



**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**  
**Wednesday, March 16, 2016**

**Members present:** Doug Hirzel, Debbie Joy, Rachel Corrales, Anniqua Rana, Supinda Sirihekaphong, Nick Carr, Peggy Perruccio, David Johnson, Winnie Kwofie, Chialin Hsieh, Joanna Dai, Magnolia Huang, Lorraine Barrales-Ramirez, Michelle Marquez, Megan Rodriguez Antone, Jennifer Hughes

**Members absent:** Lezlee Ware, Gregory Anderson, Paul Naas, Kim Lopez

**Guests and others present:** Michael Sanford, Leonor Cabrera, Paul Roscelli, Heidi Diamond, Lizette Bricker, Diana Tedone, Janet Stringer, Valeria Estrada, Vickie Nunes, Sarita Lopez, Monica Reynoso, Max Hartman, Mary Chries Concha Thia, Diva Ward, Erin Moore, Melinda Ramzel, Trish Guevarra, Barbara Bucton

AGENDA ITEM	CONTENT	PRESENTER
<b>1) APPROVAL OF MINUTES</b>	Meeting called to order at 2:12 PM Motion to approve Minutes of the February 17 meeting passed unanimously. Welcome to newly-appointed PBC member Magnolia Huang, representing Associated Students of Cañada College (ASCC)	Co-Chairs Debbie Joy and Doug Hirzel
<b>2) BUSINESS</b> A. Proactive Registration Inquiry Project	Learning Center team members Trish Guevarra and Monica Reynoso presented and informed members on <a href="#">Proactive Registration</a> . Presentation highlights: <ul style="list-style-type: none"> <li>• Current program resulted from collaborative efforts across several campus departments</li> <li>• ESL staff led the way with their efforts to offer support services to their students, particularly surrounding registration. Math and English faculty determined that similar services could help to increase the number of students enrolled Basic Skills continue to next sequence of classes. This “intrusive” registration evolved into proactive registration.</li> <li>• Multiple student services are offered at proactive registration events.</li> <li>• Students served are those continuing students enrolled in Basic Skills courses, one and two levels below transfer in Math, English, ESL and Reading.</li> <li>• Objective is to increase the retention and enrollment of students in Basic Skills courses by providing registration support</li> <li>• It was useful to understand what assistance students sought to prepare for the registration event and provide the appropriate service and information.</li> <li>• Data supports event’s positive results. Continued data analysis and students’ feedback and evaluations will help future planning. (For example, high need for support services for evening students.)</li> <li>• Proactive Retention Team was developed, comprised of retention specialists, counselors, and program services coordinators to provide guidance on students’ specific questions and issues.</li> </ul>	Monica Reynoso and Trish Guevarra

<p>B. Hiring Recommendations and Reflections</p>	<ul style="list-style-type: none"> <li>• Students gain knowledge and experience in what campus support is available, such as counselors helping with access and understanding SEP.</li> <li>• Next Proactive Registration event is Thursday through Wednesday, May 12-18.</li> <li>• When appropriate, PBC members will receive update on the process and data as these events move forward.</li> <li>• Collaboration among many campus departments is positive and inspiring. It is noted that recommendations from these efforts on registration reminders and follow-up notices to students will be put into practice throughout the District. PBC members commend the Proactive Registration team on their innovation leadership in service to District students.</li> </ul> <p>Motion to send to the President the New Position Proposals analysis documents summarizing proposals’ strengths/weaknesses, participants’ questions and presenters’ responses from <a href="#">March 2</a> and <a href="#">March 8</a> presentations.</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Completing presentation and discussion of proposals within the same meeting was well-received.</li> <li>• Members also liked use of “live” document. It was noted, however, that audience members sometimes skipped ahead to the next proposals during presentations.</li> <li>• Some guidelines may be helpful for presenters on addressing items listed as “weakness” and providing replies to the questions posed.</li> <li>• Presenters’ teamwork was evident in providing both written and verbal info to the audience.</li> <li>• Would like to have more dialogue and more presentation/discussion time allowed per proposal, if possible.</li> <li>• The resulting “live” documents are evidence of the communication exchange and feedback among attendees and presenters.</li> <li>• Emphasis to attendees to pre-read new positions proposals and available information was helpful. Will aim to broaden this by further encouraging and engaging campus-wide community to attend or participate through their constituency or planning council representative(s).</li> <li>• Question posed on having feedback form available online as soon as proposals are posted. This form will be considered and if used, will be separate from the “live” documents generated at meetings, for recordkeeping and meeting documents purposes.</li> </ul> <p>Motion to send to the President the New Position Proposals analysis documents summarizing proposals’ strengths/ weaknesses, participants’ questions and presenters’ responses from March 2 and March 8 presentations passed unanimously.</p>	<p>Doug Hirzel</p>
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<p>C. Budget Development Process</p>	<p>Michelle Marquez presented on the 2016-17 Budget Development Process including budget <a href="#">guidelines</a> and opportunities for members to participate in the process for their department/unit/program, as well as best practices</p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>• Reviewed <a href="#">budget monthly timeline</a>, March through August 2016.</li> <li>• Entering April, draft budgets are prepared for each of the four instructional divisions plus counseling, student services, president’s office and administrative services.</li> <li>• Subsequent steps: <ul style="list-style-type: none"> <li>– Budget salary/payroll components are prepared and reviewed including faculty release time, hourly faculty info, position control info. Draft budgets adjusted accordingly.</li> <li>– Draft college budget prepared, reviewed and adjusted if necessary as other information is updated/available.</li> <li>– Tentative budget prepared and efforts continue toward submission, approval and finalization.</li> </ul> </li> <li>• Tentative 2016-17 budget scheduled to be presented and discussed at PBC meeting in May.</li> <li>• Question posed as to the level of budget discussions that occurs within divisions. SPOL process will be helpful with division budget planning. Program review and resource requests one-time needs differ from items that should regularly be included as supplies in operating budgets. An important objective is to reduce the number of unplanned expenses through deliberate planning and discussion within divisions.</li> <li>• Deans have prerogative of organizing department budget processes and engaging staff in these discussions. Also noted: developing load and FTES targets is vital to budget preparation within instructional divisions.</li> <li>• \$1.3M District augmentation may be considered as an offset to the loss of Measure G funds.</li> <li>• In response to an often-asked question to the Budget Office, examples of acceptable and unacceptable uses of Fund 1 (general) funds may be found <a href="#">here</a>.</li> </ul>	<p>Michelle Marquez</p>
<p>D. Professional Development Process Update</p>	<p>Erin Moore provided an update on the college professional development (PD) process. The input received from PBC and other groups was useful to adapt the proposed process. Erin advised that the previously-discussed plan “shell” including draft, review, feedback and redraft of the process will be put “on-hold”. As she met with campus constituency groups, the need for a broader discussion and subsequently developing a PD framework became evident. The PD framework will provide structure and context. The PD plan would evolve from this framework. The plan could be considered as flexible and adaptable to changing needs while the framework would remain constant.</p> <p>Erin pointed out that the consistency group discussion notes revealed gaps and incomplete data. Also the data should be reviewed by multiple parties, not just one or a few. Finally, input should be received and considered by a yet-to-be-created Professional Development Committee. Erin proposed PBC determine or, at least, recommend Committee membership.</p>	<p>Erin Moore</p>

<p>E. LFM (Leading From the Middle) Update</p>	<p>The new timeline for developing a professional development plan:</p> <p>Spring 2016</p> <ul style="list-style-type: none"> <li>- gather additional information from groups including divisions</li> <li>- developing draft framework (Leading from The Middle team)</li> </ul> <p>Fall 2016</p> <ul style="list-style-type: none"> <li>- reviewing draft framework with constituency groups, revising as required</li> <li>- presenting draft framework to PBC for approval</li> </ul> <p>Spring 2017</p> <ul style="list-style-type: none"> <li>- developing draft professional development plan</li> <li>- reviewing with constituency groups, revising as required</li> <li>- presenting draft plan to PBC for approval</li> </ul> <p>Chialin Hsieh and Jennifer Hughes informed that the College has requested and been approved for an IEPI (Institutional Effectiveness Partnership Initiative) Partnership Resource Team visit to study and advise in the areas of College panning and professional development. This is tentatively scheduled in fall 2016 and fits the PD framework timeline. Erin asked members to discuss any gaps or information missing in the cumulative <a href="#">constituency group meeting notes</a>.</p> <p>PBC discussion notes:</p> <ul style="list-style-type: none"> <li>• New timeline allows opportunity to use this information in relation to College strategic plan and educational master plan.</li> <li>• Promoting student equity is implied but not clearly stated.</li> <li>• Recommend these notes be discussed, as a whole, with constituency groups.</li> <li>• The notes are well-organized by theme.</li> <li>• Plan flexibility (the ability to adjust based on needs) is key.</li> <li>• Student feedback from ASCC and other sources was valuable in providing insight and student perspective.</li> <li>• Lots of information discussed with the groups. Please send any other thoughts or discussion points to Erin.</li> </ul> <p>Professor Melinda Ramzel provided information on the Leading From the Middle (LFM) project team. Leading From the Middle (LFM) Academy provides an opportunity to engage in the inquiry process, designed to tackle a college-specific goal, among members across disciplines and institutional roles. The academy meets at (3) three-day sessions in Pomona, CA and the Canada team regularly meets on-campus as well.</p> <p>Cañada team members are:</p> <ul style="list-style-type: none"> <li>- Melinda Ramzel, ECE faculty member</li> <li>- Erin Moore, Director of Professional Development and Innovation</li> <li>- Chialin Hsieh, Dean, PRIE</li> <li>- Alison Field, History faculty member</li> <li>- Jessica Kaven, Communication Studies faculty member</li> <li>- Trish Guevarra, Learning Center program services coordinator</li> </ul> <p>Their project goal is to develop the College’s professional development framework. Framework is defined as the foundation for professional development. The Plan is the execution and operation stemming from the Framework.</p>	
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<p>F. IEPI Metrics for 2016-17</p>	<p>To begin the process, the team developed concept map (completed at LFM session 1), noting:</p> <ul style="list-style-type: none"> <li>• What are the pieces that we need to consider?</li> <li>• Who are the stakeholders?</li> <li>• What are the steps for implementation and evaluation?</li> <li>• What are existing resources and barriers?</li> <li>• What are the core expectations and values related to professional development?</li> <li>• What existing practices are already in place?</li> </ul> <p>Melinda described project timeline:</p> <ul style="list-style-type: none"> <li>- First draft of framework will be developed by June 2016 (coinciding with LFM session 2).</li> <li>- The review of early draft with interested parties and constituency groups, adjusting as required. Team will refine draft through October 2016 (LFM session 3)</li> <li>- Present final draft framework to PBC for approval in November 2016.</li> </ul> <p>PBC discussion notes:</p> <ul style="list-style-type: none"> <li>• What does the framework look like? Yet to be determined, but, likely a visual concept with supporting documentation.</li> <li>• Suggest the term “barriers” on concept map be changed to “points of consideration”.</li> <li>• PD framework and plan seem to reflect the same properties – why the long timeline? Discussed the distinctions between the two, including sustainability and structure as well as reinforcing how plan components complement and interrelate. Jennifer Hughes reiterated that the IEPI PRT visit planned will provide insight and understanding on the broad subject of professional development.</li> <li>• How was the team formed? Members were already involved or had experience with the inquiry process or project topic. Leading From the Middle Academy is offered every year. Anniqua Rana advised a similar team professional development/leadership opportunity is offered in the summer for Basic Skills. She will send info to Erin Moore for campus distribution.</li> </ul> <p>Jennifer Hughes informed on the changes in IEPI Framework of Indicators and the resulting impact on college reporting. The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help colleges and districts improve institutional effectiveness and promote student success. One of the major components of the Initiative is the framework of indicators. In year 1 of the Initiative, colleges were directed to adopt short-term and long-term goals for four of the eighteen metrics. Canada College info can be found <a href="#">here</a>. For year 2, the Successful Course Completion Rate metric is adjusted from “annual” to “fall” to align with the ACCJC data. Jennifer advised Chialin Hsieh will take care of complying with this revision. In addition, the number of metrics increased from (18) to (22). The additions are:</p> <ul style="list-style-type: none"> <li>• Add two new programmatic compliance metrics for districts: <ul style="list-style-type: none"> <li>Under audit findings, add: <ul style="list-style-type: none"> <li>- State Compliance</li> <li>- Federal Compliance</li> </ul> </li> </ul> </li> </ul>	<p>Jennifer Hughes</p>
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<p>G. Staffing Update</p>	<ul style="list-style-type: none"> <li>• Add one new college student achievement metric: This goal, selected at the discretion of the college, to be focused on: <ul style="list-style-type: none"> <li>- unprepared students or</li> <li>- basic skills students.</li> </ul> </li> <li>• Add one new college metric: a unique goal to support the effectiveness of the institution. This metric selected at the discretion of the college.</li> </ul> <p>Jennifer advised that the College Council discussed these additional metrics and recommended that, based on the work that is already being done at Cañada, the new student achievement metric be focused on basic skills. The College Council also recommended the unique goal, chosen at the college’s discretion, be related to the number of transfer students. With PBC recommendation, these options will move on for discussion at campus planning councils and constituency groups for feedback. This discussion to focus on what the target goal for each metric should be. It was noted that many factors and variables effect students transferring. We will need to be clear on how transfer rate is defined.</p> <p>Jennifer reminded that there is no penalty for colleges who do not meet their set goals. These are intended to help the college only.</p> <p>Mary Chries Concha Thia advised staffing additions/changes:</p> <ul style="list-style-type: none"> <li>- Christine Kincer, new Division Assistant for Counseling</li> <li>- Kristen Parks, CWA Instructor, fulltime temporary, grant-funded</li> </ul> <p>Jennifer Hughes advised the announcement relating to the New Position Proposals will be made at the next PBC meeting on April 6.</p>	<p>Mary Chries Concha Thia</p>
<p>3)</p>	<p>Meeting adjourned at 4:00 pm.</p>	