



Planning and Budget Council

Minutes – **APPROVED**

April 22, 2024

1:30 – 3:00 PM

Attending: Li Collier, Patty Collis, Stephanie Dirks, Maggie Fishman, K. Frindell Teuscher, Angélica Garcia, Benjamin Goldstein, Robert Holcomb, Kate Jolley, Sara Jones, Sean Martin, Monica Ohkubo, Nancy Persons, Joshua Pinault, Theresa Richmond, Whitney Schultz, Molly Senecal, Sandy Sigala, Jeremy Smotherman

Absent: D’Juan Brundidge, Eve Miller, John Stover, Debbie Weatherly

Guests: Linda Jay (proxy for Debbie Weatherly), Matthew Long

1. **Approval of 04.08.24 Minutes and Agenda Review**

The 04.08.24 Minutes were approved for posting.

Conversation around Agenda #7 Planning Update will be expanded.

2. **Member Announcements and Questions**

Training for Categorical Tentative Budget Review is scheduled on Tuesday, April 23rd, and categorical budget sheets and reports are being sent out. The training will be recorded and posted on the [Accounting website](#). On Wednesday, the Lunch and Learn Series will focus on Invoices and the Accounts Payable Process. Lunch and Learn Series videos can be found on the [Professional Development website](#). Stephanie Dirks was recognized for her work developing these trainings.

A clarification was made from the previous meeting referencing ACCJC travel compensation. The District also provides flex hours and Professional Growth Increments (PGI) for those who participate in the accreditation process.

3. **Guided Pathways Update**

Matthew Long presented an [update on the Guided Pathways Workgroup](#) including the meeting schedule, workgroup composition, and charge.

[GP Website link](#)

[Planning Workgroup link](#)

[Guided Pathways Workplan link](#)

Asked about a communication plan to constituent groups, the workgroup will delve into the charge which will include defining communication channels and expectations at the next meeting.

4. **AB928 Update** – Molly Senecal / Robert Holcomb

[AB928](#), which passed in 2021, includes three student-centered requirements for all California Community Colleges.

- Establish a single pathway for transfer to UCs and CSUs.
- By Fall 2024, place students who want to transfer on an Associate Degree for Transfer (ADT) pathway if we have one. Through CCCApply students will be asked for their educational goal. If they want to transfer, they will be asked to select an ADT. Students can meet with a counselor if they choose to change. If we don’t offer an ADT in their area, they can meet with a counselor and select another major.
- Effective Fall 2024 all students must have an education plan. A hold will be placed on the enrollment process for students who have completed 15 units and do not have an Ed plan. Students with 15 or more units who do not have an Ed plan will need an Ed plan to enroll.

A workgroup that includes Academic Affairs and Student Services is working to put together recommendations on how to address and prioritize AB928 implementation. Kate Blackwell, the

Articulation Specialist has been addressing articulation agreements since 2021 and most have been through the approval process.

Comments and concerns included:

- Student preparation for CSU and UC transfer requirements, particularly for increased writing and critical thinking demands,
- Potentially lowering our transfer rates.
- Potential negative impacts to enrollment.
- Providing counseling services to students, ensuring they make informed decisions about majors and programs.
- Mitigating unintended obstacles for students, particularly reliant on financial aid, through the implementation of ed plans.
- Does this apply to non-credit students?
- Requirements will begin in Fall 2024 for students who want to transfer.

Jeremy Smotherman suggested council members contact any of the Tri-Chairs, and IERP can collect data around potential impacts.

A [memo](#) with additional information including five reasons students can opt out of an ADT will be sent to members following the meeting

5. **Enrollment Management Workgroup Update**

Robert Holcomb provided an update on recent progress implementing the Strategic Enrollment Management plan. Due to scheduling conflicts, the April 15th meeting re-focused from the Student-Centered Funding Formula to developing a productivity-based FTEF Allocation Tool which analyzes enrollment demand to inform decisions. Kate Jolley, Molly Senecal, Jeremy Smotherman, and Josh Adams are evaluating, and the goal is to implement for future scheduling.

Year one of the five-year plan includes annual benchmarks to increase FTES overall and in enrollment recovery areas of KAD programming, Rising Scholars, Work Experience, Noncredit, CCAP Dual Enrollment, and others. The goal is to increase enrollment to 17,500 FTES by 2027-28 requiring a 6% average annual growth. The last meeting of the academic year on May 6th will focus on the Student-Centered Funding Formula and address communication strategies for reporting year one benchmarks.

Addressing a concern about dual enrollment efforts, he reported that due to budget considerations last year, dual enrollment oversight has been affected. Efforts are underway to support Vanessa Luna Shannon in the area of dual enrollment. An [online form](#) is available to field interest requests from County partners.

6. **Leading and Lagging Indicators for Institutional Outcomes**

Jeremy Smotherman reviewed the leading and lagging indicators with a focus on a cohort model. Indicators align with Guided Pathways, Student Equity Plan, Vision for Success, aiming to assess student success and enrollment trends. [Data visualization tools](#) are available for review, which can be found on the [Fact Book](#) web page under [Equity Data](#). Indicators indicate gaps between full-time and part-time students, as well as some demographic groups. Of note:

- Gaps between full-time and part-time students in course completion and re-enrollment.
- Persistence rate disparities between part-time and full-time enrollment for first-year students.
- Initially new students' success falls below institutional set standards, whether they continue or return. However, success tends to improve as they continue.
- Having previously examined part-time enrollment within the framework of Guided Pathways in the fall, the overall success rate is notably lower for part-time students. It is unclear as to why there is a significant disparity, and it's an area being monitored to develop leading indicators for.
- The area of enrollment, which is not broken down by full or part-time students, some fall below the overall district percentage.

- Trying to identify services across districts to develop as a potential leading indicator for enrollment.

There was a question as to which equity groups were included in the disaggregation. Currently first generation is the only equity group included in the disaggregation. Additional disaggregated options will be added to the request. Responding to headcount versus percentages of success regarding transfer level-math, there are different metrics for completing math and English within the first year and course completion.

7. **Planning Update**

Jeremy Smotherman led a discussion around updates to the planning framework, the importance of integrating various plans to support our goals and student success, and how the various plans intersect and inform each other. There are differing opinions as to the hierarchy between the strategic plan and education plan with some suggesting the strategic plan should encompass all aspects including education, while others say that the education plan is a subset of the strategic plan. Discussion included:

- How to integrate various elements, including technology, facilities, and staffing to support the mission, vision, and values and meet the educational goals of students.
- Planning fatigue and initiatives due to constantly shifting goals and priorities, limited resources, and external pressures.
- Define SRJC educational experience and align plans with consideration to demographics, industry trends, and community demands rather than external influences.
- A place for learners to find a path forward; develop skills to achieve their goals.
- A comprehensive alignment of plans will address constraints and align resources.
- Frustration with initiatives and legislative fatigue. There is a fundamental lack of trust in community colleges, faculty, and leadership, leading to a narrative of failure and a lack of support for their work.
- Focus on delivering tangible benefits to the community rather than getting caught up in compliance issues, with the ultimate goal of meeting community needs efficiently with available resources.
- Important to define our key performance indicators to identify success.
- A need for a comprehensive district-wide plan that identifies goals and objectives and how the various plans relate to each other and to identify conflicts or redundancies.
- There is a lack of unity and vision.
- Understand and align with the needs and expectations of Sonoma County, communicate the mission and values to build trust, commit to challenging assumptions backed by data and defend our actions in service to the community.
- Important to have open discussions to avoid duplication of efforts and ensure intentional decision-making.

8. **P2 FTES Update**

Kate Jolley reviewed the [P2 FTES report](#) which was filed last week. FTES increased by 5.2% from the previous year for a total of 13,800 for residents and 244 for non-residents. Due to audit findings around instruction service agreements last year, approximately 360 FTES in summer and 77 FTES in fall were not claimed. The estimation for positive attendance hours of 6% and flex factor estimates will finalize at the end of spring. There was a significant increase for incarcerated students, 5% increase in AB 540, 8.6% increase for non-residents, and over 15% for special admit. The P Annual is due July 15th.

Addressing comparative data from this year's and last year's reports, both include close estimates, with low summer attendance. Career Development and College Preparation (CDCP) Noncredit are actuals and additional FTES will be reported after spring. Certain types of courses may appear as multiple sections but are actually one course.

9. **PBC Shared Governance Survey Results** – Jeremy Smotherman

This agenda will be moved to the next meeting.

10. **PBC Conversation Topic: PBC Conversations**

This agenda will be moved to the next meeting.

The meeting adjourned at 3:00 p.m.

[PBC Committee Function](#)