

**RIO HONDO COMMUNITY COLLEGE DISTRICT
PLANNING FISCAL COUNCIL MINUTES
Tuesday, March 13, 2018, 2:30 p.m., Board Room**

Members Present: Laura M. Ramirez (Co-Chair and VPAA), Michelle Bean (Co-Chair and President, AS), Henry Gee (VPSS), Yulian Ligioso (VPFB), Juana Mora (1st VP, AS), Dorali Pichardo-Diaz (Secretary, AS), Shelly Spencer (Parliamentarian, AS), Jill Pfeiffer (President, RHCFA), Robin Babou (Faculty), Michelle Pilati (Faculty), Brian Brutlag (Faculty), Jim Sass (CSEA), Martin Covarrubias (President, ASRHC), Jesus Colin (Secretary, ASRHC), Rebecca Green (Mgmt, AA), Mike Muñoz (Mgmt, SS)

Members Absent: Jorge Huinquez (2nd VP, AS), Mike Dighera (ASCCC Rep), Robert Bethel (Past President, AS), Sandra Rivera (CSEA), Lisa Sandoval (CSEA), Bailey Garcia (Treasurer, ASRHC)

Additional Staff Members: Howard Kummerman (Executive Dean, Institutional Research & Planning), Markelle Stansell (Senior Administrative Assistant to VPAA / Recorder)

- I. **Call to Order** – The meeting was called to order at 2:34pm.
- II. **Approval of Minutes** – Approval of the February 27, 2018 minutes was postponed until the April 10, 2018 meeting.
- III. **Superintendent/President’s Report** – None.
- IV. **Public Comments** – None.
Persons wishing to address the Planning and Fiscal Council on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Planning and Fiscal Council cannot discuss or take action on items not listed on the agenda. Matters brought before the Planning and Fiscal Council that are not on the agenda may, at PFC’s discretion, be placed on the next agenda.
- V. **ASRHC Report** – Riopalooza will be held in the mid- and lower-quads on Wednesday, March 21st. Chick-fil-A will be on campus distributing 2,500 free chicken sandwiches. The intent of Riopalooza is to promote ways in which students can enjoy a safe spring break. Representatives from various health agencies, including Planned Parenthood, will be on hand to speak to students and distribute promotional items and materials. There will also be games, prizes, and various forms of entertainment including a DJ as well as a Samba and Capoeira performance. Yulian Ligioso asked that ASRHC notify Rio Café of Chick-fil-A’s presence on campus, as it may impact their sales for the day.

Saturday, April 21 is Parent Appreciation hosted by Student Success. This event will be for student parents. There will be carnival games, ice cream, snacks, a taco truck, etc. This event is free for our student parents.
- VI. **Co-Chair’s Report** –
 - A. **Guided Pathways** – In order to receive Guided Pathways funding from the Chancellor’s Office, RHC must submit a work plan that outlines next steps to advance toward or maintain full scale adoption on 14 different Self-Assessment elements. The purpose of this work plan is to guide us along in our implementation efforts. It is a flexible, malleable document and it is understood that

the plan may change as implementation efforts evolve. This is the first of five years' worth of plan data that we will be submitting to the Chancellor's Office.

Every Self-Assessment element requires us to note our current scale of adoption, an outline of what the plan is, what our current efforts and initiatives are, the expected outcomes, and where we expect the College to be over time. The 14 Self-Assessment elements are detailed as follows:

1. Cross functional inquiry (*Early Adoption; Scaling in Progress by Spring 2018*) – This is about getting information out to all the stakeholders on campus. The College will engage in broad, deep, and inclusive discussion and inquiry about the Guided Pathways approach, framework, and evidence. We intend to continue offering Café con Libros sessions in 2018 and engage students in meta-majors discussion and survey in spring and fall of 2018. Additionally, we will continue to provide regular Guided Pathways updates at PFC, Academic Senate, and Institutional Effectiveness Committee. This year's Institutional Planning Retreat on Friday, April 6, 2018 will include discussions on Guided Pathways.

2. Shared metrics (*Pre-Adoption*) – The College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives. Through the Integrated Plan process, the College has been working towards identifying shared metrics to measure key student outcomes. Challenges have been identified in the reliability of cohort designations in Banner for special programs and a plan has been created to address this issue. The Integrated Planning Process of SSSP, Student Equity, and BSI is driving the shared metric discussion. A special workgroup has been created to flush out the metrics and create a data elements dictionary for the campus. Ongoing data chat protocols will be in place to further a culture of inquiry and data driven decision making.

3. Integrated Planning (*Early Adoption*) – This element speaks to how Guided Pathways work is linked to Student Equity, AB 705, Basic Skills Initiative and how that will all be coming together to support our students. College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the College's main planning and resource allocation process, leveraging existing initiatives and programs. The College administrative, faculty, and classified leadership have participated in the Guided Pathways Institutes and IEPI workshops. Information specifically related to the Guided Pathways framework has been shared throughout the campus community. Opportunities for discussion are regularly available and facilitated by faculty leadership. Successful outcomes include continuous dialogue with faculty, staff, and students; continuous improvement efforts of framework and implementation; intentional and structured professional development across all constituencies; improved key performance indicators; and improved student experience.

4. Inclusive Decision-Making Process (*Early Adoption*) – The College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages governance bodies college-wide. The College will hold the Institutional Planning Retreat on April 6, 2018 where cross-functional work teams will engage in Guided Pathways work. The teams will discuss meta-majors, programs of study, and align college initiatives to the Institutional Goals and Objectives. The College has also established faculty leaders and cross functional teams within the Divisions and programs of

study. The faculty leads and cross functional teams will work on degree mapping within the meta-majors. They will also serve on a newly formed advisory group.

5. Intersegmental Alignment (*Scaling in Progress*) – The College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements. We will be working on a plan to strengthen industry partners to inform program requirements beyond CTE, in addition to developing data sharing MOUs with the top five transfer-receiving institutions. We currently have MOUs in place with all feeder high school districts. SSSP delivers core services onsite at all local high schools. Intersegmental alignment will allow us to provide clearly defined on ramps to all academic programs and meta-majors.

6. Guided Major and Career exploration (*Early Adoption*) – The College has structures in place to scale major and career exploration early on in a student's college experience. Utilizing Starfish Degree Planner, students will complete a career assessment at the time of enrollment, enter the College on an academic map, and have a completed educational plan. We currently have robust offerings of COUN 101 and COUN 151 courses.

7. Improved Basic Skills (*Scaling in Progress*) – The College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English. The math and English faculty have made concerted efforts to support students' ability to complete transfer level math and English requirements in a timely manner. The College implemented multiple measures and redesigned math curriculum. The passage of AB 705 along with the Guided Pathways framework has prompted new dialogue to develop instructional support and curriculum for students with basic skills needs. The College will integrate current Basic Skills Initiative, current instructional support, Guided Pathways curriculum mapping, professional development activities, and Student Success and Support Program. Successful outcomes include streamlined onboarding for all students, comprehensive and high impact instructional support for all students, and professional development to support classroom instruction.

8. Clear Program Requirements (*Early Adoption*) – The College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to college completion. The College offers courses to meet student demand. In order to meet these objectives, the College is engaging in backwards design with desired core competencies and/or student outcomes in mind, including time to goal completion and enhanced access to relevant transfer and career outcomes. The College has identified the first faculty work group charged with mapping core courses for all degrees and certificates. Mapping includes identifying math, English, and reading requirements, milestones, and activities outside the classroom specific to the discipline or career. The mapping leads may evolve into the Guided Pathways Advisory Council. Also, the College has launched Starfish and plans to increase the number of faculty using the software to provide alerts directly to students, recommendations for instructional support, degree audits, educational planner and ultimately serve as a tool for course scheduling to meet the need and demand.

9. Proactive and Integrated Student Supports (*Early Adoption*) – The College will provide academic and non-academic support services in a way that is proactive and aligned with instruction so that all students are explicitly engaged in these services. This will help students stay on path. We are currently engaged in the development of a professional development plan and hope to see strong faculty participation in early alert systems, comprehensive instructional support across all disciplines, improved transfer and

completion rates, and increased student participation in non-classroom activities related to career/transfer preparation.

10. Integrated Technology Infrastructure (Early Adoption) – The College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty to support planning, tracking, and outcomes for Guided Pathways. By Spring 2018, all faculty have access to the Early Alert system, and there will be ongoing trainings available. Abbreviated Educational Plans built using the new Degree Planner platform started with first-time students in Fall 2018. The degree audit system was fully implemented as of Spring 2018 and 100% of students will have counselor-validated Educational Plans that they will assist in building with Degree Planner. The College will continue to use SSSP resources and build on the efforts of the Starfish Workgroup and SSSP leadership in seeking faculty input to establish workflows for Early Alert and Degree Planner that support systematic services for all students.

11. Strategic Professional Development (Early Adoption) – Robust professional development opportunities are strategically, frequently, and consistently offered for staff, faculty, and administrators and aligned with the College’s strategic goals, needs, and priorities. PD opportunities have been implemented across all instructional programs and services. The College is in the process of developing a PD plan that will transcend across all constituencies with a common focus.

12. Aligned Learning Outcomes (Scale in Progress) – RHC is in the process of changing how outcomes reporting is done and assessments are made. In addition, the College has recently adopted institutional-level outcomes, to which we are in the process of mapping both course-level and program-level outcomes. The goal is to complete this process by the end of the Spring 2018 term. We will consider the current phase a success once all mapping has been completed, at which point we will move to further scale outcomes work to align with the goals of Guided Pathways.

13. Assessing and Documenting Learning (Scale in Progress) – Tracking of learning outcomes is made available to faculty for most programs. While the tracking is not directly available to students, anyone interested in reviewing outcomes data can contact the Outcomes Coordinator or Institutional Research and Planning. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.

14. Applied Learning Outcomes (Early Adoption) – The College has robust applied learning opportunities primarily in the area of CTE. These opportunities are based on industry requirements and facilitated by faculty. The College will continue to grow the cooperative work experiences opportunities for areas outside of CTE, work experience, internships, apprenticeship, and research opportunities. These efforts are largely funded by Strong Workforce and Perkins funds.

Members of PFC were asked to provide any feedback regarding the Guided Pathways Action Plan by Tuesday, April 20th. Any edits or additions should be e-mailed to Laura, Howard, and Michelle. After submitting our Action Plan, the Chancellor’s Office will give us allocations in April and we will receive additional feedback from the CCCCO in May.

ASRHC members and Dr. Mike Muñoz provided feedback from a Guided Pathways forum that was recently held for students. One student’s response to the idea of the Guided Pathways framework was, “I wish the College had this when I started. It’s overwhelming when you see all those majors.” Although this is anecdotal, we believe it is rooted in the student experience. Other points of discussion at the student forum included:

- Should Education should be a standalone meta-major? The consensus was to leave it as standalone because most incoming college students know what Education is; in other words, it's a known pathway for them.
- "Law" should be included in the title of a pathway. The majority of the students leaned towards a meta-major called "Law and Public Safety."
- Many students agreed that it did not make sense to call it "School of Business" if not using the name "School" in other meta-majors.
- If we have an "Undecided" meta-major, should it have an expiration date to give students a sense of urgency?
- Integrating Faculty Mentors as potential milestones may be beneficial to students, in addition to the traditional counseling/advising component.

B. AB 705 Update – The Chancellor's Office has yet to put out specific language/guidance on how to implement AB 705, partially because there is still ongoing discussion about what a "sequence" is. A website was published that provides a timeline indicating that we must be in full compliance with AB 705 requirements by Fall 2019. Given the deadline for curriculum revisions, the timeline is very tight. It may be viewed at the following URL: <https://assessment.cccco.edu/implementation-timeline>

VII. Unfinished Business –

A. AP & BP Review (7 items)

- **AP 2105 – Election of Student Members – CONSENSUS** with the following edits: Changed "Student Member" to read "**Student Trustee**" throughout.
- **AP 2431 – CEO Selection Process – CONSENSUS** with the following edits: After the first mention of "Board of Trustees," **remove "of Trustees"** so that it only reads "**Board.**" This is consistent with the language/formatting of other APs/BPs. In **section XIII**, reorder the options as follows: **Option 1:** Directly interview additional candidates from the candidate pool; **Option 2:** Accept the candidate(s) that are forwarded as finalists and proceed; **Option 3:** Ask the committee to interview additional candidates from the applicant pool who could potentially become finalists; **Option 4:** Ask the committee to forward additional finalists from the pool of candidates already interviewed, **and;** **Option 5:** Cease the process and begin a new search. In **section XIV**, "**Search committee-chair**" does not need to be capitalized nor should it include a hyphen; it should read "**search committee chair.**" Change "strengths and weaknesses **of each of the candidates**" to read "strengths and weaknesses **of each candidate.**" In **section XVII**, add the word "**members**" after committee.
- **BP 3225 – Institutional Effectiveness – CONSENSUS** with the following edits: In **section I**, change "**developing goals**" to "**supporting college goals**". Change "**ongoing condition**" to read "**effectiveness**" Remove the slash between operational/environment and change the statement to read "**operational and educational environment.**" Add the word "outcomes" at the end of the sentence so it reads "institutional effectiveness **outcomes.**"
- **BP 3410 – Nondiscrimination – CONSENSUS** with no edits.
- **BP 3430 – Prohibition of Harassment – CONSENSUS** with the following edits: In **section VI**, add "/President" so it reads "**Superintendent/President**". **Add a comma** after "volunteers".
- **BP 3720 – Computer and Network Use – CONSENSUS** with no edits.

- **BP 3820 – Gifts – CONSENSUS** with the following edits: In **section I**, change the part of the sentence that reads “instructional materials ~~of all kinds~~, and any other items which will enhance ~~the~~ learning ~~process of~~ Rio Hondo College students” to read “instructional materials and any other items which will enhance learning **for** Rio Hondo College students.” In **section II**, remove “~~individual administrators~~” and capitalize the “A” so it reads simply “**Administrators**.” Change the phrase “indicate items that will be useful ~~supplements to the various instructional programs of~~ the ~~college~~” to read “indicate items that will be useful **for** the **College**.” In **section VI**, remove “~~or~~” before “physical” and add a **comma** after “disability”.

VIII. New Business –

A. AP & BP Review (3 items) –

- **BP 4245 – Academic Rank Policy** – There was AP language in the BP, yet no AP existed. Academic Senate has separated them out. **BP 4245 will be brought back to the 4/10/18 PFC meeting for consensus, as it is still going through Academic Senate.**
- **AP 4225 – Course Repetition** – Approved by Senate in 2017. **CONSENSUS** with no edits.
- **AP 4245 – Academic Rank Procedure** – An AP did not previously exist for Academic Rank Procedure. **AP 4245 will be brought back to the 4/10/18 PFC meeting for consensus, as it is still going through Academic Senate.**

IX. Committee Reports

- **Safety/Facilities** – An active shooter drill is being planned for May 3rd at 10:45am and will last roughly 20-30 minutes. The Committee is working to create a one-page list of roles and responsibilities for faculty that will be sent via e-mail. There will be a BECs and BELs training in mid-April as well as an all-campus info session (date TBD). PFC reached consensus that May 3rd is an acceptable date for the drill.
- **IEC** – The Institutional Planning Retreat will be held April 6th in the Campus Inn. There will be additional participants this year, including an increase in the number of student attendees as well as the Guided Pathways Faculty Division Leads and Faculty Mapping Coordinators.
- **Program Review** – Marie Eckstrom will attend the April 10, 2018 PFC meeting to provide a report on the overall state of the executive summaries.
- **Staff Development** – None.
- **Basic Skills** – The Basic Skills committee has been discussing AB 705 and how the faculty will work together to support the implementation.
- **SLO** – No report, although it was suggested that the name of the SLO Committee be changed on future PFC agendas to be “Outcomes Committee”.
- **Online Education (OEC)** – There has been continued discussion regarding \$1,200 in remaining funds and how to disperse it. The committee has recommended professional development opportunities, such as sending faculty to the Online Teaching Conference. Related to the Online Education Initiative (OEI), RHC will participate starting in the Fall. This

decision was made because we need to be thoughtful and purposeful about our implementation efforts, such as the need to test the Exchange thoroughly. Also related to online education, Dr. Ramirez provided an update regarding a recent Zero Textbook Cost grant opportunity. Eleven faculty submitted proposals to receive a \$1,000 stipend to develop ZTC materials for their course. Two faculty will be selected and forward for Board Approval.

- **Student Equity** – Wednesday, March 14th is a faculty/staff informational session on RISE scholars at 11:15am in LR128. This program aids students directly or indirectly affected by the justice system in navigating their educational pathway. There will also be an upcoming Student Equity Professional Development series beginning in April, largely dedicated to aligning pedagogies with current initiatives.
- **SSSP** – SSSP is working to revamp the steps for matriculation in alignment with AB 705. A placement tool will be embedded in AccessRIO. Instead of students being directed to the Assessment Center, there needs to be a sorting of who will be placed through Multiple Measures as opposed to those who need a test. This channel in the portal will determine whether students will put in their high school data for placement (GPA, etc.) or be directed to the Assessment Center.

X. Announcements – Henry Gee reminded the group that Diego Peña will be in the Campus Inn at 11:00am on Thursday, March 15th discussing his book, *Anatomy of Autism*. He will be presenting alongside his communicator (as he is nonverbal), as well as his mother who is a professor and the Director of the Autism and Communication Center at Cal Lutheran University.

XI. Adjournment – The meeting was adjourned at 3:41pm. The next meeting will be held on Tuesday, April 10 from 2:30 – 4:00 p.m. in the Board Room.