



**Approved**

**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**

**Wednesday, October 18, 2023**

**In-Person and Via Zoom**

**Regular Meeting: 2:10 – 4:00 p.m.**

**Members present:** David Eck, Maria Huning, Alicia Aguirre, Kassie Alexander, Mayra Arellano, Nick Carr, Rachel Corrales, Karen Engel, Denise Erickson, Katie Hasse, Gina Hooper, Chialin Hsieh, Jacky Ip, Hyla Lacefield, Ray Lapuz, Kim Lopez, Manuel Alejandro Pérez, Megan Rodriguez Antone, Sarita Santos, Julian Taylor.

**Members absent:** Joan Murphy, John Omar, Ludmila Prisecar, Jeanne Stalker.

**Guests and others present:** Wissem Bennani, Max Hartman, Justin Huskins, Debbie Joy, Maria Lara-Blanco, Anniqua Rana, Gampi Shankar, Sergio Suarez, Kat Sullivan-Torrez, Diana Tedone-Goldston, Ameer Thompson.

AGENDA ITEM	CONTENT
<p><b>1. Welcome, Introductions and Approval of Consent Agenda</b></p>	<p>The PBC agenda and minutes from the October 4 PBC meeting were presented along with the October 4 board-approved staffing update.</p> <p><b>ACTION:</b> A motion to approve the Consent Agenda was made by Hyla Lacefield and seconded by Denise Erickson. Motion passed.</p> <p>A request to move the Institutional Learning Outcomes Assessment earlier in the meeting was also approved.</p> <p><u>Comment:</u> Regarding the October 4 staffing update, Ray Lapuz asked about retiring math faculty and Dean Thompson confirmed that Po Tong is retiring and Evan Innerst had already retired.</p>
<p><b>2. Rising Scholars/ Project Change and NextUp Grants (Max Hartman, Dean of Counseling); Chialin Hsieh (Vice President of Instruction)</b></p>	<p><b><u>Rising Scholars/Project Change:</u></b> Dean Max Hartman reviewed Rising Scholars, which is the state funding source for Project Change. They want to increase district-wide efforts around Project Change and this is a second attempt to get the program started. It has been housed out of CSM and they want to develop programs for youth who are incarcerated in the county juvenile detention center. This allows Cañada to partner with Redwood High School. We were awarded a \$1.5 million grant over five years.</p> <p><b><u>NextUp Grants:</u></b> NextUp is a categorical program in EOPS, which offers current and former foster youth with support and services. Cañada has \$124,000 in funding for 2023-24. They have talked about a permanent position for a new full-time program services coordinator for system impacted youth to be funded 100% by Rising Scholars, NextUp grants and categorical funds. Dean Hartman will bring it back for a position presentation in the event it needs to be covered eventually by Fund 1.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>• Maria Huning asked how soon the position will be moved forward.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Dean Hartman said they received approval from the President's Cabinet so it will move forward as a PRF in November. The position will be posted and then the hiring process would begin. They will have four years lead time if they do not have funds and will then determine if there is a need for the position to go through Fund 1.</li> <li>● Katie Hasse asked if the programs have started or is this grant funding to get it started. <ul style="list-style-type: none"> <li>○ Dean Hartman said the funds have been there, but this is additional funding. They are hoping to have it as a permanent Project Change program.</li> </ul> </li> <li>● Ray Lapuz asked what the counselor and retention specialist are needed for and if the College will be going to the juvenile halls and teaching. <ul style="list-style-type: none"> <li>○ Dean Hartman said when they prepared the district-wide application, they wrote how they envisioned the program looking at each campus and they were different. Cañada will have the opportunity to teach courses in the facility as well as offsite at Redwood High School and in other facilities identified in the group to recruit students in the community. There may be possible technology or textbook support for those students and counseling support so they have a specifically identified counselor at Cañada.</li> </ul> </li> <li>● Nick Carr asked how many students are currently being served. <ul style="list-style-type: none"> <li>○ Dean Hartman said they have had some students but potentially more can be served if they have the support. Once students transition out, it may make sense for them to come to Cañada instead of CSM. These students will benefit from this support. He said it is one class and there is no requirement for students to be full-time. He added that students in NextUp will need to meet the qualifications for EOPS.</li> </ul> </li> <li>● Alicia Aguirre asked if the majority of youth are from Redwood High School. <ul style="list-style-type: none"> <li>○ Dean Hartman said Cañada has the most direct relationship to Redwood High School and Alicia said there is a great need for this service.</li> </ul> </li> </ul>
<p><b>3. Institutional Learning Outcomes Assessment (Graduation Survey Results) (Karen Engel, Dean of PRIE and Justin Huskins, PRIE Student Assistant)</b></p>	<p>Justin Huskins, first-year student assistant in the PRIE Office, was introduced. He and Dean Karen Engel presented results from the spring 2023 Institutional Learning Outcomes Assessment (graduation survey results), which are college-wide learning outcomes.</p> <p>Justin reviewed the College's methods of assessing Institutional Learning Outcomes (ILOs). They conduct a survey every year of students who are petitioning to graduate with a degree or certificate and they also administer the Community College Survey of Student Engagement (CCSSE) every two years.</p> <p><u>Summary:</u></p> <ul style="list-style-type: none"> <li>● There were 163 out of 516 respondents (32%) and, of those, female completers were more likely to respond and there were more degree completers who responded over certificate completers.</li> <li>● The ages of completers/survey responders and 42% of the completers are over the age of 29.</li> <li>● Completion and survey response rates by race/ethnicity were reviewed. Hispanic females are more likely to complete and Hispanic males are less likely to complete a degree or certificate. Non-Hispanic males are also less likely to complete, although it is less pronounced.</li> <li>● First-generation students are more likely to complete.</li> <li>● Of the awards earned by survey responders, 54% earned a single degree, 22% earned a single certificate and 22% earned multiple degrees and/or certificates.</li> <li>● Students were asked how many years they have attended and, including this year, 33% of respondents have attended three years, followed by two years. It was noted that 11% of</li> </ul>

students have been here for more than six years. Dean Engel said this is a similar pattern from year to year.

- They studied the completion rate of first-time home campus cohorts. Home campus refers to the campus where students took most of their units. Completion rates were highest in fall 2018.
- They looked at the median number of units earned by degree completers and it was noted that students who have taken longer to earn their degree, did better during the pandemic.
- Students were asked to self-assess their student learning outcomes to see if they have improved. Nearly all of the ILOs earned a median score of 90 (out of 100 where 100=strongly agree).
- The ILO with the lowest median response was “Convey ideas confidently both orally and in writing.” The median response was 75 on a scale from 0 to 100. To look in to this further, Dean Engel disaggregated the responses by Program of Study. This showed that students completing a STEM-related degree or certificate had a median response of 52 to this ILO, which brought the overall median response down.
- Students mentioned obstacles they experienced, which included COVID, managing time and balancing work, conflicts with course schedule and availability, transportation, childcare and financial aid.
- Respondents also provided open responses to obstacles they experienced as well as learning experiences who helped shape who they are.

Dean Engel also applied the new accreditation standards to this ILO assessment as well as Standard 2.2.

The graduation survey results and ILO assessment is posted on the PBC website at:

<https://canadacollege.edu/planningbudgetingcouncil/2023-24/graduation-ilo-survey-results-2023-for-pbc-2.pdf>

#### Comments:

- VP Hsieh asked if Dean Engel can present this information to IPC and said it could also inform discussion at Curriculum Committee.
- President Lopez would like to hear more about the data on the STEM students' responses. She would like to know what could be done to help students feel stronger.
- Alicia Aguirre asked how the data would inform how we bring new programs to the campus. She wants to make sure that we are using this data to actually make changes in our programs. She also suggests that the process and programs be in place before they go to Curriculum Committee.
- VP Pérez suggested that before the data is taken to the Curriculum Committee, it should be presented to the programs that are supporting our STEM students.
- Maria Huning said the College had a STEM English 105 course that focused on STEM documentation, articles and books of interest. She would like to know what the reading comprehension looked like in a STEM-related field and if there is data for those classes. She asked if there is a way to utilize our past practices within that cohort to see what success rates were.
- David Eck asked if we had prior year data about how STEM students' responses. It would help us determine if this is a new trend, a continuing trend, or if it is a biased sample/response.
  - Dean Engel said that this data had never been disaggregated by major type before. But with a data request, the data could be retrieved.

	<ul style="list-style-type: none"> <li>• David Eck asked if every open-ended response was included in the slides and what is the change compared to the last time we gave this survey with STEM. He thought the year-to-year data might be helpful. <ul style="list-style-type: none"> <li>○ Dean Engel confirmed that all of the open-responses were included in the slide presentation and were not edited. She suggested that PBC make an official research request to the PRIE office to come back with year-to-year comparison data that compares responses by Program of Study over time.</li> </ul> </li> </ul>
<p><b>4. Personnel Approval Process Timelines Update: All new positions must be Board approved, no matter their funding (Kim Lopez, President)</b></p>	<p>President Lopez reviewed the personnel approval process timelines that are on the PBC website and would like to add one important step to the process. Board Policy 1.10 states that the Board of Trustees considers and approves all personnel assignments and transfers on the recommendation of the Chancellor. President Lopez suggests adding this between Steps 5 and 6. She said it may also need to be reflected in the Participatory Governance Manual and Dean Engel will check. It would also apply to categorical and grant-funded positions, which are both externally-funded. It would not apply to replacement positions because those have already been board-approved.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>• Maria Lara-Blanco said she thought that if an existing position becomes vacant, then it would come to PBC as information only. <ul style="list-style-type: none"> <li>○ David Eck said the correct process is that if there is a vacancy, PBC will make the recommendation to fill the position, however the President does not need to follow the recommendation. The vacancy process is more streamlined in that it does not have to go through the new position process.</li> </ul> </li> <li>• Maria Lara-Blanco asked if this was a new process because she did not think that CSEA positions required approval for replacement. <ul style="list-style-type: none"> <li>○ President Lopez confirmed that this is the process. If a position is going to be vacant, the department lead would review that position and determine if there is still a need to replace. If there is, then they would notify CSEA that they want to move forward to replace. The Dean would prepare the proposal and present the request to Cabinet. Cabinet would make a recommendation to support or not support and then it comes to PBC. From there, it goes to the President who takes action either to move forward to replace or not replace the position.</li> </ul> <p>President Lopez said that the College has this process because we do not want to have the assumption that the position is needed. There should be time to reflect on the program and learn about the program's needs and whether or not it is best to replace that position or use that funding for something else in the future.</p> </li> </ul> <p>Dean Engel asked if the additional step can be added to the website for new and externally-funded positions.</p> <p>David Eck asked PBC members to submit any questions regarding the topic within the next two weeks. If there are no questions, then Dean Engel can move forward to update the website to clarify the process. If further discussion, is needed, please notify David Eck or Maria Huning.</p>
<p><b>5. Participatory Governance Manual Update Proposed (David Eck and Maria Huning, PBC Co-Chairs)</b></p>	<p>David Eck reviewed the Participatory Governance Manual website which provides definitions on the different governance bodies at Cañada, including councils, senates and college committees. There was discussion around task forces or work groups and how they are created and how they connect to Board Policy 2.08 District Participatory Governance Process, which David reviewed.</p> <p>Dean Engel acknowledged CSEA members on PBC who pointed out at a previous meeting that when the College is creating work groups and task forces to work on EMP priorities for the year,</p>

	<p>any classified staff would be appointed by CSEA. She said there is a board policy which indicates that for a participatory governance group, CSEA is the appointing body.</p> <p>Under Task Force or <i>ad hoc</i> Work Group, the following clarification is recommended:</p> <ul style="list-style-type: none"> <li>• If Classified Staff, Faculty or Students are participating in a Task Force or <i>ad hoc</i> Work Group, CSEA, Academic, and Student Senate will appoint their members accordingly.</li> <li>• Per Board Policy 2.08</li> </ul> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>• Rachel Corrales asked for clarification and David Eck said the membership of the task force may define who they want on the task force and set the membership, however when it comes to actually appointing people, they must go to CSEA for Classified staff, Academic Senate for faculty and ASCC for students.</li> <li>• Rachel Corrales said the Board Policy indicates that the CSEA appoints members, but Rachel clarified that the process is that CSEA works with Classified Senate to select the members of the Task Force or Work Group.</li> </ul> <p>The definition was corrected to read:</p> <ul style="list-style-type: none"> <li>• If Classified Staff, Faculty or Students are participating in a Task Force or <i>ad hoc</i> Work Group, <u>then CSEA (working with Classified Senate)</u>, Academic, and Student Senate will appoint their members accordingly.</li> <li>• Per Board Policy 2.08</li> </ul> <p>A motion to approve the revised language to the Task Force or <i>ad hoc</i> Work Group definition was made by VP Chialin Hsieh and seconded by Dean Hyla Lacefield. Motion passed.</p>
<p><b>6. Participatory Governance Evaluation: Follow Up and Discussion of Actions to Address Findings (Karen Engel, Dean of PRIE)</b></p>	<p>Dean Karen Engel said the President is encouraging people that whenever they look at data, determine what they learned and if anything needs to be done differently as a result of the data. In looking at the results of the evaluation of the College's participatory governance processes presented to PBC last month, part-time or adjunct faculty do not feel that participatory governance is working well from their perspective. They indicated that roles and responsibilities are not clear. Other items that ranked low included engaging in dialogue about programs and course assessment results, being aware of college goals, the college works collaboratively, understanding district procedures for hiring, planning and evaluation as well as clear divisions of authority between the Board and Cañada.</p> <p>Dean Engel said there were 20 part-time faculty respondents out of 96. She mentioned that Joan Murphy acknowledged the critical importance of part-time faculty during the discussion at the September 20 PBC meeting but the Council ran out of time to discuss it fully or to recommend any courses of action to address this research finding, so the item is coming back to PBC for further discussion and possible recommendations.</p> <p><u>Comments:</u></p> <ul style="list-style-type: none"> <li>• Sergio Suarez asked how we currently communicate with part-time faculty. <ul style="list-style-type: none"> <li>○ David Eck said there are monthly division meetings and all faculty and staff are invited, however the meetings are sometimes not well-attended. The Academic Senate does have an adjunct representative and they are compensated for their participation. The adjunct faculty senate representative is responsible for communicating through the adjunct LISTSERV any matters that are particularly important to adjunct faculty.</li> <li>○ Dean Hyla Lacefield said the division does have meetings and many of the programs have department-level meetings and part-time faculty get information there. She said it varies widely by program. She said that division meetings are open to all part-time faculty, but they may not be aware of it.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Maria Huning said the adjunct faculty in her division cannot attend meetings outside of the contractual hours that they work. They try to accommodate the faculty member.</li> <li>● Sergio Suarez asked what changes might be needed since information may not be getting to them.</li> <li>○ President Lopez suggested that we survey adjunct faculty to see how we can create an environment that is more inclusive of their voice to keep them connected and engaged with Cañada. This could come through the Office of Instruction and the deans.</li> <li>○ Diana Tedone-Goldstone asked if adjunct faculty can be paid to attend meetings. She said they can get paid for flex time and asked if they could also be paid for meeting attendance at division/department meetings as well as if they are an adjunct rep on a participatory governance committee. Adjunct faculty are working at multiple places and any hour they are working and not getting paid is difficult for them.</li> <li>○ David Eck said at the Academic Senate meeting there was discussion on the topic and he said that some of this has apparently been happening ad hoc on different committees. He said he would like to find out how much resources are there and for which committees as well as what the procedure would be for asking for compensation.</li> <li>○ Maria Huning suggests if someone has a program and want adjunct faculty to be a part of it, she suggested adding the request into their program review.</li> <li>○ Sergio Suarez asked if adjunct faculty are paid for office hours and David Eck said they are paid for their office hours. Office hours are part of their assignment/contract. Sergio suggested that the College revisit onboarding for new adjunct faculty and include a mention that they will be compensated for their time.</li> </ul>
<p><b>7. Accreditation Oversight Committee Item: Institutional Self-Evaluation Report (ISER) New Standards and Report Preparation Timeline (Karen Engel, Dean of PRIE, Accreditation Liaison Officer)</b></p>	<p>The ACCJC adopted new standards and provided their principles that are guiding the new standards. Dean Engel highlighted three principles that she feels are important:</p> <ul style="list-style-type: none"> <li>● Focus on outcomes and improvement rather than processes</li> <li>● Use clear language and minimize redundancies</li> <li>● Emphasize equity and inclusion</li> </ul> <p>Dean Engel (who serves as the College's Accreditation Liaison Officer) would also like to plan how the College is going to prepare to meet the standards and develop a timeline to write the ISER, which is due in two years. The Mid-Term Report was submitted to the ACCJC two weeks ago.</p> <p>The standards are focused on equitable outcomes and whether or not the college is innovating and improving on achieving those equitable outcomes and if it is all consistent with the College's mission. An overview of major changes in the standards showed that the ACCJC went from 127 standards for multi-college districts in prior years to 30 standards for all colleges.</p> <p>Dean Engel said there will be a lot of meaningful data that PRIE will strive to provide. Many groups have their own program data that will help drive understanding, especially around equity and how Cañada is improving outcomes.</p> <p><u>Framework:</u> Dean Engel spoke with other colleges and they are using a framework to assist them in their ISER preparation phase. As they review the standards, they rank themselves on each practice and decide if they are:</p> <ul style="list-style-type: none"> <li>● Initial (phase) – Just getting started</li> <li>● Emerging</li> <li>● Developed – is the College good at this</li> <li>● Highly Developed</li> </ul>

This framework will help the College understand what it is doing to meet the standards:

1. What did you do?
2. What was the outcome?
3. What did you learn?
4. What will you do differently?

There is a new ISER template and they are not looking for a lot of text, but the ACCJC wants to see that the College is looking at data and evidence, that we are reflecting on it and improving our practice and outcomes.

At Cañada, the 30 standards have been reviewed and they are proposing to assign possible lead administrators and possible lead councils, senates or committees that could start the assessment process and answer the questions for each standard.

Timeline: Dean Engel presented an initial timeline for ISER preparation, which would begin this fall with the review of the standards, adoption of the overall timeline, assigning administrative leads and forming the steering committee.

Skyline College and CSM have separate Accreditation Oversight Committees that oversee the accreditation process at their campuses. At Cañada, the PBC serves also as the Accreditation Oversight Committee. For this reason, Dean Engel suggested that the PBC identify a subset of PBC or a group of leaders who would serve as an Accreditation Steering Committee who would regularly report out to PBC on the accreditation work that is being done.

Starting in the spring semester, Dean Engel would like the administrative and Senate leads to begin collecting evidence and identifying areas that need to be addressed. PBC will also need to think about how to address gaps in evidence. In fall 2024, they will need to begin collecting and organizing evidence, they will need to write the first draft in spring 2025, and the second and final drafts will need to be written in fall 2025.

Dean Engel has updated the Cañada accreditation website and included the updated ACCJC resources website and the 2023 accreditation manual.

Comments:

- President Lopez is on an accreditation team now. They are streamlining the teams and the majority of the work is done remotely. The process has changed and is evidence-focused with less text. She said Cañada can start the work earlier. She would like to see examples of the kinds of evidence that we want to use. There may be a lot that we are not capturing in our minutes and they want to see the discussion.
- VP Chialin Hsieh said that one strategy that was suggested is that every time the College has a constituent meeting, they should connect the meeting agenda topics to the standards. People would then understand what standard the agenda item is meeting and then the evidence would then be in the minutes. They are beginning to do that in IPC meetings.
- VP Chialin Hsieh said if there is a site visit, it is usually because the College is doing an excellent job on a particular standard and they want to highlight it, or there are some questions they have and need clarification. Otherwise, if everything is good, they may not need to physically visit the campus because all the evidence is on the website.
- David Eck asked if the SMCCCD will we be on the first wave of site visits or the second wave.
  - President Lopez said we will be on the second wave. She said if people want to be on an accreditation team, please go to the ACCJC website and fill out a form to apply. If selected, you could be in the first wave next year. It would be a chance to see how the accreditation process works and then be prepared for when Cañada goes through it the

	next year. She said that people on the team come from different two-year colleges and from out of the state and country.
<b>STANDING ITEMS</b>	
<b>8. Associated Students of Cañada College</b>	Katie Hasse said there have not been official meetings during the past two weeks but the senators are now aware of the Educational Master Plan work groups. They are also discussing changes to the Inter-Club Council bylaws.
<b>9. Academic Senate of Cañada College</b>	David Eck reported the following update: <ul style="list-style-type: none"> <li>The Academic Senate drafted its annual goals and if people are interested in leading, joining a work group or contributing in a different way, please let the Academic Senate know. The drafted leads and work groups may be viewed in the following Google doc: <a href="https://docs.google.com/document/d/1hqGHeNvQC00WCfb1O88KU4V2UD8srt77Q3L-a42GH0/edit">https://docs.google.com/document/d/1hqGHeNvQC00WCfb1O88KU4V2UD8srt77Q3L-a42GH0/edit</a></li> <li>Agenda items for the next Academic Senate meeting include: <ol style="list-style-type: none"> <li>Presentation on a proposed new MESA director position.</li> <li>The Senate will be considering a request for replacing two vacant math faculty positions.</li> <li>The Senate will be collecting public comment on AB 928, in particular part of its proposed targets for increasing the awarding of degrees, which currently included financial incentives to college.</li> </ol> </li> </ul>
<b>10. Classified Senate of Cañada College</b>	Maria Huning reported the following update: <ul style="list-style-type: none"> <li>Interim Chancellor Moreno was guest presenter at their last meeting and answered questions about housing, the Chancellor's search and student housing. Interim Chancellor Moreno will attend a Classified Senate meeting next semester.</li> <li>Interim Chief Diversity Officer, O'Kenzoe Selassie-Okpe, will present at the next Classified Senate meeting and they also plan to have Trustee John Pimentel attend a future Classified Senate meeting.</li> <li>Paul Gaskins has been approved as Classified Senate Treasurer, which is a two-year term.</li> <li>Classified Senate will hold a Halloween Grab &amp; Go activity on October 31 in Room 9-257A. Donations will support student scholarships.</li> <li>A professional development pumpkin decoration activity for classified staff will be held in early November.</li> <li>Classified Senate will again hold its gift basket fundraiser to support student scholarships.</li> </ul>
<b>11. Planning Council Reports</b>	<b>IPC:</b> Diana Tedone-Goldstone said the IPC discussed the following topics: <ul style="list-style-type: none"> <li>AB1705 Update (EMP 2.3)</li> <li>Accreditation Standards (By-Law 8)</li> <li>Dual Enrollment Faculty Handbook</li> <li>Curriculum Report: AB1111—Common Course Numbering and AB928—Cal-GETC</li> <li>Established PBC Representative Rotation Schedule</li> <li>Time Reassigned (New, Renewals, &amp; Revisions) is due November 10. Diana will have a roadshow to the Division Meetings</li> <li>Meeting this week is canceled due to training and other absences. The next meeting is November 3.</li> </ul> <p>For information on IPC meetings, including agendas and minutes, please visit: <a href="https://www.canadacollege.edu/ipc/current-meetings.php">https://www.canadacollege.edu/ipc/current-meetings.php</a></p> <p><b>SSPC:</b> Maria Huning said the SSPC meeting on October 11 was canceled due to Flex Day.</p>



<p><b>12. President's Update</b></p>	<ul style="list-style-type: none"> <li>• The Resource Request presentations are scheduled for November 15-16.</li> <li>• The third round of the K-14 Equity Training Academy will be held on October 19-20. As part of the MOU with Sequoia, Ravenswood, SFSU and CSU East Bay, the College is including the high school principals, vice principals and district leadership team from Sequoia in addition to Cañada Cabinet and directors. On Friday, October 20, the executive teams will have a day-long training. They hope to expand to include Ravenswood City School district personnel in February/March.</li> <li>• The MOU signing with Cañada College and the Boys and Girls Club of the Peninsula will be held on Monday, October 23, 6-7:30pm at their East Palo Alto site. More information about the MOU signing may be found at this link: <a href="https://events.canadacollege.edu/event/86269-mou-signing-ceremony-between-canada-college-and">https://events.canadacollege.edu/event/86269-mou-signing-ceremony-between-canada-college-and</a></li> </ul>
<p><b>13. Matters of Public Interest and Upcoming Events</b></p>	<ul style="list-style-type: none"> <li>• Nick Carr encouraged people to attend two athletic events on Friday, October 20: Cañada Women's Soccer, 1st place in the Coast Conference-South, will face Skyline College (1st in the Coast Conference-North) at 4:00 pm on Friday. He said the Colts are on a roll having defeated Chabot 7-0 yesterday. The men's team has won their last four matches, including a 4-0 victory against Cabrillo yesterday. They will face Folsom Lake prior to the women's game at 1:00pm. Men's Soccer are ranked #13 (power points) in the state.</li> </ul>
<p><b>ADJOURNMENT</b></p>	<p>The meeting was adjourned at 4:05 p.m.</p>
<p><b>Next Meeting</b></p>	<p>The next meeting will be held on November 8, 2023.</p>