



**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**

Wednesday, February 18, 2026

In-Person and Via Zoom

Regular Meeting: 2:10 – 4:30 p.m.

**Members present:** Maria Huning, Lisa Palmer, Nick Carr, Alicia Aguirre, Julie Luu, Denise Erickson, Jose Zelaya, Shanda DeRosans, Alex Kramer, Megan Rodriguez Antone, Lizette Bricker, Ludmila Prisecar, Kim Lopez, Karen Engel, Olivia Cortez-Figueroa, Roz Young, Rosie Mendoza Morrison, Diana Tedone-Goldstone, Chanel Meanor, Julian Taylor, Chialin Hsieh, Kassie Alexander, Christopher Wardell

**Members absent:** Chantal Sosa

**Guests and others present:** Daman Grewal, Chris Smith, Ameer Thompson, Allison Hughes, Wissem Bennani, Alex Claxton

AGENDA ITEM	CONTENT
<p><b>Welcome, Introductions and Approval of Consent Agenda</b></p>	<p>The co-chairs of PBC opened the meeting by welcoming attendees. After confirming that quorum had been reached, they reviewed the consent agenda, which included approval of the February 4 meeting minutes. It was noted that there were no board-approved staffing updates due to no board meetings having taken place since the last PBC meeting. A motion to approve the consent agenda was made by Lisa Palmer and seconded by Alex Kramer.</p> <p>The PBC consent agenda included the following items:</p> <ul style="list-style-type: none"> <li>• <a href="#">February 4, 2026 Meeting Minutes</a></li> <li>• Board-approved staffing updates: none</li> </ul> <p><b>Motion:</b> A motion to approve the Consent Agenda was made by Lisa Palmer and seconded by Alex Kramer  <b>Discussion:</b> none  <b>Abstentions:</b> Christopher Wardell  <b>Approval:</b> all other present members voted in favor of the motion; motion passed</p>
<p><b>REGULAR AGENDA</b></p>	
<p><b>ITS Zoom phones replacing Mitel phones</b> presented by Daman Grewal, Chief Information Officer</p>	<p><a href="#">FAQ Website</a></p> <p><a href="#">ITS Update on Zoom Phones Presentation</a></p> <p>The council moved to a presentation by Chief Information Officer Daman Grewal regarding the proposed replacement of the district’s legacy phone system</p>

	<p>with Zoom Phone. He explained that the current system was outdated and difficult to maintain, and that most institutions were transitioning to cloud-based soft phone systems. Because the district was already a Zoom campus, the new system would integrate directly into the existing Zoom application on laptops, while still allowing optional use of desk handsets or mobile devices. He noted that phone numbers would remain the same, the transition was being piloted with over 200 users, and although there would be no immediate savings, long-term cost efficiencies were expected.</p> <p>Members asked questions about work-life balance, privacy, AI, tracking, compensation for personal phone use, and safety during outages. Daman explained that users could set work hours and out-of-office settings, calls were encrypted, AI was not used on phone calls, and mobile use was optional. He clarified that while certain administrative controls existed for security purposes—such as disconnecting accounts from lost devices—there was no active tracking of employees. Concerns were also raised about data security and Zoom’s corporate stakeholders, to which Daman responded that contracts would ensure compliance with FERPA and HIPAA standards and that data would remain in U.S. data centers. Roz Young shared that staff are not required to use this technology and should not download these items to their personal cell phone unless receiving a phone stipend. Additional discussion covered emergency situations related to power outages in which physical safety phones would still function, connectivity issues in building 18 that would be researched, fax line continuity that would remain as traditional fax functionality, and the projected summer implementation timeline pending board approval. The presentation concluded with brief guidance on securely using personal devices for district work. The council thanked Daman for his presentation.</p>
<p><b>ADA Title II &amp; Accessibility Capability Maturity Model (ACMM) updates</b> presented by Chris Smith, Director of Web Services</p>	<p><a href="#"><u>Meeting 2026 Federal Web Accessibility Laws with the CCC's Accessibility Capability Maturity Model (ACMM) Presentation</u></a></p> <p>The council next heard a presentation from Christopher Smith on ADA Title II updates and the Accessibility Capability Maturity Model (ACMM). He explained that new Department of Justice requirements would mandate that state and local government websites and digital content comply with Web Content Accessibility Guidelines by April 2026, and that the district would be treated as part of a larger state entity for compliance purposes. He clarified that compliance would focus on good-faith efforts and continuous improvement rather than immediate perfection. Chris outlined the broad scope of digital materials covered, including websites, web applications, shared documents, instructional materials, and third-party platforms. He described current accessibility efforts—such as procurement reviews, training, reporting, and ad hoc remediation. He then explained why current efforts fall short of meeting standards, citing gaps in governance, inconsistent processes, limited holistic reporting, and the unsustainable nature of one-off fixes.</p> <p>Chris then introduced the ACMM framework. The model emphasized institutional change across areas such as governance, procurement, training, web</p>

	<p>and instructional materials, and organizational culture. He reviewed the project structure, stakeholder roles, and an upcoming timeline that included a virtual kickoff, onsite assessments, executive reporting, and an implementation phase focused on continuous improvement.</p> <p>During the question session, members asked whether internal documents were included, and Chris indicated that most shared materials would be, with some exceptions. It was asked how students could report accessibility concerns, and Chris explained that this could be done through website forms, instructors, or help centers. Members inquired whether students would be involved in the process, and Chris noted that student representatives were being added. Finally, members asked how costs would be managed. Chris responded that the focus would be on long-term cultural change and prioritizing gaps rather than large immediate expenditures. The presentation concluded with expressions of appreciation for the update.</p>
<p><b>Who are our less than part-time students?</b> presented by Karen Engel, Dean of PRIE and Alex Claxton, Senior Planning and Research Analyst</p>	<p><u><a href="#">Less than Part-Time Students at Cañada Presentation</a></u></p> <p>Karen Engel introduced research led primarily by Alex Claxton, initiated the previous summer with support from a student assistant and later refined for today’s meeting. The presentation focused on students enrolled in fewer than part-time units, noting that the average annual units attempted per student had been declining. Although home campus students were taking more units on average than non-home campus students, the overall annual unit load remained low. They defined enrollment categories as full-time (12 or more units), part-time (6 to 11.99 units), and less than part-time (fewer than 6 units per term).</p> <p>Fall enrollment had increased overall in recent years, but growth had occurred primarily among part-time and less than part-time students, while the proportion of full-time students had remained stable or slightly declined. This shift contributed to the decrease in average units per student. Alex emphasized that a rising headcount of lower-unit students placed greater demand on student services, such as counseling and welcome center support, without a proportional increase in funding, which was tied in part to full-time student metrics. He highlighted the importance of monitoring and better understanding this population to inform future planning.</p> <p>Alex explained that the next phase of the analysis examined less than part-time enrollment through the lens of undecided students. They clarified that “Undecided 3” served as a default program of study for degree- or certificate-seeking students who had not selected a specific program, as well as for certain non-degree educational goals. Reviewing fall 2025 data, he noted that nearly two-thirds of students in this category were enrolled less than part-time. A significant portion of these students were K–12 special admit students, whose lower unit loads were expected and not a primary concern, as many took only one to three courses per term. Another subgroup included students who already</p>

	<p>held a degree, most of whom were also enrolled in six or fewer units and were not necessarily seeking an initial award.</p> <p>After excluding K–12 students and degree holders, the analysis focused on undecided students without prior awards, both seeking and not seeking a degree, certificate, or transfer. Alex emphasized the need to better understand and support this population. Additional analysis conducted by a student researcher using advanced classification techniques showed that not pursuing an award or transfer goal was one of the strongest predictors of less than part-time enrollment.</p> <p>Among those who were pursuing awards, older students—particularly those over age 24 and especially over 32—and low-income students were more likely to enroll in lighter course loads, suggesting work and life obligations as contributing factors. Members also raised the possibility that disability accommodations requiring reduced loads, recruitment in low-income communities, pandemic effects, state policy changes such as SB893, and broader political and economic pressures could be influencing patterns.</p> <p>Course-taking patterns revealed multiple subpopulations within the less-than-part-time group. High-enrollment subjects included ESL, fitness, early childhood education, fashion, and biology. This mix suggested a combination of students building language skills, completing short-term career education certificates, fulfilling general education requirements, reskilling, or enrolling for personal enrichment. Further longitudinal analysis showed that of roughly 22,000 students studied over four years (excluding K–12), about 8,000 had been less than part-time at some point, and two-thirds of those were always less than part-time during their enrollment. Students who were occasionally less than part-time tended to remain enrolled longer and sometimes increased their unit loads, making them a potential focus for intervention. In contrast, students who were consistently less than part-time were more likely to already hold degrees, not be first-generation or low-income, and to reflect the demographics of surrounding higher-income communities, suggesting they may be enrolling primarily for enrichment.</p> <p>The discussion concluded with broader concerns about institutional flexibility and funding structures. Members questioned how the college could adapt programming to shifting workforce demands—particularly in light of AI-driven job displacement—when adding new classes often required cutting existing ones. The conversation underscored the tension between rising headcount, stagnant FTES, service capacity, and the need for strategic responsiveness to evolving student and labor market needs.</p>
<p><b>Course-taking patterns of our degree completing students</b> presented by Karen Engel, Dean of PRIE and Alex Claxton, Senior</p>	<p>Due to time limitations, this item was tabled and will be presented at a future PBC meeting.</p>

Planning and Research Analyst	
<b>STANDING ITEMS</b>	
<b>Associated Students of Cañada College</b>	Chanel Meanor provided an update on behalf of ASCC, sharing that they were planning a student-led Flex Day focused on supporting undocumented students and educating faculty and staff on how to be stronger undocumented allies. She reported that ASCC had partially funded new all-gender bathroom stickers and confirmed that the order would include enough stickers for bathrooms in Building 3 after its remodel as well as the future ECE Center. She also highlighted collaborations with the Black Student Union, including a presentation on lesser-known Black inventors and an upcoming poetry night, noting hopes of expanding the event into a larger, district-wide program next year. Additionally, she shared that ASCC was funding new swag items, including lanyards, whistles, and red cards with ID attachments to distribute during the Undocu-Ally Flex Day, and that they would continue partnering with the Dream Center to offer workshops for staff, students, and faculty.
<b>Classified Senate of Cañada College</b>	Maria Huning reported on the recent Classified Senate meeting held on the 11th. She shared that she and Roz Young had discussed student enrollment trends with the senate. The group also talked about upcoming mandatory trainings and discussed the funds raised for holiday baskets, which totaled approximately \$1,360, prompting consideration of increasing scholarship amounts to account for inflation. Additionally, she highlighted a productive conversation about offering more relevant equity-focused trainings for classified professionals during April Flex Days, as that timing tended to work better with their schedules and could improve participation.
<b>Academic Senate of Cañada College</b>	Diana Tedone-Goldstone shared highlights from the recent Academic Senate meeting, noting that the senate had received a thorough presentation on the reassigned time process, including how decisions were made, the appeals process, and the associated timelines. She also reported on a strong presentation from the CARES team, which covered how student concerns were reported and how faculty could better support students through that process. Looking ahead, she stated that she planned to invite Damon Grewal to a future Academic Senate meeting to address additional questions about the proposed Zoom phone system, as there had been significant interest and discussion among faculty.
<b>Planning Council Reports: IPC, SSPC, EAPC</b>	<b>IPC:</b>  Lisa Palmer provided the following report to PBC:  To: PBC From: Lisa Palmer Re: IPC Report Date: February 18, 2026

The last IPC meeting was on February 6, 2026. Ludmila gave the district and college budget update, which was also shared at PBC; Paul Roscelli announced an exciting initiative to integrate our SLO, curriculum, and program review cycles (yippee) so each process logically flows into the next; committee members gave feedback on the recent program review process; and Chialin explained the reassigned time process, including the process for appealing, and outcomes. Please join IPC for the March 20<sup>th</sup> Instructional Program Review Presentations, which are engaging and informative. It's exciting to learn about what is happening in different programs across campus.

**SSPC:**

Lizette Bricker shared that at the last meeting, program review presentations were conducted.

**EAPC:**

Christopher Wardell provided updates from the January 27 EAPC meeting. He reported that Michiko Kealoha had launched a new professional development website offering resources for staff and faculty, with details available in the meeting minutes. He shared that Wissem Bennani had presented progress on the Student Equity and Achievement Plan, highlighting outreach efforts in East Palo Alto, North Fair Oaks, and Belle Haven, and noting that the Outreach Office would begin holding regular off-site hours at those locations. Chris also mentioned updates on the expansion of the Brothers Achieving Milestones program, including a successful open house with strong attendance. Finally, he stated that Mwanaisha Sims had given an overview of the district's Equal Employment Opportunity Plan, explaining its purpose and functions under the Equal Employment Opportunity Advisory Committee.

**President's Update**

Kim Lopez reported that there had not been a board meeting since the group last met, but one was scheduled for the following Wednesday. She shared that she was looking forward to the board's consideration of the long-awaited site work contract for the Child Development Center, which required approval before contractors could begin work. She anticipated approval in February, with visible site activity beginning in March. The timeline included a potential ribbon cutting in late fall, followed by a soft opening in spring 2026 when the first classroom would be operational. She also noted that faculty, staff, and classified managers had raised numerous questions about the district's proposed retirement incentive. Consultants had been asked to return with responses, after which the board would vote on whether to proceed, with a decision expected at the upcoming meeting.

<p><b>Matters of Public Interest and Upcoming Events</b></p>	<p>The meeting concluded with updates on matters of public interest and upcoming events. Chanel Meanor reminded everyone about the BSU Poetry Night scheduled for the next day from 3 to 5 p.m. Attendees were encouraged to check the events calendar and submit their own campus-wide events for better visibility. Upcoming activities in the coming days included a men’s basketball game against Ohlone, a baseball game, an allied health info session, and a Lunar New Year celebration in the Grove. The meeting ended with thanks to all participants and encouragement to take part in the various events.</p>
<p><b>ADJOURNMENT</b></p>	<p>Meeting adjourned at 3:53pm</p>
<p><b>Next Meeting</b></p>	<p>The next meeting will be held on March 4, 2026</p>