

# Planning and Fiscal Council Minutes

## Tuesday, March 9, 2021, 2:30pm-4:00pm, via Zoom

**Members Present:** Alice Mecom (Co-Chair and Acting VPAA), Kevin Smith (Co-Chair and President, AS), Stephen Kibui (Vice President, Finance & Business), Caroline Durdella (Dean, Institutional Research and Planning), Dorali Pichardo-Diaz (1st VP, AS), Jorge Huinquez (2nd VP, AS), Angelica Martinez (Secretary, AS), Dana Arazi (Parliamentarian, AS), Sheila Lynch (ASCCC Rep, AS), Michelle Bean (Past President, AS), Rudy Rios (President, RHCFA), Juana Mora (Faculty), Grant Tovmasian (Faculty), Sandra Hernandez (President, CSEA), Lisa Sandoval (CSEA), Jim Sass (CSEA), Mark Yokoyama (Dean, Public Safety), Loy Nashua (Executive Dean, Student Affairs), Jason Reyes (ASRHC President), Kayla Cruz (ASRHC Vice President), Bryan Vargas (ASRHC Senator Chair of Student Success)

### 1. Opening Items

**A. Call to Order** - The meeting was called to order at 2:34pm.

**B. Approval of Minutes** - The February 23, 2021 minutes were approved as presented.

**C. Superintendent/President's Report** - None.

**D. ASRHC Report** - ASRHC President Jason Reyes discussed the parking lot wifi project. The lowest quote came in at approximately \$250,000, far exceeding the ASRHC allocation of \$35,000. There are several logistical and technological barriers, but ASRHC will continue to advocate for the project, sitting down with senior administration and the Board of Trustees.

**E. Co-Chair's Report** - Kevin Smith reported that he and several faculty met with the bookstore manager and textbook manager to discuss how to appropriately display zero textbook cost, which is currently displayed through the searchable schedule of classes. The bookstore representatives were very open to trying to figure out solutions.

Alice Mecom announced that we have another Rio Talks coming up. Dana Vasquez, Communications and Languages faculty, will lead a talk on March 22. She will present on the topic "Three is the Lucky Number," which relates to being mindful and keeping yourself in a good space for yourself and your students.

**F. Public Comments** - None.

### 2. New Business

**A. Revision of AP 6175 - Payment by Credit Card or Check** - Minor grammatical and stylistic edits were made (e.g. adding headers). The title of AP was changed to "Payment by Credit Card or Check". Acceptable forms of identification were expanded to include any government issued ID that includes a photo (not just a California ID). The section detailing what types of purchases are acceptable for checks was deleted. The statement about taking credit card information over the phone or by mail was removed, as this is no longer current practice. The section entitled 'Rights Reserved' was removed. - **Consensus to move forward to the Board of Trustees.**

**B. Enrollment Update** - Alice provided an update on enrollment figures of full time equivalent students at census date. Comparing academic year 2019-2020 to 2020-2021, you see a drop of 972 full time equivalent students, or an 11% decrease. Alice will present an enrollment update to the Board of Trustees tomorrow night and will also update them on the call efforts of our Student Success Teams (SSTs). The SSTs have been very active in calling and reaching out to students, particularly those who had not logged in to Canvas during the first few weeks of the semester and those students who are beginning to show disengagement. Generally, the perception is that Rio Hondo is doing well compared to other colleges. Northern California seems to be getting hit a little harder, averaging decreases close to 20%.

**C. Brainstorming: Lessons from the Pandemic** - This discussion was about some silver linings of the pandemic and lessons that we have learned that we don't want to forget about post-pandemic. Feedback included:

- Remote FLEX Day and prerecorded content and conversations that can be re-watched/revisited.
- Providing free, open access, openly licensed textbooks has become increasingly important and has been highlighted during a time when students couldn't get to the library to check out the reserved book(s). The pandemic has put a spotlight on the need for open educational resources.
- Realization that students *do* need in-person contact with instructors and that many instructors are much more effective as teachers when they offer in-person instruction.
- More faculty and students have become comfortable with online learning and seeing the benefits of it. It's not for everyone, but it has highlighted the usefulness of Canvas, if only for a grade repository.
- Office hours being held via Zoom has been very flexible for students and could/should continue post-pandemic
- Committee meetings have been more well-attended; post-pandemic, we may want to still offer Zoom as an option for some meetings if we can get over the logistical and technical hurdles of these accommodations
- This new form of delivery (synchronous remote courses) has been beneficial for many students who need that sort of flexibility to balance work, family, and school life; it has allowed for more accessibility for students who might not be able to

- get to campus by a certain time due to distance, but could log online in enough time
- Instructors have considered new assessment strategies, looking outside traditional methods
- Students have benefited from being able to borrow technology from the Library
- Students have a little more courage asking questions because they can chat privately or use special apps where all students can text the same number to ask questions but nobody knows who asked the question. It takes away an element of fear and anxiety about raising your hand in class and asking a question.

**D. Vision and Values Survey Results** - Caroline Durdella presented the recommendation from IEC with respect to the Vision and Values statement.

Retreats were held in Fall 2020 using the same structure we did for the Mission statement revision. In those retreats, we came up with draft vision and values statements. In November, we held campus-wide forums via Zoom, to describe the process and reveal the draft statements that came out of the retreats. Following the campus-wide forums, we deployed a survey to gather input, which included both employees and students. Survey participants were asked about the clarity of the statements, the appeal of the statements, and the representativeness of the statements. We received 246 responses, 161 from students and 85 from employees. The statements that received the most support were Vision Statement B and Value Statement A. The group discussed changing the word "aspires" in the Vision statement but ultimately agreed to keep it. They also agreed to refer to Rio Hondo College as a "college" not an "institution" in the Values statement. The statements were approved by PFC as follows:

**Vision Statement:** *Rio Hondo College aspires to be an evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and educational goals in a caring and rigorous environment.*

**Values Statement:** *Rio Hondo College is guided by its Core Values:*

**Quality Teaching and Learning:** *a dynamic, student-centered learning environment that embraces equity-minded principles.*

**Student Access and Success:** *a welcoming and inclusive environment that provides our community with knowledge, wisdom, and skills that facilitate upward social and economic mobility.*

**Diversity, Equity, and Inclusion:** *a commitment to advancing educational justice, equity, and opportunity.*

**Integrity and Fiscal Responsibility:** *a College engaged in ethical practices and responsible use of resources for the optimum benefit of its students, community, and staff.*

Kevin thanked Caroline for leading this effort, in addition to IEC, all participants in the retreat, and those who participated in the survey and open forums.

**3. Unfinished Business** - None.

#### **4. Committee Reports**

##### **A. PFC Subcommittees**

**Accreditation Steering Committee** - Our visit is set for the week of March 14, 2022. We have finished Standard I for the most part and we're almost done with Standard IV. We're going to be starting work on Standard II next week.

**IEC** - Written report attached.

**Program Review** - IEC met today to consider the institutional recommendations that came out of program review. Marie Eckstrom will bring these recommendations back to IEC and to Academic Senate, and eventually to PFC. Caroline also reminded the group that we are publishing plans and reviews this year in preparation for accreditation.

**PPC** - Written report was attached.

**Safety/Facilities** - Alice welcomed Mario Gaspar, new Director of Facilities. Mario thanked the group and said he looks forward to working with everyone.

##### **B. Other Committees**

**Basic Skills** - None.

**Black Lives Matter / Anti-Racist Conversations** - The next Anti-Racist conversation will be Friday, March 19 at 1pm. The title of the conversation is "What Makes a Difference to the Student?"

**Distance Ed** - Grant Linsell mentioned that there is a lot of stuff going to Senate right now that will eventually come to PFC directly from Senate.

**Guided Pathways** - There is a Guided Pathways Steering Committee Meeting on Friday.

**Outcomes** - Written report was attached.

**Staff Development** - Written report was attached.

**Student Equity** - Juana Mora reminded the group that this week, Friday March 12 from 1:30pm-4:00pm there will be an equity workshop facilitated by Fabiola Torres. The title of the workshop is "Practicing Radical Love: Breaking Down Instructor Hierarchy."

She will be examining pedagogical theory associated with humanized online teaching and equity minded teaching. She will discuss culturally responsive online teaching strategies and offering some tools for humanized online education.

**SSSP** - None.

#### **4. Closing Items**

**A. Announcements** - Lisa Sandoval encouraged anyone who has had COVID within the last three months to consider donating convalescent plasma to help patients who are currently struggling to recover.

Kevin announced that we have a new PFC member, Veronica Holbrook from the Math department.

**B. Adjournment** - Meeting adjourned at 3:41pm.

## RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING FISCAL COUNCIL MINUTES Tuesday, March 19, 2019, 2:30 p.m., Board Room

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**Members Present:** Laura Ramirez (Co-Chair and VPAA), Michelle Bean (Co-Chair and President, AS), Yulian Ligioso (VPFB), Adam Wetsman (1<sup>st</sup> VP, AS), Jorge Huinquez (2<sup>nd</sup> VP, AS), Robert Bethel (Past President, AS), Jill Pfeiffer (President, RHCFA), Brian Brutlag (Faculty), Robin Babou (Faculty), Sandra Hernandez (CSEA), Jim Sass (CSEA)

**Members Absent:** Henry Gee (VPSS), Rebecca Green (Mgmt, AA), Melba Castro (Mgmt, SS), Dorali Pichardo-Diaz (Secretary, AS), Mike Dighera (Parliamentarian, AS), Gerson Montiel (ASCCC Rep), Michelle Pilati (Faculty), Matthew Mangoba (President, ASRHC), Diana Lopez (Treasurer, ASRHC), Tiffany Nunez (Secretary, ASRHC), Lisa Sandoval (CSEA)

**Additional Staff Members Present:** Caroline Durdella (Dean, Institutional Research & Planning), Marie Eckstrom (Program Review Coordinator, English Faculty), Markelle Stansell (Recorder/Sr. Admin. Asst. to VPAA)

- I. **Call to Order** – The meeting was called to order at 2:36pm.
- II. **Approval of Minutes** – The February 26, 2019 minutes were accepted as presented.
- III. **Superintendent/President’s Report** – No report.
- 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** – No report.
- VI. **Guided Pathways** – The Guided Pathways Steering (GPS) Committee is working in individualized workgroups to come up with various activities and other connections on campus outside of the committee itself in order to fulfill the goals of the four pillars. The intention is to broaden the constituencies involved in the Guided Pathways implementation.
- VII. **Co-Chair’s Report** – Michelle Bean mentioned that at the last Board meeting, Felicia Johnson (Facilities Director) reported that Facilities staff are trying to be proactive rather than reactive related to work orders. They are focusing on power washing, gum removal, and deep bacteria cleaning, and are making a concerted effort to use less toxic chemicals. Michelle would like to give accolades to Felicia Johnson and her staff for their hard work.

There was also a guest speaker at the last Board meeting that spoke about the 2020 Census and the need to educate and communicate to our students that the census is coming; it is important that the students take back this information to their families and encourage them to be counted. Jill Pfeiffer suggested a student forum might be beneficial. Families might not understand how to report, so there have been millions of people not counted, especially young people. Census data has the potential to affect all types of allocations, including PELL grant funding, etc. Students interested in becoming a paid enumerator (aka census taker) are encouraged to visit [www.2020census.gov/jobs](http://www.2020census.gov/jobs) to apply.

Dr. Ramirez reminded the group that per the PFC Guidebook (page 22), quorum is not required.

## VIII. Unfinished Business –

### A. Revision of Board Policies (4) and Administrative Procedures (2) – (Total of 6) –

*Revisions proposed by the Board of Trustees*

- **BP 4030 – Academic Freedom** – Brought back to PFC based on Board's recommendation. CCLC language in red. PFC's original edits are in green. PFC's subsequent edits are in purple. Paragraph I was revised as follows: ***Since Faculty are experts in course content and pedagogy, they should be who are free to evaluate the performance of their students, including assigning grades, without fear of reprisal for relatively higher or lower based on any measured success metric.*** – **CONSENSUS with edits.**
- **BP 2715 – Code of Ethics/Standards of Practice** – The Board edits (in red) were accepted as presented. – **CONSENSUS with no edits.**
- **BP 2431 – Superintendent/President Selection** – Board edits are in red. Paragraph I was revised as follows, with PFC edits in green: *In the case of a Superintendent/President vacancy, the Board of Trustees has established a search process to fill the vacancy. The process shall be fair and open, **and** comply with relevant regulations, **and conducted with the highest level of integrity.*** Paragraph II (added by the Board, in red) was accepted with minor edits by PFC (in green): ~~*Board members are prohibited from appointing a spouse, partner, significant other or relative on the search committee to*~~ ***To prevent any actual or perception of a perceived conflict of interest or breach of confidentiality, no Board member's spouse, partner, significant other, or relative shall serve on the committee.*** – **CONSENSUS with edits.**
- **AP 2431 – CEO Selection Process** – PFC edits in green. Same added language from BP 2431 was added to AP 2431 under paragraph VIII. – **CONSENSUS with edits.**
- **BP 6740 – Citizens Oversight Committee** – Board edits are in red. Paragraph II (added by the Board) was accepted with minor PFC edits (in green): ~~*Board members are prohibited from appointing a spouse, partner, significant other or relative on the search committee to*~~ ***To prevent any actual or perception of a perceived conflict of interest or breach of confidentiality, no Board member's spouse, partner, significant other, or relative shall serve on the committee.*** – **CONSENSUS with edits.**
- **AP 6740 – Citizens' Oversight Committee** – PFC edits in green. Same added language from BP 6740 was added to AP 6740 under paragraph V, item G.– **CONSENSUS with edits.**

## IX. New Business –

- ### A. Program Review Update
- Marie Eckstrom, Program Review Coordinator, discussed categorized institutional-level recommendations and general trends in each category.

Campus Environment – Focus on general upkeep of the campus. There were strong recommendations that certain areas need repainting, etc. Also, some academic disciplines feel

that they don't have enough lab time and there are space constraints, leading to recommendations that the College look at how to use classroom space more efficiently or create more classroom space.

Technology – Maintenance of that technology needs to be attended to more regularly. All courses do not have Canvas course shells, and students may not have access to their most up-to-date grades throughout the term. One recommendation is that all courses should be enhanced at minimum to have students' grades available to them at any given time.

Staffing – Each academic division should have their own dedicated, full-time counselor.

Research – IRP will work with academic and operational programs to learn how to gather useful qualitative and quantitative data to help us analyze the way we operate and make improvements. Many non-instructional units need assistance with program review.

Other – Recommendations include focusing on what we are going to be doing to provide supplemental instruction, tutoring, drop in services, etc. Also, there is a need for training and staff development for all academic and non-academic staff related to students' mental health needs.

Institutional Level Standards – There is high degree of variation and a continuum of quality in terms of what people actually submit. IRP is trying to provide feedback for what they are really looking for and what they're hoping to accomplish. They will work to identify targeted areas that may need additional assistance with regards to establishing standards.

## **B. Revision of Board Policies (6) and Administrative Procedures (2) – (Total of 8) –**

*Revisions proposed by CCLC and/or Academic Senate*

- **BP 4020 – Program, Curriculum, and Course Development** – CCLC edits in red. PFC edits in green. In paragraph III, change 'deletions' to '**discontinuances**.' Strike the last sentence and move it down to become paragraph IV. Strike 'Transfer Model Curriculums (TMCs)' and change it to '**Associate Degrees for Transfer (ADTs)**.' All subsequent paragraphs will increase in roman numeral by one. In paragraph V, strike 'when needed' and change it to '**as required**.' – **CONSENSUS with edits.**
- **AP 4020 – Program and Curriculum Development** – CCLC edits in red. PFC edits in green. In paragraph III, add '**Rio Hondo**' in front of 'College Board of Trustees.' Strike '**deletion**' and change it to '**discontinuances**.' In paragraph IV, change '**deletions**' to '**discontinuances**' and change '**sent**' to '**submitted**.' Strike '**for final approval**.' In paragraph VIII, add '**submission to and**' after the word 'Following.' Add '**(when required)**' after 'Chancellor's Office.' In paragraph XII, add '**Standard Formula: Credit Hour Calculation**' section. See attached edits for language. – **CONSENSUS with edits.**
- **BP 4025 – Philosophy and Criteria for Associate Degree and General Education** – CCLC edits in red were accepted as presented. – **CONSENSUS with no edits.**
- **BP 4100 – Graduation Requirements for Degrees and Certificates** – CCLC edits in red were accepted as presented. – **CONSENSUS with no edits.**
- **AP 4105 – Distance Education** – **Bring back to PFC after reformatting.**

- **BP 4300 – Field Trips and Excursions** – CCLC edits in red were accepted as presented. **CONSENSUS with no edits.**

*Revisions proposed by a Special Awards workgroup*

- **BP 1500 – Special Rio Hondo Awards** – PFC edits in green. Move the opening paragraph under item A up to roman number I. Change 'Each year, by March 1' to read '**Prior to the first regular April Board meeting**' and add '**President of the CSEA**' to the list of individuals on the committee. Add #2 under I.A. that reads: **The Fellow of the College Award will be presented at Commencement.** Change I.C. to become roman numeral II, and so on. – **CONSENSUS with edits.**

*Revisions proposed by Bond Legal Counsel*

- **BP 6323 – Debt Management** – PFC edits in green. In paragraph VIII. Source/References, strike the name of the Bond Counsel and replace with '**Rule 15c2-12 of the Securities and Exchange Commission.**'

## **X. Committee Reports**

- **Safety/Facilities** – Safety/Facilities provided a written report. They are on track, meeting quarterly rather than two times per year (as in the past). Nursing is providing a “Stop the Bleed” training on 4/11/19 from 12pm-2pm, which will provide training on how to use tourniquets and how to stop bleeding in the event of a mass tragedy.
- **IEC** – We are in the ‘season of compliance,’ working on the ACCJC Annual Report and Vision for Success goals. We are also in the process of identifying disproportionately (DI) impacted groups and setting specific goals for DI groups. With regards to ACCJC standards, we will be moving into the direction of having an established culture of assessment of campus where there’s regular dialogue about outcomes, improvement, etc.
- **Program Review** – None.
- **Staff Development** – None.
- **Basic Skills** – The committee met the first Thursday of this month. Updates were provided on components of AB 705 and what departments are doing to be in compliance. Next month, the meeting will include representatives from Student Equity.
- **Outcomes** – The committee is meeting today (3/19) and is focused on wrapping up intensive lab activities for faculty members to get outcomes information into Taskstream. A matrix is being developed with all ACCJC eligibility requirements and standards that pertain to outcomes assessment. It looks at how we meet standards, any potential gaps, and also potential action steps. The matrix will be presented to the Outcomes Committee in May.
- **Online Education (OEC)** – Jill Pfeiffer recommended an article on page nine of the February 2019 Senate Rostrum entitled “Title 5 and Distance Education: Is Separate Course Review Enough?” She also mentioned there is a small team going to a conference over Spring Break to look at a District-wide plan for Distance Education. The goal is to create online degrees and certificates.
- **Student Equity** – The committee is working on data for the plan that is due later this semester.
- **SSSP** – None.

- XI. Announcements** – Dr. Ramirez noted that we have one graduate from our Bachelor of Science program in Automotive Technology and expect to have ten more by the end of the term.
- XII. Adjournment** – The meeting was adjourned at 4:03pm.

## **Categorized Institutional-Level Recommendations**

### **Campus Environment**

- Examine staffing and space allocation of Veterans' Centers at surrounding colleges to ensure competitiveness.
- The College needs to attend to general maintenance and upkeep of the campus environments, especially as it relates to health and safety issues.
- Replace and expand the number of mailboxes.
- The College should consider ways to use classroom space more efficiently and/or create additional classroom space.
- Repaint campus structures in need (i.e. the outside of the Administration Building).
- Update and refurbish the Child Development Center, as improved appearance and up-to-date facilities positively impact enrollment, satisfy health and safety regulations, and reflect the character of the institution.

### **Technology**

- Invest in accounting systems that integrate with one another to improve efficiency.
- Purchase and use a folding and sealing machine for all programs to use and especially to ensure privacy in the delivery of paycheck stubs and checks.
- All courses, online, hybrid, and face-to-face, should utilize Canvas course shells, especially to ensure grade transparency to students at all times.
- Programs should expand the use of individual video technology to promote, advertise, provide specific information, and explain program-specific features.
- Increase Internet capabilities at off-site campuses.
- All classroom hardware/instructional technology across campus needs service maintenance and/or replacement.

### **Staffing**

- Reclassify or hire a 100% registrar.
- In order to achieve growth in the International Student program, the College needs to make some investments in staffing: specifically, the specialist position needs to be evaluated and upgraded in order to achieve enrollment growth in this area.
- Hire additional staff in General Accounting to deal with the increase in categorical and grant funds.
- Each academic division should have a dedicated full-time counselor to assist in recruitment, counseling, and retention efforts.
- The College should consider English and math success metrics in gateway courses, Guided Pathways, and equity issues in the full-time to part-time hiring strategies.
- Increase salary for Child Development Center employees to be on par with similar centers.
- Provide at least one additional network/PC specialist.

## **Research**

- Work with Institutional Research & Planning (IRP) to develop data collection systems to support program improvement in mailroom services.
- Include items about the campus' physical environment on the Campus Climate Survey.
- Institutional Research & Planning (IRP) should ensure all programs know how to collect, interpret, and analyze data in efforts toward program and institutional improvement.
- Develop and implement a systematic quality review process for all levels of planning: program, unit, and area.
- The College should consider addressing enrollment management issues relating to fill rates, individual course days and times, course offerings, as well as certificate and degree completion.

## **Other**

- Provide in-service training to all staff in how to deal with psychologically impaired students.
- Develop a comprehensive, ongoing, and sustainable program to recruit, train, and monitor student tutors for basic skills and courses with high DFW rates.
- The College should support courses with high DFW rates and students whose skills need support for college-level work with additional resources, such as tutors, supplemental instruction, etc.
- Each program should develop and annually update a program-specific manual of policies and procedures.
- Although program level standards are a required component of instructional program review, there appears to be a good deal of variation in how they are applied within the context of program review. The use of program level standards and their application across the college should be revisited by the committee and a recommendation that facilitates more uniform application developed.

## **RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING AND FISCAL COUNCIL MINUTES Tuesday, November 12, 2019, 2:30pm-4:00pm, Board Room**

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**Members Present:** Laura Ramirez (Co-Chair and VPAA), Henry Gee (VPSS), Kevin Smith (Co-Chair and President, AS), Dorali Pichardo-Diaz (1<sup>st</sup> VP, AS), Matt Pitassi (2<sup>nd</sup> VP, AS), Angelica Martinez (Secretary, AS), Adam Wetsman (ASCCC Rep, AS), Rudy Rios (President, RHCFA), Brian Brutlag (Faculty), Juana Mora (Faculty), Michelle Pilati (Faculty), Sandra Hernandez (CSEA), Jim Sass (CSEA), Lisa Sandoval (CSEA), Ruben De Paz (ASRHC designee), Haily Hernandez (ASRHC designee), Diana Laureano (ASRHC designee), Alice Mecom (Mgmt, AA)

**Members Absent:** Chris Hawken (VPFB), Michelle Bean (Past President, AS), Melba Castro (Mgmt, SS)

**Additional Individuals Present:** Dr. Arturo Reyes (Superintendent/President), Mark Yokoyama (Dean, Public Safety and Interim Dean, Behavioral and Social Science), Caroline Durdella (Dean, Institutional Research and Planning), Dr. Grant Linsell (Dean, Arts & Cultural Programs), Mike Slavich (Dean, Career and Technical Education), Dr. Vann Priest (Dean, Mathematics, Science, & Engineering), Gita Runkle (Dean, Business), Markelle Stansell (Recorder/Sr. Admin. Asst. to VPAA)

- I. **Call to Order** – The meeting was called to order at 2:34pm.
- II. **Approval of Minutes** – The October 8, 2019 revised minutes were accepted as presented. The October 22, 2019 minutes were accepted with minor revisions (adding Sheila Lynch and Matt Pitassi to members present).
- III. **Superintendent/President's Report** – Dr. Arturo Reyes discussed the Full-Time Faculty Obligation Number (FON) calculations and the potential that our institution will not meet the State's guidelines. The number of full-time faculty a district is required to employ each fall is mandated by the State, and if the FON is not met, the District will be penalized by the number of faculty positions to be filled in achieving FON multiplied by the average replacement cost of a FT faculty for 2019 (\$80,250). The Administration has reached out to the Chancellor's Office for clarification regarding our numbers/calculations. At this point, we don't believe that hiring FT faculty for the spring will count as the number is generated in the fall. The compliance report is due to the Chancellor's Office by November 15 and PFC will receive an update on the numbers at the November 26, 2019 meeting.

Related to hiring, the Faculty Staffing Committee has ranked FT faculty positions annually based on requests that were generated through the planning process, but historically there has been little movement on these requests over the past several years. Dr. Reyes recommended that these faculty staffing ranks be reexamined, and it was suggested that we go through the prioritization process again, since circumstances may have changed since the rankings were finalized.

Dr. Reyes updated the group on the potential for going out for a bond in March. The decision to go out of the bond in March is multifaceted, but the hope is that we can piggyback off the campaign that the Chancellor's Office is presenting for a statewide education bond. Furthermore, the city of Whittier has historically supported us at a lower rate than El Monte and Pico Rivera. Being that there will be a March election in Whittier, it may drive people to the polls. Another factor to consider is that if there is a downturn in the economy, as some experts predict, it will be harder to pass a bond. RHC has contracted with financial advisor Caldwell Flores Winters to take the lead during the bond election.

If the Board decides to include a bond measure on the March ballot, there will be a special Board meeting on December 3 to pass a resolution that speaks to our intentions, the amount of money we are requesting, what the money will be used for (a project list), etc. This is due by December 6. The Board of Trustees will be meeting tomorrow (November 13) at 6pm prior to the regular Board meeting to engage in a special study session. This will provide an opportunity for constituency groups to weigh in on the bond measure, facility needs, etc.

#### **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 – There are a number of ASRHC events in the coming weeks:**

- Open Mic – Tuesday, 11/12 from 5:00pm-6:30pm
- HIV Testing – Wednesday, 11/13
- Selena Quintanilla Appreciation Night – Thursday, 11/14 from 2:00pm-6:30pm (music, karaoke, dancing)
- Trans Remembrance Day – Wednesday, 11/20 (all day) in SU-201
- Friendsgiving – Monday, 11/25 from 5:00pm-7:00pm in Campus Inn (music, entertainment, games, and food)
- Animal Therapy/Roadrunner Relief (more animals instead of just puppies) – Tuesday, 11/26 from 10:30am-1:00pm in the lower quad

#### **VI. Co-Chair's Report – Dr. Kevin Smith reminded the group that Senate Exec has been organizing a food drive on campus to support the Rio Source Room (food pantry). He expressed gratitude to the folks from AJ for filling his car with items and also thanked the Deans in support of the project.**

Dr. Smith encouraged people to email him with any ideas or suggestions for the bond prior to tomorrow night's Board meeting.

#### **VII. Unfinished Business**

**A. Committee and Team Structure for Accreditation –** Dr. Caroline Durdella presented an updated narrative along with a committee request form to make this an official committee. Per PFC's prior recommendation, Dr. Durdella contacted four other single-college districts (Citrus, Long Beach City, Cerritos, and Pasadena) to ask how they manage reassigned time for faculty participating in accreditation. Typically, there is one position that is reassigned to facilitate the accreditation self-study.

**B. Institutional Goals and Objectives - Recommendations from IEC –** IEC met today and spent quite a bit of time working on the Institutional Goals and Objectives. Last year's Fall Planning Retreat focused on Goal #1 and its associated objectives. The group tried to link each goal to the student-centered initiative from which it emanated.

Last spring, IEC spent a great deal of time looking at historical figures and comparing RHC to peer colleges in order to formulate the figures seen in each objective. The assumption is that the targets can be reached with the current-level of support. The Board asked that we be bolder in our targets since there is no sanction for not hitting the numbers.

#### **VIII. New Business**

**A. Retirement of College Procedures (4) – Total (4)** – The Policy and Procedure Council has cross-referenced the College Procedures (CPs) below to ensure that their content is either represented in a current BP/AP, or that the content is no longer applicable. The PPC met on November 7 and reached consensus to retire the following CPs:

- **CP 1000 – College Attorney** – PFC reached consensus to retire.
- **CP 1007 – Board Decision on Substantive Proposals** – PFC reached consensus to retire.
- **CP 1015 – Conflict of Interest** – PFC reached consensus to retire.
- **CP 1055 – College Planning and Fiscal Management** – PFC reached consensus to retire.

**B. Revision of Board Policies and Administrative Procedures (1) – Total (1)**

- **AP 3250 – Institutional Planning** – Aside from minor formatting and/or language revisions, the Policy and Procedure Council updated AP 3250 to include the Dean of Institutional Research and Planning as a formal member of the Planning and Fiscal Council. The PFC suggested further minor edits related to the use of semicolons in lists. PFC reached consensus to move AP 3250 to the Board as an information item.

## **IX. Committee Reports**

- **Safety/Facilities** – The next meeting will be held on January 17, 2020. The security report on behalf of the consultant will be presented at the Board meeting on Wednesday.
- **IEC** – The Institutional Effectiveness Committee finalized the objectives for Goal #1. There was also a discussion about revising campus-wide climate surveys. The goal is to bring a recommendation to the PFC on the revised climate survey before the end of the spring term, as IRP wants to deploy the survey during the next academic year.
- **Program Review** – Unit plans are due 11/15. All of the review panels are full except for a few faculty spots. The reviews will take place the first week of December.
- **Policy and Procedure Council** – The PPC is working on the CP 2000s as well as BP/AP 3530 – Prohibition of Weapons. These will be brought to a future PFC meeting.
- **Basic Skills** – The last Basic Skills meeting was cancelled in lieu of an AB705 workgroup. The group talked about plans moving forward, as well as an analysis of corequisite courses. They also discussed equity related to why students have dropped. Is it related to internal or external reasons? How does this inform our practices? How do we encourage students to use our support services? One institutional recommendation from program review last year was to increase faculty engagement with Canvas shells.
- **Distance Education** – The Distance Ed Committee will meet next Monday. There is ongoing Peer Online Course Review (POCR) training for faculty.
- **Guided Pathways** – The Guided Pathways Steering Committee met last Friday and formed three workgroups: 1) Website Workgroup – to provide feedback and recommendations for design and implementation of Guided Pathways principles on the RHC website. This includes targeted career

exploration, clearly mapped programs, course sequencing, gateway courses, and milestones. The workgroup will meet before the end of the semester and will potentially have some paid hours for faculty participation in January. 2) Student Services Software Workgroup – to make software recommendations for clarifying the path and staying on the path, including targeted career exploration, student cohorts and tracking, educational plans, and milestones. 3) Student Success Team Workgroup – to synthesize the three logic models from 10/25/19 into one logic model for our goals and next steps for student success teams. They will identify activities for rapid launch and establish next steps and an implementation timeline.

- **Outcomes** – The list of outstanding outcomes has gone out. Faculty who need help should reach out to their Dean and/or Alyson Cartagena.
- **Staff Development** – None.
- **Student Equity** – The Student Equity Committee is working to finalize the agenda for the Student Equity Summit on Tuesday, December 10, 2019.
- **SSSP** – Dr. Melba Castro shared a timeline of what Outreach does, along with their numbers for dual enrollment. At the next meeting, David Levy will present the Financial Aid timeline.

**X. Announcements** – We launched the spring schedule of classes earlier this semester and enrollments are steady. Faculty and staff are encouraged to remind students that registration is already open.

On Thursday, November 14 from 1:00pm-2:30pm there will be a screening of *Agents of Change* in the Wray Theatre. This film tells the story of how successful protest for equity and inclusion led to establishing the first Black and Ethnic Studies departments at San Francisco State and Cornell. There will be a conversation with the film's director/co-producer Frank Dawson directly following the screening.

**XI. Adjournment** – The meeting was adjourned at 3:49pm.

## Planning and Fiscal Council (Tuesday, February 25, 2020) - Accepted March 10, 2020

### 1. Opening Items

**A. Call to Order** - The meeting was called to order at 2:32pm.

**B. Approval of Minutes** - The February 11, 2020 minutes were accepted as presented.

**C. Superintendent/President's Report** - Dr. Reyes thanked Vice President of Finance and Business, Chris Hawken and Director of Facilities, Rafael Gutierrez for starting the process of deferred maintenance on campus. He also expressed gratitude to Dr. Caroline Durdella, Dean of Institutional Research and Planning, for her work on the planning and program review process. Committees will soon be convened to arrive at recommendations to allocate resources. Dr. Reyes acknowledged the success of Homecoming and thanked those that were able to attend.

**D. Public Comments** - Sandra Hernandez came from a CSEA meeting where the Classified staff asked her to convey their desire for an increase in formal communication on process, protocol, and staffing changes. This item will be added to the next PFC agenda.

**E. ASRHC Report** - Christina Almanza and Haily Hernandez will be traveling to Washington D.C. on March 13 to advocate on behalf of community colleges. An open mic will be held today from 4:00-6:30pm. There will be a performance of The Vagina Monologues on Thursday at 4:00pm.

### F. Co-Chair's Report

- **Response to Fall 2019 PFC Discussion** - Dr. Ramirez and Dr. Smith presented a memo related to a discussion that took place at the took place on October 8, 2019 about various issues on campus. The concerns included: scheduling efficiency and student-centered scheduling practices; scheduling of the educational centers; student workload and the push for 15 units; how to institutionalize programs such as AVANCE and other learning communities/cohorts; how to boost student support services such as supplemental instruction; what is happening to students who don't persist in an AB 705 world; how to increase OER efforts; and equitable practices and policies in the classroom. In response to this discussion, the following will occur: the Enrollment Management committee will prepare recommendations for how to address scheduling at the centers and in the afternoon/weekends/evenings; PFC leadership will prepare two campus discussion forums to discuss the concerns with the push for 15 units; PFC leadership will convene a workgroup to examine ways to institutionalize First Year Success, Summer Bridge, and other grant funded programs; PFC will receive a presentation on AB 705 outcomes and the progress of supplemental instruction on campus; the OER committee will be asked to prepare a list of "high impact" classes for the development of OER; the administration and the Academic Senate will continue to push for equity-minded policies and procedures; the administration and the Academic Senate will continue to support professional development opportunities to support equitable practices with our students.

### 2. Unfinished Business

**A. PFC Guidebook** - A draft of the PFC Guidebook was shown to the group. Printed copies will be provided at the next PFC meeting.

**B. Budget Update** - On Wednesday, March 11, VPFB Hawken will present a budget update to the Board. At PFC's request, he will deliver the same presentation at the March 10 PFC meeting. There are a number of considerations in developing next year's budget: we have to account for all the new hires, the fact that Title 5 going away, minimum wage increases, step increases, cost-of-living allowances (COLAs), etc. Chris is currently in the process of meeting with division deans regarding their budgets. There is likely a need for budget trainings in the future, to read budgets, track expenditures, and navigate and access the LACOE system. The goal is to empower deans and directors to track and ultimately build their budgets for next year. There are also a number of cost-saving measures being considered, such as fleet (vehicles), an energy audit on campus, printer and copier efficiencies, how we

recoup student debt, etc. After the budget comes to PFC, the campus-wide budget forums will continue. Budget forums will continue.

3. New Business
4. Committee Reports
5. Closing Items

#### New Business

##### A. BPs and APs –

- a. **AP 2410** – IIC and IIIC – speaks to status and timeline of changes re: receiving feedback on Board Policies and Administrative Procedures.
- b. **BP 7130 – II, Rio Hondo Community College District**
- c. **AP 7130 – Salary schedule was removed; IIB – after illness, add and as specified by employee bargaining agreements. Take out Superintendent/President? The Board will establish and Human Resources will maintain salary schedules. Identify CBA name for each group. Move fwd with edits as discussed.**

##### B. Retirement of College Procedures – Consensus to retire

- C. **AB 705** – Assumption was throughput would decrease...exactly what happened. These numbers refer to students who are first time taking English or Math. Increase in # of students taking classes. 1500 who had not yet taken a math class. In Counseling, summer before last fall, because math is such a big decision, so many students undeclared; if they had students insecure about major, did not recommend math since it depends on pathway. Throughput...many more students are completing. Almost 40% in English and 60% in math and QR. Success rates went down. 9% decrease is similar to what we are seeing statewide. Any gaps are not statistically significant. Equity gap did not meet Chancellor's Office threshold. Corequisite classes are working. Students just as likely to succeed in transfer level class w/ corequisite as those taking it w/o. Difficult to draw assumptions from this because the placement was different for each of the levels, so we don't know if the variable is the S or SP? Do we have anything in place, an intervention, to help students so they don't stop out? This is where idea of success teams comes in, intervene. Working on data in dashboard. Substantial variation in success rates by section. That's another variable or issue to discuss because it's not entirely students. Extends conversation that was started at FLEX. What is our standard? Conversation college needs to have. Still working on report. Feedback and recommendations for next steps. Prudent to examine the range of reasons for variations. Prudent to look at outliers on both sides. Counselors questioned review or modification of placement tool...are faculty sending students to inst. Support labs? (FEEDBACK SECTION) Signage? Opposite sides of campus? Is it actual course content causing to drop? Study skills? Self efficacy? Are there institutional barriers we are creating? Theme re: instructional support labs. Data to focus on instructional support? If we wait for someone to come to us, it's probably too late. How do we change dynamic in classroom so it's faculty-initiated interventions? Student experience survey.

IRP Recommendations – technical – what IRP needs to do to streamline, etc. Went over mocked up timeline at IEC, direction for IEC to take to constituency groups and sunshine timeline w/ respect to shift faculty new hire process to the fall. Will bring.

Recommendations came from Program Review, panel meetings, review of reviews that come across (ME and CD look for themes), CD brought to IEC

#### Committee Reports –

**Safety and Facilities:** Next meeting is 4/3.

**IEC:** Faculty resource allocation timeline brought back next PFC.

**Program Review:** Finalized program specific recommendations; went to programs; first to ppl on panels for corrections and changes and then to programs.

**Policy and Procedure Council:** None.

**Basic Skills:**

**Distance Ed:**

**Guided Pathways:** Thurs, Fri, Sat – team to RP Group's LFM Academy on project to implement student success teams; Viviana, angelica, laura Verdugo, Lydia, alice...brainstorm, network, etc. Sandra – job description sent of GP classified coordinator; asked for ways for classified to engage in development of GP. Hearing that classified are not consistently attending GP steering committee; majority of classified don't know what their role is in GP. Frankie Strong (?) zoom meeting, Staff development event for classified? Open forum? Place future of college on shoulders of unrepresented employees? Clarify roles. Get classified up to speed to become partners in GP implementation.

**Outcomes:** None.

**Staff Development:** Written.

**Student Equity: Recruitment Rio Teaching for Learning Inst. Socioacademic moments in your classroom. Dr. Frank Harris on 4/24 talking about how we can better serve students of color (specifically men of color). Close**

**inaugural Rio Teaching for Learning Institute. The Café Con Libros (How to be an Antiracist) – consider having a forum, what does it mean to be a campus that is antiracist? Recommendations for next book, fwd to Juana. Tomorrow at SE meeting, talking about report from SE Summit; looking at recs for equity principles and will bring back to PFC.**

**SSSP:** Next meeting is 3/6. Hosted 1,200 students, HS seniors for senior preview days. Huge appreciation for academic divisions. True example of GP. Already finished up COUN 105 counselor training. Training materials were revamped.

Announcements: Major declaration day – 3/3.

Adjourned 3:56pm



## INSTITUTIONAL RESEARCH AND PLANNING 2020-2021 PROGRAM REVIEW TECHNICAL AND PROCESS RECOMMENDATIONS

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### Technical Changes

#### **TaskStream Templates and Instructional Guides**

Institutional Research and Planning (IRP) should revise the TaskStream Templates and instructional guides to ensure that programs provide a full description of their programs. As well, IRP should provide additional guidance in the instructions for budget and staffing.

Institutional Research and Planning should add a section in the Data Analysis section for CTE programs to present Labor Market Information (LMI) such as wage and job demand.

Institutional Research and Planning should add guidance in the TaskStream templates and instructional guides so that programs conduct data analysis at the appropriate level; for example, program or discipline level rather than division level analyses.

Institutional Research and Planning should add guidance in the TaskStream templates and instructional guides so that programs conduct descriptive and interpretive data analysis with accompanying narratives.

Institutional Research and Planning should work with the Outcomes Committee to ensure that the Findings section of Outcomes Workspaces in TaskStream should reflect the Closing the Loop document.

Institutional Research and Planning should add a section to the TaskStream Templates and instructional guides that addresses classroom-based, equity-minded practices.

#### **Outcomes Reporting and Data Visualizations**

Institutional Research and Planning should develop reports and/or training materials for how to produce reports of course and program level outcomes from TaskStream.

Institutional Research and Planning should add an FTES Tableau data visualization that tracks FTES by division, program and discipline.

Institutional Research and Planning should add a filter to the Tableau data visualizations that breaks out disciplines from programs. This is particularly important for programs that contain multiple disciplines, such as Languages.

## **Changes to Program Review and Planning Processes**

### **Orientation**

The Program Review Committee Chairs should revise the Orientation materials to include the program review rubric, examples of excellent reviews, appropriate summaries of outcomes findings, and data analysis.

The Outcomes Committee should provide appropriate training and guidance to instructional programs on the Summary of Findings section of TaskStream so that the narratives describe the results of the outcomes assessment rather than repeating outcomes statements.

The Outcomes Committee should provide appropriate training on reporting results of outcomes assessment so that results go beyond whether standards are met and actually report data.

The Outcomes Committee should provide appropriate training on the Findings section of the TaskStream template so that the Findings section reflects specific actions and a rationale for those actions. Programs should be able to specify what actions will be implemented as a result of their assessment findings or provide a rationale for no actions taking place as a result of their assessment findings.

Institutional Research and Planning should add guidance in the TaskStream templates and instructional guides so that programs conduct data analysis at the appropriate level; for example, program or discipline level rather than division level analyses. This should also be covered during the orientation.

There should be special training for non-instructional program reviews and plans that emphasizes the differences between outcomes and operational objectives, data analysis, and the long-term plan to improve the quality of services and/or outcomes.

The Program Review Orientation should set expectations for the committee review and should include expectations for the Program Overview presented to the committee.

### **Post-Review Requirements**

The Chairs of the Program Review Committee should document the post review revision instructions for the program review participants.

The College should publish the final program reviews and program plans online.

The Chairs of the Program Review Committee should present the final report to the Board.

### **Quality Assurance**

The College should consider requiring Program Review Committee service for those programs scheduled to undergo review the following year.

The Chairs of the Program Review Committee should review and revise the Program Review Rubric as necessary, strengthening dimensions dealing with equity and outcomes assessment.

The College should consider requiring participation of the Outcomes Coordinator in the review process, to provide feedback on the quality of the outcomes submissions.

The College should consider incentives for submitting timely, high quality, and complete program reviews and plans – even if programs are not requesting resources.

### **Changes to Institutional Processes**

The College should explore how to best integrate the CTE two-year review cycle with the overall program review process.

The College should explore publishing the results of the resource allocation process online.

The College should shift the requests for new positions, faculty, staff and administrators, to the fall. This will facilitate compliance with the FON mandates. IEC should come up with a recommendation as to how to shift resource allocation for new positions to the fall.



## INSTITUTIONAL RESEARCH AND PLANNING

### 2020-2021 PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

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#### Increasing Student Learning, Achievement, and Completion

##### **Classroom Best Practices**

All faculty should move toward using Canvas course shells so that students know how they are doing in each of their classes. For each class in which they are enrolled, students should have access to their grades and course standing throughout the term.

##### **Instructional Outcomes**

The Outcomes Committee needs to establish and communicate to all instructional programs the deadline for submitting the Course Outcomes Timeline. Timelines need to be submitted as part of the Annual Program Plan and need to be on file in Task Stream.

The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop.

The Outcomes Committee should take the lead in developing examples that demonstrate appropriate use of outcomes data and actionable instructional strategies that can be used to improve student outcomes or to provide a rationale for why an improvement plan is not necessary. The Committee should also take the lead in developing examples of Closing the Loop documents that provide evidence of engagement with learning outcomes and improving student learning.

The Outcomes Committee should also review the Closing the Loop document and make revisions so that programs can report on whether the actions they took to improve student performance resulted in increased mastery of student learning outcomes in subsequent assessment cycles.

The Outcomes Committee needs to work with the Curriculum Committee to ensure that all student learning outcomes are recorded on the Course Outline of Record and that they are reviewed systematically as part of the five-year course review process (ACCJC Standard II A 3). A process should be put in place this year. All CORs should reflect the course student learning outcomes no later than the end of the Spring 2021 term.

### **Non-instructional Outcomes**

The Outcomes Committee needs to communicate a timeline for all non-instructional programs to complete developing their outcomes, assessing them, and reporting on them.

The Outcomes Committee needs to set a deadline to submit outcomes assessment timelines for non-instructional programs.

The Outcomes Committee should develop guidelines for developing non-instructional program outcomes that focus these outcomes on the population that is served by the program rather than program or institutional operations.

### **Distance Education**

The College should create a mandatory orientation for online courses that clearly and specifically communicates the expectations and challenges associated with taking online courses.

The College should explore student success by modality and develop strategies to improve success rates where differences are observed.

### **Academic Support Programs**

The College needs a plan to transition student academic support programs such as Gateway Tutoring, Summer Bridge, and Supplemental Instruction so that student support in these areas remain organized and coordinated.

The College should explore non-credit academic support courses for critical gateway courses.

### **Educational Centers**

The College needs to ensure that the Educational Centers have comparable auxiliary support to the main campus; e.g. access to financial aid, library services, Admissions & Records, Veterans, etc.

The College needs to establish a firm identity for the Educational Centers and actively market the courses and offerings.

### **Guided Pathways/Student Success Teams**

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up existing, successful programs, such as MESA and others, to support more students across the campus.

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up course coordination for critical courses. Course coordination includes such practices as

adopting a common schedule of weekly instructional topics, common textbooks, and other instructional materials (such as lab manuals and exercises, types of homework exercises, etc.).

The Guided Pathways Steering Committee should ascertain the feasibility of establishing and maintaining a model of embedded counselors, preferably not funded by categorical funding, for each division.

### **Equity**

The Program Review Committee and the Institutional Effectiveness Committee should improve Program Review and Planning processes to ensure that equity-based priorities are reflected in individual program plans and reviews.

### **Professional Development/Learning**

There is a need for a comprehensive, campus-wide professional development plan, with a higher degree of coordination and an optimization of funds among the various initiatives that have PD as part of their charge. Professional development needs to address classroom instructional strategies as well as equity-minded practices.

The College should institutionalize pedagogical institutes for first-year faculty.

The College should pursue relationships with high school partners and explore intersegmental activities designed to improve knowledge across the segments of preparation for college level work and what it takes to be successful at the college level.

### **Data Coaching and Data Analysis**

The Program Review and IEC needs to ensure that programs make better use of data in program reviews and program plans.

### **Physical Environment**

It is recommended that the Director of Facilities develop a plan to address indoor and outdoor facilities issues that impact student learning at both the main campus and educational centers. The Director of Facilities needs to communicate this plan to the entire campus. Funds should be allocated to improve the appearance of the physical and learning environment.

### **Hiring Practices**

Faculty should be involved and have a voice in Classified hiring if it is directly related to student success and instruction in the classroom.

The Executive Director of Human Resources should work to establish a policy and/or procedure for Classified hiring.

## **Technology**

The College needs to update its Technology Plan and make it publicly available. The Technology Plan should include standards for classroom instructional technology, faculty and staff office computers, and the replacement cycle of technology for classrooms, labs, and staff offices. The plan should also address campus-wide infrastructure in the areas of automation and integration of systems, training and end-user support, timelines for going paperless for various processes, and the development of business analytic capacity to realize gains for students in achievement and completion.

## **Enrollment Management**

Enrollment and efficiency targets for programs, disciplines, and centers should be implemented so that programs, disciplines, and the centers have realistic expectations for growth and resources, such as hiring additional faculty to support enrollment growth. This is likely the purview of the Vice President of Academic Affairs and/or the Enrollment Management Work Group.

The Enrollment Management Work Group, in consultation with Marketing and Communications, should develop a marketing and recruitment campaign to increase enrollment in all programs where the College determines strategic growth is desirable.

The Enrollment Management Work Group, in consultation with the office of Outreach and Educational Partnerships should develop a plan for increasing dual enrollment particularly in areas identified as strategic growth opportunities for the College.

Scheduling of special programs, such as Honors, should be reviewed to ensure that they are offered in a manner that optimizes access for students.

## **Health and Safety**

The College needs a campus wide emergency and security plan that addresses issues on the main campus and the educational centers. Such a plan should include improving the emergency awareness through ongoing training of faculty, staff, and students as well as creating a directory of qualified faculty and staff who possess up-to-date certifications for emergencies such as First Aid, CPR, defibrillation administration, etc.

Safety and security matters need to be communicated to the entire College community. Timely warnings of events on and nearby the campus, particularly those deemed to be a serious and continuing threat to the safety and security of students and employees, need to be communicated within the applicable laws and guidelines for campus safety and security.

The College should ensure that all health and safety regulations are followed, especially in the science and technology labs.

## **Human Resources**

The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

The Vice President of Academic Affairs should establish a systematic process to review re-assigned time across the campus.

## **Planning and Fiscal Council Minutes** **Accepted April 28, 2020** **Tuesday, April 14, 2020, 2:30pm-4:00pm, via Zoom**

**Members Present:** Laura Ramirez (Co-Chair and VPAA), Kevin Smith (Co-Chair and President, AS), Henry Gee (VPSS), Chris Hawken (Interim VPFB), Caroline Durdella (Dean, Institutional Research and Planning), Angelica Martinez (Secretary, AS), Sheila Lynch (Parliamentarian, AS), Adam Wetsman (ASCCC Rep, AS), Michelle Bean (Past President, AS), Rudy Rios (President, RHCFA), Brian Brutlag (Faculty), Dana Arazi (Faculty), Lisa Sandoval (CSEA), Christina Almanza (ASRHC President), Diana Laureano (ASRHC designee), Haily Hernandez (ASRHC designee), Alice Mecom (Mgmt, AA), Melba Castro (Mgmt, SS)

**Members Absent:** Dorali Pichardo-Diaz (1st VP, AS), Matt Pitassi (2nd VP, AS), Juana Mora (Faculty), Sandra Hernandez (CSEA), Jim Sass (CSEA), Haily Hernandez (ASRHC designee)

**Additional Individuals Present:** Markelle Stansell (Recorder/Sr. Admin. Asst. to VPAA), Gita Runkle (Dean, Business), Lisa Chavez (Dean, Counseling), Grant Linsell (Dean, Arts & Cultural Programs), Vann Priest (Dean, Mathematics, Science, & Engineering), Catherine Page (Dean, Health Science & Nursing), Steve Hebert (Dean, Kinesiology, Dance, & Athletics), Mike Garabedian (Dean, Library), Mark Yokoyama (Dean, Public Safety and Interim Dean, BSS), Jose Lara (Counselor), Mike Slavich (Dean, CTE and Instructional Operations), Michaela Brehm (Manager, Grant Development and Management)

### **1. Opening Items**

**A. Call to Order** - The meeting was called to order at 2:35pm.

**B. Approval of Minutes** – The March 10, 2020 minutes were approved as presented.

**C. Superintendent/President's Report** - Dr. Arturo Reyes thanked everyone for their work on issues related to the COVID-19 crisis. We are continuing to work through all the issues and challenges that are coming up as a result of the pandemic. He also Thanked Dr. Caroline Durdella for a successful Institutional Planning Retreat, as well as for her work on Accreditation.

The Chancellor's Office has allowed us some flexibility in how we assign grades. We've looked at a few options and as of today we are ready to move forward with a plan that allows us to extend the deadline to June 12 to allow students to decide if they want an Excused Withdrawal (EW) or a Pass/No Pass (P/NP). The bottom line is that we don't want to impact or jeopardize students' success in their programs, completion, transfer, etc.

We recently acquired hot spots for students and should have 100 ready to issue tomorrow; a notice will be going out soon. We have also acquired resources for housing vouchers which will allow students stay at a local hotel and receive 3 meals a day. The state is telling us that the budget is not going to be anywhere close to what it appeared to be even two months ago, so they're asking us to prepare for different possibilities/reductions in the general fund (up to 15%). Once we get additional clarification, we will form a group to look at what that would look like for our campus and how we can meet those targets. Because state and federal tax deadlines have been postponed until July 15, the state won't have a clear picture of its revenues until late summer. That means the usual May revision period, when the governor typically presents an updated picture of the budget proposal, will be postponed until August.

**D. Public Comments** - None.

**E. ASRHC Report** – ASRHC President Christina Almanza thanked administrators, faculty, and staff for all the leadership they've shown during the COVID-19 pandemic, saying she is proud of the response. ASRHC will have a meeting via Zoom to discuss options for commencement next Monday, as well

as discussing any student concerns have that haven't been addressed. Diana Laureano attended the ASCCC conference online. Student governments across the state discussed issues for which they are going to advocate in the coming year. There was a suggestion that passed to have syllabi posted/available at the time students register for the course. This will serve to give students a sense of what the workload will be and what to expect.

**F. Co-Chair's Report** – Academic Senate had emergency meeting today and passed four different motions related to EW and P/NP deadlines. Academic Senate has been trying to do what they can to best support students.

## **2. Unfinished Business** - None.

## **3. New Business**

**A. COVID-19** – All Summer 2020 classes will be online. We are currently working on an addendum in the event that Fall 2020 courses also need to go online. The Distance Ed committee went through a new process for expedited distance ed approval for curriculum, with the goal of trying to make it the least onerous as possible. Dr. Grant Linsell, Dean of Arts and Cultural Programs and Distance Education, said that a small working group has been looking at blanket DE addendum paperwork that has come from CCCCO's office. They went one bullet point at a time to make sure all bases are covered. Other pieces will require a bit of insight from Instructional Operations. The deadline for the addendum is May 20 but the group wants to make sure Dr. Ramirez has something by the end of the month. A Curriculum forum is coming to Senate next week. There is also a DE certification for faculty for a \$300 stipend or 20 hours FLEX credit.

**B. Accreditation** – We must submit substantive change paperwork to the Commission for all classes that have moved online. We've already submitted the list of all the courses that were moved online for Spring and those were accepted. The ACCJC annual report and fiscal report has been delayed until May 1. We are waiting for the Chancellor's Office to update some dashboards to finish the reporting process. March 18 was first Accreditation Leadership Team Meeting. May 4 will be a technical training on Sharepoint, file structures, etc. An orientation is scheduled on Thursday, April 23 with Dr. Stephanie Droker and will include training on accreditation standards, etc. The Zoom session will be recorded.

**C. Resource Allocations** – Once all requests come in, they are prioritized by respective committees, then come to PFC for final recommendation to the Superintendent/President. Facilities resource allocation requests are being prioritized in the next couple of days and a complete list of all requests will be provided to PFC at the April 28 meeting.

**D. Mission Statement** – Two mission statements were drafted and sent to the campus (all staff and students) for feedback via Survey Monkey. Of the two mission statements, option B was preferred over option A; option A spoke to RHC's status as a Hispanic Serving Institution (HSI). The question was raised as to why there may have been an aversion to including the verbiage about RHC being an HSI. Dr. Durdella encouraged everyone to look at the survey comments but cautioned that they are qualitative.

The recommendation from the Institutional Effectiveness Committee is to receive further direction from PFC and continue to wordsmith mission statement B. Dr. Durdella will make the report with the two draft mission statements available to all constituent groups: Academic Senate, CSEA, and students. Dr. Smith will put it on the Academic Senate agenda for next week and Dr. Durdella will attend to answer questions. Once all groups have met, they will provide synthesis/feedback in advance of the 4/28 IEC meeting. A final recommendation will be brought back to the May 12 PFC meeting.

**E. Institutional Priorities** – Dr. Smith has received feedback from faculty that it feels as though the institution is simply moving forward with business as usual (i.e. with same deadlines) despite faculty experiencing arguably increased workloads with the transition to the online modality, childcare and family considerations, challenges with technology, etc. He felt it important to facilitate a discussion about what our real priorities are at this point. Do things need to be prioritized that haven't before (e.g. staff morale)?

Lisa Sandoval agreed that the institution is attempting to operate under a "business as usual" mentality but for a lot of staff it is extremely difficult. She asked why certain committees are still being convened? Operating as if nothing has changed if not taking into consideration people's physical and mental health during this unprecedented time. She also wanted to know, when this order is lifted, what is the plan to get people back on campus? This issue is of great concern to her. What will it look like? Will there be testing before allowing people back on campus? Dr. Ramirez responded and said that at this time, we are still following Department of Public Health orders; staying as informed as we can with what's coming down from the state. The Chancellor's Office is still considering what's going to happen for Fall. We've had requests for the Police and Fire Academy to resume on-campus classes and activities because first responders are critical right now, however, we still need support/guidance from local leaders on how this will be accomplished. Dr. Reyes added that while we're looking ahead in a lot of ways, we're still trying to perfect what we're doing at the moment, ensuring that students have what they need. We've gone from where we were to where we are in what seems like an eternity, but in reality has only been 3 weeks. He is of the belief that getting people back on campus will be a lot easier than the initial transition to the remote modality. The intention is to convene a group to work on the transition of folks back to campus.

Rudy Rios, RHCFA President, said that staff and faculty have done a phenomenal job moving courses online, getting things done, and being efficient, but it has come at a price. In trying to do business as usual, at some point, something's going to give. He would like to reiterate the need to answer the question: what needs to get done and what is priority? He feels that surely there are some things we can address later? Faculty are stressed.

Dr. Durdella urged the institution to give consideration to anything and everything that will affect accreditation.

## **4. Committee Reports**

### **A. PFC Subcommittees**

- **Safety and Facilities:** Met April 3 through Zoom. Brian previously sent the written report to the co-chairs but will resend so Markelle Stansell can forward to the group.
- **IEC:** None.
- **Program Review:** Institutional Recommendations were finalized. They came to PFC previously and Dr. Durdella and Marie Eckstrom did some wordsmithing. The final set of recommendations received consensus to move forward.
- **Policy and Procedure Council:** Spent quite some time looking at APs for hiring.

### **B. Other Committees**

- **Basic Skills:** None.
- **Distance Ed:** At the DE meeting on Monday, the group primarily spent time dealing with the blanket addendum and what the process in DE will look like. All of the Summer 2020 course shells have been created. All CRNs have a shell. Every faculty teaching this summer should have received an email by now. Fall course shell creation has started as backup plan.
- **Guided Pathways:** Attached.
- **Outcomes:** None.
- **Staff Development:** Issues around Staff Development and DE are huge and it's wonderful these trainings are being offered with stipends and FLEX hours. Sheila Lynch mentioned that the Staff Development/FLEX Coordinator DAP is only being renewed for 15% reassign time and she can't imagine how that percentage would even cover Fall or Spring FLEX. She wondered if there has been any talk about upping the amount of reassign time? Dr. Ramirez explained that right now,

because the Title 5 grant is ending and funds are exhausted, the District is going back to what's in CBA. Sheila urged that the institution considers how important staff development is for our campus. She also asked when the reassign time taskforce will be meeting again. Dr. Ramirez will follow up with Rudy.

- **Student Equity:** None.
- **SSSP:** Priority registration was last Thursday, Friday, and yesterday. Ed Planning workshops have been between 92%-97% filled. We continue to be in touch with high school counselors. It's been going well, and our numbers are increasing. Students can get in to AccessRio to schedule appointments on their own, use various chat features across the RHC website, or call the Counseling front desk, EOPS, DSPS, etc.

## **5. Closing Items**

**A. Announcements** - None.

**B. Adjournment** - The meeting was adjourned at 3:49pm



## INSTITUTIONAL RESEARCH AND PLANNING

### 2020-2021 PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

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#### **Increasing Student Learning, Achievement, and Completion**

##### **Classroom Best Practices**

All faculty should move toward using course shells within the College Learning Management System (LMS) so that students are able to monitor their performance in each of their classes. At a minimum, for each class in which they are enrolled, students should know their course standing throughout the term, and have access to their grades.

##### **Instructional Outcomes**

The Outcomes Committee needs to establish and communicate to all instructional programs the deadline for submitting the Course Outcomes Timeline. Timelines need to be submitted as part of the Annual Program Plan and need to be on file in Task Stream.

The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop.

The Outcomes Committee should take the lead in developing examples that demonstrate appropriate use of outcomes data and actionable instructional strategies that can be used to improve student outcomes or to provide a rationale for why an improvement plan is not necessary. The Committee should also take the lead in developing examples of Closing the Loop documents that provide evidence of engagement with learning outcomes and improving student learning.

The Outcomes Committee should also review the Closing the Loop document and make revisions so that programs can report on whether the actions they took to improve student performance resulted in increased mastery of student learning outcomes in subsequent assessment cycles.

### **Non-instructional Outcomes**

The Outcomes Committee needs to communicate a timeline for all non-instructional programs to complete developing their outcomes, assessing them, and reporting on them.

The Outcomes Committee needs to set a deadline to submit outcomes assessment timelines for non-instructional programs.

The Outcomes Committee should develop guidelines for developing non-instructional program outcomes that focus these outcomes on the population that is served by the program rather than program or institutional operations.

### **Distance Education**

The College should create a mandatory orientation for online courses that clearly and specifically communicates the expectations and challenges associated with taking online courses.

The College should explore student success by modality and develop strategies to improve success rates where differences are observed.

### **Academic Support Programs**

The College needs a plan to transition student academic support programs such as Gateway Tutoring, Summer Bridge, and Supplemental Instruction so that student support in these areas remain organized and coordinated.

The College should explore non-credit academic support courses for critical gateway courses.

### **Educational Centers**

The College needs to ensure that the Educational Centers have comparable auxiliary support to the main campus; e.g. access to financial aid, library services, Admissions & Records, Veterans, etc.

The College needs to establish a firm identity for the Educational Centers and actively market the courses and offerings.

### **Guided Pathways/Student Success Teams**

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up existing, successful programs, such as MESA and others, to support more students across the campus.

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up course coordination for critical courses. Course coordination includes such practices as

adopting a common schedule of weekly instructional topics, common textbooks, and other instructional materials (such as lab manuals and exercises, types of homework exercises, etc.).

The Guided Pathways Steering Committee should ascertain the feasibility of establishing and maintaining a model of embedded counselors, preferably not funded by categorical funding, for each division.

### **Equity**

The Program Review and the Institutional Effectiveness Committees should consult with the Equity Committee to improve Program Review and Planning processes to ensure that equity-based priorities are reflected in individual program plans and reviews.

### **Professional Development/Learning**

There is a need for a comprehensive, campus-wide professional development plan, with a higher degree of coordination and an optimization of funds among the various initiatives that have PD as part of their charge. Professional development needs to address classroom instructional strategies as well as equity-minded practices.

The College should institutionalize pedagogical institutes for first-year faculty.

The College should pursue relationships with high school partners and explore intersegmental activities designed to improve knowledge across the segments of preparation for college level work and what it takes to be successful at the college level.

### **Data Coaching and Data Analysis**

The Program Review and Institutional Effectiveness Committees should work with Staff Development and the Equity Committee to ensure that programs make better use of data in program reviews and program plans.

Data coaching and data analysis training should be activities that occur throughout the year and a plan should be developed to train faculty and others to serve in these roles in order to expand the pool of trained data coaches.

### **Physical Environment**

It is recommended that the Director of Facilities develop a plan to address indoor and outdoor facilities issues that impact student learning at both the main campus and educational centers. The Director of Facilities needs to communicate this plan to the entire campus. Funds should be allocated to improve the appearance of the physical and learning environment.

## **Hiring Practices**

Faculty should be involved and have a voice in Classified hiring if it is directly related to student success and instruction in the classroom.

The Executive Director of Human Resources should work to establish a policy and/or procedure for Classified hiring.

## **Technology**

The College needs to update its Technology Plan and make it publicly available. The Technology Plan should include standards for classroom instructional technology, faculty and staff office computers, and the replacement cycle of technology for classrooms, labs, and staff offices. The plan should also address campus-wide infrastructure in the areas of automation and integration of systems, training and end-user support, timelines for going paperless for various processes, and the development of business analytic capacity to realize gains for students in achievement and completion.

## **Enrollment Management**

Enrollment and efficiency targets for programs, disciplines, and centers should be implemented so that programs, disciplines, and the centers have realistic expectations for growth and resources, such as hiring additional faculty to support enrollment growth. This is likely the purview of the Vice President of Academic Affairs and/or the Enrollment Management Work Group.

The Enrollment Management Work Group, in consultation with Marketing and Communications, should develop a marketing and recruitment campaign to increase enrollment in all programs where the College determines strategic growth is desirable.

The Enrollment Management Work Group, in consultation with the office of Outreach and Educational Partnerships should develop a plan for increasing dual enrollment particularly in areas identified as strategic growth opportunities for the College.

Scheduling of special programs, such as Honors, should be reviewed to ensure that they are offered in a manner that optimizes access for students.

## **Health and Safety**

The College needs a campus wide emergency and security plan that addresses issues on the main campus and the educational centers. Such a plan should include improving the emergency awareness through ongoing training of faculty, staff, and students as well as

creating a directory of qualified faculty and staff who possess up-to-date certifications for emergencies such as First Aid, CPR, defibrillation administration, etc.

Safety and security matters need to be communicated to the entire College community. Timely warnings of events on and nearby the campus, particularly those deemed to be a serious and continuing threat to the safety and security of students and employees, need to be communicated within the applicable laws and guidelines for campus safety and security.

The College should ensure that all health and safety regulations are followed, especially in the science and technology labs.

### **Human Resources**

The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

The Vice President of Academic Affairs should establish a systematic process to review re-assigned time across the campus.