



Planning and Budget Council

Minutes – **APPROVED**

October 24, 2022

1:30 – 3:00 PM

Attending: Li Collier, Patty Collis, Stephanie Dirks, Anne Donegan, Robert Ethington, Maggie Fishman, K. Frindell Teuscher, Regina Guerra, Robert Holcomb, Kate Jolley, Sara Jones, Sean Martin, Rachel McCain, Jessica Melvin, Timothy Melvin, Eve Miller, Nancy Persons, Whitney Schultz, Sandy Sigala, Abrea Tillman, Debbie Weatherly

Absent: D’Juan Brundidge, Frank Chong, Gene Durand, Jeremy Smotherman

Guests: Blair Lamb

1. **APPROVAL OF 09.26.22 and 10.10.22 MINUTES**

The minutes from the 9/26/22 meeting were approved with the incorporated edits.

There was a request to use Track Changes in the future for any edits to the minutes.

The minutes from the 10/10/22 meeting were approved as presented.

2. **MEMBER ANNOUNCEMENTS AND CLARIFYING QUESTIONS FROM PREVIOUS MEETINGS**

Jessica Melvin mentioned an upcoming event in Burbank Auditorium where it appeared they would not be checking/verifying vaccination status. Kate Jolley replied that they are working on updating the COVID protocols, and suggested that this is not really a PBC discussion so it would be better to connect and discuss outside of the PBC.

Regarding the Strategic Plan Coordinating Committee, Jessica Melvin asked whether there is training for the people facilitating the Town Hall. Nancy Persons said there had not been training last time per se, but Nancy and Robert Ethington will discuss it and distribute what they have in that regard.

3. **STUDENT EQUITY PLAN 2.0 REVIEW**

Matthew Long reviewed the background of the Student Equity Plan, saying it is required by the Ed Code, and the last one was in 2017. The current plan will cover 2022 through 2025.

He continued by pointing out that while the last plan was more about activities, the 2.0 version will focus on eliminating barriers, and will be more about structural changes to make a more equitable environment.

Matthew went over the five metrics:

- ✓ Successful enrollment
- ✓ Completed transfer-level math and English
- ✓ Retention from primary term to secondary term
- ✓ Completion
- ✓ Transfer

He talked about the two workgroups consisting of the college-at-large, as well as a group with Academic Senate. A college-wide survey was done with a good return, to identify institutional barriers that prevent fulfillment of the metrics.

Matthew listed the impediments as they relate to the metrics, including:

- Complicated application process
- Limited course offerings and time options to permit completion on the timetable
- Institution lacking in connecting students to educational resources

- Students lack of access, or awareness, of basic-needs resources
- Students unaware of transfer requirements and accumulation of “unnecessary” units prior to Transfer 101 workshop

There was a brief discussion about the term, “unnecessary” units.

Matthew reviewed the process in making the Disproportionally Impacted (DI) Group selection, saying the group chose to focus on First Generation College Students.

Regarding the metric of retention from primary term to secondary term, Sean Martin asked if it is possible that students are counted for fulfilling that if they are only able to take courses in the spring semesters, and Matthew replied that it needs to be consecutive semesters.

When Maggie Fishman asked if student equity completion component is only for transfer, Blair Lamb replied that the completion also includes degrees and/or certificates.

Anne Donegan pointed out that there is a different dynamic with part-time students, particularly with transfer level English and math. Completing these in two terms would be a big challenge for many part-time students.

During an extended discussion about how the survey structured the rankings of barriers (with part-time students not listed), Jessica Melvin said most part-time students are also working which makes it hard to be able to fit classes in their schedule in a timely manner for fulfilling requirements. She also said she did not complete the survey since she did not want to rank the choices, instead feeling like there should have been a “none of the above” choice. Sean Martin expressed concern that the parameters set up for the survey influenced the results, as a sort of confirmation bias.

It was expressed by some that none of the options on the survey were the biggest issue, and that the survey seemed somewhat leading. It was also mentioned that the problems with the survey are at the Chancellor’s Office level. There was also concern that the data will be exploited and not used to benefit students.

When Blair Lamb said 25% to 30% of SRJC’s students are first generation college students, Nancy Persons asked if there is any analysis of the part-time students. Blair replied that the demographics between first generation students and part-time students are similar.

The committee talked about the issue of not being able to offer lower-level courses to get some students prepared, and how that seems like an impediment. When lower-level math and English courses cannot be offered, that affects older, reentry students, or vets who may be rusty. Also, during COVID and remote learning, math and reading slipped, and these will be future JC students. There was talk about the need to push back on this as educators who experience the reality out in the classroom.

Sean Martin wondered how many students did not successfully complete transfer-level math and/or English class(es), and then did not return to the JC the second semester because the struggle discouraged them.

4. **ENROLLMENT MANAGEMENT WORKGROUP UPDATE**

Robert Holcomb presented a plan outline developed by the Enrollment Management Workgroup, a sub-group of this council:

- Schedule development, including an aligned summer/fall registration model to capture incoming freshman before they are on summer break, compressed calendar to allow for intersessions, fast-track with staggered late-start classes, data-informed student-centered scheduling, fully online degrees
- Data analysis, including data-driven FTEF allocation model, data metrics, demographic analysis, student surveys, online persistence analysis
- Organizational alignment

- Enrollment growth areas
- Marketing
- Outreach, engagement, and retention, including PALS, SEA initiative, HSI initiatives, engagement through new KAD facilities, robust online student support, continued engagement with local communities
- Continuous improvement with a regular timeline for assessing the status of implementation, analyzing data and attainment of FTES targets, making strategic adjustments

Kate Jolley pointed out that the compressed calendar will need to be negotiated which will take a while, and that should be considered when developing a timeline.

Some wondered about whether online students are as successful, and questioned whether the online format undermines student success. There was a brief discussion about the need to provide options for students that address what they need and what they want and provide appropriate professional development for faculty.

Robert Holcomb told the council that the workgroup will develop this plan with integrity, being responsive to changing times, and aligning with the District's values. The workgroup will meet on November 2 to develop templates to serve as framework for the draft.

5. **311 REPORT, INCLUDING 50% LAW CALCULATION AND EDUCATION PROTECTION ACT REPORT**–

Due to time constraints and lengthy discussions on other agenda items, this item will be moved to the next meeting.

6. **PBC CONVERSAION TOPIC: “WHAT ARE WE NOT GOING TO DO ANYMORE” PROCESS AND TIMELINE**

7. Due to time constraints and lengthy discussions on other agenda items, this item will be moved to the next meeting. There was a request to move this item more towards the top of the next agenda since this item has been tabled till the next meeting a couple of times.

8. **PROPOSED AGENDA ITEMS FOR NEXT MEETING – NOVEMBER 14**

No proposals for new agenda items were presented. Kate Jolley asked the council members to reach out via email in the meantime if any have proposed new agenda items they would like put onto a future agenda.

The meeting adjourned at 2:59 p.m.
