

Agenda

Date: October 22, 2025
Time: 2:10 pm - 4:00 pm
Location: Building 13, Room 233
Zoom: <https://smccd.zoom.us/j/83383664513>
Department reports: Update [here](#)

Item	Presenter	Time (minutes)
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I. Call to Order	Co-Chair Juan	1
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Time Keeper –

Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time [Check out this video link on how to do timekeeper easily on Zoom!](#)

II. Roll Call	Co-Chair Juan
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Quorum=14

Adolfo Leiva	(SparkPoint)
Autumn McMahon	(Classified Representative)
Bob Haick	(Career Center)
Danielle Pelletier	(Faculty)
Breanna Castro	(Financial Aid)
Ariela Villalpando	(COLTS-U Transfer Center)
Jasmin Padilla Valencia	(Undocumented Community Center)
Jinmei Lun	(Faculty)
Lizette Bricker	(VPSS)
Juan Vera	(Veteran Resource & Opportunity Center)
Kathy Kohut	(International Student)
Keith Wan	(Welcome Center)
Krystal Martinez	(Classified Representative)
Lorraine Barrales-Ramirez	(EOPS, CARE, CalWORKs, FYSI)
Max Hartman	(Counseling Dean)
Mary Ho	(Post-Secondary Success)
Maria Huning	(TRIO)
Maria Lara	(Admission & Records)
Mayra Arellano	(Promise Scholars)
Michiko Kealoha	(Cultural Center Representative)
Olivia Cortez-Figueroa	(College Recruiter)
Maggie De Paz Fernandez	(College Recruiter)
DeVon Scott	(Disability Resource Center & Personal Counseling Center)
Sergio Suarez	(Student Life & Leadership)

Ziarra Matthews	(Student Representative)
Sierra Orduna	(Student Representative)
Wisseem Bennani	(Enrollment Services Dean)
Vacant	(Student Representative)

Advisory

Karen Engel	(Dean of PRIE)
Ron Andrade	(Library and Learning Center)
Vacant	(IPC Representative)
Vacant	(Puente)

III. Adoption of the Agenda

Co-Chair Juan

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Adoption of agenda for October 22, 2025

Lorraine Barrales-Ramirez adopts the agenda for October 22, 2025

Sierra Orduna seconds the move

Approved unanimously by consensus of all those in attendance

IV. Approval of the Minutes

Co-Chair Juan

1

Approval of minutes for September 24, 2025

Olivia Cortez- Figueroa adopts the agenda for October 22, 2025

Jasmin Padilla Valencia seconds the move

Approved unanimously by consensus of all those in attendance

V. Reports

a. “Why” We Do What We Do – 2.0

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To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their “Why” – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.

Olivia- College Recruiter Olivia made a presentation at Sequoia High School for Career and College Day. Olivia did a Spanish presentation to a group of 25 ESL students. The students asked many questions. Can I get assistance as an undocumented student? Can I work on campus as an undocumented student? Olivia shared information about programs on campus, and the students were shocked and excited to learn that college might be possible for them. I know that as a college, this might seem small, but we are changing lives. It reminded me of my purpose in

what we do and why we do. Now that they know they can attend college with programs they didn't previously know were accessible to them.

b. Department Reports

All

Thank you all for sharing your department reports using this [link](#).

VI. District & College Highlights

a. Equity and Anti-Racist Planning Council (EAPC)

Michiko/Krystal 3

No updates as EAPC only meets once a month. They are scheduled to have a meeting next Tuesday, October 28, 2025.

b. Enrollment Services Committee Update (ESC)

Wissem/Maria 3

Spring 2025 and Summer 2025 diplomas have been mailed. If you receive any reports from students stating that they have not received their diploma, please direct them to their Canada degree email at candegreecert@smccd.edu. WebSMART 9 has been updated with student Websmart. Now with faculty and advisor, it goes live on October 27, 2025. The submission of final grades and incomplete grades has changed. There were several demo workshops last week. They are going to have open hours on three different days until December 23, 2025, to support any faculty advisor on how to submit grades. This is important for the Division Assistant on the instruction side. Registration for Spring 2026 starts on November 12, 2025.

c. Instructional Planning Council (IPC) Updates

Jinmei Lun 3

- IPC passed the updates to the [Distance Education Handbook \(2025-2028\)](#)
- Wissem Bennani, Maria Lara, Jinmei Lun, and Lorraine Barrales-Ramirez present the new process for Students to apply for degrees and certificates. The PowerPoint is attached.
- IPC discussed the Program Completeness and High Impact Low Success Courses. Dr. Ron Andrade presented the strategies and intervention. The presentation is attached.
- Reminder:
 - o November 14th is new, revised, and renewed reassigned time position applications due
 - o November 21st IPC will review comprehensive program reviews, starting

d. Planning and Budgeting Council

Olivia 3

Dr. Kealoha and Professor Karen asked for feedback on the Student Equity and Achievement plan. Dr. Engel reminded that PBC will be asked to vote on the ISER (Institutional Self-

Evaluation Report). VP Ludmilla reported that we have lost funding of \$ 1.2 million from DHSI and Fund 1, and discussed the impact on the college, noting that some positions will not be replaced due to the loss of funding. However, we are still receiving funding from property taxes. Maria Huning shared that it's time to work on scholarship baskets for student workers. Please reach out to Maria Huning or Robyn Ledesma with any questions or if you would like to participate.

e. Vice President of Student Services (VPSS) Updates

VPSS

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No updates, Lizette is at a conference.

VII. Old Business

a. Field trip per diem

Jackie

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There has been an adjustment to the forms. It is a pilot; when students are going on a trip and per diem is needed, the Request for Fieldtrip/ Excursion Approval & Meal Advance. I can support if needed as this is a new form. This form provides us with the option to request a per diem for each student or a group. They also ask for information about lodging and the bus on the form. It's a checklist to ensure there is sufficient funding before going on the trip. The form gets signed by you to your Dean and then the VPSS Office, then to the Business Office, and then the Cashiers processes the form and will let you know once the cash is available. We are currently collecting feedback on this process to make adjustments as needed and streamline it. There are two other forms once you come back as well.

Lorraine Barrales Ramirez: If a student goes to a conference, do we include the student's registration? For staff do they need to do conference approval forms?

Jackie: This is currently only for students. We have received feedback on getting the exact per diem per student. There is a form on a second form that the student received their per diem.

Lorraine Barrales-Ramirez: For registration, can I use the registration?

Jackie: You can use the ProCard for student registration for conferences.

Lorraine Barrales-Ramirez: This form is just a one-form for all students.

Jackie: I do require that I receive information from students who are attending the conference.

b. SSPC Bylaw Membership

Juan

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Lizette organized staff members who have previous knowledge of how SSPC has evolved throughout the years. We looked at the membership. The changes are as follows:

- You will see the changes from 25 to 26 voting members.
- Disability and Resource Center used to be called Health and Wellness Center
- Faculty members, financial aid, and International Students stay the same
- The Office of Equity used to be known as the Cultural Center
- Undocumented Center used to be called the Dream Center
- VROC (Veterans Resource & Opportunity Center) was called Veteran Resource Center
- EOPS also includes NEXTUP

We have added new members to SSPC. Paul Gaskins, Aricka Bueno, and Michiko represent the Office of Equity, and our new student representatives are Sierra Orduna and Ziarra Matthews. We have a new Transfer Center Representative, Ariela Villalpando. The advisory for the Library and Learning Center Representative is Jason Ramos.

Refer to link for changes: [SSPC website updates 2025.docx](#)

We are seeking approval of SSPC names for the SSPC law memberships. Do we have a motion to approve the agenda for SSPC by-law membership changes?

Approved by: Michiko Kealoha

Lorraine Barrales- Ramiez

Approved unanimously by consensus of all those in attendance

A motion has passed to update all names on the SSPC in accordance with the bylaw's membership changes.

VIII. Special Presentations

a. Student Modality Survey Results

Karen Engel

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Please take a look, as we are all wondering what our students think about Online learning and services. The origin is a statewide survey for state initiatives, which happened in Fall 2024.

Link to presentation: <https://canadacollege.edu/prie/surveys.php>

As a district, we had 1437 students participate. Students are mostly part-time at Skyline and CSM. There are first-time students or those in their first two years. I wanted to highlight the following:

- The majority of students felt that the new Banner was clear

- More of our students take online or asynchronous courses compared to CMS and Skyline College.
- How do students feel about full online asynchronous courses, students enjoyed and are doing good in these courses? But 20% don't mind and 15% don't prefer it and 1/3 did not answer this question. Students are interested in flexibility as they manage their academics.
- Does your college have a page on their website where you can easily find all of the student support services? Almost half said yes, and a lot did not answer, which could have been because it was at the end; 10% said no.
- When it comes to student support services, which way of accessing support works for you? Students answered: 1/3 liked in person, others chose various formats, or no difference, but a lot of them did not answer the questions.
- Not many students prefer an asynchronous or synchronous format.
- Students who live closer prefer in-person.

b. IDI

Michiko

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I want to acknowledge the time of what is happening around the world.

Jasmine: Nonconfirmed rumor that there will be a massive raid in SF and within a 40-mile radius that includes our community. If confirmed, you can check online to see that the National Guard and Immigration Services are scheduled to be here tomorrow. A lot of our community members, students, families, if you have family, let them know. They are targeting Home Depot and places in which local places often visited by Latinos or migrants. Be cautious this weekend and tomorrow. There are many resources at the UCC. We cannot prevent from these incidents but it's good to have our students know to be prepared and have conversations in case of anything. It's important that we inform students and our staff about the RAPID Response line. There is a protest in response to this. If you see immigration, please inform Faith in Action in the Bay Area they help in case someone is detained. They assist with urgent legal assistance. There is no specific time they plan to be here, but the National Guard is coming as they are deployed for immigration enforcement. There are red cards in the Undocumented Center, and printing more preparedness plans in case families with younger children, as they can do a child affidavit to be placed with a family member that is trusted. We are trying to keep everyone safe as much as possible. An email will be sent out. You can find all the articles online, and you can see them.

Paul Gaskins: Since this is the latest update. I know that ESL faculty who are teaching on the Coast site have cancelled courses as they are scheduled to be here tomorrow.

Jasmin: It is expected that the National Guard and Immigration Services will be here tomorrow. Just be cautious.

Michiko: We were supposed to do a 1 hour training for IDI. There are folks that have not done it. Do we want to try to do it next time we meet? There has been institutional trauma that folks might have experienced from assessment. I want to emphasize that individuals results are completely private to you and I am the only who can see it. I cannot give it to your supervisor or used on ur evaluation. It is only for you. I would lose my license if I shared with others. The group assessment would show average where we are at and average or where we actually performing at. Provide us a grasp if we are in one area or in different areas. You will only get individual score on a 1-1. Do folks have questions or concerns?

Juan: Will you be reaching out to us for 1-1 to get the results of IDI?

Michiko: What I have seen after a group assessment means that we have the results for the individual, which have more of an impact. Then, if you would like to learn more about it, after the SSPC meeting, we can see who is interested in finding out their individual scores. If we try to do this for next time for folks who completed, I will pull results from those who completed. If someone does not want to ask in the group, feel free to reach out via email.

Lorraine: The IDI questions were challenging to read, and I had to re-read them. It is very interesting, and it was hard. Was it me as an individual, or as a professional, or we as a county, or different layers when answering the questions?

Jackie: I had to read it various times. Is this optional or required? Are we voluntarily doing it?

Michiko: SSPC agreed to do it. No one in the district can require this, as this is not federal or state-mandated. This was something that was brought up by folks on flex day as a request. It is up to you all.

Adolfo: Hey, do you all want to do this? This is the way it was presented. I want to express some concerns about the results. How will that impact me? How will I be judged? Will I be judged if I am biased, and to what extent? Does that mean I am bad?

Michiko: We can do the group aggregate for us as SSPC results. After looking at it, if you want your individual, I can be as flexible as possible. If anyone wants to pursue individual results, those who dedicate a significant amount of time to cultural work will receive their own private development plan. They show that folks show change in their continuum.

Student Equity and Achievement Program Plan Draft that is tied to the CA state. We are providing 2 million to ensure we close equity gaps for students. This plan focuses on enrollment, transfer, and other areas. Focusing on disproportionately impacted students in enrollment. The college has been spending half a year on different populations for first gen, Black African American, LGBTQ, students in enrollment and have anti racist marketing campaign. We already show employees that are saying why we support students and their resources. For example Olivia and Maggie have hosted listening sessions and establishing a physical presence. To support students in application process with financial aid eligibility and work with partnerships with non-profits. There are great Black Excellence events like Poetry Slam and support with middle school and high school to invite students to get them to thinking of coming to our Cañada College.

K: With all events happening right now how can we support our LGBTQ students if they attend Cañada College with resources and support. Math and English Metrics completing within a year. We are attempting a pilot to focus on helping students who are doing their second attempt. We want to make sure that students do not end up in the Academic Notice. We are trying to work with programs and departments, and faculty to support the students. We had some visits from Promise, Retention area from different retention specialists to join Claudia who come to classrooms to have the face to face presence. When they see an individual they are more likely to use the resource. attempting a pilot to focus on helping students who are taking. Max is leading to change the district's wide placement codes. So students can choose which classes they want for english and math to not be an extra barrier. Strengthen the embedded tutor programming and then have IA's as the Instructional aides that work with us to mentor peer tutors so there constant support. Having tutors in classroom when possible. Data informed curriculum development looking at PRIE data as assessing what is working and not. To understand the differences in two classrooms we offer, meet students where they are and listening to student voices to develop cultural responsive curriculum and equitable teaching practices. With all events happening right now, how can we support our LGBTQ students if they attend Cañada College with the resources and support? We are also encouraged to use the early alert systems as faculty to understand what is working and not. Ron has pointed out that we need to have more face to face contact. We also learned that if students have to work they would benefit from working on campus, making it easier and collaborating with the Career Center and hiring managers to post their postings. Latino students were the biggest disproportionately impacted group but for persistence it's male students. We want to hear from students what they need for career paths and certificates and adjust our course offerings to stay in school and build around that collect quantitative and qualitative data to inform us.

Michiko: BAM how we can continue to support their efforts and visibility as they are under Office of Equity to access the program. How do we let the college know how successful this program is and growing.

Metric 4 focuses on completing and accessing and adjusting nights online weekend program from our campus holding meetings on what is needed.

For EMP finding alternatives for transportation and VPAs, Ludmilla has been working on this. Working with increasing culturally relevant curriculum in all courses with our professional development committee. With climate results, our folks think we do have a lot as we are scoring higher than CSM and Skyline.

- Increasing support for student support needs: collecting and aligning tech literacy resources, ESL department collaborating with Learning Center, continue to offer workshops and support.

Metric 5: Transfer for first generation and low-income students?

- How do we align with the transfer plan? As has been approved, how to track enrollment and success?
- Transfer in English and Math to work with intereas area counselors?
- Collaborate with faculty and special program

Metric 6: Comprehensive Education Plans support students to keep stay on track.

- How to advertise as a campaing or include in orientation
- How do we support the counselors to be consistent and aligned information in majors and transfers.
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IX. New Business

a. Program Review Group Assignments

Wissem/Juan

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X. Discussion

XI. Open Forum and Feedback

XII. Adjournment

For Next Meeting:

Future Item: