

RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING FISCAL COUNCIL MINUTES Tuesday, October 11, 2016, 2:30 p.m., Board Room

Members Present: Dr. Joanna Schilling (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), Robin Babou (Faculty), Jeannie Liu (Faculty), Dr. Jim Sass (CSEA), Andrew Gonzalez (President, ASRHC), Dr. Vann Priest (Mgmt. AA)

Members Absent: Henry Gee (VPSS), Myeshia Armstrong (VPFB), Doralí Pichardo-Díaz (1st VP, AS), Mark Littrell (Faculty), Suzanne Frederickson (CSEA), Sandra Rivera (CSEA), Linda Parra (ASRHC), Dr. Jennifer Fernandez (Mgmt. SS)

Staff Members: Howard Kummerman (Dean, IRP), René Gallegos (Recorder)

- I. **Call to Order** – Robert called the meeting to order at 2:34 pm.
 - II. **Acceptance of Minutes** – September 27, 2016 – Consensus to accept the minutes of September 27, 2016 as presented.
 - III. **Co-Chair's Report** – Robert had no report.
 - IV. **Unfinished Business**
 - AP 5015 Residence Determination – Return next meeting. PFC Members noted redundancy throughout the AP. Robert and Joanna will attempt to reorganize the order of the AP so it reads more clearly.
 - BP 7160 Professional Development – [Consensus with edits](#). Add Rio Hondo Community College District in place of "The Institution". Add "And funding" to the last sentence.
 - BP 7110 Delegation of Authority, Human Resources – [Consensus with edits](#). Strike the work correct. Capitalize Board Policies and Administrative Procedures. Strike the "s" in performs.
 - V. **New Business**
 - **Enrollment Management Review** – JoAnna reviewed the enrollment management reports and reported that she would like to continue with this type of report at least once per semester. The summary of our 10 goals will be posted to the website where anyone can access them.

Goal #1 - We are staying with the ESS Software for another year. While it is not user friendly, we do get data from the software. Jim and Howard have been working with JoAnna to create snapshots of data including fill rates. We are also working to create a new system for Tableau and get dashboards on fill rates, generated FTES, student driven data including students by majors, high demand sections, etc. IRP is working with Santa Barbara City College because they have an existing data warehouse and we would like to build our tables similar to theirs.
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Robert wanted to know what the next steps would be including an estimated timeline for completion.

Howard reported that there are two parts to this equation. One involves Santa Barbara and the other involves gathering quotes from consultants who can guide us on building the data warehouse in the right format for Tableau as well as to create training modules. We do not have the expertise in IRP or IT to do this. We do not currently have a definitive timeline however, our best guess is to have someone hired in spring and launch in fall 2017. This will happen in phases.

Robert asked for clarification on training and ongoing input. Will the new scheduling analyst be responsible for this piece? Is the consultant going to be responsible for building the data warehouse?

JoAnna reported that this is a cooperative effort between Academic Affairs, Information Technology and Research and Planning. It is a shared responsibility between all stakeholders and to improve institutional effectiveness.

Howard responded that we will develop the Tableau once we have good data. Tableau is user friendly with pie charts and graphs that make sense to the general user. The software allows users to drill down to see which students are art majors for example, and drill down further. Once IT and IRP create the filters and higher level infrastructure, we can place Tableau in the college portal so all staff can access the data. Tableau will pull data from banner however the correct format of coding is required to have accurate data. Jim responded that the data can change if it is not in the right format or input incorrectly at the division level.

Sheila asked if more users will be able to use Tableau versus ESS which is hard to use and understand. A dashboard in Tableau will help faculty to recognize problems.

JoAnna responded that the more we are data driven the better we can address problems and make better informed decisions. We will be able to see the thing with more clarity as we move forward.

Goal #2 – JoAnna reported that there is a need to have training regarding DSCH and WSCH classes. How many faculty know about these components? Are we short-changing staff by focusing solely on Managers and Secretaries? It would be good to include faculty so they are informed. Howard reported that there is an existing glossary of terms from the Chancellor's Office where calculations are derived from.

Katie stated that this is a concern of faculty who may wonder about their class being cancelled. It would be beneficial to all to have a better understanding of scheduling classes it may take some of the mystery out of it.

JoAnna reported that we do not have a set number when considering cancellations. It is determined by the fill ratio and other factors that come into play including the class size and those vary. There is no "one size fits all."

Adam responded that most faculty do not think in these terms. It is more complex when a class is needed for a major and affects completion. We don't generally think in terms of FTES.

Goal #3 - JoAnna reported that is goal is leading to greater partnerships with Student Services and Academic Affairs. One of the first initiatives are the embedded Counselors in the academic areas. We are also in the in process of a Psychology fast track ADT that Dr. Kevin Smith is spearheading. The draft slogan for this fast track is "Through in Two." We will offer a small cohort of 45 30

college ready students who will commit to the prescribed schedule and complete in two and a half years.

We will offer this schedule at the Pico Rivera Educational Center. We are also trying to get book vouchers in place. The payoff is that we get completers and they get in and get out.

Kevin has been working with Dr. Muñoz and sent an email to the Student Coaches who set the Counseling appointments and do follow up work with the students. We will start with a cohort in 2017 and another group in 2018. The Psychology cohort won't be offered again until 2019. We also want articulation with four year institutions and would like to have a guarantee admission to UC Irvine. Start here save money and transfer to UCI.

Adam likes the enhanced partnership and the progress that is being made. In the past there has been limited communication between Academic Affairs and Student Services. Perhaps there is a need to add something systematically to inform full and part time faculty. We are in the classroom and should share information with students about programs and services such as the Transfer Centers. Adam makes his students come in and talk to him during office hours and asks the critical questions. He has an awareness because he is involved. Some faculty may not know of all the services including; Student Health Center, EOPS, Freshman Success Center that are offered to students and to help them be successful. We have to keep students here and this is a big part of retention and an enhanced experience at RHC.

Sergio reported that when the enrollment group met in this room we focused on areas that needed to be improved and/or developed. It's to have Academic Affairs and Student Services partner and have more collaboration for the benefit of our students.

Robert asked if there is a comprehensive plan of everything Student Services offers and perhaps we can make copies and share with faculty.

Sergio would like a more proactive approach in sharing what Student Services is currently doing.

JoAnna reported that we have these types of conversations to remind ourselves. These happen around the water cooler. We can hold some training sessions. One of the reasons we wanted the Student Success workshops is to have these ideas codified and put in place. This happens between people and in relationships that we are building.

Adam recommended combining B and C. The Taskforce between Student Services and Academic Affairs can develop short presentations and make rounds in all of the division meetings, create flyers, and have people advocating to bring more awareness to the campus community. Maybe going to the Deans meetings and Academic Senate will help get the word out. The more information that we can provide to faculty and students the better we all are. It would be helpful to catch the students that are at risk of failing a class. If we catch them early enough that will help our enrollment. The additional SSSP funds has helped tremendously.

Michelle added that this is a challenge for part time faculty who are running from campus to campus and they don't know. Are the Deans sharing the information with faculty? If faculty know days and times when counselors are in the divisions we can direct them to the counselors. Is there a schedule that is available?

JoAnna reported that we would bring the schedule to subsequent meeting; the goal of the embedded counselors was for the counselors to go to the divisions, attend meetings and be a part of the division.

Goal #4 – JoAnna reported that this is the Enrollment Committee who is driving this goal. Eventually a manual will be developed. Academic Affairs is hiring a Scheduling Analyst who will hopefully be on board next month. This person will pull reports from College Scheduler, high demand courses and the like to assist VPAA and the Deans with enrollment.

Goal #5 – JoAnna is working with Gary Van Voorhis to get R25 upgraded. There is another piece to this called Schedule 25 that will improve the functionality of the software because it pulls data from Banner in real time. This is help with classroom and lab space allocation.

Goal #6 – JoAnna reported that this goal is similar to Goal #1. Tableau is in progress as noted above. Howard added that there are only a few agencies that use graduation rates including IPEDS and Census reports. We do not use this type of data. We do use data showing degrees earned and data from CAL PASS. Jim added that the Department of Education uses the graduation data to look at enrollment trends which right now trending downward.

JoAnna reported that when we spend time at the high schools it's about matriculation, retention and capturing the students who would not typically come to RHC. Programs such as Honors, Summer Bridge, the four-year degree, Pathway to Law, MESA and fast tracks give us a great opportunity to recruit students. This is the academic component that adds enrollment so it is important to drive that message home to students that RHC has the programs that will help a student reach their goals. This is why it is so critical for Student Services and Academic Affairs to work together. Dr. Munoz has exciting data that he has recently shared from our top 25 feeder schools and we are seeing growth in these numbers.

Sergio responded that cross communication and collaboration is needed. We have to compete with Pasadena City College and Mt. SAC. We are going to high schools that are not in our area. It is more important for Counselors to work with Outreach and develop materials to get students here on campus. We should develop a book of compelling stories in English and Spanish to help parents becomes informed.

Andrew reported that there is a lack of flexibility and the "Set in stone" approach in some programs. In the Pathway to Law program there has been a lot of turnover in the assigned Counselor. This is one of the reasons he stepped away from the program. How are we to build a rapport with someone who won't be there in the near future. The lack of stability in the program is a problem.

Goal #7 – JoAnna reported that we should be sharing data through the Division Deans. This is a great opportunity to share items and encourage dialogue.

Sheila reported that if there is anything going on with Outreach and the Arts she would not be aware of it. Outreach handles one portion but it is the programs that get the students to come here. It's going to involve faculty in all divisions.

JoAnna is looking at the possibility of a DAP position who would focus on recruiting faculty to speak about specific programs. We are trying to develop that description in an effort to recruit. It would probably be helpful if the Division meetings had outreach as a standing item to begin the conversation and then it becomes part of the culture.

Katie recalled that she remembers hearing about discipline specific videos. What is the status on that project?

JoAnna reported that she will be meeting with Dr. Munoz tomorrow to work out the logistics of the videos that will focus on ADTs, and we will identify faculty via the Deans for the Writer's Workshop

Center, Administration of Justice and the Library. We have funds to produce 30 videos that will be embedded in the division web pages. For purposes of efficiency and to stay within budget, we have to be sensitive in saying that we need to have engaging staff who can use this method to connect with the audience. The Deans will identify faculty and students will upload a short audition videos and the vendor will select the student participants. This will cut down on retakes and editing which costs additional dollars.

Goal #8 – No comments were made.

Goal #9 - Robert asked about the status of updating or changing our college logo? JoAnna responded that she does not know current status but we plan on updating not revamping the college logo.

Goal #10 – JoAnna reported that this goal of a better collaboration between SS and AA is one of our joint initiatives between Academic Affairs and Student Services. She will bring this goal forward to Academic Senate. We are close to having a one stop shop in student services.

Sergio added that we have the First Year Success Center and we are closer than we were a few years ago. We have limitations within our facilities and that is a major issue. As a Counselor I try to avoid sending a student away on a wild goose chase. When he calls Financial Aid Yvonne picks up but he is not sure that is the case for all of the other Counselors. We are trying to help our students' problem solve and progress.

- **Resource Requests for PFC Sub-Committee** – Howard shared the 15-16 resource requests in preparation for the Instruction Equipment Fund Sub-Committee. This is will be the third time this PFC Sub-Committee has met to prioritize needs. Thus far we have requests that total \$1 million dollars.

JoAnna reported that she asked for a 10% reserve fund to address emergency equipment when things break and need repair or replacement. She will be asking the Deans to complete a classroom inventory in the next two weeks that way she has a clear picture on what needs exist.

- **Reconvene the PFC Sub-Committee for Instructional Equipment**

The following members volunteered for the subcommittee. Jeannie Liu, Vann Priest, Sandra Rivera Michelle Bean, Melissa Rifino-Juarez, Andrew Gonzalez (ASRHC), JoAnna Schilling, one counselor and Robin Babou will ask Adele Enright is she will participate on the committee. It would be helpful to have Gary Van Voorhis and Carlos Monteros on call as needed for consultation. The committee would like two meetings scheduled on the Tuesday afternoons after Senate, November 1 and 15, 2-3:30 to complete work. The meetings will be in B119. Sandy Sandello will send the meeting notices. Sergio will locate one Counselor to participate on this committee.

VI. **Committee Reports** – No reports.

PFC Sub-Committees

- Safety
- Staffing
- IEC
- Program Review
- Facilities

Other Committees

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

- Equipment & Technology

VII. **Announcements – need volunteer for Program Review.**

VIII. **Public Comment**

IX. **Adjournment** – Next meeting October 25, 2016, 2:30 – 4:00 p.m., Board Room



ENROLLMENT MANAGEMENT GOALS

1. Develop trustworthy, accurate data and a reliable system for planning, projecting, and monitoring FTES.
2. Develop common protocols and basic understanding and knowledge for all employees responsible for scheduling and/or monitoring schedule and college performance relative to best business practice metrics for enrollment management, including WSCH/FTEF, fill rates, use of scheduling matrix, use of waitlists, strategies for assignment of FTEF, sections, class additions/class cancellations.
3. Enhance partnership, collaboration, and communication between student services and academic affairs leadership to enhance a culture of student centeredness, and address collaborative enrollment management topics, such as student assessment scores, student educational plans, Student Success and Equity Plans, First Year Experience/Title V/Trio grant activities, outreach activities, marketing of programs, waitlists, and priority registration, to name a few.
4. Create clear procedures and assignment of roles relative to enrollment management as well as centralization/identification of enrollment management leadership.
5. Modify classroom and lab facilities allocation practices in order to maximize space allocation by departments/divisions.
6. Develop research with data specifically tailored to enrollment management. Create a greater connection and interaction between Institutional Research & Planning (IRP), Information Technology Services (ITS), and decision makers to develop appropriate inquiries.
7. Regularly determine and report statistics for high school graduate enrollments at RHC from area feeder high schools, and prioritize maintaining and increasing those enrollments.
8. Holistically evaluate program mix vis a vis age distribution projections and educational attainment of service area population.
9. Using results of Student Media Preferences Survey, prioritize engaging marketing messaging that focuses on RHC benefits to students and that utilizes social and digital media.
10. Develop and provide clear, thorough, coordinated and customer-friendly communications and instructions to students about Admissions and Financial Aid processes, pathways, timelines, and procedures.

Revised 10-10-16 1

	Program	Type / Requested Item	Amount	Description
A	Graphic Design	Replace 52 existing Macintosh computers (26 in LR116 & 26 in S302) with new models.	\$156,000	Allow students to access and use up to date software, such as Adobe Creative Cloud. The current machines lack the processing power to run the current operating systems and most recent software. Additionally, the existing computers are at the end of the functional lifespan and are beginning to experience hardware failures and fall out of service.
B	Graphic Design	Drobo 5N Server, -Six (6) WD Green 4TB Desktop Hard Drives: 3.5inch, SATA 6 GB/s, Intellipower, 64MB Cache WD40EZR	\$2,500	Replace the existing server, which IT has informed us is beyond its effective lifespan and is in risk of catastrophic failure.
C	Graphic Design	Replace the existing ceiling mounted projectors with new units. The existing projectors are nearing the end of the useful life, especially in as much as the digital media classes require very accurate color rendition and image definition.	\$18,000	Improve the quality of visual instruction in the digital media areas.
D	English and Literature	3 Dell E2015HV 20" computer monitors @ \$119.99 each 3 Microsoft Mobile Mouse 3000 2EF-00002 USB Wireless Optical Mice @ \$26.99 each 3 Dell 462-3618 Business Multimedia Keyboards @ \$29.59 each 3 Dell OptiPlex 9020 Intel Core i5 Processor, 500GB HDD, 8GB RAM, Windows 7 Pro Desktop Computer @ \$960.39 each	\$3,410	Purchase computers for the three conference areas in the Writing Center to enable lab Instructors will teach and guide students in online research and revision/editing processes. Computer stations will enable instructors and students (single students and small groups) to practice research skills and revision/editing strategies.
E	English and Literature	Purchase 20 i-Pads with keyboards and cases to enhance English/literature instructors in the following educational tasks: lecture delivery/presentation audio and visual recording and delivery of instruction and lectures for both online and on ground classes audio and visual archiving of classroom presentations enhance and streamline instructional presentations, which can then be uploaded into the LMS for archive real time polling and testing note taking and observation access to iTunes U, a free repository of curated content management and distribution assist in the compiling, judging, and editing of the Communications and Languages literary journal, River's Voice	\$10,688	Increase instructors' facility of technology in the classroom (on ground and online), thereby increasing students' access to educational resources.

	Program	Type / Requested Item	Amount	Description
F	Speech	irecord Pro + (PMR-202) \$359.99 (For speech classes) Purchasing Add-On firmware for irecord Pro may be required. The cost varies from \$10 - \$30 per unit. irecord Company Representative: Tom Kahn Purchase Price - http://www.irecord.com/store.aspx How it works - http://www.irecord.com/howitworks.html Product Specifications - http://www.irecord.com/specifications.html USB Compatibility - http://www.irecord.com/compatibility.html These devices would also require video recording devices along with microphones installed in each class.	\$5,000	This device is the quickest most efficient way to record student speeches without all the down processing time required with other technologies.
G	Speech	Professional microphones to accompany the recording devices for each speech room.	\$1,200	We want to record student speeches. Speech videos require adequate sound recording in order to be effective learning tools.
H	Speech	Professional video cameras (webcams or security cams might also work) installed right above our projectors or high on the back wall of each classroom to accompany audio and recording devices.	\$1,200	In order to capture student speeches and assist students with managing and developing appropriate nonverbal communication.
I	Health Science and Nursing	Currently we have 24 computers for student use. These computers are used for on-line testing yet most classes have more than 24 students. We are requesting an additional 16 for a total of 40 computers.	\$14,000	Conduct On-line testing for an entire class at one time. Conduct TEAS testing for provisionally accepted students Allow a greater number of students to utilize nursing program software and write papers or case studies.
J	Dance	Constant Contact	\$1,000	We are in desperate need of a database to inform the community of Dance Program events and services. This includes free classes like National Dance Week and concerts such as Works in Progress and Evening of Dance. It would also cover audition announcements.
K	Library	2 Document cameras for the high-tech presentation/practice room. Rough estimate of \$550.00 per each document camera supplied by Carlos Monteros, Rio Hondo College A/V department.	\$1,100	Student groups will use the document camera to give practice presentations and study in groups.

	Program	Type / Requested Item	Amount	Description
L	Library	Two (2) PCs with webcam and video recording capabilities. Estimated provided by P. Ozima, Rio Hondo College IT department	\$2,133	Students will have a PC in each rooms to practice presentations, record themselves (audio & visual). Students will be able to play back the presentations on a large HiDef TV monitor and refine and improve their presentations (both technique and content).
M	Library	Projector (\$850.00/each), mount (\$250.00/each) screen (\$300.00/each), USB extender (\$500/each), control panel/processor (\$800.00/each), equipment rack (\$250.00/each), switcher/scaler (\$800.00/each), speakers (\$350.00/each), amplifier (\$600.00/each), mic (\$200.00/each, preamp (\$100.00/each), cables (\$1,000.00/each room), and installation (\$3,000.00/each room). Rough estimates provided by C. Monteros, Rio Hondo, AV Department.	\$21,300	To equip two (2) high-tech student group practice/presentation/collaboration rooms in the library.
N	Biology	Physiology Instructional Technology 25 21.5 inch iMacs 2.8 GHz Core i5 (unit cost \$1299) 3 Interactive Physiology®10-System Suite-Institutional (unit cost \$399.95 annual fee)	\$36,779	The computers will enhance a basic understanding of human physiology and its clinical analysis.
O	Math and Sciences	Projectors, Screens, and Instructor Stations 1 S101 Instructor Station 2 S211 Instructor Station 3 S200 Instructor Station 4 S209 Instructor Station 5 S330 Instructor Station 6 S303 Instructor Station 7 S311 Instructor Station 8 S226 Instructor Station 9 S326 Instructor Station 10 S329 Instructor Station 11 S203 Instructor Station 12 S201 Instructor Station 13 S132 Instructor Station 14 S124 Instructor Station 15 S130 Instructor Station 16 S100 Instructor Station 17 S229 Instructor Station 18 S129 Instructor Station 19 S224 Instructor Station 20 S331 Instructor Station 21 S324 Instructor Station 22 S325 Instructor Station 23 S230 Instructor Station	\$31,655 \$31,655	This technology will complete the college's initiative to put up-to-date instructional equipment in its classrooms.

	Program	Type / Requested Item	Amount	Description
		24 S301 Instructor Station	\$31,655	
P	Speech	Light Dimmers or appropriate classroom lighting	\$5,000	
Q	Literature	Five (5) Safco Rumba Rectangle Training Table	\$2,595	Five (5) Safco Rumba Rectangle Training Table, Gray Top with Silver Base, 29 1/2" H x 72" W x 24" D @
R	Literature	Seven (7) HON SmartLink Classroom Task Chairs	\$873	Seven (7) HOM SmartLink Classroom Task Chair, Polymer, Lava, Seat: 16 1/2" W x 16 1/4" D @ 124.74 each
		TOTAL	\$1,042,498	