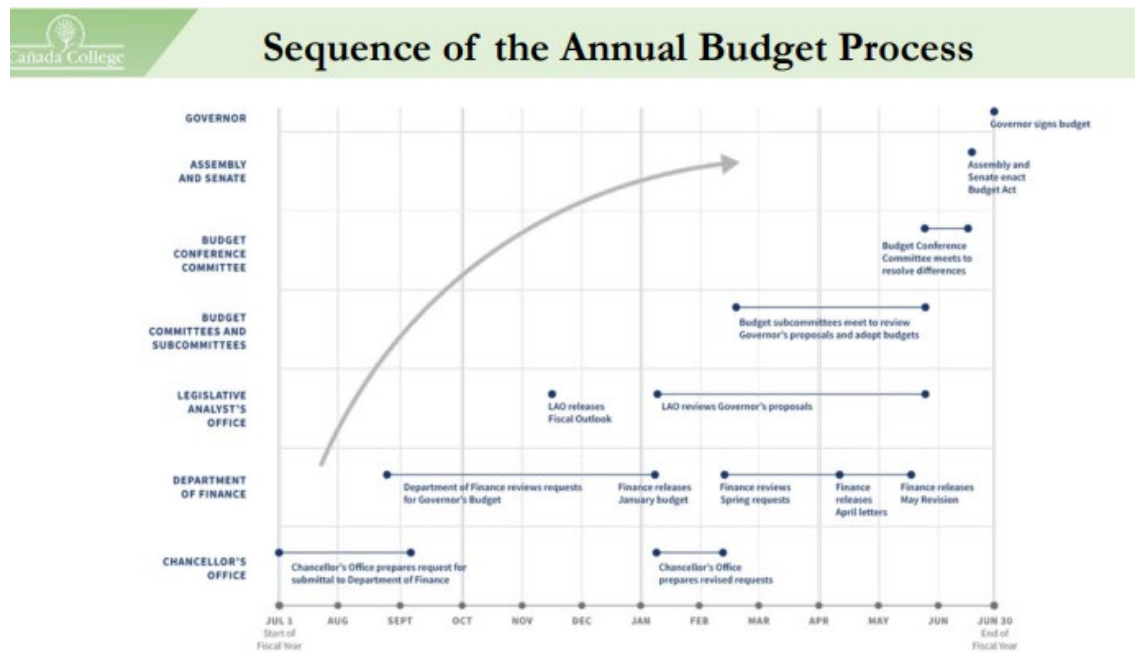
## Governor Newsom's Revised 2025-26 State Budget
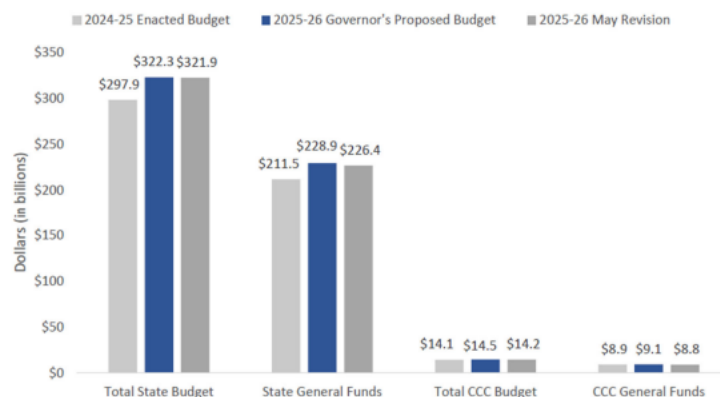
**Funding Adjustments**

- **Proposition 98 Allocation**: The total funding for community colleges is projected at $12.9 billion, marking a $625 million increase over the 2024–25 enacted budget. However, this represents a $669 million decrease compared to the Governor's January proposal, primarily due to revised revenue estimates and a reallocation of funds for transitional kindergarten (TK) expansion.

- **Cost-of-Living Adjustment (COLA)**: The COLA for apportionments has been adjusted to 2.3%, down from the initially proposed 2.43%, resulting in a $12.9 million ongoing reduction for the Student-Centered Funding Formula (SCFF).

- **Enrollment Growth Funding**: An allocation of $139.9 million is proposed to support a 2.35% enrollment growth, a significant increase from the previously proposed 0.5%, aiming to accommodate rising student numbers.

## Governor Newsom's Revised 2025-26 State Budget

**Programmatic Investments and Reductions**

- **Rising Scholars Network**: Funding for this program, which supports justice-involved students, is reduced by $20 million, reflecting budgetary constraints.

- **Career Education Initiatives**: The budget proposes cuts of $25 million to the Career Passport initiative and $35 million (one-time) to the Credit for Prior Learning program, both integral to the state's Master Plan for Career Education.

- **Technology and Infrastructure**: Despite fiscal challenges, the budget maintains investments in technological advancements, including $168 million in one-time funds for a Statewide Technology Transformation and $162.5 million (with $29 million ongoing) for a Statewide Common Data Platform.

## Governor Newsom's Revised 2025-26 State Budget

**Implications for Community Colleges:**

- Revised budget maintains core operational funding for community colleges.

- Reductions to targeted programs (e.g., Rising Scholars, Career Education) signal difficult trade-offs.

- Adjusted COLA and deferred SCFF payments may create cash flow and planning challenges.

- Emphasis on enrollment growth presents both opportunities and capacity pressures.

- Need for strategic prioritization to sustain student services and educational quality.

- Collaboration across departments essential to optimize limited resources.

- Institutions encouraged to align programs with evolving state priorities and funding models.

| | |
|---|---|
| Leadership Retreat – August 7, 2025 | • Leadership retreat - August 7, all-day, on campus<br>• Members of Planning Councils, Academic Senate, Classified Leadership should attend the retreat – open to all<br>• Annual planning, EMP priorities, and bonus training sessions will be discussed<br>• Save the date; formal invites and calendar holds coming soon |

| | |
|---|---|
| | • Agenda still being finalized – input encouraged |
| Participatory Governance Survey – please complete! | Request from PRIE to complete the [survey](#) |
| **STANDING ITEMS** | |
| **Associated Students** | No updates |
| **Classified Senate** | Alex Claxton, Classified Senate President<br><br>• Committee and Council positions are halfway filled<br>• Interested participants should contact Alex or Jackie before the end of June (ideally) |
| **Academic Senate** | Gampi Shankar, Academic Senate President<br><br>• New ASP officers for next year selected<br>• Reminder not to schedule PBC during finals week in the future |
| **Planning Council Reports** | **IPC Update** – Chialin Hsieh<br><br>• Reviewed program review, action steps<br>• 12 Program Review feedback reports<br>• 14 reassigned time applications<br>• 35 Strategic Enrollment Management (SEM) action steps<br>• 9 accreditation standards<br><br>IPC Team discussed the following:<br><br>• Course enrollment & modality.<br>• First-Year Experience & interest area work.<br>• SLO submission process.<br>• Master's experience initiative (Alex leading).<br>• Reassigned time modifications.<br>• Course scheduling and program completability tools<br>• Approved new Institutional Learning Outcomes (ILOs)<br><br>**SSPC Update** – No Updates<br><br>**EAPC Update** – Karen Engel, Dean of PRIE<br><br>• Wrapping up work on current 3-year SEAP (Student Equity and Achievement Plan)<br>• Started planning for the next SEAP (due by November)<br>• Focus: Identifying disproportionately impacted groups to target for improvement<br>• PBC will hear updates in September |

| President's Update | Kim Lopez, Cañada College President |
|---|---|
| | • Busy week with multiple events: Promise, Middle College, Umoja celebrations, Classified Appreciation Luncheon and Commencement/Rehearsal<br>• Tonight's Board Meeting: Discussion on International Travel Policy – open dialogue on potential revisions and Draft District Strategic Plan presented (final approval expected this summer)<br>• June Board Meeting: Presentation of the Funeral Services Education Program Viability Plan<br>• Kim Lopez acknowledged challenges and successes of the semester and expressed her appreciation to all who served on PBC<br>• Next major gathering: Leadership Retreat – August 7, 2025 |
| Matters of Public Interest and Upcoming Events | No updates |
| ADJOURNMENT | The meeting adjourned at 3:44 PM |
| Next Meeting | The next meeting will be held September 3, 2025 |