



PLANNING AND BUDGET STEERING COMMITTEE

Summary Meeting Notes from ZOOM Meeting

February 3, 2021

APPROVED March 3, 2021

Members Present: **Co-Chairs:** Rod Garcia, Joseph Ramirez; **Management Reps:** Cyndi Grein, Rich Hartmann; **Faculty Reps:** Kim Orlijan, Marcus Wilson; **Classified Reps:** Nichole Crockrom, Monica Hagmaier; **Student Reps:** Lucas Aguirre, Nikita Martin; **Resource Members:** Vivian Gaytan, Melisa McLellan, and Catalina Olmedo. **Resource Members Absent:** Gil Contreras; **Guest:** Josh Ashenmiller, Faculty Member.

The meeting commenced at 2:04 p.m.

I. Approval of Meeting Notes: The December 2, 2020 Summary Meeting Notes were unanimously approved by a motion from Marcus Wilson and seconded by Kim Orlijan; all were in favor.

II. Planning Update: None.

III. Budget Update: Rod reported he attended the Annual 2021 Budget Workshop on January 20 where he learned the College will receive a second round of funding called CARES 2 or CRRSAA funds for 2021-22, which will be going to the board for approval. This funding is available to spend now so we will not need to wait until 7-1-21 to start spending. These funds can be used to cover any revenue shortfalls we have for the Bookstore, Child Care Center, and Campus Safety thru Spring, which allows the College to free up restricted funds for other uses. Even though CARES funding may not be used for scheduled maintenance and instructional equipment, we can make a proposal to the Council on Budget and Facilities (CBF) to request to free up the previously allocated District one-time funds approved for revenue shortfalls and request they be applied to scheduled maintenance and IE.

Rod shared a list of how the College has spent the Institutional Portion of the CARES Act (first round) monies thus far and asked Melisa to share this file with the members via email. Highlights from the expenditure list is that the Fullerton College Food Drive services an average of 300 students per week, and in the future, we may augment how to get hot meals to students using our contracted Sodexo Food Services provider. The first round of CARES funding needs to be spent by May 2021. If you have any suggestions on how to spend the CARES 2 funds, please email Rod. He is also trying to facilitate spending money in Tech/Ed for a campus screening booth supplied with necessary PPE (Personal Protective Equipment) such as gloves, masks, hand sanitizer and face shields. Kim asked who decides the amount of the direct pay to students (\$500 last year), and can we increase the amount given this year. Rod told the group

that NOCE’s headcount alone is larger than FC and CC together, and they are asking the two Colleges to share a portion of our funding, as NOCE was not given an allocation. Marcus asked if we can use the monies on textbook vouchers. Rod said he would check into that. Rod stated auditors are looking to see if we follow guidelines and he has to post quarterly reports.

IIIA. Governor’s January Budget Update: Rod presented a PowerPoint on the 2021-22 Governor’s January Budget, which was presented by Fred Williams and Kashu Vyas. We can expect a relatively flat budget for 2021-22 with General Fund spending up 5.5% - about \$8.6 billion. The major themes include 1) Golden State Stimulus - \$600 payments to individuals, 2) Focus on economic recovery through grants/tax credits, and 3) Re-opening schools for in-person learning.

The Community College Budget Overview consists of One-time funding for: Emergency aid to students, Work-based learning, Mental health, Student retention and (re) enrollment, Online-Education Infrastructure, and Expansion of apprenticeship. Highlights include a 1.5% COLA (\$111.1M). Overall there is a .5% Growth of \$23.1M. There are not many districts growing, in fact Fullerton College is down 6% this year, but the overall District is down 5%. Rod reported Citrus is down 20%. We are in a decline, but not as bad as others, as Rod reported one district was down 40%. The Buy down of referrals is \$1.1B leaving \$326.5M (approximately \$15 M for NOCCCD) as cash being pushed to next year. Estimated CalPERS/STRS Rates are noted below:

	2019-20	2020-21	2021-22
STRS	17.10%	16.15%	15.92%
PERS	19.72%	20.70%	23.00%

A second CARES Act funding package is available under the CARES Act (Coronavirus Aid, Relief, and Economic Security) Act called CARES 2 or CRRSAA. Last year, Fullerton College was allocated a total of \$10M in CARES Act funding to spend, which was restricted to \$4.8M for student aid and \$5.2M for institutional support. This year, Fullerton College will receive \$20,180,789, more than double than last year, where a minimum of \$4,850,367 must be spent for student aid leaving \$15,330,422 for instructional support. The College plans to increase the amount funded to student support. Contrary to last year, funds can be used to backfill loss revenues and spent on undocumented “immigrant status” support. These monies must be spent by the end of the year.

IV. DRAFT Instructional Program Review Template: Our guest, Josh Ashenmiller, Faculty Senate President, attended today’s meeting to discuss the DRAFT Instructional Program Review Template and seek the committee’s feedback. (Template emailed to members prior to the meeting). Josh reported the last Academic Self-Studies were written in Fall 2017, and since then things have changed due in part to the establishment of Guided Pathways and recent antiracism taskforces. The DRAFT was revised to ask more detailed and guided questions. The old study looked at five years of success rates and KPI (Key Performance Indicators) and the new form is directed at capturing information that is more useful. The DRAFT will be presented at the Faculty Senate meeting on February 18, 2021. Discussion moved to the sections listed below:

Section 2.2.2 in that should faculty writing the report comment on courses or programs. For students going to UC versus Cal State, the AA and ADT will depend on the program. Faculty do not know if students are taking courses for a major, and how know the difference if the student is seeking an AA or ADT – How know if participating – is the major stated in BANNER? How will a department know if students are staying on path? Some students earn both an AA and ADT if they do not get their school of choice when transferring.

Section 2.2.3 – An “on-line” class has a new meaning due to the COVID Pandemic and one should make the distinction between a “true” online class and classes moved to “remote” learning. Also, be specific when the class is a true hybrid class. There are some classes taught entirely “on-campus” during COVID.

Section 2.4 – Instructor and FTEs – This is not just about reporting success, but time to earn a degree – How many years does it take students to finish degrees? Vocational students are not fulltime, and thus does it make a department look bad, such as if a welding student takes longer to complete especially if they work and takes classes when they can? Will they still be a success even if they take longer to complete? When we speak of success, we need to consider bottleneck classes and gateway courses that may affect student success. Questions pertaining to these issues were added to the draft.

Kim Orlijan stated we must consider there may be other issues that impact a student’s completion in a timely manner even if they are full-time. Such consideration may be family issues, courses not offered each semester, or courses not offered at the times they can attend. What is the purpose of the self-evaluation? The studies are tied to funding requests, which is an issue with Program Review, and it should not be the case to ask for more money, but to also find where we can improve our programs. Marcus stated that the Self-Study is a self-reflection to build a case for more funding. It is a data analysis for a department to show they need more resources.

Section 2.5 – CTE (Career Technical Education) Programs – CTE programs have special requirements and annual and bi-annual reports are required.

Section 2.6 – More questions related to equity were added to the form in order to expand on the achievement gaps. A question was asked if students fall into more than one category will the data be skewed. Joe replied that yes, it may, but usually with comparisons, you can discern differences. The committee added the question did you identify gaps in the last year and what is the progress (going back 4 years). Data for sections 2 and 3 will be extracted from Tableau and data for Section 3 will be extracted from eLumen. *(Google Search: Tableau is a visual analytics engine that makes it easier to create interactive visual analytics in the form of dashboards. These dashboards make it easier for non-technical analysts and end users to convert data into understandable, interactive graphics. eLumen is a higher education curriculum and assessment management system that provides insight into each student’s engagement and progress. It is also a planning tool that feeds data from your SLO [Student Learning Outcome] assessment, action plans and other activities to help teams work collaboratively through their program review cycles.)*

Section 3 – Since the last time self-studies were written, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs (Program Student Learning Outcomes). Due to a firewall, there is no data exchange between eLumen and Tableau. The campus will be looking at program mapping as four years ago we were doing course-level SLOs (CSLOs). What equity gaps come up when looking at PSLO and CSLOs?

Section 4 – This section is part of planning and is used to determine the effectiveness of a program. Question 4.7 came from Pathways Group referring to active and applied learning, internships, co-ops, service learning, and field trips, etc. Question 4.8 asks to highlight successes and hopefully positive results due to COVID.

Section 5 – Discuss what has happened since the last review – How effective is the program as a result of being awarded resource funding or what impacts have you seen by not receiving any funding.

Section 6 – To help with equity efforts, an option for an “asterisk” was discussed to identify SAP (Strategic Action Plans) that are equity-based. For example, if a SAP makes a funding request that one feels will lead to greater student equity, and there is data to back it up, then the program review committee wants to add an asterisk, such as *SAP 1. The PBSC committee wasn’t too keen on this as it opens the door for those writing the SAP to code all with an asterisk so their funding requests will receive priority. The PBSC discussed for a checkbox to be included, but then who would mark the box as we may have the same issue where all boxes would be checked.

Section 8 – The Publication Review section is new this year and does ask to include the presence of any social media.

V. Other/General Discussion: Rod reported that the College is in discussion to create a study area for students in the 200 Building Dining Hall. He also reported that the planned date to move into the New Instructional Building 2400 is October 2021, with the move to take place during the semester in November. The project is currently under budget and the first classes in the new building will be in Spring 2022 (given it’s safe to return to campus). The College plans to hire someone to facilitate the move to lessen the impact on faculty and staff. The 300-500 Building Renovation Project’s planned completion date is January 2022, with the first classes in the new space in Spring 2022.

Meeting adjourned at 3:34 pm
Meeting Notes taken by Melisa McLellan
Next Meeting: February 17, 2021