



Planning and Budget Council

Minutes – **APPROVED**

March 10, 2025

1:30 – 3:00 PM

Attending: Patty Collis, Anne Donegan, Maggie Fishman, Ruben Garcia, Benjamin Goldstein, Malena Hernández, Robert Holcomb, Stephanie Jarrett, Linda Jay, Kate Jolley (also proxy for Angélica Garcia), Sara Jones, Dawn Lukas, Siobhan McGregor-Gordon, Eve Miller, Shannon O'Reilly, Nick Perrone, Whitney Schultz, Molly Senecal, Sandy Sigala, Jeremy Smotherman, Anthony Spinozzi, Kim Starke, John Stover

Absent: Angélica Garcia

Guests: Jeane Erlenborn, Robin Eurgubian, Julio Flores, Mary-Catherine Oxford, Tammy Sakanashi, Alma Sanchez-Carreno

1. Agenda Review and Approval of 02.24.25 Minutes

After making a minor correction to punctuation, the 02.24.25 Minutes were approved.

2. Member Announcements and Questions

Kate Jolley clarified the calculation of the Faculty Obligation Number (FON) is based on the FTES, and compliance of the FON is based on FTEF.

3. ZTC Allocations (ACCJC Standard 2.6)

Mary-Catherine Oxford and Katrina Smith provided an [update of the Zero Textbook Cost \(ZTC\) grants](#) following a [second fund allocation](#). ZTC is part of a nationwide effort to reduce textbook costs by promoting Open Educational Resources (OER), which are free or low-cost materials to support student access. The grants focus on creating a pathway for students to complete their degrees with zero textbook costs. ZTC grants align with SRJC's Mission, Vision and Values by promoting accessibility, reducing financial barriers, and supporting equity.

The initial grant of \$180,000 aimed at creating at least one ZTC pathway with Art History selected. A new \$320,000 grant was awarded to further develop at least two additional ZTC pathways. The process includes identifying courses within degree programs to create ZTC pathways. Funding supports faculty time to adapt and adopt materials as well as professional development and resources. The grant aims to create sustainable pathways, with ongoing support from the state for future development.

Questions from members were addressed. While ZTC focuses on digital resources, some courses may require physical materials. Concerns were raised about long-term sustainability with faculty emphasizing the challenges of adapting some subjects like STEM courses.

4. Student Health Services (SHS) Grant (ACCJC Standard 2.7)

Jeane Erlenborn provided [information on two grants](#) submitted through Sonoma County Prevention and Intervention funding. A mini-grant of \$15,000 focuses on holistic and alternative mental health approaches and, in collaboration with the Undocu/Dream Center, will provide Healing Circles. A second grant of \$100,000 focuses on suicide prevention and mental health support for Latinx students and wellness outreach in Polly Hall. Concern regarding the hiring restrictions for STNCs (Short-Term Non-Continuing) for the two-year period was addressed.

5. AB928 Update

Julio Flores and Robin Eurgubian provided an update on AB 928, a statewide initiative to simplify general education requirements and improve transfer pathways for community college students transferring to four-year universities. SRJC is aligning policies and procedures, course catalogs, and systems to ensure students are placed in Associate Degree for Transfer (ADT) pathways where available. Nearly 30 ADT pathways are currently offered at SRJC. A video project is underway to educate students

about ADT programs featuring faculty and students. Aspects of the Mission, Vision, and Values were identified in alignment with AB928. A suggestion to rephrase “unnecessary courses” was made, however, it was noted this may be a state requirement.

6. **[Nursing Workforce Development Program](#)**

Tammy Sakanashi [presented a grant proposal](#) that supports underrepresented students pursuing nursing careers. This grant would provide support services for students through the Health Occupation Preparation and Education (HOPE) program, an initiative to help financially disadvantaged and underrepresented students enter health careers. This grant, from the Department of Health and Human Services, provides \$555,000 maximum per year for four years and would expand services and support more students. The proposal includes a pre-study that examines disparities in nursing program admissions. The findings would guide support services, such as additional tutoring, counseling, or test preparation for students from underrepresented backgrounds. In response to a question regarding second language learners, data from this study will help identify disproportions for second language learners. Coordinating with Academic Senate was requested to address any potential 10+1 implications. Alignment with the college’s vision was demonstrated, and there was agreement to recommend to Dr. Garcia.

7. **[Student Equity Plan 2025-2028](#)** (ACCJC Standard I)

Molly Senecal and Li Collier provided an [overview, timeline, and requirements for the Student Equity Plan 2025-2028](#) due November 30th. The plan will align with Vision 2030, include a Student Education Plan, and incorporate outcomes of the 2022-25 SEP. A workgroup is being proposed consisting of Integrated Student Success Committee (ISSC) members to review equity data and develop the plan. The goal for the new SEP is to prioritize a smaller set of activities, focus on refining interventions, ensure better coordination across programs, and emphasize measurable outcomes.

8. **[Student Equity Plan \(SEP\) 2.0 Update](#)** (ACCJC Standard 1.5)

Jeremy Smotherman provided a review of SEP 2.0 and presented outcomes focusing on first-generation students. While some areas saw improvements, areas such as persistence rates, transfers, and completion of transfer-level math and English remain stagnant or declined slightly. It was noted that part-time students persist at lower rates than full-time students, suggesting disaggregating data by enrollment status to get a clearer picture of student success patterns. A key finding included only 27% of new students take a math course in their first year, which raises questions about why students may be delaying this requirement. Overall, equity gaps continue for first generation students and efforts continue to address aspects of enrollment and meeting their educational goals.

Discussion included:

- Metrics influenced by internal and external factors.
- How dual enrollment student are counted in metrics, particularly their first college classes. Special Admits which include dual enrollment students, are not included in success metrics.
- Concern about how part-time, first-generation students may face different challenges.
- Historical persistence rates from 2011-12 were requested.
- There is a shift to cohort-based tracking to more accurately measure success and understand student paths.

9. **[Proposed Agenda Items for Next Meeting – March 24](#)**

Due to time constraints, the following agenda items will be moved to the next meeting:

- [Fiscal Health Assessments](#) – Kate Jolley
- [Strategic Planning Actions Workgroup Update](#) – Jeremy Smotherman and John Stover

The meeting adjourned at 2:58 p.m.

[PBC Committee Function](#)