

# Student Services Planning Council



## Minutes

Date: November 12, 2025  
 Time: 2:10 pm - 4:00 pm  
 Location: Building 9, Room 154  
 Zoom: <https://smccd.zoom.us/j/83383664513>  
 Department reports: Update [here](#)

Item	Presenter	Time (minutes)
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<b>I. Call to Order</b>	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!](#)

<b>II. Roll Call</b>	Co-Chair Juan
1	

Quorum=14

✓ Adolfo Leiva	(SparkPoint Representative)
✓ Autumn McMahon	(Classified Representative)
✓ Aricka Bueno	(Faculty Representative)
✓ Ariela Villalpando	(COLTS-U Transfer Center Representative)
✓ Bob Haick	(Career Center Representative)
✓ Breanna Castro	(Financial Aid Representative)
○ DeVon Scott	(Disability Resource Center & Personal Counseling Representative)
✓ Jasmin Padilla Valencia	(Undocumented Community Center Representative)
✓ Juan Vera	(Veteran Resource & Opportunity Center Representative)
○ Kathy Kohut	(International Student Representative)
✓ Keith Wan	(Welcome Center Representative)
○ Lizette Bricker	(Vice President of Student Services)
✓ Lorraine Barrales-Ramirez	(EOPS, CARE, NEXTUP, CalWORKs, FYSI Representative)
✓ Max Hartman	(Dean of Counseling)
✓ Mary Ho	(Post-Secondary Success Representative)
✓ Maria Huning	(TRIO Program Representative)
✓ Maria Lara	(Admission & Records Representative)
✓ Mayra Arellano	(Promise Scholars Program Representative)
✓ Michiko Kealoha	(Office of Equity Representative)
○ Olivia Cortez-Figueroa	(College Recruiter)
✓ Paul Gaskins	(Classified Representative)
✓ Sergio Suarez	(Student Life & Leadership Development Representative)
✓ Sierra Orduna	(Student Representative)
✓ Wissem Bennani	(Dean of Enrollment Services)
✓ Ziarra Matthews	(Student Representative)
Vacant	(Instructional Faculty Representative)

### Advisory

Karen Engel	(Dean of Planning, Research and Institutional Effectiveness)
Jason Ramos	(Library and Learning Center)
Vacant	(IPC Representative)
Vacant	(Puente)

### III. Adoption of the Agenda

Co-Chair Juan

1

Adoption of agenda for November 12, 2025

Maria Huning adopts the agenda for November 12, 2025

Maria Lara 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 October 22, 2025

Mary Ho adopts the agenda for October 22, 2025

Maria Lara 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.*

**Juan Vera:** There will be a brand-new sign outside the VROC. The old VROC sign will be framed as a core memory, as the first VROC sign.

#### b. Department Reports

All

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

**Admissions and Records:** Today, October 12, 2025, is our first day of Spring 2026 priority registration. There is an extension for the Fall 2025 Graduation Application from October 31st to December 15<sup>th</sup>. Admissions and Records completed Comprehensive Program Review

**Outreach:** Cañada College Connect has 2 confirmed locations for office hours in the community, including Fair Oaks Community Center every first Tuesday of each month 2pm-7pm and PAL every second Tuesday of the month 2pm-6pm. We joined Casa Circulo on November 2nd for Dia de Muertos in DTRW. On November 6th, we joined Sequioa Union High School District for Noche de Information, over 40 families attended to learn about Can College and the various opportunities for their HS seniors and parents. We continue to attend HS application workshops along with hosting tours for local schools, community members, and families.

**EOPS/ CARE/CalWorks/FYSI:** Priority registration started today! We have drop-in counseling and assistance today and tomorrow. We are now accepting applications for spring 2026. We are collaborating with Promise to take students to UCB on Nov 14.

**Financial Aid:** The 2026-2027 FAFSA, CADAA, and SMCCCD scholarship applications are now open! We are hosting weekly financial aid and scholarship application assistance workshops every Wednesday and Thursday in the Financial Aid Lab (9-110). Reminder that Scholarship application deadline is now February 2, 2026. We are in need of Scholarship reviewers; if you

are interested in being a scholarship application reviewer, please reach out to Breanna Castro and/or Christopher Wardell.

**Post Secondary Success:** Filipinx American History Month concluded with over 150 in attendance across 3 events. NDNU District wide data sharing agreement for 2025-2030 is fully executed. AANHPI Mental Health workshop is tomorrow from 12n-1pm in Bldg 3, 117.

**Student Life & Leadership Development:** The Student Life Office alongside ASCC just wrapped up its Vending Commission Awards.

**TRIO Programs:** TRIO just had a workshop called You are Not your Grades! It was well attended and is available to our students to review on our Canvas. Next we will have a trip to UC Santa Cruz on 11/21 with the Transfer Center amongst other programs. Its an exciting opportunity for our students since it is Transfer Season! Currently Project Change is having a Priority Registration Party today from 1-3pm, where our student can sign up for classes with their Counselor, Dega.

**Transfer Center:** Transfer application season is in full effect. COLTS-U is hosting weekly application workshops for students who need support with UC or CSU applications. COLTS-U will be hosting drop-in support before the holiday break before deadlines approach.

## VI. District & College Highlights

**a. Equity and Anti-Racist Planning Council (EAPC)** Michiko 3

The EPAC meeting is scheduled for November 18, 2025. Michiko will be reporting back on behalf of EAPC.

**b. Enrollment Services Committee Update (ESC)** Wissem/Maria 3

On November 7, 2025, ESC would like to share that the Vice President of Student Services at all three colleges is working to build a website for affirmative names and Q&A. Alex Guiriba, VPSS at CSM, is leading these efforts and would like feedback on the website by December 21, 2025. It will not be published, but will share the link with Juan to distribute to everyone. Directors of Financial Aid, including myself, are working on AB245, which provides resources for the student-parents' cost-of-attendance adjustment for students' children and dependents. An implementation deadline has been set for the 2026-2027 fiscal year. I will need to collaborate with Adolfo, as we previously worked on the student-with-children website. We will need to add more items to the website. We are also working with IT to add a questionnaire to WEBSMART to capture AB245 students.

Lorraine: Is there any way to make it easier to make it easier to navigate the question? It is hard to find this question.

Wissem: I will ask Marketing to support these efforts.

Maria: What is the age limit?

Wissem: Under 18, but more information will be provided.

Maria Lara: The first day of priority registration is today, November 12, 2025. There were some technical glitches, but they were resolved due to an IT issue. The deadline for the Fall 2025

graduation application has been extended from October 31, 2025, to December 15, 2025. Admissions and Records completed the Comprehensive Program Review.

Wissem: This semester, as a District, we have been working on implementing the forms on the SSL. There are some questions and glitches, so we have extended the deadline for Fall 2025 graduation.

Lorraine: There have been some issues with courses that require Intermediate Algebra as a prerequisite; for example, Chem 210 and Econ 100. Keith Weith was going to send an email to the district to inform them.

**c. Instructional Planning Council (IPC) Updates** Jinmei Lun 3

We didn't have a meeting on November 7. On November 21, we provided feedback on comprehensive instructional program reviews. On December 5, we reviewed and voted on reassigned time for different coordinators' positions. March 20 will be the instructional program review presentations.

**d. Planning and Budgeting Council** Olivia 3

As the Co-Chair for PBC, Maria Huning will provide the updates. ISER and SEAP have been passed and are ready to be forwarded to the Board of Trustees for review and approval. Many of you who have completed your program's annual review or updated items, those go to your Dean, and then the process will move through the prioritization process. Presentations will be held if you requested to hire new staff. If this is the case, you should have received an email from Maria Huning inviting you to present on Monday, November 19, 2025, from 2:00 pm to 4:00 pm. The session will be recorded, and you will be able to view it. Each constituent group gets to prioritize and decide who we are moving forward with to the President. If you are classified staff, discuss that in the classified senate. If you are a faculty member or instructor, please talk to Academic emic Senate.

**e. Vice President of Student Services (VPSS) Updates** VPSS 3

Juan Vera: Lizette has asked me to use this time to talk about Program Review feedback. Most of you should have received an email regarding your teams. I need to reach out to 2 programs by tomorrow, November 13, 2025. On Wednesday, before Thanksgiving on November 26, 2025, we are not cancelling it, but this will be a time reserved to meet and discuss program review feedback.

Ziarra: Can we include more student voices in the program review? I noticed two student representatives are on here.

Juan Vera: I reached out to Joshua. I can follow up with him. If you could take the lead, that would be great too.

Ziarra: Do you want this to be only for Senators or for any students available?

Michiko: For Cultural Center students who were not part of the Senate, we paid them so they could still be compensated. One of the goals of the Educational Master Plan was to increase student participation in program reviews and feedback.

Michiko: I can reach out to Cultural Center students too.

## VII. Old Business

## VIII. Special Presentations

a. IDI

Michiko

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IDI Presentation link: <https://docs.google.com/presentation/d/1OknuwNF-FJk0OPZ2G0ZJyaAi7CqLkuke/edit>

### | Agenda

Who can see your viewing activity? X



- Community Question
  - Our College Why
  - Defining Intercultural Competence
  - Confidentiality
  - IDI + Intercultural Development
  - IDI Group Results
  - Unpacking and Action
  - Q&A
- 
- The IDI aligns with our EMP goal 2: Our students, faculty, and staff deserve an inclusive, anti-racist, and equity-minded campus culture.
  - As SSPC since 2021, we have utilized a Transformational Antiracist Leadership foundation.
  - In Fall 2024, we hosted equity trainings, and a lot of folks requested an assessment to see where we are at.
  - How is the IDI defining culture and the intersection of identity? The intersections include ability, age, citizenship, education, ethnicity, race, nationality, region, religion, gender, sexual orientation, socio-economic status, and more.
  - IDI describes my culture as any intersections of identity you belong to and those you do not, including other people from different cultures.



### What is Intercultural Competence?

Intercultural competence is **the ability to shift perspective and adapt behavior to cultural difference** and commonality.

Reflects the degree you **effectively bridge** across cultural **values, expectations, beliefs, and practices.**

Your individual results are entirely confidential. I cannot share the results with anyone else but you.

- The IDI tool is grounded in scientific, validated, and reliable methods for intercultural competence.
- IDI has been used for 30 years and updated through international research.
- Benefits of Intercultural Competency:
  - Progress towards creating a safe and inclusive environment for everyone.

- Effective education for our students
- Higher rates of reaching Equal Employment Opportunity goals
- Feeling valued on campus

One of our top 4 goals as a college, which we discussed at a Leadership retreat, was to hire a diverse pool of faculty and staff. Many of the IDI studies suggest that the more intercultural competent your hiring committee is, the more likely you are to reach out to your EMP 2.6.

### Connection to our Cañada Educational Master Plan Goal:

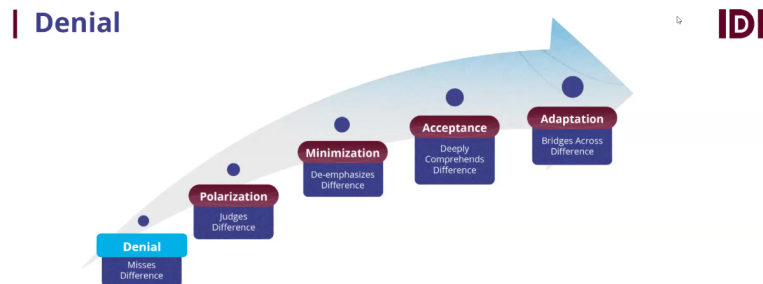
#### EMP 2.6

Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the **hiring of a diverse pool of faculty and staff applicants.**



The more students and employees stay engaged, build community on campus, and have more meaningful conversations, the higher their intercultural competency.

See IDI continuum:

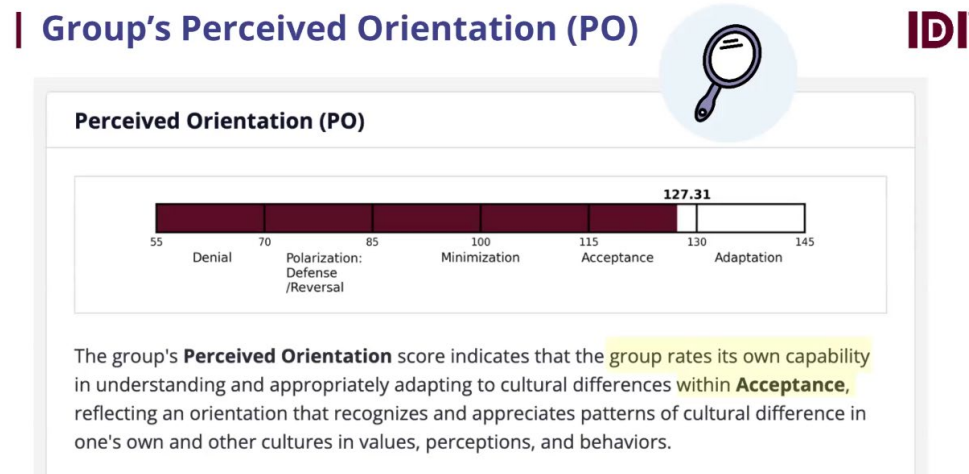


#### IDI Assessment Example:

“ People should avoid individuals from other cultures who behave differently.”

“I don't really care or believe that there could be another way to

Our group results demonstrate:



The results are based on 20 SSPC members who took the IDI tool. Perceived orientation is where we aspire to be. This is the average.

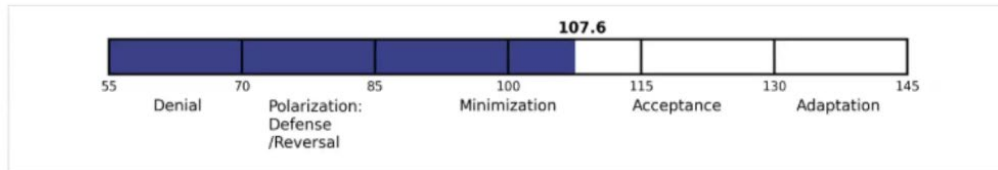
Our group's developmental orientation (DO) is in the middle, at minimization.

## | Group's Developmental Orientation (DO)

IDI®



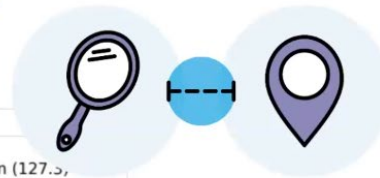
### Developmental Orientation (DO)



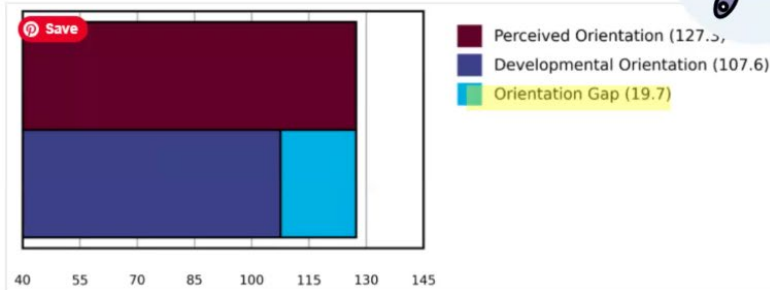
The group's **Developmental Orientation** score indicates that the group's primary orientation toward cultural differences is within **Minimization**, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

## | Group's Orientation Gap (OG)

IDI®



### Orientation Gap (OG)



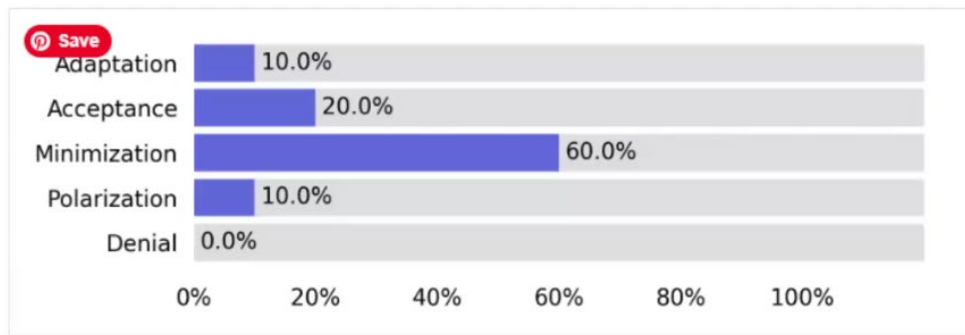
The **Orientation Gap** score indicates the group has **overestimated** its level of intercultural competence and may be surprised at the results.

The group's IDI results reflect that it sees itself as recognizing and appreciating cultural differences, but it is challenged to do this due to its tendency to overfocus on commonalities between itself and others.

The orientation gap is around 19.7.



## Group Breakdown



The chart above identifies the percentage of group members (total = 20) whose Developmental Orientation falls within each of the orientations.

“A wider range of Developmental Orientations within the group reflects a lack of consensus in how the group may make sense of and engages with cultural differences and commonalities.

It is likely the group will find it difficult to achieve a shared vision and focus for meeting its

What does this mean?

The IDI as a group is our strength.

- The IDI says, as a group, our strengths are that we've probably found a lot of success interacting with people from different cultures, and potentially a challenge could be that, as a group.
- We may struggle to bridge across diverse communities when differences that need to be more deeply understood and acknowledged are present.
- And so being able to take some deeper dives into our understandings of our own cultural influences is something that the IDI says would be great for future SSPC work.
- Highlights from IDI specifically highlighted for our group are that, potentially.
- seeking to avoid biased behavior. As a group, we may try to be fair to everyone, but we may overlook differences that are really important.
- And that minimization can also happen when some folks feel like they cannot truly be their authentic self. It acts as a coping and safety mechanism, so they may unintentionally downplay their unique perspectives.
- The IDI also says that the group is aware of and curious about differences across various cultures, and doesn't find differences threatening.
- They may lack that depth in addressing the nuances necessary to support those differences.

Michiko: What are your initial reactions? Does anything surprise you? How are you feeling?

What does this mean for SSPC and our group across all our different services? How do we want to act together in the upcoming semester? Let's go back to the groups to unpack the results.

Wissem: Can you explain more about the gap and what it represents?

Michiko: The IDI takes all the scores and averages them. As an individual, some folks may have some gaps that are very big. As individuals, some might have no gaps. Like some folks perceive themselves one way and act that way. As a group, we have an orientation graph of 19.7, where we want to be at adaptation. But as a group, we might be acting in minimization.



Maria H: I am struggling 19.7, what does that mean?

Adolfo: Is there anything wrong with being at 19.7

Michiko: At least with IDI, if there is no gap, you are hoping you are one way and acting that way.

Maria H: How might one act differently as an individual if one is in a group setting with a diverse group of people? As a group, maybe that makes sense to have a gap, as we are trying to make a decision for all. Is it that we have to do this? Are we lying to ourselves? Are these the results of a group of people making decisions for others?

Mary Ho: Can you go back to the slide?

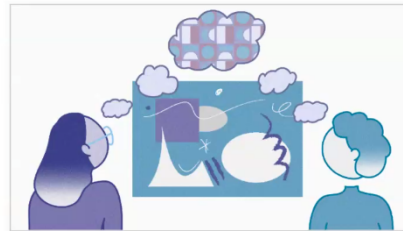
## | How is Culture Defined in the IDI?



Each of us has a view that can be related to participation in one or more culture groups.

These groups are often defined by:

- **ability**
- **age**
- **citizenship**
- **education**
- **ethnicity**
- **race**
- **nationality**
- **region**
- **religion**
- **gender**
- **sexual orientation**
- **socio-economic status**
- **and more!**



Mary Ho: I wanted to see, as I am curious, based on what Maria and Adolfo said, is it in the context of our roles that shapes how we respond? Solutions are also context-based.

Ziara: Leaning more towards acceptance comes into play. As an individual, you are going to think of your perspective and where you come from. If you are talking about the lens of others, are you considering where folks are coming from? If the test goes back and forth, it makes sense, as you will be put in a scenario where you think of yourself or think of everyone. In this position, we are constantly put into scenarios that require us to think about ourselves. Us having this major gap means are we always prioritizing everyone?

Michiko: Your description described the difference between monocultural and intercultural lenses.

Wisseem: So, in general, what are we trying to achieve as a group? What is the ideal outcome for any group doing the IDI? Is there a margin of error we should fall under?

Ziara: To put into Maria and Adolfo, it's okay to have a gap. Where is the gap that we should focus on? But do you want to be in the middle and then be lower than average, or do you want to aim for higher than average and actually be average?

Maria: Is there an acceptable margin of error?

Wissem: What if where we want to be is not good enough? Is there anything that we measure our cultural competency against?

Michiko: Many of the groups wanted to retake it to improve their scores. We could also do a pre- and post-test. In all case studies, the IDI has found that when you put in hours of work, you will reach different stages of the IDI. If we want to reach these benchmarks, we want to focus on acceptance, almost on adaptation. What can we do as a group, as SSPC, to make a decision on a universal lens on what benefits most people? Are we continuing to close our equity gaps? Where do we move out of minimization, and where do we potentially move out of minimization and say, like, what do our students in this disproportionate impact truly, truly need? How do we get out of minimization? What do these students need?

Adolfo: I am used to percentages. What is 127? What is the maximum one we can score? You said you have done other groups; where do they rank compared to others?

Michiko: We are the only ones using this group tool as a district. There are 40-145 images similar to the dissertation coding on the Likert scale, numbered for each bubble. Only 2% of the world population is in the 145 range. We do not have anyone in denial. The majority of our campus is in the minimization phase. What does that mean as a college? When I do this with our Cultural Center, I want to be critical of the amazing celebratory stuff that is healing and joyful. Where do we begin to have these conversations about colorism?

Thanks for sharing that. I believe we do many great cultural celebrations and events that truly highlight and center different cultures and identities. However, when it comes to more difficult conversations, we don't always get to those. From a practical standpoint, I feel that, even three years ago, we were very specific about anti-racism and naming who we are, centering and which identities we prioritize. I recall discussions about developing a mission statement that includes cultural Black joy and centers our Latinx students. Now, it seems we can't be that specific anymore because it might marginalize other students who wouldn't want to come into the center. I think we focused on those more progressive conversations three or four years ago. Still, it feels like we're shifting back, where we talk about equity but don't always name specific student populations. We do mention them, but not regularly. For example, we talk about seeing our students struggle, but I don't think we consistently name specific populations. When running a STAR program, we need to identify very specific groups—like our Filipinx students or Pacific Islander students—because that's the purpose of the ANNAPI program, which focuses on targeted populations for equity. It seems like we moved in one direction, then shifted back, and I wonder, when we do this work in student services, how do we hold ourselves accountable during these conversations? I'm not calling out TRIO or anything, but when we discuss TRIO students, is there a particular group within that doesn't utilize the services?

Michiko: Our students have been coming; our students are feeling different, with an us-against-them mentality.

Maria: I noticed this change. We're watching the pendulum swing, and it's swinging far from where we were three or four years ago. We see these interactions with our students even when it comes to naming our missing statements. Some of us are being told to remove the language from our documentation, or we'll lose our funding. You lose the ability to support the student. I want to name the students in TRIO, but if I name the students or situations and don't keep it general enough, the funding is gone. We are doing this as staff at the college, but we are not alone. Are we minimizing what we see in our documentation? It's not wrong where we are; it is just data.

Michiko:



If you are interested in knowing where you are individually and schedule a one-on-one, confidential session with your IDI qualified administrator, Dr. Michiko Kealoha, to review access to a customized plan with activities and resources to help you grow. It is not mandatory to schedule it. Please reach out to Dr. Michiko Kealoha or use the QR code. If the times on Calendly do not work reach out to Michiko to check outlook to make it work.

## **IX. New Business**

### **a. Program Review SOP**

Max/Wissem/Juan

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#### [Link to SOP for SSPC Program Review Process](#)

Wissem: In Spring 2025, SSPC allowed Max, Wissem, and Juan to work on framing program review. We had a VPSS transition last fall. We received feedback from the forum and from the feedback form, but the feedback form was not the correct one. There were many concerns, and meetings were not scheduled. There were many questions about the process. To address this feedback, we need to create an SOP to be consistent so they can refer to it. Regardless of the council, the co-chairs will lead the program review, manage the process, and we will go through and document it for reference. Max, Juan, and I worked on a draft document. We will go over and do not need to accept it today; we will share for additional feedback. The SOP reflects what we are doing. If you find that anything needs to be changed, let us know. Staff responsible for the Program Review Process are the SSPC Co-Chairs—Vice President of Student Services, Lizette Bricker, and Second Chair, Juan Vera.

Max: This year, the program Reviews were not finalized until November 7, 2025. The Program Review feedback form should be placed on the SSPC website and added to NOVENTU, but the SOP does not state this. The Program review package will not have the supervisor's feedback, as that is internal. It will be incorporated into the review's narrative.

Juan: Same as last year, we will ask for 10-minute presentations. Those will be scheduled at the first SSPC meeting in Spring 2026. We are working on providing a slide with guidance on how to enter your information and incorporating enough time for all to present.

Adolfo: We had a template before. The challenge is that some folks are hard to extract information from about programming. It's easier to talk about what we have done. If you could provide what we have done, that would be helpful to get to that point.

Lorraine: I struggle with this because I need to provide an overview. It's hard to summarize a 40-page program review in 5 slides. We have done it before, where everyone reads the program reviews instead of giving the presentation, and there could be more guidance on what is expected in the presentation, rather than listing everything.

Max: That is a great point. We can talk more about SSPC. I think the value of these presentations is the opportunity to learn about programs I have not worked with directly. The presentation is an opportunity to refresh services on what each program is doing.

Wissem: The template will serve as guidance. However, you do not need to follow this fully; it serves a purpose for presentation and feedback.

Lorraine: More guidance on what the main points are that we should present in the presentation and refer folks to the program review.

Adolfo: We need to distinguish what we want. We need to come up with another term that describes what we want to extract.

Wissem: Refer to 4 of the SOP documents- In the 10 minutes, we should include the following: Staff to conduct a program review presentation 1) Provide an overview of the Comprehensive Program Review 2) Share a plan to address identified opportunities for improvement.

Lorraine: What is the purpose of the presentation? Is the intention to give a presentation of a program review? If that is the purpose, we can read each other's program reviews to learn about each other's programs, what we are doing, and the challenges we face. It's achievable in 5 slides. If not, this will be a super long presentation.

Wissem: What if this is my first program review and SSPC? It would be helpful to have some guidance. I suggest that, based on SSPC feedback, we stick to the general overview and focus on the upcoming three years, highlighting improvements. This approach allows other programs the opportunity to collaborate with different departments. Remember, program reviews are public.

Wissem: If we want to change what we are asking on the presentations to make it more specific, we can revisit.

Mary: Last year, we did focus on the request, but I found it helpful to learn how we can partner with other programs to meet our students' needs.

Adolfo: As soon as you mention a summary as a guideline, it is a lot of information, and we run out of time. We should rename the ask on the presentation to make it more concise.

Maria H: Every time I do this presentation, I get asked for something different. Sometimes, a summary of improvements over time or a highlight of the program. You have to ask yourself what prompt you want to provide. What do you want out of your outcome?

Wissem: This SOP will provide consistency year-round.

Maria: What is defined in the SOP is not what is asked on the slides.

Wissem: We are not finalizing the slide presentation questions today. We will have more time to provide feedback. We will share the link for additional feedback at our next SSPC meeting and incorporate what has been mentioned today.

Michiko: Where can we bring the IDI to bring us out of minimization? If we are allowed to name communities to have collaborative feedback on the framing that we have.

Max: I think that is helpful information to provide in the process.

Michiko: We are getting feedback from 2 people in our group.

Juan: Maybe a slide that shows how you can partner with us?

Max: Folks should have links from Max, Wissem, or Lizette's direct points on financial direct and direct aid. I am reminding folks to encourage them to fill it out, as that is helpful.

Breanna: The sooner you have the feedback, the better.

Adolfo: A question came up from our district programs: What if the money's not coming from the college, the money for the resource is coming from an external source?

Breanna: I would say that if it goes against the student's unmet need, and the financial aid office disburses, the answer is yes.

## **X. Discussion**

## **XI. Open Forum and Feedback**

## **XII. Adjournment**

**For Next Meeting:**  
**Future Item:**