

RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING FISCAL COUNCIL MINUTES Tuesday, September 13, 2016, 2:30 p.m., Board Room

Members Present: Dr. Joanna Schilling (Interim VPAA & Co Chair), Robert Bethel (Co-Chair and President, AS), Sheila Lynch (2nd VP, AS), Michelle Bean (Secretary, AS), Katie O'Brien (Parliamentarian), Mike Dighera (ASCCC Rep.), Dr. Adam Wetsman (Past President, AS), Dr. Sergio Guzman (President, RHCFA), Jeannie Liu (Faculty), Mark Littrell (Faculty), Robin Babou (Faculty), Sandra Rivera (CSEA), Dr. Jim Sass (CSEA), Virginia Gummig (ASRHC), Robert Ruiz (ASRHC), Linda Parra (ASRHC), Dr. Vann Priest (Mgmt. AA)

Members Absent: Henry Gee (VPSS), Myeshia Armstrong (VPFB), Doralí Pichardo-Díaz (1st VP, AS), Suzanne Frederickson (CSEA), Dr. Jennifer Fernandez (Mgmt. SS)

Staff Members: Howard Kummerman (Dean, IRP), René Gallegos (Recorder), Dr. Mike Muñoz, (Dean, Counseling & Student Success)

- I. **Call to Order** – Robert called the meeting to order at 2:36 p.m.
- II. **Acceptance of Minutes** – May 10, 2016 - [consensus reached to accept the Minutes of May 10, 2016 as presented.](#)
- III. **Welcome to New Members** – JoAnna and Robert welcomed new members to PFC. Members went around the table and introduced themselves.
- IV. **Superintendent's Report** – JoAnna announced that President Dreyfuss is unable to attend today. We will place this items on the agenda for September 27th.
- V. **Co-Chair's Report**

Protocol & Review of PFC Guidebook – JoAnna gave an overview of the PFC Guidebook which lists the roster, meeting dates and important Board Policies and Administrative Procedures. The ritual at the first meeting is to go over pages five and six that explain in detail the charge of PFC. Robert read the PFC Purpose Statement. This is the most important recommending body on campus as part of the shared governance process. This body makes recommendations to the Superintendent/President. This committee also represents one of the few places that is a nexus for the college that includes all constituent groups. We share information and reach some sense of cohesiveness with the understanding of how the institution works. This is an important reason why we are all here. We do things differently than other committees. We reach decisions by consensus. Robert went on to read the Decision Making Method for PFC and reminded all PFC members should voice their concerns our meetings. Even though you think a view is not shared it is important to voice opinions. At PFC, we view each other as equals and value input. If we do not reach consensus, a written report will be generated.

VI. **New Business**

- **Schedule Planner Demo/Update** – Dr. Muñoz presented a demonstration of the new Student Schedule Planner Software. This software came to our attention via Mary Becerril who was at a conference this spring. It is a more efficient and effective way for students to build a meaningful schedule. It is student driven where time is blocked out if there is work,
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or travel time. The software works around the parameters to meet their needs. 3SP funding was used to purchase the software. Employees can access the software through the college portal however, employees are not yet able to send classes to the “shopping cart” at this time.

There are issues with classes with instructor permissions, cohort groups, etc. These anomalies will be pulled out in the future. This is very powerful when the schedule contracts because the possibilities can be different. As classes fill they are removed automatically. It helps our students meet their goals by maximizing options and students won't leave units on the table because they are seeing all their options first hand.

Dr. Muñoz fielded the following questions:

- 1.) When does the time run out for the student when building his/her schedule?

Dr. Muñoz responded that time is indefinite. It is contingent on the registration cycle. As soon as the schedule rolls, the schedule is available to students.

- 2.) How does the software handle conflicts if one seat is open if, for example, two students are vying for the remaining seat?

Dr. Muñoz responded that the student who pushes the button on the shopping cart first will get the seat. Students can register for a class that is close to filling and then go back and build the rest of their schedule.

- 3.) Does the student have to pay at the point of placing items in the shopping cart?

A student sends classes to the shopping cart and there is an additional button to register. The CRNs prepopulate in Banner making less room for error. The process for fee payment falls under the Drop for Non-payment guidelines. Students can make changes to their schedule. It is only previous debt that modifications were made.

- 4.) In what order does the software bring up schedules 1, 2, 3, 4, etc.

Dr. Muñoz demonstrated the shuffle button that changes the order of potential schedules. The analytical data is available. The new Scheduling Analyst can flag low enrolled sections and manipulate it in the schedule. We can flag low enrolled sections and alert Counselors who can steer students into these sections.

All of the break times that students enter can be handed over to the Deans. This information will help Deans be more strategic in class offerings and start times. This is added value for all involved. This software was the brainchild of a Cal State Chico student who thought there had to be a better way to create a student schedule. He wrote the code and sold it. The Cal State system adopted this software as well.

- 5.) Is there anything we can do about add codes in terms of using cell phones to send text notifications?

Dr. Muñoz is using the pre-registration survey to get permission to contact students via cell phone. As of now, a recorded message is sent directly to students. Students seem to be more responsive to an actual voice mail message instead of email or texts. Mail Chimp was being used but the data showed low percentage rates. Mike wants to copy this format for wait list notifications as well.

Dr. Muñoz also shared the Student Success Workshop schedules for the Fall semester. These posters have been plastered throughout the campus. The online version is interactive and can be accessed at www.riohondo.edu/ssworkshops

The workshops are averaging roughly 20 students where in the past only two or three students showed up. The draw could be that we are supplying a snack perhaps addressing the idea that Dr. Smith brought forward regarding food insecurity. Food is purchased using 3SP funds to incentivize students to attend workshops. AVANCÉ students are required to attend a minimum number of workshops as part of their cohort requirements. An end of the semester catered lunch will be provided for students who complete five workshops. Student activity is tracked through SARS software.

Dr. Spieler sponsored a boot camp before the semester started where 200+ students showed up. Mike and Lydia Gonzalez conducted additional boot camps and 80 students showed up. All of the things we are doing will help to change the culture. It helps students acclimate to the campus, has a personal touch and is welcoming. We continue to build on this effort.

The last item that Dr. Muñoz shared was the Student Success videos. The college will be doing an extension with the vendor to create an additional set of videos for the ADTs. We are looking for faculty in the discipline and a student who majored in the discipline. The link is provided below:

<http://www.riohondo.edu/counseling-center/videos/>

Michelle reported that testimonials are really nice. She watched the video for the Transfer Center. Do you have one for the Writer's Resource Center?

Dr. Muñoz responded that when people hear the words "Student Success" they have to be linked to 3SP. Perhaps Student Equity or BSI funds could be used for the WRC, LAC and MSC.

Michelle also reported that as a parent of a first year student the phone calls really work. Her son received a phone call from Dr. Mike and it got her son's attention.

Mike reported that this method was used for the Stats Psych class. Students who were waitlisted were cross referenced to another class and it literally filled because of the push notification.

- **Accreditation Report**

http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2016/08/Follow-Up_Follow-up_Report_Draft_10_14_16.pdf

JoAnna asked PFC how we should go about reviewing this report? The responses to the recommendations were handled by Howard Kummerman, Dr. Adam Wetsman, Dr. Vann Priest and JoAnna. The report will be going to the Board at the October 12th meeting. The report coming to PFC today is part of the review process. It already went to Academic Senate, the ASRHC reviewed yesterday and it is on the agenda for CSEA on September 29th.

Howard reported that the site visit will be November 7-10th. The team will include one to two people from the original team.

Sandra requested that PFC hold off on consensus until CSEA has had an opportunity to review the Accreditation Report.

JoAnna noted that we can roll it over to the next PFC meeting on September 27th at least to allow CSEA Exec time for input and to make the deadline for the Board agenda.

Adam asked if Howard has any idea about what the team will be looking for?

Howard reported that the team will do the same thing they did during the last visit. They will go over the information in the report, request documentation, conduct interviews with staff if needed and depart.

JoAnna reported that the Bachelor's degree program is also going through the Accreditation process. That report is due on October 3rd.

- **Institutional Goals & Objectives** - Howard reported that the Institutional Goals and Objectives came from the Institutional Planning Retreat held last April. The G & O's need to move forward to the Board for approval and so they can support them. The Institutional Effectiveness Committee has looked at these extensively. What we are asking PFC today is for consensus so they can be recommended to the Superintendent/President. No changes have been made to the G & O's since the retreat.

[Consensus reached on Institutional Goals & Objectives as submitted.](#)

- **Plan Builder Update** - Howard reported that we were going to implement TK20, however, some components of the software were not conducive to the planning software. The vendor is working with us and will come out with a new strategic model that we can customize to meet our needs. To date, planning is going very well. We just finished orientations. Twenty-two programs are going through program review. The deadline is October 22, 2016. This will be the second year that we implement the program level standards. We will continue with SLOutions for another year as well. Eventually, we would like to have SLOs in the TK20 software. Adam is working on this with the SLO committee. Adam added that hopefully they will have Matt Koutroulis make some changes to SLOutions.

Howard reminded the group that it is almost time to start working on the mid-term report which will be due in one year.

Robert asked what the status of the Accreditation Leadership Team (ALT) is? Where have those discussions gone?

Howard suggested talking to President Dreyfuss is the best place to start. All items in the follow up report will have to be updated for the mid-term report. We will have to address any deficiencies and include them along with actions plans from the self-evaluation. October 2017 the mid-term report is due.

Fortunately, we got the master plans on one, three and five-year cycles. The Educational, Technology and Facilities Master Plans went through a major overhaul and will need updating before the mid-term report in 2017 and the self-evaluation report in 2020. The idea being that these are living documents that are updated frequently.

- **BP/AP Revision Process** - JoAnna wanted to get feedback on the BP/AP review process. Robert and JoAnna worked over the summer looking at old College Procedures (CPs), Board Policies (BPs) missing Administrative Procedures (APs) and looked at the entire process. One of the things that we don't have as part of Accreditation is the annual review of policies and procedures. We are trying to move away from BPs and APs being the

primary focus of our work here in PFC. The other thing that we need is engagement in the process so that is why we are proposing this two-page document.

If CCLC sends out a legal update or a constituent request for a review of a BP/AP, then that will come forward. Service Animals is a good example. JoAnna reviewed the flow chart (page 1) and the six-year review cycle (page 2). Every six years we can say we are touching these. PFC will review in the spring and any updates will occur in the fall. Any spring updates will be handled in the summer. We are trying to tighten the process so there is a flow. This ensures that anything that Senate looks at is addressed in a timely manner. Even if we don't change anything in a BP or AP, the review date will be updated. People will get used to looking at these at a certain time of the year and also meet Accreditation requirements.

Katie asked how do we know there has been a change in terms of the college catalog, A & R, Financial Aid., etc.? Some things that we thought should be updated are not.

Howard reported that an email notification is sent out by the President's Office to Administrative Council once BPs are adopted and APs have been reviewed. It is the manager's responsibility to carry down that information to their respective committees.

Katie responded there is still a gap. It's like the student getting lost in the shuffle. Perhaps we can add a step seven - dissemination process? Somebody has to look at this and it must go the catalog committee, student requirements go to Student Services, etc.

JoAnna reported that summer may be a good opportunity to complete a summary

Adam agreed and had additional comments. While he thinks this is a great idea because it is more systematic, someone has got to crush out the CPs so they are dead. CPs get pulled out by Administration when in fact these procedures are more than 20 years old and have never been updated. Adam reference page 17 & 18 of the PFC Guidebook showing the current process. The template works in most instances, however, is there an emergency process/disclaimer in the event we have a legally required item or emergency situation?

JoAnna responded that for some of the BP/APs the process has been drawn out. This is one of the issues we are having. We were trying to address the CPs which are housed in a blue binder. There are some missing APs that are old CPs within that binder.

Vann asked if we know how many CPs are in that binder?

Sandra asked if this process allow for constituent groups to bring items forward? She thought it was solely driven by the updates from CCLC?

JoAnna explained that the current process allows for constituent groups to bring items forward. Does this body feel comfortable with minor reference changes, not content changes being presented as information items?

Adam requested that any changes to BPs/APs come forward for consensus not information. We can summarize items similar how the consent agenda is handled.

- **BP/AP Review** – JoAnna reported that this item will be moved to September 27th due to lack of time.

The following APs have been revised (6 Items)

- BP 6400 Financial Audits
- BP 7110 Delegation of Authority, Human Resources
- BP 7130 Compensation
- BP 7160 Professional Development
- BP 7330 Communicable Disease
- BP 7340 Leaves

The following APs have been revised (2 Items)

- AP 3440 Service Animals
- AP 5015 Residence Determination

VII. **Unfinished Business**

- No Items

VIII. **Committee Reports** – No reports.

PFC Sub-Committees

- Safety
- Staffing
- IEC
- Program Review
- Facilities
- Equipment & Technology

Other Committees

- Staff Development
- Basic Skills
- SLO
- Online Education (DEC)

IX. **Announcements**

Adam reported that he wanted to ensure students are aware of Propositions 51 and 55 that affect community college funding. Students may contact Robert Bethel if you need any information.

Virginia asked if there are any informational pamphlets available that students can share at Constitution Day. It was suggested that students contact Russell Castañeda-Calleros, Director of Government and Community Relations.

X. **Public Comment** – None.

XI. **Adjournment** – The meeting adjourned at 4:07 p.m. The next PFC meeting is scheduled for September 27, 2016, 2:30 – 4:00 p.m., Board Room.



**INSTITUTIONAL RESEARCH AND PLANNING
2015-2016 PLANNING PROCESS**



INSTITUTIONAL GOALS & OBJECTIVES

**2016-2017
Institutional Goals & Objectives DRAFT**

Goals – what we will achieve to accomplish our mission.
 Objectives – measurable steps to reach our goals.
 Action Plans – detailed work assigned to individuals that they will complete to achieve our objectives.
 Indicators – measures that we evaluate to know if we have achieved our objectives.

Goal 1: Rio Hondo will continuously improve its effectiveness as an institution.

#	Objective	Indicator
1	RHC will evaluate the status of accreditation standards on an annual basis.	Accreditation Standard Evaluation
2	RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement.	Three categories for evaluation: committees and councils (participatory governance), campus-wide initiatives (or changes in the ways that services are offered), and campus processes (e.g., resource allocation, budgeting, awarding staff development funds). The evaluation process will include document review, self-evaluation, and discussion/review of the results. Each of the identified entities for evaluation will rotate on a 6-year cycle. A year-end institutional effectiveness report will be prepared with evaluation results for the campus.
3	Increase staff development opportunities and participation rates for classified employees.	Participation numbers and post-training evaluations. Enhance the ability of at least 75% classified employees to effectively serve the institution and its students by June 2019. Aim for a minimum of 85% of responding participants to indicate an enhanced ability to effectively serve the campus and/or students.
4	The College will increase external visibility, outreach, and community engagement.	Community Perceptions Survey, increase in high school enrollment, Community Focus Groups.

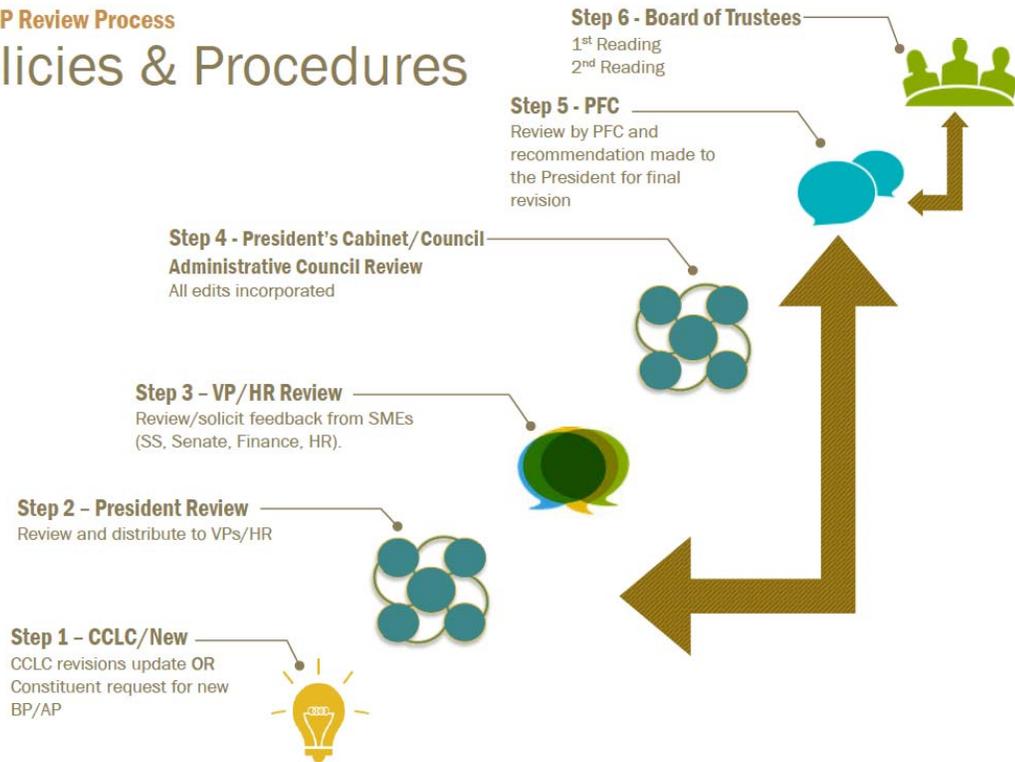
Goal 2: Rio Hondo college will optimize its resources to achieve fiscal responsibility.

#	Objective	Indicator
1	Devote resources to improve physical plant, technology, equipment, and water infrastructure that will serve the district needs.	Spending increase for physical plant, technology, equipment, and water infrastructure. Survey campus to gauge improvement.
2	Maximize specific state funding to enhance sustainability efforts by working with local utility companies, vendors and staff to achieve greater efficiencies through utility incentives and cost savings measures.	Reduction in utility bills including gas, electricity, and water.
3	The college will pursue external resources and support opportunities that align with institutional priorities that impact student success, completion, and/or transfer.	Number of funding requests. Number of Awards received. Evaluation to determine if the funding received make an impact as stated.
4	Increase FTES and enrollment by 2% by June 30, 2017.	Efficient Scheduling Increased Enrollment FTES Credit and non-credit (2%)

Goal 3: Rio Hondo students will achieve their educational goals.

#	Objective	Indicator															
1	The college will increase successful course completion by 0.5%, three semester persistence by 1% and 30-unit completion by 1% for students annually until 2020.	Scorecard Institution Set Standards <i>NOTE: Course completion rates are based on approximately 120,000 students, 0.5%=600 students. Persistence rates are based on cohorts of approximately 1000 students, 1%=10 students. 30 Unit completion rates are based on cohorts of approximately 1000 students, 1%=10 students</i> <i>NOTE: Because the CCCC has access to data for all community colleges, their Persistence and 30 Units rates tend to run higher than our internal ones.</i>															
2	The college will increase the annual transfer rate by 1% by 2018-2019 and by 1.5% by the 2019-2020 academic year. These annual transfer rates will be the proportion of students who transferred out from the previous year's fall enrollment.	CSU, UC, ISP, OOS transfer data <i>NOTE: A 1% increase would mean transferring out 950 students (a 151 student increase from last year), if our Fall enrollment stays consistent. A 1.5% increase would mean transferring out about 1000 students each year (a 200 student increase from previous years).</i>															
3	The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019.	English, ENLA, Reading and Mathematics completion rates.															
4	The college will increase the number of degrees and Chancellor's Office approved certificates awarded.	<table border="1"> <thead> <tr> <th>Award/Year</th> <th>2016-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Degrees</td> <td>1,180</td> <td>1,372</td> <td>1,610</td> <td>1,860</td> </tr> <tr> <td>CO-Approved Certificates</td> <td>225</td> <td>225</td> <td>225</td> <td>236</td> </tr> </tbody> </table>	Award/Year	2016-15	2015-16	2016-17	2017-18	Degrees	1,180	1,372	1,610	1,860	CO-Approved Certificates	225	225	225	236
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5	The college will increase assessment, orientation, education plans to first-time in college students and at risk/follow up services to probation students, basic skills students, and students with undecided majors.	Participation numbers for Academic/Progress Probation Services, Counseling/Advisement Services, Education Plan Services, Initial Assessment Services Placement, Initial Orientation Services, and Other Services															
6	Increase equitable results for disproportionately impacted student groups: Latinos, males, veterans, foster youth, DSPS. (See Student Equity Goals for specific objectives for each group)	Access, Course Completion, ENLA and Basic Skills Completion, Degree and Certificate completion, Transfer															

BP/AP Review Process Policies & Procedures



Board Policies & Administrative Procedures Review Timeline Review Cycle – Annual and Comprehensive Chapter Reviews

Goal 1: Six Year Review Cycle of all policies and procedures - aligned with accreditation visits

Goal 2: Annual Review of policies and procedures incorporating biannual legal updates issued by CCLC

Six Year Review Cycle			
	Summer Term	Fall Term	Spring Term
2016-17 Chap 1, 2			
2017-18 Chap 3			
2018-19 Chap 4	Steps 2, 3 Presidential/VP/HR Review	Step 4 President's Cabinet Council Administrative Council Review	Steps 5,6 PFC and Board Review
2019-20 Chap 5			
2020-21 Chap 6			
2021-22 Chap 7			
Annual Review Cycle * If needed for catalog updates, all reviews occur in fall semester			
	Summer Term	Fall Term	Spring Term
CCLC Fall Legal Updates*	Step 6 Board Review of updates, as needed	Steps 2,3,4, President/VP/President's Cabinet/ Admin Council Review	Steps 5, 6 PFC and Board Review
	Summer Term	Fall Term	Spring Term
CCLC Spring Legal Updates	Steps 2, 3 Presidential/VP/HR Review of spring updates	Step 4 President's Cabinet/ Admin Council Review	Steps 5,6 PFC and Board Review