

RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING AND FISCAL COUNCIL MINUTES

Tuesday, November 22, 2016, 2:30 p.m., Board Room

Members Present: Dr. Joanna Schilling (VPAA & Co Chair), Robert Bethel (Co-Chair and President, AS), Henry Gee (VPSS), Myeshia Armstrong (VPFB), 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), Mark Littrell (Faculty), Sandra Rivera (CSEA), Dr. Jim Sass (CSEA), Linda Parra (ASRHC), Dr. Vann Priest (Mgmt. AA), Dr. Jennifer Fernandez (Mgmt., SS)

Members Absent: Doralí Pichardo-Díaz (1st VP, AS), Robin Babou (Faculty), Jeannie Liu (Faculty), Lisa Sandoval (CSEA), Andrew Gonzalez (President, ASRHC), Robert Ruiz (ASRHC),

Staff Members: Howard Kummerman (Dean, IRP), Ryan Khamkongsay (Guest Researcher), Ruthie Retana (Director, Marketing & Communications), Cecilia Rocha (Grant Manager, Student Equity), Elizabeth Ramirez (Counseling), René Gallegos (Recorder)

I. Call to Order

Robert called the meeting to order at 2:35 pm.

II. Acceptance of Minutes – November 8, 2016 rolled over to February meeting.

III. Co-Chair's Report

Robert reported that this is the last scheduled PFC meeting of the semester.

IV. Unfinished Business - BP/AP Review (1 Returning item)

- **AP 5015 Residency Determination** – Robert reported that he had asked that Leigh Ann Unger review this language and reduce the number of redundancies. Leigh Ann reviewed it again and made additional revisions. This is the reason the AP is being returned to PFC today. This was all new language proposed by CCLC and we tried to tailor it to fit our needs.

There was discussion at Senate Exec. that the language is still very confusing. The residence classification is complicated and this is more confusing because the AP outlines what residency isn't so we may not have a way to clarify further. It really is a tangled legal issue.

JoAnna responded that she is concerned about altering this language because we do not know the legal ramifications regarding residency requirements if a student contested. It means that the student is not living in their house and intends to go back to his/her primary residence.

Henry reported that this is about our students who will go to Admissions and Records when asking questions. Staff will follow this procedure and answer questions. A & R makes the determination, they have the knowledge and expertise. In the past, we had a lot of issues with students being confused with residency. One student who resides here and attends college out of state checked the out of state resident and got charged the higher tuition rate. We do not tell students how to fill out CCC Apply. They complete the questions and then we make the determination. We do not want to be guiding students on their choices.

Katie responded that it is not clear to many of us in the room, how would it be for a student to understand. If we in this room don't there is a problem.

Sheila responded that it is in the best interest of everyone to craft language that is easier to understand.

JoAnna and Robert will review in more detail along with Leigh Ann Unger. We all understand that it is a poorly written document. The goal here is to have a clear definition of residency along with some bullet points. Return to the next Spring PFC meeting on 2/14/16.

V. New Business - BP/AP Review (1 item)

- **AP 7250 Administrators** – JoAnna reported that this AP was sent out this morning. Apologies for the delay. The issue here is some of the other aspects in this AP since it was previously a Board Policy. The additional language in red has been inserted to clarify the differences in Academic and Classified Administrators. There is new language that has been inserted on the last page under the section titled Classified Administrator. This separates the Classified Administrators to specify that new hires have a probation period. Apparently, this was the practice years ago. It is her understanding that Educational Administrators are treated similar to faculty in that they are given a March 15th notice if they are not going to be hired for the next year. Classified administrators are not viewed in the same manner under Ed Code. Years ago, under the leadership of Dr. Martinez, Classified Administrators were placed under the same policy. President Dreyfuss is trying to revise that decision outlining the 12-month probationary period so it is clear and aligns with Ed Code.

Robert reported that this AP is unclear when it comes to retreat rights and how that is going to be dealt with. We need to know how it can be done and it must be specific especially under the terms of Ed Code that stipulates that Academic Senate should be involved in the process. Part of the confusion is what is applied to Classified Administrators and it should not be lumped together. Since this is now an AP we can also create a BP to go along with this AP that also lists the definitions of Academic Administrator and Classified Administrator.

Katie responded that there is no language in this AP regarding retreat rights for Administrators. The devil is in the details and that piece is missing here.

Sandra reported that there are two separate processes to hire classified and hiring with a cost center manager and that was one issue so all the hiring portion is now stricken. The second portion regarding the twelve-month probation is not correct. Classified employees have a ten-month probation.

Jim reported that previous language proposed to be stricken is key language that should remain in the AP.

Adam responded that we received one version late yesterday and a new one this morning. We have not had time to review all the revisions. This needs to be organized better. None of us understand the last part of this AP and that is the issue here. This morning was the first time he had a chance to look at this and he has questions regarding Item 5.1. regarding the first twelve months. There are lots of contradictions and ambiguities and we need to really look at this and clean it up.

Robert asked is it the will of this body to forward this AP to sub-committee?

Howard replied while he is not an official member of PFC, that perhaps it would be helpful to include a Classified Administrator to participate.

Sheila responded that we need to continue dialogue that includes determining minimum qualifications in the event of retreat and the explicit role of Senate in this process.

Sergio reported that we really need to look at the process here. The reality is that the HR process has never been vetted by Academic Senate. He knows that the past few months we have voiced our concerns to the Administration and Board to adhere to the process. Are we violating the process here now, he doesn't really know what the process is.

Mark asked if an Administrator retreats do they receive tenure?

Robert reported no the employee would be a first year hire.

Jennifer reported that if someone was hired after AB 1725 passed, that eliminated retreat rights.

Adam reported that Ed Code stipulates that the District can grant first year status if there is an opening.

Sergio responded that the language reads rely primarily on the Senate for equivalencies which is not part of this process. The current practice is HR relies on the faculty representative. Ed Code states "Relies on Academic Senate." An expert of the division will determine my equivalency, then we start with this whole process, with recent events, we have not done that.

Robert reported that traditionally, HR looks at MQ's and asks faculty in the discipline to make the determination. In this case because of specific mandates, there is no language that specifies looking at MQs first. It is the details of the process that are absent.

Adam added that one of the things that we have not done is revise the College Procedures. There are several under the HR area that are in dire need of updating. When HR makes a determination on MQs they are only doing it for the easy issues, so in theory, they are completing this part of the process. However, if there is ever a question about someone meeting the requirements lets say a Masters in Anthropology from the University of somewhere that is not an accredited university then it is at the discretion of HR to ask the faculty experts to make that determination.

Sheila responded that HR uses the MQ guidebook and making the comparisons are very clear.

Robert suggested a sign off sheet to have the Academic Senate President's signature on it.

JoAnna reported that many colleges have a sub-committee to handle this process. This can create additional issues especially during off contract time such as in summer. This would add additional layers of approval.

Katie added that there are two separate processes here. HR is making sure people have the required degrees and if that comes into question they call in a subject matter expert. We have recently had the case where an individual was never hired as an instructor and that is the issue.

JoAnna questioned how would Senate get involved in hiring. She would not want to do one without the other. IF it goes to sub-committee they must look at all angles not this one specific case.

Adam responded that the words "Rely primarily upon" is different then what we "Mutually agree to." We are going off the rails here. The point being is how do we move forward. He suggested a subcommittee spend some time to review this process.

Sheila agrees with Katie that we are not changing the MQs. This is about a handful of employees and it will not happen often. One thing that is missing is why we need to have details for MQs, there has to be an open position and Title V says that the district has the obligation to offer. If there are MQ in this person's background and then it would be exactly like equivalency. Gather the committee perhaps an ad hoc from Senate Exec who can make the determination.

Sergio disagrees and it should be a general and transparent process. Otherwise people will start pointing fingers at people if there was favoritism influencing the determination.

Adam stated that we need to outline a process first then we can vet it.

The following volunteered for the sub-committee; Adam Wetsman, Sheila Lynch, Robert Bethel, with either Howard Kummerman or Ruthie Retana to assist.

- **Food Insecurity Presentations** – Ryan Khamkongsay shared results of the food insecurity survey that was a part of the financial wellness workshop hosted by the Financial Aid Office. Ryan reported that the survey launched on June 20 and closed in September 2016. The methodology was convenience sampling which may have produced some biased results which are preliminary. The sample compares to key demographic information with the entire RHC student population.

The following feedback was received;

Adam reported that RHC is a food desert. One place cannot feed 18,00+ students and staff. Students are unhappy with food services offered here and staff even more so.

Michelle reported that there is an appropriate article that was in the NEA publication last month on this topic. Students juggle daily struggles along with paying the cost of Education. The article link is below.

<http://neatoday.org/2016/10/26/hunger-on-college-campuses/>

Adam reported that part of the issue is at the state level. Community college students are not getting the same level of money to meet their needs. We are the step child to the CSU and UCs. He is unsure that we can change this at the institutional level.

JoAnna reported that this preliminary survey only illuminates the challenges our students face and initiatives such as the Grab n Go during finals, book grants, and the like, are all essential parts of helping our students succeed. Projects like the OER are only going to help in that effort. To a student it is all about making that dollar stretch.

Sandra asked what other colleges and universities are doing?

Ryan reported that there are foodbanks, representatives of snack vendors who visit the campus, existing resources are brought to campuses to connect them to students to help close the gaps. Out Food Insecurity Task Force has looked at many of these options. Two of our obstacles are staff time and resources. Adequate facilities for food storage is another. We have talked about providing vouchers for Rio Café or offering nutrition stations at key locations on campus.

Jim reported that at the CSU level 24 % of students face food insecurity. This number got picked up by the national press and was spread across the country. The big number that stands out is the 47%, will this number get picked up by the press as it is rather high. In looking at some of the measures it seems there is a need to standardize things. Perhaps develop questions and definitions that are shared elsewhere.

Ryan responded that the numbers are preliminary and it gives us an idea that the issue exists. Our student population is affected. Maybe next year we can use a stronger methodology in a follow up survey and have all students participate.

Sergio reported that things are handled differently at UC and CSUs because they package financial aid different and students receive extra money for meal plans etc. That is difficult to do at the community college level although some schools are creating pantries to assist students. At other colleges, there are multiple venues for food access. At RHC we don't have that situation. Hungry students leave campus in search of food and do not return. Food is a big part of the student experience on a college campus.

Henry responded that he is aware of the issue with food insecurity. Russell Castaneda-Callers recently hosted a meeting here for Jovanes. While we have yet to officially launch the program, they have already placed three students because they came to the meeting. We know there is a need for students who are homeless and without food.

JoAnna acknowledged that we can get hung up on the numbers and miss the point. If we focus solely on food insecurity, we miss the point there are multiple issues that affect a student's success. Inherently, students need support and an action plan to make their money go as far as possible. We have to look at everything. We can see that our students struggle and it goes against their ability to succeed in school. We have to focus on impact.

Under the direction of Cecilia Rocha, the college applied for a \$20,000 grant through the Chancellor's Office to support the Grab n Go for snacks in the division office and for hot meals such as breakfast burritos during the morning and pizza in the afternoons/evenings during finals week. We hope to make a major purchase to stretch these funds out for the spring semester although we do not have funds for hot food for finals week in the spring. Perhaps we can hold a fund in need through the Foundation for this purpose.

Howard responded that this is possible but he would rather see if there are any outside sources instead of relying on employees for funding.

Sandra asked how the word will get out to reach students.

JoAnna reported that we will follow the same protocol and have the President's Office send an all student email. Marketing can also assist with social media postings. A sign-up sheet will be shared if you would like to volunteer. We need to get moving quick as the semester is over in two weeks.

Jennifer inquired if the off sites will be included in the hot food distribution? She has been transporting the granola bars and snacks to the fire academy and is hoping that Yolanda Emerson is doing the same for the educational centers.

JoAnna was aware that Dr. Flores was spearheading deliveries to the Fire Academy and thanked her for her assistance.

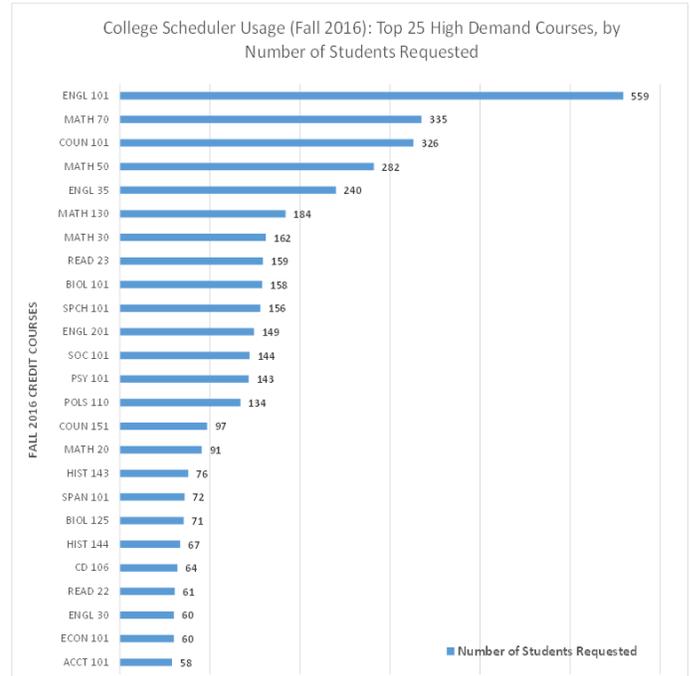
- **Update on Academic & Student Services Initiatives**

JoAnna reported that the Student and Academic Services Deans and Directors have been working on this every month. JoAnna will bring back a list to PFC in the spring.

Katie believes that there are many on campus working on similar initiatives. It would be prudent to have bring a group together including Dr. Juana Mora who has an established list of initiatives

- **High Demand Classes** – Below are the results of the data for high demand sections that Ryan pulled together from the student Schedule Planner software. Malinee the new Scheduling Analyst will drill down further and will be looking at this data to assist the Deans with future scheduling.

Course Demand Fall 2015				
Ranking	Subject	Course Number	COURSE	Number of Students Requested
1	ENGL	101	ENGL 101	559
2	MATH	70	MATH 70	335
3	COUN	101	COUN 101	326
4	MATH	50	MATH 50	282
5	ENGL	35	ENGL 35	240
6	MATH	130	MATH 130	184
7	MATH	30	MATH 30	162
8	READ	23	READ 23	159
9	BIOL	101	BIOL 101	158
10	SPCH	101	SPCH 101	156
11	ENGL	201	ENGL 201	149
12	SOC	101	SOC 101	144
13	PSY	101	PSY 101	143
14	POLS	110	POLS 110	134
15	COUN	151	COUN 151	97
16	MATH	20	MATH 20	91
17	HIST	143	HIST 143	76
18	SPAN	101	SPAN 101	72
19	BIOL	125	BIOL 125	71
20	HIST	144	HIST 144	67
21	CD	106	CD 106	64
22	READ	22	READ 22	61
23	ENGL	30	ENGL 30	60
24	ECON	101	ECON 101	60
25	ACCT	101	ACCT 101	58



Robert asked since registration is open are we looking at this on a daily basis?

JoAnna reported that this is in real time. The wait list has not been a reliable predictor. This will help us address the needs and we are excited to get this data. Once we get Schedule 25 upgraded that will also give us real time data for classroom usage. It will pull from Banner in real time. There will no longer be that two week delay we have experienced every semester so space will be up for grabs which will be helpful when we are adding sections especially in Math and English.

Mark asked if anyone knew why the wait list was set at five. In the past he has had wait lists that are larger.

Vann responded that with the Math sections, many time it is set at five. However, he has had faculty request that these be increased.

JoAnna reported faculty set the number for the wait list based on enrollment. Many times it is also based on class size and the size of the physical space of the classroom. Faculty can let their Dean know if it is warranted. Faculty also have to deal with “crashers” who are on stand-by to add a class. So the wait list is not a reliable predictor for demand.

Jennifer added that students have shared that if space is available they get on multiple wait lists so this may also skew the results.

JoAnna said there may be inflation but we do need more sections of Math and English.

VI. Information Item – No items.

VII. 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)

VIII. Announcements

Vann reported that he was not clear on where we left off on the recommendation regarding the Instructional Equipment fund allocation.

JoAnna reported that we are recommending to President Dreyfuss funding everything that was proposed allowing for a \$40,000 cushion for upcharges, taxes and shipping as suggested by Myeshia. The \$60,000 will roll over. President Dreyfuss will forward to the Board in December or January for approval.

IX. Public Comment – No comments were made.

X. Adjournment – Robert and JoAnna wished all a Happy Thanksgiving. Meeting adjourned at 3:59 pm. The next PFC meeting will be held on February 14, 2017, 2:30 – 4:00 p.m., Board Room.

RHC Student Financial Wellness Survey 2016

FOOD ACCESS FINDINGS (AS OF FALL 2016)

PRESENTED TO RHC PFC ON 11/22/16

Summary of Research

- The 2016 RHC Student Financial Wellness Survey is a campus-wide study organized by the Financial Aid Office and Student Equity Program at Rio Hondo College to investigate the attitudes towards college financial planning, student related costs and expenses while attending college, and financial support services for our students.
- The survey will also explore the topic surrounding **food insecurity**, which will help the campus determine the level of need that currently exists within our student population and strategies on ways to combat this issue.
- **Survey link:** <http://bit.ly/FinAid-Rio2016>
- **Launch date:** June 20, 2016
- **Closing date:** September 14, 2016

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Methodology of this Study

Sample Method

A Convenience Sampling method was used for this study, hence the findings in the 2016 survey should be viewed as *preliminary* until proper resources can be allocated for further research and investigation.

Survey Outreach included flyers across campus, TV monitors (SS-Bldg), word of mouth via Financial Aid, Admissions, and Counseling offices, social media, email blasts, and extra credit assignment by certain faculty members.

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Defining Food Insecurity

Food Insecurity (as defined by the USDA) : the state of being without reliable access to a sufficient quantity of affordable, nutritious foods necessary to lead of healthy lifestyle.

Existing research show students who experience food (and/or housing instability) reported high levels of stress that correlate to academic success, and the need for single points of contact by campuses.

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Defining a “Food Insecure” Student

To assess food insecurity among the RHC Student population, students were asked six questions (1 Primary and 5 Secondary) about their current food experiences. These were:

PRIMARY (Yes/No)

1. Do you worry or stress out about not having enough money for food?

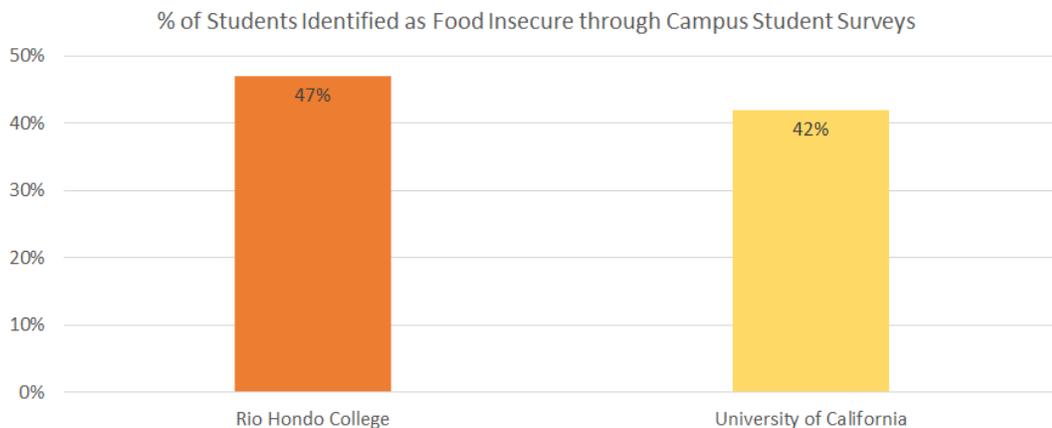
SECONDARY (Very Often/ Often/ Sometimes/ Never)

2. How often do you worry that you would not have enough money for food to provide yourself?
3. How often do you worry that you would not have enough money for food to provide your family and dependents?
4. How often do you cut or skip a meal because you didn't have enough money to buy food?
5. How often are you unable to eat nutritious and healthy meals, due to lack of money?
6. How often are you going long periods without eating and feeling significant hunger, due to lack of money?

We defined a student as “**food insecure**” if they answered Yes to the Primary AND either Sometimes, Often, or Very Often to one (or more) of the Secondary questions.

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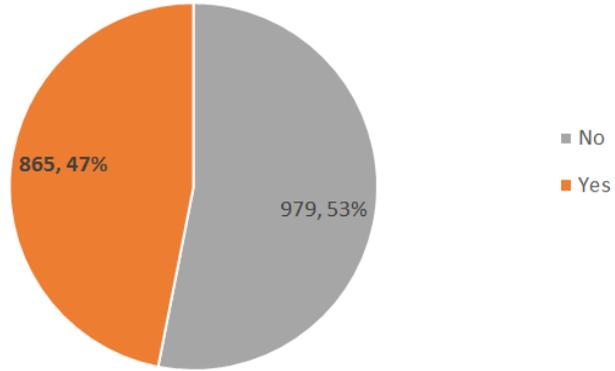
Food Insecurity (RHC & UC's):



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Food Insecurity Q1 (as of 9/16/16):

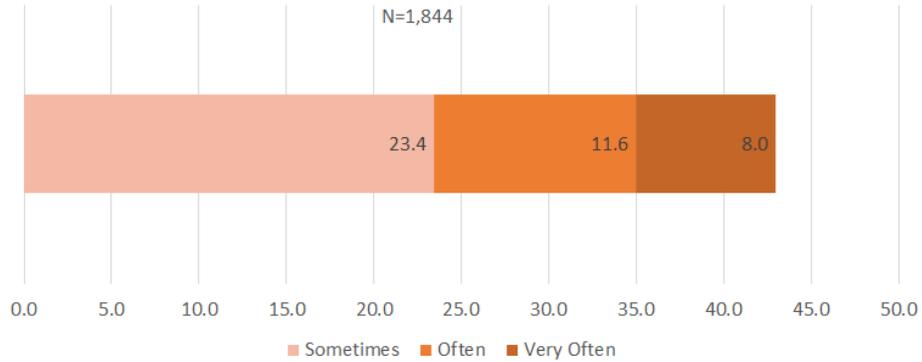
Do you worry or stress about not having enough money for food?
[N=1,844]



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Food Insecurity Q2:

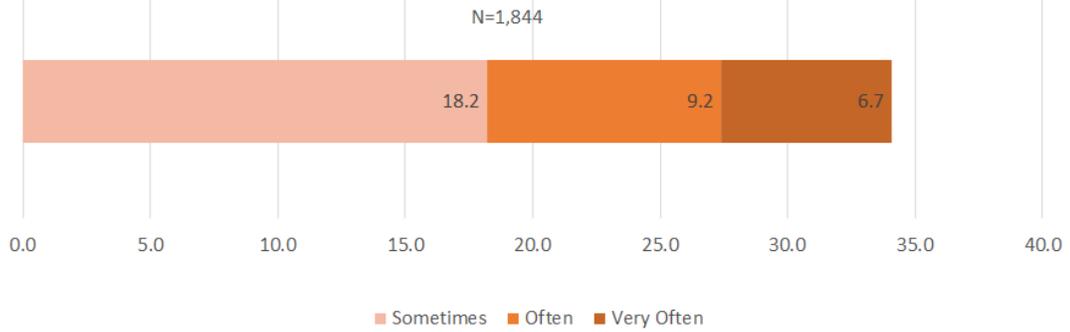
43% of RHC Student Respondents worry about not having enough money for food
to provide for themselves



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Food Insecurity Q3:

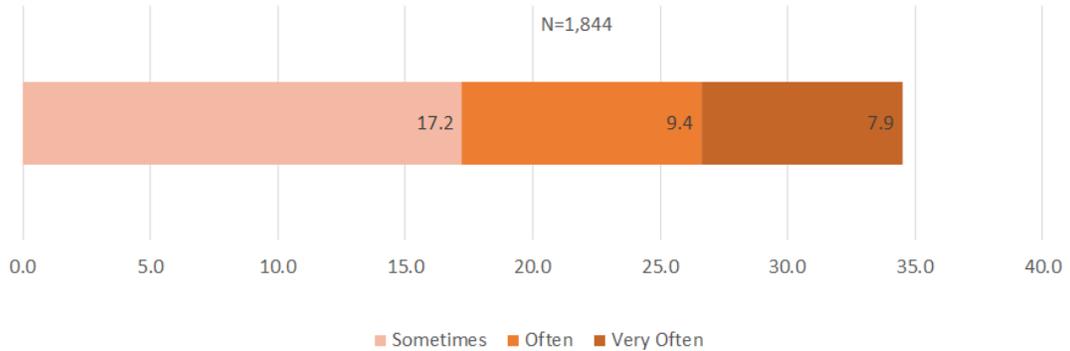
34% of RHC Student Respondents worrying about not having enough money for food to provide their family and dependents



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Food Insecurity Q4:

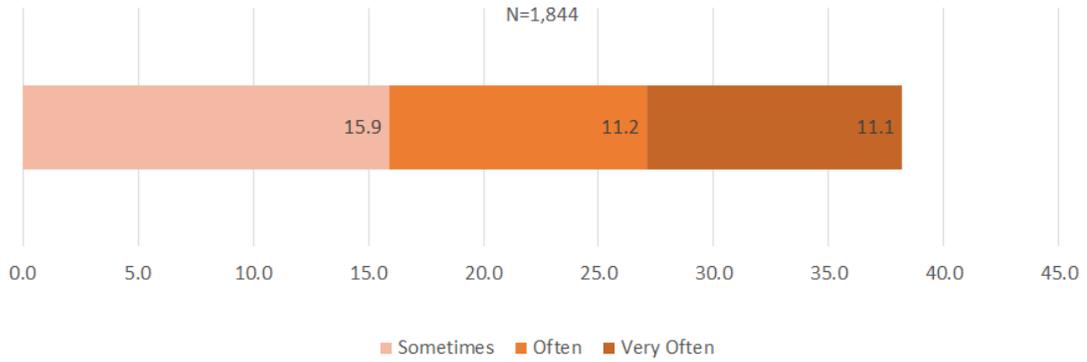
35% of RHC Student Respondents are skipping a meal because student didn't have enough money to buy food



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Food Insecurity Q5:

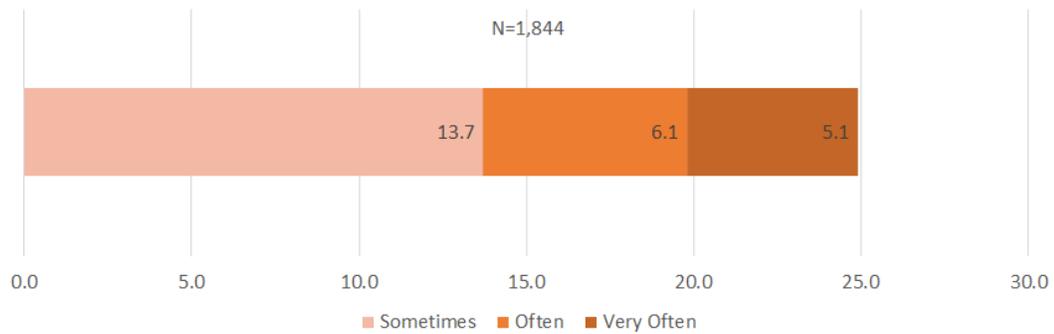
38% of RHC Student Respondents are unable to eat nutritious and healthy meals due to a lack of money



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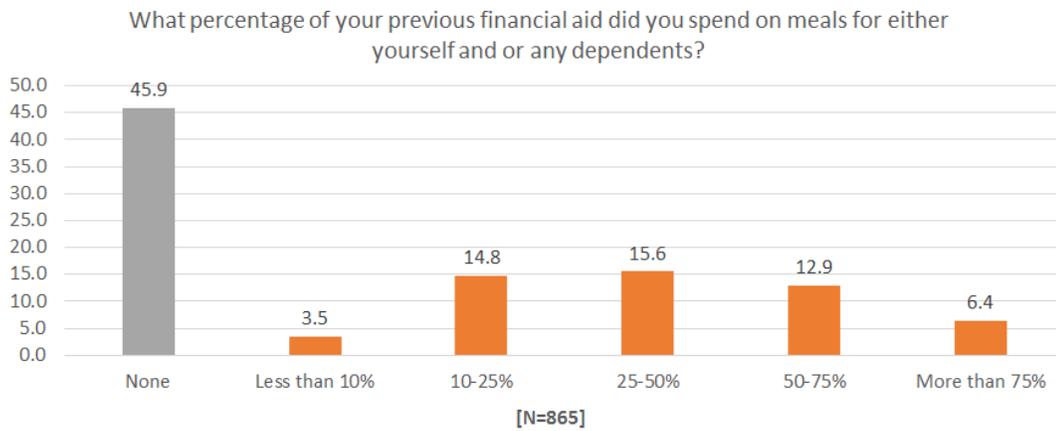
Food Insecurity Q6:

25% of RHC Student Respondents are going long periods without eating & feeling significant hunger due to lack of money



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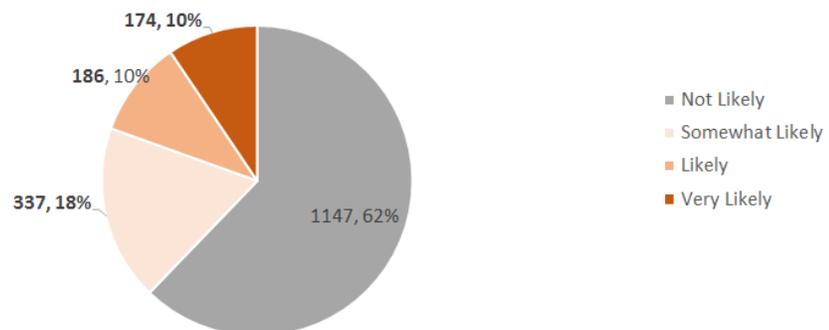
Percentage of Financial Aid & Food Expense:



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Retention and Lack of Food:

How likely is it that the following issues would cause you to withdraw from class or from this college: Lack of food (to oneself and/or dependents) [N=1,844]



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Student Statement

One RHC Student said:

"I am not sure if this would count as a suggestion or comment, but it would be great if financial aid gave qualified students extra money or meal vouchers for low income students, so that they have enough money to receive meals at school."

Another RHC Student said:

"I no longer live with my parents and have not been for the past two years. I live from place to place with whatever friends will be kind enough to take me in for any amount of time. I work 32 hours a week in order to pay for my insurances, car payments, tuition, and books. I often skip meals in order to save money...Like many other students that may be in my situation, I am struggling to get by on finances and education. I, and many others in my situation, need help."

Another RHC Student said:

"Books and supplies are outrageously expensive, for the love of God, some students are not even eating."

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Recommendations

- Ensure district wide policy, institutional leadership, and sustainable financial support for training and support services
- Allocate resources for further research on student experience, implementation and proper evaluation of practice models
- Encourage advocacy participation

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Goals & Next Steps

- ❑ Provide access to food and housing for students who are food insecure
- ❑ Develop single points of contact to provide support services on campus and/or refer services off campus agencies and partners
- ❑ Strengthen cross-campus collaboration efforts among administrators, faculty, staff, and student leaders
- ❑ Encourage peer support from students with similar experiences to provide resources and social solidarity

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