



**Planning & Resources Council**

**THURSDAY, SEPTEMBER 28, 2017  
3:00-5:00 PM, GRIFFIN GATE**

**MEETING SUMMARY**

<b>PRESIDENT</b>	<b>Nabil Abu-Ghazaleh</b>	√	<b>DIVISIONAL REPS (7)</b>	<b>Adelle Schmitt</b>	
<b>VICE PRESIDENT ACADEMIC AFFAIRS</b>	<b>Katrina VanderWoude</b>			<b>Evan Wirig</b>	√
<b>VICE PRESIDENT STUDENT SERVICES</b>	<b>Marsha Gable</b>	√		<b>TBD</b>	
<b>VICE PRESIDENT ADMINISTRATIVE SERVICES</b>	<b>Lorenze Legaspi</b>	√		<b>Irene Palacios</b>	
<b>SR. DEAN OF COLLEGE PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</b>	<b>Mike Reese (Interim)</b>	√		<b>Liz Barrow</b>	
<b>DEAN OF CAREER &amp; TECH ED/WORKFORCE DEVELOPMENT</b>	<b>Javiar Ayala</b>	√		<b>Jessica Owens</b>	
<b>DEAN, COUNSELING &amp; ENROLLMENT SERVICES</b>	<b>Martha Clavelle</b>	√		<b>Nadra Farina-Hess</b>	√
<b>DEAN OF ARTS, LANGUAGES AND COMMUNICATION</b>	<b>Bill McGreevy</b>	√	<b>BASIC SKILLS REPRESENTATIVE</b>	<b>Shawn Hicks</b>	√
<b>DEAN, ENGLISH, SOCIAL/BEHAVIORAL SCIENCES</b>	<b>Agustin Albarran</b>	√	<b>SUPERVISORY REPRESENTATIVES (2)</b>	<b>Genie Montoya</b>	
<b>DEAN, MATH, NATURAL SCIENCES &amp; EXERCISE SCIENCE/WELLNESS</b>	<b>(Interim) Cary Willard</b>	√		<b>Kurt Brauer</b>	
<b>DEAN, LEARNING &amp; TECHNOLOGY RESOURCES</b>	<b>Fabienne Chau</b>	√	<b>CLASSIFIED SENATE DESIGNEE</b>	<b>Monica Blando</b>	
<b>SR. DEAN OF ALLIED HEALTH &amp; NURSING</b>	<b>(Interim) Domenica (Dee) Oliveri</b>	√	<b>CLASSIFIED SENATE REPRESENTATIVE</b>	<b>Brian Lam</b>	√
<b>ASSOCIATE DEAN OF NURSING/DIRECTOR OF NURSING</b>	<b>Domenica (Dee) Oliveri</b>	√	<b>CSEA REP</b>	<b>Will Pines</b>	√
<b>DEAN, ADMISSIONS, RECORDS &amp; ENROLLMENT SERVICES</b>	<b>Aaron Stark</b>	√	<b>ASGC REPRESENTATIVE</b>	<b>TBD</b>	
<b>ASSOCIATE DEAN, ATHLETICS</b>	<b>Thomas Armstrong</b>	√			
<b>ASSOCIATE DEAN OF STUDENT SUCCESS AND EQUITY</b>	<b>Lida Rafia</b>	√			
<b>DIRECTOR FACILITIES &amp; OPERATIONS</b>	<b>Loren Holmquist (Interim)</b>	√			



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PRESIDENT, ACADEMIC SENATE	Tate Hurvitz (Co-Chair)	√			
AFT REPRESENTATIVES	Jim Mahler		Guests	Courtney Williams	√
	Sara Fergeson	√			
CHAIRS & COORDINATORS REP	Judd Curran	√	RECORDER:	Patty Sparks	√

Meeting commenced at 3:00 PM.

I. ENROLLMENT UPDATE – REESE

Mike Reese reported that the deans are working with the President and Vice President VanderWoude to get courses into print, as well as, working closely with marketing and admissions and records ensuring information is getting to students.

Data shows that census numbers from fall 2016, and fall 2017, FTES numbers are less than 1% apart. Best case scenario is to get our numbers up to 6500, but is a stretch to obtain as our 2017 FTES for fall was reported to the State at 5873, as a District we reported 8520 FTES. We do anticipate an increase with late start sections.

II. IEPI VISIT

An email was sent campus wide regarding the IEPI team visit, Wednesday, October 4. The email included information regarding the team and what they are here to do. They are assisting us with their expertise, specific to:

- Streamlining our participatory governance structure and improving communications
- Fully integrating planning and resource allocations processes
- Better integrate learning outcomes assessments into integrated planning

As a note, the team will not make recommendations we do not agree to. Recommendations however are tied to funding.

We have three visits scheduled and after October 4, the team will return in December. The third visit, not yet scheduled, might be different, depending on solutions. They will be here to check on our progress as we implement our new processes/solutions.



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**III. BUDGET TASKFORCE (BTF) UPDATE - LEGASPI**

The BTF met and had great conversations that included guiding principles, how we are going to approach the budget reduction, and expenditure types.

The BTF agreed that to best serve the college, a five-year expenditure comparison is needed. The BTF also agreed there is a need for a Budget Committee as our budgets and funding remain fluid.

**IV. CONSTRUCTION ALLOCATION TASKFORCE RECOMMENDATION (CATR) – LEGASPI**

Due to the extensive escalation in construction costs, the CATR was tasked to think out of the box, and make recommendations to this Council on what construction projects can be cut. After meeting with GAFCON Program Managers, Ken Emmons and Loren Holmquist, it was determined that no construction projects will be affected and all remain scheduled to move forward.

Lorenze, Nabil and Agustin all commended the CATR on their willingness to make the hard decisions necessary and, this is a big win for our governance processes.

Communication and updates will be forthcoming to this Council. In addition, the District has requested funding for an element of the 500 Complex to be remodeled. The College will have to come up with funds as well.

**V. ACCREDITATION UPDATE – REESE**

Michael Reese and Bonnie Ripley have created an accreditation 2017-19 timeline (attached) in order to prepare for the accrediting agency's (ACCJC) site visit in fall 2019. The development of the Institutional Self-Evaluation Report (ISER) will be overseen by the Accreditation Steering Committee and will require the participation of many individuals across campus, including classified staff, faculty, and administrators, from academic affairs, student services, and administrative services.

Accreditation Steering Committee

- |                     |               |
|---------------------|---------------|
| 1. ALO              | Michael Reese |
| 2. Faculty Co-chair | Bonnie Ripley |



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- |                                 |                     |
|---------------------------------|---------------------|
| 3. C PIE Admin Assistant        | Cindy Emerson       |
| 4. President                    | Nabil Abu-Ghazaleh  |
| 5. President’s Assistant        | Bernadette Black    |
| 6. VPAA                         | Katrina VanderWoude |
| 7. VPSS                         | Marsha Gable        |
| 8. VPAS                         | Lorenze Legaspi     |
| 9. Academic Senate President    | Tate Hurvitz        |
| 10. Classified Senate President | Monica Blando       |
| 11. Process Specialist          | Lorena Ruggero      |
| 12. Research                    | Chris Tarman        |
| 13. LTR Dean and DE Specialist  | Fabienne Chauderlot |
| 14. Student                     | To be determined    |

VI. SSSP, BSI, STUDENT EQUITY INTEGRATED PLAN – HICKS, RAFIA, WILLIAMS

A draft handout was provided to the Council, *Integrated Planning Framework Student Success Initiatives (SSSP, SE, BSI)*, for the Council to review. As a reminder, the Student Success and Equity Taskforce (SSETF) is working to integrate the three initiatives under one umbrella. As reported previously, the guided pathways are:

- Promoting Pathways
- Clarifying Pathways
- Entering Pathways
- Staying on the Pathway
- Ensuring Learning

The SSETF then developed broad Integrative Planning Goals, they are:

- To increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners, in order to reflect our service populations.  
*To allow students to start off on the right path and be prepared before they attend classes*
- To clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps.



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*Program maps look at points of interests and career goals, with general education courses.*

- To reduce the time it takes student to successfully complete college-level coursework from Math, English, & ESL from campus-wide basic skills sequences.

*Getting students through the pipeline, reducing the amount of classes needed to get to a transfer class.*

- To improve course success rates and decrease equity gaps in 12 high enrollment, gateway courses. (Attached hereto: Enrollment data FA15, SP16, SP17)

*What is missing, what interventions are needed. Using enrollment data to determine who our students are.*

- To improve identification of and support students at risk for academic or progress probation.

*This goal touches all five plans, have systems and interventions in place.*

These are broad overreaching goals. The onboarding piece is on us as an institution to solve.

As the college moves forward we need to look at processes and affect positive change ensuring student success.

Next Steps:

- Interventions
- Formalize a pilot program with goals to be completed by 2019

### VII. INTRO TO PATHWAYS – HURVITZ

Tate shared a PowerPoint Presentation, Guided Pathways, An Introduction, Planning & Resources Council, September 2017, for the Council. The idea of Guided Pathways work is to create structural changes designed to foster equitable outcomes for our students.

The core elements/principles (with examples of high impact practices) identified are:

1. Intake Process
  - a. Multiple measures



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- b. Mandatory orientation
- c. Intrusive advising
- d. Ed-plan for all
2. Enrollment in college level English/Math aligned with interest area
  - a. Enrollment in defined pathway
  - b. Alternative math pathway
  - c. Student success course
  - d. Redesign of Gateway courses by pathway
3. Academic and student services support for gateway courses
  - a. Co-requisite support
  - b. Supplemental instruction
  - c. Learning communities
  - d. Mandatory learning labs
  - e. Mandatory study groups
4. Streamlined remediation models
  - a. Summer bridge
  - b. Early alert process
  - c. Accelerated models
  - d. Curricular modules
5. Content of gateway courses aligned with chosen program
  - a. Redesign of Gateway courses with pathway content
6. Track and act on performance and progression data
  - a. Early alert
  - b. LMS analytics
  - c. Success coaches
  - d. Ed-plan for all



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The Council discussed the development, implementation and ultimately tracking of guided pathways processes, interventions and student progress. There is a way to track students along their educational pathways, but, for now, it is still in stages. Our systems in place cannot track pathways as a whole and this is problematic. Also, the committee discussed the need to obtain more qualitative data with our student focus groups.

### VIII. STRATEGIC HIRES

#### - BOT INSTRUCTOR – DR. AYALA

This is a replacement position for Dr. Mary Leslie who passed away. This position is critical to maintain this very important program.

The Council recommended to move this position forward.

*Action Taken: The BOT Instructor position was recommended to move forward.*

**NEXT P&RC MEETING DATE October 26, 2017, 3 – 5 p.m., Griffin Gate**

**VISION: CHANGING LIVES THROUGH EDUCATION**



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Accreditation 2017-19 Timeline	Fall 2017				Spring 2018					Sum 2018			Fall 2018				Spring 2019					Sum 2019		
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Identify ALO, faculty accreditation co-chair, and steering committee members	█																							
Attend ISER training	█																							
Design self-evaluation process		█																						
Identify standard chairs and teams, including existing committees and councils		█																						
Identify standard specialists		█																						
Create resources for writing teams (including website and document sharing)		█	█																					
Communicate accreditation process widely			█																					
Conduct training for standard chairs			█																					
Conduct training for standard teams			█																					
Teams identify writing team members for their assigned standard			█																					
Identify processes, practices, and evidence on standards template			█																					
Standard chair feedback submitted			█																					
Final templates and evidence lists due			█																					
Report to Board of Trustees			█																					
Launch accreditation self-evaluation website				█																				
Institution-wide dialogue and presentation					█																			
Specialists draft ISER in Google Docs					█	█																		
2018 Academic Senate Accreditation Institute					█																			
Analyze and cross-check data for ISER					█	█	█																	
Writing teams develop ISER in Google Docs					█	█	█	█	█															
Report to Board of Trustees					█																			
Institution-wide dialogue and presentation						█																		
Incorporate narrative and evidence from district departments						█	█	█																
Oral accreditation progress report to Board of Trustees																								
Institution-wide dialogue and presentation																								
Submit draft through participatory governance groups for feedback																								
Incorporate feedback and develop final draft																								
Format and finalize document																								
Submit final draft through governance councils for final review																								
Final draft presented to Board of Trustees																								
Submit document to ACCJC at least 90 days prior to visit																								
ACCJC site visit																								
Training																								
Reporting																								
Writing																								
Other																								