**PLANNING & BUDGET COMMITTEE (PBC) MEETING
MINUTES,**

Facilitator: Dr. Abiodun Osanyinpeju	**Recorder:** C. Edwards
Date of Meeting Recorded: February 2, 2023, 1:00 pm – 2:00 pm	**Location:** Zoom

Vision
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

PRESENT

___ Jose Bernaudo	_X_ Amber Gillis	_X_ Dr. Abiodun Osanyinpeju
_X_ Keith Cobb	_X_ LaVetta Johnson	___ Eboni Trapp
_X_ Lorena Fonseca	___ Janette Morales	_X_ Dr. Jose Villalobos

OTHERS ATTENDING: Dr. Abdul Nasser, Dr. Lauren Sosenko, Dorrett Lambey, and Owen Yu

Shared Documents - None

- Institutional Set Goals: IE_Evaluation_of_Planning_Goals_Nov_2022_Final.pdf (compton.edu)
- Core Planning Environmental Scan Draft: 2022 Environmental Scan Report Compton College_01182023.docx
- Other Environmental Scan content: policy, student populations, programs of study, completion by design or data use for improvement, college climate and culture

Meeting Minutes

I. Call to Order

   The meeting was called to order at 1:07 pm by Dr. Abiodun Osanyinpeju.

II. Review of Minutes

   - The minutes of January 24, 2022, was approved with the following changes by Ms. Gillis, Dr. Osanyinpeju (moved/seconded). The vote was 8 in favor, 0 opposed, and 0 abstention. The motion passed.

     ❖ Page 3, third paragraph, change "Dr. Sosenko indicated that if we continue to go down, we will have core success rates. We disaggregate that, by in-person and distance education." to "We also disaggregate success rates for in-person and online enrollments."

❖ Page 3, fourth paragraph, line 3, change "want" to "wanted"
❖ Page 4, under item IV, last paragraph

III. <u>Institutional Set Goals and Standards</u>

Dr. Sosenko commented that it was great to read the minutes related to the presentation that Mx. McFadzen gave this body at your last meeting. They walked through the steps of the annual plan process including linking outcomes, desired outcomes that are related to the recommendation that then are linked to higher level outcomes defined by our institution. Dr. Sosenko indicated that she is going to cover those higher-level outcomes, that we call the institutional set goals. An evaluation of these high-level outcomes each year were first identified through a strategic planning process, as these are the metrics that we are holding ourselves accountable to as an institution and what we are striving for. She shared her screen and then navigate to them, so that folks would know how to find them, and share the link.

Dr. Sosenko mentioned that the Institutional Effectiveness Web Page, is being updated with the website redesign. So, if you go to the About Us, page and you select Institutional Effectiveness, then you select the Planning icon, then under select "Measuring Success-Institutional Set Goals" click on "Fall 2022 Update" or on the following link
https://www.compton.edu/adminandoperations/institutional-effectiveness/IE_Evaluation_of_Planning_Goals_Nov_2022_Final.pdf

Dr. Sosenko indicated that we have probably seen this document before, it is something that we update annually for the Board and around November timeframe. This list out the different metrics that we use as our highest-level outcomes that we are trying to accomplish as a college. We have years of data that we can provide over the last five years. We provide an average plus a percentage depending on what our goals are and then what our set 2023-2024 goal is.

Dr. Sosenko commented that we start with successful enrollment. We have the number of enrolled students, and what we try to do with this institutional set goals each year is we try to use publicly available data, if at all possible. We do that because then we are then able to compare ourselves to other colleges. Sometimes it is not possible to do that, and so we will use local data to fill in the gaps to be able to tell us what happened and give us an evidence base on which to make decisions and make priorities. So, with successful enrollment, this is also a pathway North Star, and it is an equity metric. We have 34% in 2017-2018, 32%, 39%, and 34%. Last year it bumped up to 43% or 45%. These are the number of successful applications and enrollments and that it is shown here with our plan and enrollment. There was small uptick in 2021-2022.

Dr. Sosenko provided an example of the number of students who enrolled out of the number of students who applied. When we look at number of dual enrollment students, we see we have increased over the last years. We have a very robust dual enrollment offering the partnerships with our three local K-12 district and that is obvious here. This one is also important because it ends up, being important, when we looked at the student-centered funding formula, which is a topic we would like to bring back in an upcoming meeting related to what is in the student-centered funding formula and the different types of ways that we can earn money based on the funding formula. The dual enrollment students are one of them, because the funding formula for dual enrollment students, the FTES are funded at a higher level.

Dr. Sosenko commented that the dual enrollment students are not expected to reach completion. So, under the new funding formula, we are getting funded for students walking in the door, but also it is that incentivization to get students to completion. However, dual enrollment students are anticipated to

complete, and so they are funded at the higher FTES level off the back. Student readiness rate, we are having some issues with how the data is showing up in our MIS data. As we transition to be an independent college, we transitioned our whole data system to our banner system, and the way that the data is showing up at MIS is not making sense. So, instead of presenting data that might be flawed, we are holding off on this. She mentioned that she has been working with our Student Services area to identify how this data is being entered into banner and how it is being transferred to the Chancellor's Office. Hopefully, by next year we will be able to have an answer and then be able to start reporting on that again.

Dr. Sosenko stated that other metrics that we include all students fall to spring persistence rate and first-time full-time students returning after their first year. These are both persistence rates. How are students re-enrolling? Are they continuing to persist at the institution? For all students follow the spring persistence rate. We have seen that this has been stubbornly flat. This is an important metric for us to consider about how are we encouraging students to remain enrolled. We have had huge investments around serving basic needs. We have lots of teaching and learning projects to try and improve the student experience in the classroom. So, what else should we be doing? What do we need to help increase persistence, to help our students to a completion?

We also disaggregate success rates for in-person and online enrollments. We have completion of transfer level English in the first year and completion of transferable math. In the first year, we have average units completed per academic year for part-time and full-time students. So, we are trying to make the average unit completed, we want those to increase out of the number of units attempted. Then we have the number of Associates Degrees, awarded, average units acquired per Associates Degree and we want this average to go down. We want those students who are getting an award, we want them to do so with fewer units. So, that is why the goal is lower and then the number of Associate Degrees for transfer awarded and average units acquired. We can compare the average units across different degree types. The number of certificates awarded, the number of transfers, students completing 9 or more CTE units, and CTE students employed in their field of study. She wanted to bring this to this group to raise awareness about what the high-level metrics that we are using to help determine if we are meeting our mission, and are we doing what we need to do?

Dr. Sosenko commented that if we are not finding the results on these metrics then what are we doing about it? Those are some of the conversations she wants to hear. She asked the group if anybody has any thoughts? She also, wanted to draw the connection to you between this and our annual planning process, where each department is listing out what they are trying to accomplish, connect it, link it to one of the high-level metrics, trying to make that link between individual or departments' work, and how they are contributing to these overall high-level metrics.

Dr. Sosenko stated that on these as of last year, we started to include segregation. Although we have this all presented in one page, we do have an equity breakdown. So, we included as much data as possible that is available. For example, successful enrollment, we are breaking this down by gender ethnicity and you can come in with an age, different questions, different lenses, and see where there might be differences among groups that you are interested in. This fits everyone's world, how we as a college, are working towards trying to improve our performance on these.

Ms. Johnson commented that we have gotten the goals together, so we feel good that we will be able to target them and to be able to make sure that they are given what is needed. It is like you said, we have given so many types of resources, and yet we are not sure what is happening in reference to meeting the goal of getting to the next level of their education. So, have the numbers been too high or do you think we will be able to do this at this time? Dr. Sosenko stated that in some cases we have seen improvement on some of these metrics that is exciting. However, in other areas for example, the

persistence one, we have not really seen the themes that we had folks to see. So, where we have more opportunities as a campus to have collegial dialogue around what will make a difference.

IV. Core Planning Team Update Environmental Scan

Dr Sosenko commented that this item was related to the Core Planning Team, and she wanted to bring to this group. It was determined, about a year ago that the Core Planning Team really was a sub-group of this committee. It is a group of faculty, staff and administrators, who is called together regularly to help her understand and inform of the next steps around major planning efforts on this campus.

Dr Sosenko stated that we are starting to think about and plan for the next Strategic Planning Cycle. Over the last year, the Core Planning Team has been thinking through what they would like to see on an environmental scan for the college, and we started doing some of the early census data analysis to support that environmental scan. She wanted to share the update with the group and dropped it in the chat. She downloaded the most recent graph, and of course the draft is not final.

Dr. Sosenko indicated that some of the environment census data that we have been pulling, she was hoping, we can have folks look at this and come back with recommendations. If there are other things from the census data that you think would be appropriate or important for us to look at. She mentioned that the formatting is a little off and asked folks to ignore that. But some of it, as we pull from the census just has to do with what we are going to add in, like Compton College enrollment and other information. Then population trends by age and gender, population by ethnicity, housing in the service area, food security in the service area, and health insurance coverage.

Dr. Sosenko mentioned that the COVID-19 cases, mortality, vaccination data, language spoken at home, computer and internet access, educational attainment at age 25, and primary and secondary school enrollment and then employment and labor market are some of the census topics that we have started to mine those census data to help inform the next Strategic Planning Cycle. She inquired if anyone else has any thoughts around census information that they would let us look in advance of us rolling out a Strategic Planning Cycle.

Ms. Gillis replied no, as this looks comprehensive. She asked if there anything else that was talked about that did not make this list or did not find that would be relevant? Dr. Sosenko stated that there is an environmental scan that we want to cover. So, in addition to those census data, the Core Planning Team has brainstormed other things that we would like to include in an environmental scan like what is happening on the educational policy front. We know there are some major policies that have impacted us greatly. For example, AB 705 and AB 928. Some of those major policies that will have influence on how we operate and what we do.

Dr. Sosenko stated that there was related written census data or potential student population ideas. We just did an adult learner, Strategic Enrollment Management (SEM), with the idea that we know from census data that our K-12 population is in decline. So, how we pivot as an institution to try and target more non-traditional adult learners to come to Compton College. Maybe an important lesson as we move into our next Strategic Planning Cycle is we have discussions around programs of study. I know this is in collaboration for parallel with work that the Academic Senate is already doing, related to exploring different programs of study that the college may want to develop in the next 10 years largely focused on supply and demand data. How many expected job positions do we think will be available at living wage and then how many other community college or university programs already exist to fill that need? Or do we identify a gap that we could fill. There was discussion around completion by design and data use for improvement. How do we use those frames in the next Strategic Planning Cycle? Can we use those frames? The next Strategic Planning Cycle, college climate, and culture were

another area of focus for the core planning team. How do you know who are we as a campus and what is the climate like? What areas do we need to invest in to improve that.

Ms. Gillis asked if there was any discussion around special populations, like veterans, foster youth, or even formally incarcerated? Or is that not applicable here? Dr. Sosenko replied that it would be, it was not an area of focus. So, that is something she can take back to the Core Planning Team to include. VP Berger mentioned that she was looking at the data, on page 9 of the report you put in the chat and when we look at this scan, we look at the data. She wanted to know if this is population by population, from age, between 2010 to 2019. VP Berger's question had to do with our interpretation of the data and how we will be using data of this kind? This example is formulating our strategic plan. The page shows that the population of 5 to 9 years old has decreased in all our districts and that means in 10 years there are fewer potential college students in our area. How do you know to use this data to formulate our plan? This type of thing might not be the appropriate venue for this. Dr. Sosenko indicated this was a great question, and what she has been trying to get at is the environmental scan is meant to inform the strategic planning in two questions. We know this is not a guarantee, there could be other population shifts. This is comparing data from 2010 to 2019, and if everybody stays the same and just ages, we will see a decline. We know there are other factors that come into play that could influence that even more. It could move families out of the region at a higher rate or it could bring them in. We are using this evidence to help give us our best guess, but it is to spark conversations around what we see coming down a pipeline. There is an expected decline, how else do we target potential students? It is the whole jump to maybe there are other ways to target the adult learners to bring back other student populations that are not the traditional high school to college matriculants.

VP Berger inquired what was she trying to ask people who they are? She commented that we get bombarded with all this information and then we think it is sometimes difficult to sort through, because there are so many numbers on the page. It is hard to sort through and think about things and you are asking the group for feedback. She thinks it is important as we are thinking of what should be included. We are thinking of the questions that we want to know and what data we would need to answer those questions. That is great, it gives us an idea how this data is informing our plan. It can be tricky because we want to be thorough and comprehensive.

Dr. Sosenko stated that she did not want to define the conversation by what data she chooses to present. She told VP Berger that she was right, that it could be very overwhelming. She is attempting it with her work with the Research Analyst who is pulling the census data together. She was trying to frame it around questions that she had in her mind related to what is happening in our service area and from this group, understanding what other questions, or what other frames exist? Looking at the data would be helpful to help us focus in on what is important. She mentioned that she was thinking about housing. This was more about a socioeconomic status, and the idea around development and who our population is. Food security because we have had a huge investment. How are we addressing food security on our campus? What does that look like in the service area, computers, and internet access we had at our last strategic plan. There is a lot of conversation about how we were in technology. There is some conversation about how our service area is a little bit up there. There is a gap in technology access. Does that still exist? What is happening as we have tried to address that over the last several years? And then educational attainment at 25. What does that look like?

VP Berger indicated that she is looking at the document where we have Compton, Lynwood, Paramount and asked if there would be a benefit to providing a total for those three communities as they are not looked at individually? We look at them in total. Dr. Sosenko replied yes, that has included in some of her feedback to the analyst as it might make some of the data like the volume a little bit easier to interpret and less overwhelming.

Dr. Osanyinpeju mentioned that this environmental scan will be useful and very helpful if we have it before we go into our next institutional set goals discussion, because he could see some recent data that can help us and guide us in making decisions on determining our set goals for the next time.

V. Strategic Planning Cycle

Dr. Sosenko commented that she would like to seek advice and guidance around how we approach our next Strategic Planning Cycle. She knows it seems far away because we have our Compton College, 2024 document as we try to lay the groundwork for having all these resources in place and having the environmental scan done, it is available to a group of constituents to sit down and really think through what do we want it to look like? The idea is, we will be doing a lot of this work in 2023 -2024. She mentioned that she was currently writing her annual plan and for that timeframe. She would like for this group to give her any insight of what they think that should look like that she can include it in her annual plan. Do we want to plan for a big college convening in spring of 2024? That brings everything together or all of 2023 brings everyone together to have a meeting with the evidence to start the planning cycle from her perspective. She was hoping to get insight or if anyone else had any ideas that she should put into this early planning.

Dr. Osanyinpeju voted to have as many as possible to come together and look at the whatever resource materials we have so, that ideas can come, campus wide. Maybe have one through three conferences for the group to get together to provide as much information as we can, should be enlightening. Dr. Sosenko stated that we could plan to do some of those in fall 2023, then do the writing, making sure everything is squared away in 2024. Does that timeline work? Ms. Johnson replied yes, sounds good to her.

Dr. Sosenko indicated that we are going to have to rewrite the overall Master Plan which includes the facilities, Human Resources, staffing and technology plans. We went through to 2024, so the idea is we would make it a 10 year-plan, 2025 to 2035. She stated that she will write those campus wide meetings into her plan. Then this group can come and bring this item back to assist her with the time frame. She commented that she thinks it would be powerful because it is not just coming from her, but that this group will have ownership over that process.

VI. Other Business

Dr. Osanyinpeju asked Dr. Nasser if he had any updates? Dr. Nasser indicated that the Governor's budget will be revised in May, and then again in June. The Legislature will act on the on the budget. So, this point is preliminary wait and see what is there. Dr. Nasser mentioned that he will start to work on the assumptions for the next meeting.

Dr. Osanyinpeju thanked Dr. Nasser for bringing us up to date on the information for his participation in our committee.

VII. Adjournment

The meeting adjourned at 1:34 pm. Dr. Osanyinpeju thanked everyone joining the meeting and indicated that he will see them next month