

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
Regular Meeting, Wednesday, November 14, 2012, 6:00 p.m.  
3600 Workman Mill Road, Whittier, California  
AGENDA**

**I. CALL TO ORDER**

- A. Call to Order (6:00 p.m.)**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Approval of Minutes: October 18, 2012; October 22, 2012**
- E. Open Communication for Public Comment**

*Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.*

*Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.*

- F. Commendation**
  - **Academic Retirement**
    - R. Dewayne Highfill (*Math/Sciences*)
- G. Presentations**
  - **English as a New Language (ENLA) – (Tyler Okamoto / Moises Mata)**
  - **Accountability Report for Community Colleges (ARCC) – (Howard Kummerman)**

**II. CONSENT AGENDA**

- A. FINANCE & BUSINESS**
  - 1. **Finance & Business Reports**
  - 2. **Authorization for Out-of-State Travel & Conferences**
  - 3. **Household Hazardous and Electronic Waste Collection and Roundup – County of Los Angeles**
- B. PERSONNEL**
  - 1. **Academic**
  - 2. **Classified**
  - 3. **Order of Employment**
  - 4. **Unrepresented**

**III. ACTION ITEMS**

- A. FINANCE & BUSINESS**
  - 1. **Consultants**
  - 2. **Annual Bond Audit Report**
  - 3. **Revenue Agreement – Pacific Coast Feather Company**



**RIO HONDO COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**MINUTES – November 14, 2012**

**Location:** Rio Hondo College Board Room

3600 Workman Mill Road, Whittier CA 90601

**Members Present:** Ms. Norma Edith García, President

Ms. Vicky Santana, Vice President (arrived at 6:25 pm)

Ms. Madeline Shapiro, Clerk (arrived 6:10 pm)

Mr. Gary Mendez, Member

Ms. Angela Acosta Salazar, Member

Ms. Lupe Pasillas, Student Trustee

**Members Absent:** None

**Staff Members:** Ms. Teresa Dreyfuss, Interim Superintendent/President

Dr. Kenn Pierson, Vice President, Academic Affairs

Mr. Henry Gee, Vice President, Student Services

Ms. Sandra Rivera, CSEA President

Mr. Adam Wetsman, Academic Senate President

Ms. Kathy Pudelko, representing RHCFA President

Ms. Irina Preciado, ASRHC President

Ms. Sandy Sandello (Recorder)

**I. CALL TO ORDER**

**A. Call to Order**

Ms. Garcia called the meeting to order at 6:03 p.m.

**B. Pledge of Allegiance**

Gary Mendez led the salute to the flag.

### **C. Roll Call**

Ms. Santana and Ms. Shapiro reported absent, but later arrived at 6:25 pm and 6:10 pm.

### **D. Approval of Minutes: October 18, 2012; October 22, 2012**

311. It was moved by Mr. Mendez, seconded by Ms. Acosta-Salazar and carried unanimously to approve the minutes of October 18, 2012 and October 22, 2012.

November 14, 2012 2 Rio Hondo Community College District

Minutes Board of Trustees Regular Meeting

### **E. Open Communication for Public Comment**

Councilmember Joseph Gonzales spoke on item III B4., Discussion on Renaming of the El Monte Educational Center.

### **F. Presentations**

☐ **English as a New Language (ENLA)** – *(Tyler Okamoto / Moises Mata)*

☐ **Accountability Report for Community Colleges (ARCC)** – *(Howard Kummerman)*

## **II. CONSENT AGENDA**



**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES MEETING  
NOVEMBER 14, 2012**

**TRANSCRIPT OF ACCOUNTABILITY REPORT FOR COMMUNITY COLLEGES (ARCC) PRESENTATION  
HOWARD KUMMERMAN AND JAMES SASS**

Howard: Fifth time presenting ARCC results to Board. Condensed version of 138 pages. Statewide indicators and local RHC indicators

James: Transfer – SPAR fairly stable across time. RHC is stable with SPAR rate in last two years. Little below statewide rate, but better than peer group.

Norma: Are we going to discuss opportunities for improving? Santa Monica City College has specific counselors assigned to first-year students to ensure attention is given to students coming in from high schools, hand held for good transition. Those strategies have shown great results. Will we have an opportunity to talk about those strategies?

James: Board members are encouraged to talk about it and share ideas – to include VPs Gee and Pierson

James: Percent of students showing earning 30 units in six years – pretty stable, we're right in the middle of comparisons.

Norma: We've gone up, good.

Norma: If we're put in a peer group rate – similar colleges with similar populations, how are peer groups determined?

James: Peer groups are determined in a number of ways – mathematically, by demographics, enrollment rates, proximity to UCs and CSUs, etc.

Career Ed highlight – credit voice d courses with a grade of C or better – We've been consistent. Well above the statewide average. This is an area where we're doing really well.

Success rate in credit BSS – we see a consistent increase of 8.7% increase over two years.

Norma: That's a good indicator.

James: In comparison with others, we still have a ways to go, but we're going in the right direction. We should be there in another year or two.

Norma: That's great.

Gary: I would think that the numbers may vary by subject matter.

James: Yes they do.

James: BSS two course progression – success over two courses. We're fairly stable, but there's room for growth.

Gary: It would be prudent to look at areas of BSS where numbers are higher and lower. In previous years, we've gotten that data. Is that data available?

Howard: All this ARCC information is what the state compiles. We certainly use this as one of our indicators. What we are not looking at is local data produced by the Research office. We work with Basic Skills, Title V, and faculty on campus. etc. You've seen some of that data before here at RHC in other presentations. This is not the only data we look at.

Angela: When do they start counting? Is it enrollment or during the drop period?

James: It's what the State calls the second census. RHC calls it the last day to drop without record on transcript

Angela: Whoever is currently enrolled at that point?

James: At that point, they will either get a letter grade or W.

Angela: Transfer rate is not one of the 7 indicators?

Howard: It is not, correct. At other presentations we do provide that information.

James: SPAR transfer rate is a subset of that.

Student(?): Are they going to change any of these indicators with SSTF?

Howard: Yes, that is what I'm going to cover right now. New scorecard: ARCC 2.0 scorecard. Rules will change. They are looking at removing the peer grouping. Good for us. More local control. We'll provide Dept. of Ed report called IPEDS report to Board for opportunity to look at other sources. Don't want to overwhelm you.

Gary: It's ok to overwhelm.

Howard: The self-assessment essay will also be eliminated from scorecard. A significant change will measure intermediate progress and completion. To get more feedback for discussion on a local level. There is a website in the Chancellor's Office that provides some information on ARCC 2.0 scorecard.

Norma: I just have a comment – I know we’re facing tough economic times but I hope we come to a place to go beyond just looking at these reports. Look at innovation, look at strategies, look at best management practices in other community colleges that are getting good results in transfer rates, basic skills student success.

Howard: We are doing that in a lot of ways. An example is our program review process. We provide info on student success, retention, transfer data, etc. Programs have many discussions in these areas. Programs look at other community colleges to see what they are doing. There is, I think, innovation based on this information that people are gathering.

Norma: That’s awesome, that is great.

Gary: If you could get some local data for us with some of the questions that are in the ARCC.

Howard: New factbook will be out soon. It’s really an environmental scan. Contains all local data, community data and census data that will help us in our endeavors, including accreditation

Norma: That’s great because it differentiates between academies, vocational courses, and academic programs so we can better understand.

Gary: We don’t need to wait until things get better. We need that data now to strategize.

Angela: Do demographics mean they want data by ethnicity as well?

Howard: Are you talking about the new scorecard? We still don’t know what the new scorecard will look like. It’s possible.

Angela: This will help us in planning mode in January. Will help us to prioritize.

Norma: Howard, we actually enjoy this stuff – numbers. Gives us good understanding of where we fall statewide. Good ideas on what to focus on as a board. Thank you Howard.

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES**

**Regular Meeting, Wednesday, November 13, 2013, 6:00 p.m.**

**3600 Workman Mill Road, Whittier, California**

**Skype via Beijing Hotel, Conference Room, No. 33 East Chang An Avenue, Beijing China**

**AGENDA**

**I. CALL TO ORDER**

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**C. Roll Call**

**D. Approval of Minutes: October 9, 2013; October 19, 2013**

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**F. Commendation**

- **Faculty Retiree**
  - **Nilsa Rivera, Counseling & Student Development**
- **Classified Retiree**
  - **Sandra Sierra, Senior Financial Aid Assistant**
  - **Ralph Romo, Grounds, Facilities Services**

**G. Recognition**

- **Angela Acosta-Salazar, Representing Trustee Area 3**

**BREAK**

**H. Presentations**

- **Student Success Initiative (Dr. Mike Munoz / Henry Gee)**
- **Discussion of Student Success Scorecard (Howard Kummerman)**

**II. CONSENT AGENDA**

**A. FINANCE & BUSINESS**

- 1. Finance & Business Reports**
- 2. Authorization for Out-of-State Travel & Conferences**
- 3. Grant Renewal Agreement – California Early Childhood Mentor Program**
- 4. Household Hazardous and Electronic Waste Collection and roundup**
- 5. Building Dedication Plaque for Physical Education Complex**
- 6. Vehicle Donation – 1994 Nissan Altima**
- 7. Reallocate Vehicle Donation – 1999 Oldsmobile Alero**
- 8. Physical Education Center Laundry Equipment – Golden State Laundry Systems**



Understanding the  
Student Success Scorecard

*James Sass, Ph.D., Research Analyst*

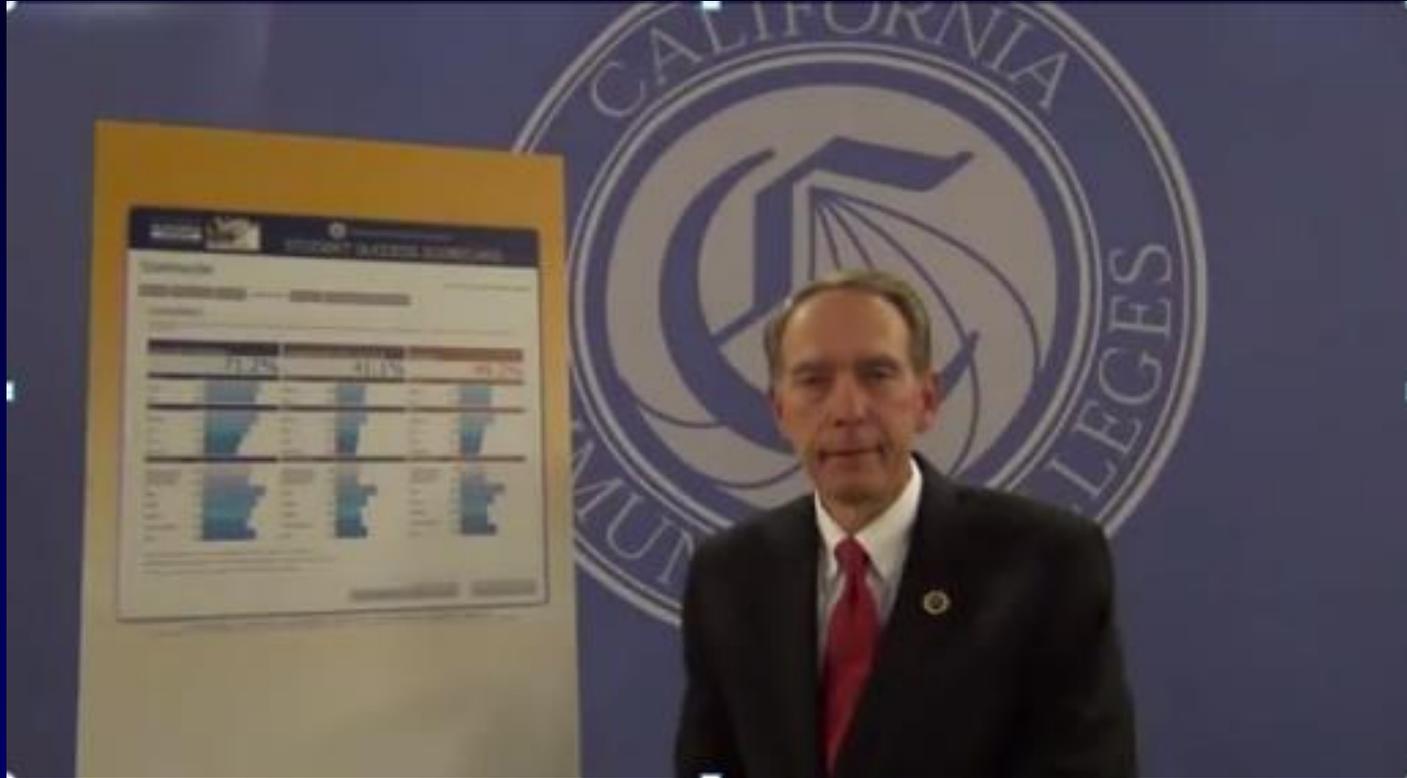
*Howard Kummerman, Dean*

*Institutional Research & Planning*





# Scorecard Background





# Website

STUDENT  
SUCCESS  
INITIATIVE  
.....



CALIFORNIA COMMUNITY COLLEGES

## STUDENT SUCCESS SCORECARD



Rio Hondo College

Make a selection

Rio Hondo College

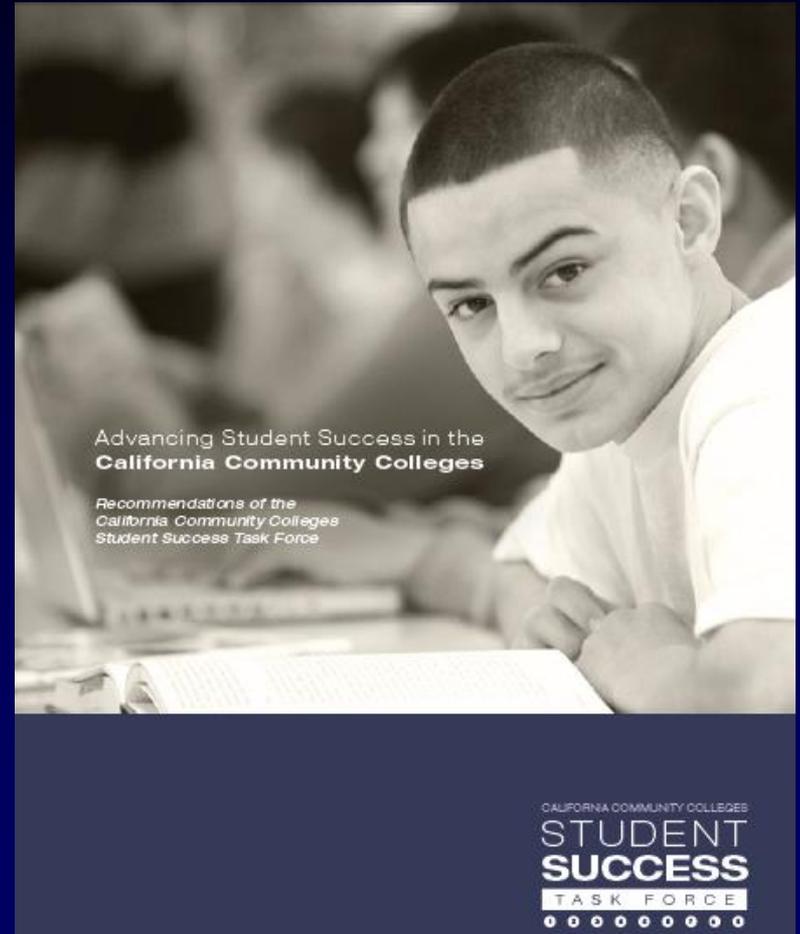




# Link to SSI

## Recommendation 7.3

- Implement a student success scorecard.
- Scorecard metrics utilized throughout recommendations.





# Scorecard

- Provides a common set of measures related to the SSTF guidelines.
- Each college uses Scorecard measures to assess its own improvement.
- Product of work by researchers, faculty, and administrators.
- First released in early 2013.
- Replaced Accountability Report for California Community Colleges (ARCC)





# Use of Scorecard at RHC

- Strategic Planning at RHC
  - ✓ Student Success Initiative discussions
  - ✓ Where appropriate, alignment with Institutional Goals and Objectives
  - ✓ Institution-set Standards
  - ✓ RHC Fact Book
  - ✓ Educational Master Plan





# Six Indicators

STUDENT  
SUCCESS  
INITIATIVE



CALIFORNIA COMMUNITY COLLEGES

## STUDENT SUCCESS SCORECARD

### Rio Hondo College

[Click here to select a different college](#)

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION

#### College Profile

Description of the student population and course sections offered in 2011-12

STUDENT INFORMATION				OTHER INFORMATION		
Students			30,574		Full Time Equivalent Students	13,904.2
GENDER		ETHNICITY/RACE		Credit Sections		3,707
Female	42.2%	African American	2.9%	Non-Credit Sections	472	
Male	57.3%	American Indian/Alaskan Native	0.3%	Median Credit Section Size	29	
Unknown	0.5%	Asian	7.8%	Percentage of Full-Time Faculty	72.1%	
AGE		Filipino	1.7%			
Less than 20 years old	23.8%	Hispanic	64.5%			
20 to 24 years old	30.4%	Pacific Islander	0.2%			
25 to 49 years old	38.5%	White	13.5%			
50 or more years old	7.3%	Two or more Races	0.9%			
Unknown	0.0%	Unknown	8.4%			





# Questions for Consideration

- Which groups of students are missing from the Scorecard?
- What student outcomes/accomplishments are not included in the Scorecard?
- How could RHC improve its results on some of the Scorecard measures?





# Groups

- Six-year cohorts (often Fall 2006 to Spring 2012).
- “Prepared” and “Unprepared”
  - ✓ Prepared: “Student’s lowest course attempted in Math and/or English was college level.”
  - ✓ Unprepared: “Student’s lowest course attempted in Math and/or English was remedial level.”
- Degree/Transfer-Seeking Students: “First-time students with minimum of 6 units earned who attempted any Math or English in the first three years.”



# Indicators for First-Year, Degree/Transfer-Seeking Students

- Persistence, 30 Units, Completion.
- Who?
  - ✓ First-time student
  - ✓ Earned minimum of six units
  - ✓ Attempted any Math or English in first three years





# Persistence

- What?
  - ✓ Attempted a credit course in each of first three primary semesters (e.g., Fall—Spring—Fall).
- Why?
  - ✓ Students who stay enrolled are more likely to complete a program and/or transfer.





# 30 Units

- What?
  - ✓ Earned at least 30 units in the CCC system.
- Why?
  - ✓ Earning 30 units is a tipping point for completion and wage gain.





# Completion: Student Progress and Attainment Rate (SPAR)

## ■ What?

- ✓ Earned AA/AS or Chancellor-approved Certificate
- ✓ Transferred to four-year institution
- ✓ Successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  (“Transfer Prepared”)

## ■ Why?

- ✓ A tangible outcome/accomplishment
- ✓ Student can leave the college with “something in hand.”





# Indicators for First-Year, Degree/Transfer-Seeking Students

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Cohort Size	1,817	1,662	1,740	1,739	1,815
Persistence Rate	66.7%	68.8%	64.9%	66.8%	68.0%
30 Units Rate	58.6%	60.6%	61.8%	63.1%	63.4%
Completion Rate	39.0%	41.9%	41.9%	41.5%	39.9%



# Indicators for Specific Groups of Students

- “Remedial,” Career Technical Education, and Career Development and College Preparation.





# Remedial

- Who?
  - ✓ Credit students (not necessarily first-time)
  - ✓ First English, Math, or ESL/ENLA course was below “college level.”
- What?
  - ✓ Complete a college-level course in the same discipline within six years.
- Why?
  - ✓ Progression through basic skills is critical to success.





# Career Technical Education

- Who?

- ✓ Students who completed a CTE/Vocational course and completed a series of courses in the same discipline within three years.

- What?

- ✓ Earned AA/AS or Chancellor-approved Certificate
- ✓ Transferred to four-year institution
- ✓ Successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  (“Transfer Prepared”)

- Why?

- ✓ A tangible outcome/accomplishment for CTE students.





# Career Development and College Preparation (Non-credit)

- Who?
  - ✓ Students who attempted two or more CDCP courses with at least four attendance hours in each course.
- What?
  - ✓ Earned CDCP Certificate(s)
  - ✓ Same as Career Technical Education
- Why?
  - ✓ Converting non-credit/exploring students into students who complete.





# Indicators for Specific Groups of Students

		<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Math	Cohort Size	1,705	1,808	1,723	1,699	1,520
	Cohort Rate	19.7%	17.4%	18.8%	18.2%	19.5%
English	Cohort Size	1,624	1,611	1,617	1,599	1,335
	Cohort Rate	38.9%	41.1%	40.7%	38.6%	41.7%
ESL	Cohort Size	837	936	1,068	973	882
	Cohort Rate	58.5%	51.9%	51.3%	51.6%	52.5%

		<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
CTE	Cohort Size	2,088	1,967	1,679	1,663	1,696
	Cohort Rate	48.2%	52.0%	49.6%	48.7%	51.5%
CDCP	Cohort Size	NA	NA	NA	NA	140
	Cohort Rate	NA	NA	NA	NA	10.0%





Rio Hondo Community College District  
REGULAR MEETING OF THE BOARD OF TRUSTEES  
MINUTES –November 13, 2013, 6:00 p.m.  
Skype via Beijing Hotel, Conference Room No. 33,  
East Chang An Avenue, Beijing China

**Location:** Rio Hondo College Board Room  
3600 Workman Mill Road, Whittier CA 90601

**Members Present:** Ms. Madeline Shapiro, President  
Ms. Vicky Santana, Vice President  
Mr. Gary Mendez, Clerk via Skype  
Ms. Angela Acosta-Salazar, Member  
Ms. Norma E. Garcia, Member  
Caroline Carroll, Student Trustee

**Members Absent:** None

**Staff Members:** Ms. Teresa Dreyfuss, Superintendent/President  
Dr. Kenn Pierson, Vice President, Academic Affairs  
Mr. Henry Gee, Vice President, Student Services  
Mr. Philip Luebben, Interim Vice President, Finance & Business  
Dr. Adam Wetsman, President, Academic Senate  
Ms. Kathy Pudelko, President, RHCFA  
Ms. Sandra Rivera, President CSEA  
Ms. Valeria Guerrero, President, ASRHC

Ms. Sandy Sandello (Recorder)

**I. CALL TO ORDER**

**A. Call to Order**

Ms. Shapiro called the meeting to order at 6:08 p.m.

**B. Pledge of Allegiance**

Pledge of Allegiance led by Alfonso and Lorenzo Salazar.

**C. Roll Call**

All members present.

**D. Approval of Minutes: October 9, 2013; October 19, 2013**

285. It was moved by Ms. Garcia, seconded by Ms. Acosta-Salazar and carried unanimously to approve the minutes of October 9, 2013 and October 19, 2013.

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**BOARD OF TRUSTEES:** Angela Acosta-Salazar, Gary Mendez, Vicky Santana, Norma Edith Garcia, Madeline Shapiro, Caroline Carroll, Student Trustee

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## E. Open Communication for Public Comment

No comments from the public

## F. Commendation

- **Faculty Retiree**
  - Nilsa Rivera, Counseling & Student Development
- **Classified Retiree**
  - Sandra Sierra, Senior Financial Aid Assistant
  - Ralph Romo, Grounds, Facilities Services

## G. Recognition

- **Angela Acosta-Salazar, Representing Trustee Area 3**

The following elected officials recognized Trustee Acosta-Salazar for her service and accomplishments to the Board of Trustees:

- Office of Congresswoman Sanchez (Kara Medrano)
- Office of Congresswoman Napolitano (Perla Hernandez/Jacqueline Hernandez)
- Office of Senator Feinstein (Sabiha Khan)
- Office of State Assemblyman Calderon (Danny Fierro)
- Office of State Senator Ed Hernandez (Susan Reyes)
- Office of County Supervisor Knabe (Andrea Avila)
- Office of County Supervisor Molina (Suzanne Manriquez)
- City of South El Monte (Mayor Pro Temp Angelica Delgado, Councilmember Hector Delgado)
- City of Whittier (Mayor Pro Temp Cathy Warner, Councilmember Fernando Dutra)

**NOTE:** Primo Castro from Office of Assemblyman Roger Hernandez did not speak on the night of the event, but he attended the Board meeting on behalf of Assemblyman.

In addition, members of the Board of Trustees and Superintendent/President Dreyfuss thanked Trustee Acosta-Salazar for her service and dedication to the Board of Trustees.

## BREAK

## H. Presentations

- **Student Success Initiative** (*Dr. Mike Munoz / Henry Gee*)
- **Discussion of Student Success Scorecard** (*Howard Kummerman*)

## II. CONSENT AGENDA

Ms. Santana requested that item IIC2 be removed from the Consent Agenda.

286. It was moved by Ms. Garcia, seconded by Ms. Santana and carried unanimously to approve the Consent Agenda with the exception of item IIC.2.

## 2013 BOARD MEETING 11/13/13

### Student Success Scorecard Discussion Transcribed

**Howard Kummerman:** “How many of you have gone to the scorecard website?” “Have you gone to it?”

**Trustee:** “Oh, those are our students!”

**Howard Kummerman:** “Those are our students”

**Jim Sass:** “And over the 5 years we’ll be talking about tonight, 86.3% of our students came in classified as unprepared, that’s basically 7 out of every 8”

**Trustee:** “I’m sorry, what was that number?”

**Jim Sass:** “86.3% or approximately 7 out of every 8”

**Trustee:** “Thank you”

**Jim Sass:** “That’s just the group that the Chancellor’s office and the people planning the scorecard decided to identify as the focal group of students for the first three indicators”

**Trustee:** “So this defines the cohort?”

**Jim Sass:** “That’s the cohort for the first three we’ll talk about, then there’s a second set of three indicators and they have therefore specific groups”

**Jim Sass:** “And just to summarize each of these, what we see with the persistence rate is that one is varied. It’s fluctuated a bit but it’s pretty much stayed around 67% or two-thirds. So, about two-thirds of those first-time degree and transfer-seeking students stay in the community college system for at least three semesters. The thirty-unit rate, we’re seeing an increase there. The first cohort was below 59%, the most recent cohort is above 63%, so that’s a noteworthy increase we’ve seen over the years and on average it’s about 60% or 3 out of 5 students. The completion rate which is the most difficult of these indicators is fluctuating around 40% or 2 out of 5 students”

**Trustee:** “Wow that’s super low”

**Jim Sass:** “Before I move on to the next set of three indicators, I just wanted to see - I’ve given you a lot of terms and a lot of numbers. I want to take a moment and ask if there is anything that you need clarification on”

**Trustee:** “No, but I think these are almost like the prepared students and considering we have so many that are not. Because if they started in meeting the remedial and they would have saved three levels before they would have not have taken English class for well maybe in their second or third year. Yeah, okay never mind I’m sorry I’m thinking out loud”

**Jim Sass:** “That’s fine, that’s a lot to think about”

**Trustee:** “On this chart, sorry if I’m getting ahead. How is it that some, I mean maybe I’m not, I don’t understand it, but they have 100% of prepared and then unprepared is the lower number. How does that add up to 100%, how are we supposed to read this?”

**Jim Sass:** “Okay, that’s the... well if we take an example - if you give me one example I can respond to that one”

**Trustee:** “Well, like African American, so if you go to persistence it says 100% prepared and then 57.1% unprepared and succeed 62.5 overall”

**Jim Sass:** “Those are for the students in that group, what that would mean of the African American students or students who are identified African American in our 06-07 cohort, of the ones who came in having been ready starting at college level math and English, 100% of those stayed for 3 semesters. For the ones...”

**Trustee:** “Oh, so the category is prepared”

**Jim Sass:** “And then for unprepared, for what they call unprepared is 57.1%”

**Trustee:** “Okay”

**Trustee:** “I just wanted to say every year I see these kinds of numbers and every year it’s almost like they’re more transparent. I’m a community college student graduate, I mean transfer. I didn’t get my AA but I transferred, but with this transparency and this accountability it also is going to offer our students more choices and I think the choices are if you look at Rio Hondo and look at the scorecard and look at 39% completion, that’s going to be an indicator for a student in our local district to make a choice about where they are going to go, and so every year I see this number and every year it’s kind of a depressing number because I feel that Rio Hondo is better than that. Unfortunately, the numbers that are stated don’t show that. I think that what the state is doing is forcing us to really look at numbers and look at how we’re aligning our budgets, what

we're doing internally to serve our students or not doing so that we can increase our numbers, but I just feel like we should not be satisfied with that number - that when we look at the 39%, all of us should have our jaws dropped and be like this is horrible, so I really hope that with this student success process and the scorecard, that we really look at what we're doing to increase this completion rate because students in our district are going to look at this and they're going to say you know I'm going to look at PCC because now it's easily accessible, I'm going to look at Citrus, I'm going to look at Mt. SAC, I'm going to look at Cerritos and if Cerritos is having all of these supportive services for students, they're going to start making choices about where to go. Ultimately, and it all has a trickle effect and it's going to affect our budget, it's going to affect our staff and our faculty here and so I just really feel like we're in a position to use this data at least from a dire perspective to help shape what we're going to do to really increase and change these numbers"

**Trustee:** "How difficult would it be to drag some of these numbers down by high school because I think that I'm looking as far as the pipeline from K-12 to see if we need to strengthen certain partnerships or look at what some school districts are doing or not doing and ledge them along."

**Jim Sass:** "It's something that can be done"

**Trustee:** "It can be"

**Jim Sass:** "The high school records we have aren't necessarily complete and some students come from multiple high schools, but it's something that can be done"

**Trustee:** "May I ask a question?"

**Jim Sass:** "Yes"

**Trustee:** "English - what level is it for college level, 101?"

**Jim Sass:** "101 is the college level"

**Trustee:** "And then math is?"

**Jim Sass:** "Is actually 130 or in the Calculus series, and that's another shortcoming of the measures, many of our students get an AA or an AS by taking Math 70 which is degree applicable. It counts for an AA or an AS but it's not transferable"

**Trustee:** "Thank you"

**Trustee:** “Let me ask a question. So if we are looking at changing some of these practices, policies, and alignment, when do we actually start seeing these numbers shift? I’ve been here for a couple of years and I haven’t seen those shifts and so I want to know when can we start moving these numbers? Let’s look at what we are doing or what we’re not doing and start shifting those numbers because I’m concerned about the accountability aspect. I mean, what are we doing?”

**Trustee:** “Or, and to take it back, do we have the capacity to improve the numbers because I mean is it that this is the capacity that we have to offer so many math classes or English classes?”

**Howard Kummerman:** “One thing that I was just going to mention real quick too is that one of the things that Dr. Munoz is doing is that he’s been talking to us and IT. He’s starting to set up these same cohorts in our systems so that we can start monitoring them when they first enter and be able to implement those strategies in a sort of time frame and I know that he has strategies that through the task force we’re going to be able to start addressing some of these things specifically and so that what we’re looking at, you’ll know it’s historical data from these long term cohorts with a new measure that we’re now starting to look at without any new implementation - without having the basis of this knowledge from before to make those changes. So hopefully with this information and all of the new strategies, we’re going to be able to see the ability to make a shift in at least some of these areas.”

**Jim Sass:** “And so Dr. Munoz will be using that for tracking our freshmen, if I say anything that is not right let me know, but using those for tracking and following up with our freshmen is...”

**Trustee:** “So our data systems are going to basically parallel what we’re really tracking. I want to see if we’re making a budgetary shift, if we’re making investments in a certain area. I want to see the results because I think we need to start having those tools to start making budgetary decisions because then if we’re not basically aligning and using data to make any kind of budgetary decisions or support when it comes to programming.”

**Trustee:** “So one comment, so for example we just passed all the students who get priority registration right? So we need to make sure that all those students who get priority registration are being tracked, because that’s an incentive if you get priority registration you should be enrolling in those English, Math because you should be able to get them and that’s ideal or one of the ways to track, so that might be one place to also look at.”

**Jim Sass:** “You’ve asked questions and made comments but we don’t want to leave until...”

**Trustee:** “I have a question. Are we using this data for our program review?”

**Trustee:** “Yes, good point”

**Trustee:** “Because I think you know this is where the rubber hits the road, right? I mean if we’re investing in programs, we need to make sure that we have the systems for tracking and that they’re working, right? Because otherwise, why have a program if we can’t track that if it’s working.”

**Howard Kummerman:** “We are seeing more research requests for programs in Math and English and other areas wanting to look at the progression of their students. Wanting to look at and talk about the data, I mean you’ve heard Mike talking to the Math department. All these conversations are taking place now because the information is much more readily available and because it’s a focus.”

**Trustee:** “That’s really interesting, that’s really great. I know that in the K-12 they’re using data to make basically budgetary decisions, that’s really important to be able to provide our faculty and academic senate with this data. This is wonderful data for them to look at, to really look at engaging data and see how classes and students are doing so that’s better than intellectual discussion internally. Making this data available to our campus community - it’s just very important”

**Howard Kummerman:** “And we did do that right away on Flex Day, we actually, in addition to the general session where we did a preview, had a break out session that was full. We used basically the same presentation and talked about the detail in this information so I think that people are becoming more aware and starting to utilize it, there’s one additional measure that’s going to be added in the scorecard next year in addition to the updates they had and that’s going to be the counselor student ratio. That’s going to be included in the next scorecard.”

**Trustee:** “That’s huge. I’m hoping, too, that we can add the actual raw numbers because I think people can get when you look at the prepared students and unprepared students you’re like oh you know we’re prepared you’re getting through 60%, 70%. Well if we’re at 89% unprepared then you’re talking like a small raw number of people who are prepared and who are getting through at a 60% rate. Whereas that raw number of those that are unprepared, that’s a whole different story instead of just looking at the percentages of students. So I think for me those raw numbers are extremely important to making the evidence based decisions about the budget and investment that needs to be made in the support and wrap around services that we need to help

our students get through because it's obviously not happening. So I think that's extremely important"

**Trustee:** "I would like to make a comment. I understand that this is a big push to be very transparent which is a good thing and to be very data driven and I come from a system that has been very data driven for the last 10, 11 years. And that system has been destroyed; it has not been improved because those kids do better on that CST test. Now that I'm thinking about my students, you think you have trouble now but my students can only take multiple choice tests; they cannot think critically, they cannot write as they used to be because they don't have enough time to write because you're always preparing for tests. So I want to have a caveat about all this data, it has its place, improvements can be made. But most of what's effective in teaching and in counseling cannot be measured with data and if you go too far off on this and make it, I mean I understand we're getting our funding this way there's a lot of pressure being put on us but I'm going to tell you your students will get lost if all you are is data driven because I have seen what it does and you know what I don't care what I do in the classroom if I have a student and this would play differently to adults - but if I have a student whose parents are divorced, who are using this student as a ploy between them in their battle for whatever, where that child has learned to lie, and manipulate and the only area this person has control over is what they do in the classroom. This person will do nothing in the classroom no matter what I do. Because that's the only place she or he has control. So all of the data in the world can be helpful but I don't want you to think it's the "be all" and "end all" because it can end all and we have to keep that in mind"

**Trustee:** "The only comment that I would make is that we're not testing students, and using the difference in the K-12, they're basically using data as they're testing students and making decisions in regards to that. What I'm saying is that we need to look at data in regards to when we look at completion rates and we look at persistence rates and then have to ask ourselves the hard questions in regards to why aren't our students completing and so on and then look at it's not that the testing I'm not even saying that they test and their grades or in the classrooms but using that data so we can align our budget. So I totally get you because teachers are complaining all around about the testing..."

**Trustee:** "Yes, but you're saying why aren't we meeting, why is it only 20%, why is it only 40%. Our students are poor, our students don't have a lot of resources."

**Trustee:** “So we need to put more resources so that those students are successful”

**Trustee:** “And I’m just saying we can do what we can do, but our kids come with a big negative and it’s not right but that’s our society and I wish we could be the great equalizer, we can do something but we can’t do it all.”

**Trustee:** “I’m more hopeful, I think hopefully we can”

Writer/Editor.

\* El Monte Educational Center - This week, Dean Rebecca Green assumed supervisory duties at El Monte Educational Center (EMEC). She will hold regular office hours on site at EMEC beginning Fall 2013 semester. Dean Green also continues in her role as Dean of Behavioral and Social Sciences.

\* The Summer Bridge Program is in full swing, serving 300 incoming freshmen throughout July. Watch

for students who may come to your office on Mondays in search of items for their scavenger hunts to help introduce them to campus.

\* Student Life and Leadership and Outreach offices are conducting freshmen visits for new students

from the 16 high schools in our service area. During the next two weeks, 900 students will participate in these Tuesday through Thursday half-day orientations.

\* "Kids College" - Younger students, ranging from 7 to 18 years old, are engaged in fee-based summer

learning activity "Kids College" presented by Continuing Education.

\* International Study Tour students were greeted by President Dreyfuss, VPs Pierson, Gee and Deans, Mason and Flores yesterday. They will be attending an Intensive English Course offered by the Continuing Education Department for the next two weeks to improve their English. Students will be attending classes in the morning hours and will spend their afternoons visiting Los Angeles area attractions. We will have several more students arriving through August, please feel free to greet them and make them a part of the Rio experience!

\* Basic Police Academy - On Saturday, the Division of Public Safety held a graduation for the Basic Police Academy extended program, celebrating an important milestone in the academy's recertification.

\* Addressing the Student Success Task Force Recommendations --- A Task Force consisting of President Dreyfuss, Chair, Dean Mike Slavich, Dr. Robert Holcomb, Dr. Dyrell Foster, Dean Karen Koos, VP Henry Gee, Dr. Kenn Pierson, Dr. Mike Munoz and Dr. Walter Jones had a roundtable discussion with the Board of Trustees at a special study session held on Friday, July 12, 2013. The

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES**

**Regular Meeting, Wednesday, November 13, 2013, 6:00 p.m.**

**3600 Workman Mill Road, Whittier, California**

**Skype via Beijing Hotel, Conference Room, No. 33 East Chang An Avenue, Beijing China**

**AGENDA**

**I. CALL TO ORDER**

**A. Call to Order (6:00 p.m.)**

**B. Pledge of Allegiance**

**C. Roll Call**

**D. Approval of Minutes: October 9, 2013; October 19, 2013**

**E. Open Communication for Public Comment**

*Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.*

*Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.*

**F. Commendation**

- **Faculty Retiree**
  - **Nilsa Rivera, Counseling & Student Development**
- **Classified Retiree**
  - **Sandra Sierra, Senior Financial Aid Assistant**
  - **Ralph Romo, Grounds, Facilities Services**

**G. Recognition**

- **Angela Acosta-Salazar, Representing Trustee Area 3**

**BREAK**

**H. Presentations**

- **Student Success Initiative (Dr. Mike Munoz / Henry Gee)**
- **Discussion of Student Success Scorecard (Howard Kummerman)**

**II. CONSENT AGENDA**

**A. FINANCE & BUSINESS**

- 1. Finance & Business Reports**
- 2. Authorization for Out-of-State Travel & Conferences**
- 3. Grant Renewal Agreement – California Early Childhood Mentor Program**
- 4. Household Hazardous and Electronic Waste Collection and roundup**
- 5. Building Dedication Plaque for Physical Education Complex**
- 6. Vehicle Donation – 1994 Nissan Altima**
- 7. Reallocate Vehicle Donation – 1999 Oldsmobile Alero**
- 8. Physical Education Center Laundry Equipment – Golden State Laundry Systems**



Understanding the  
Student Success Scorecard

*James Sass, Ph.D., Research Analyst*

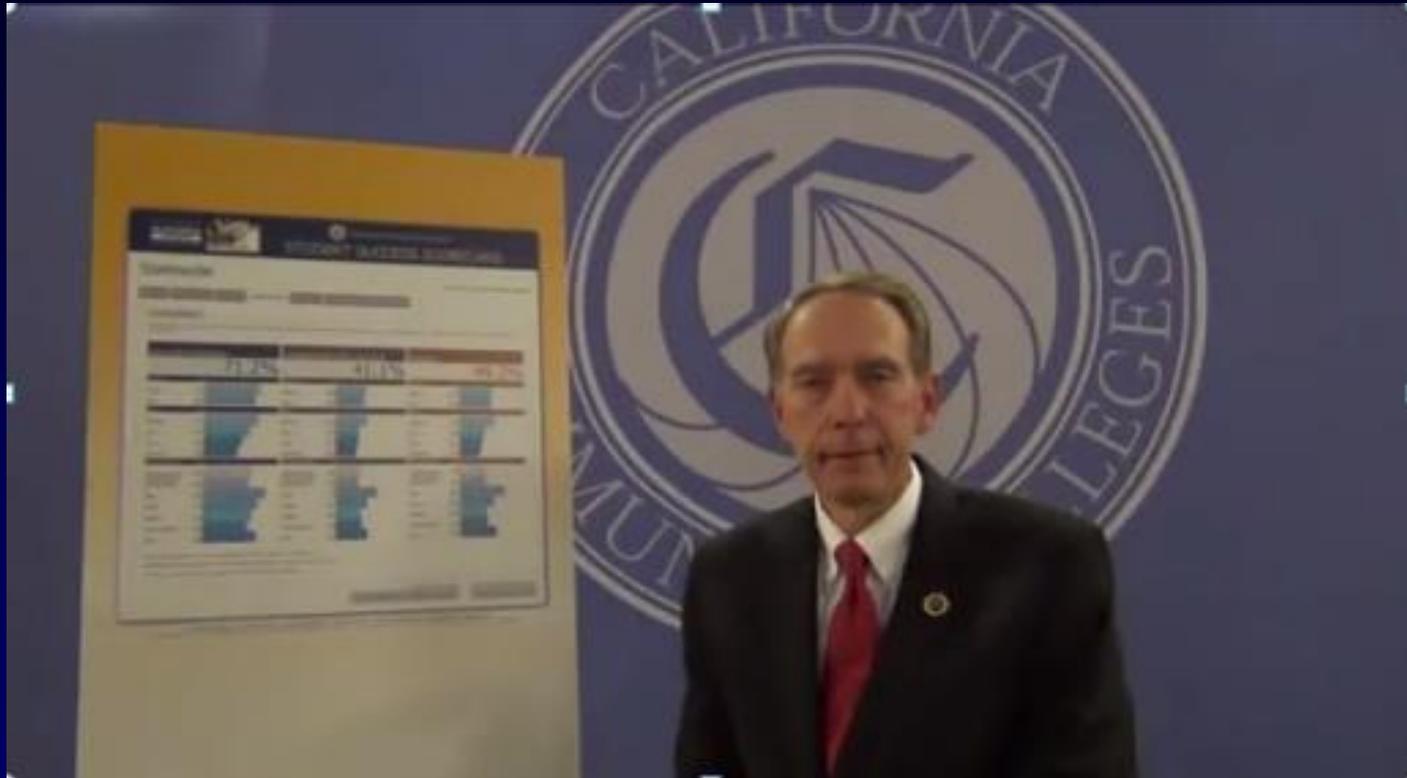
*Howard Kummerman, Dean*

*Institutional Research & Planning*





# Scorecard Background





# Website

STUDENT  
SUCCESS  
INITIATIVE  
.....



CALIFORNIA COMMUNITY COLLEGES

## STUDENT SUCCESS SCORECARD



Rio Hondo College

Make a selection

Rio Hondo College

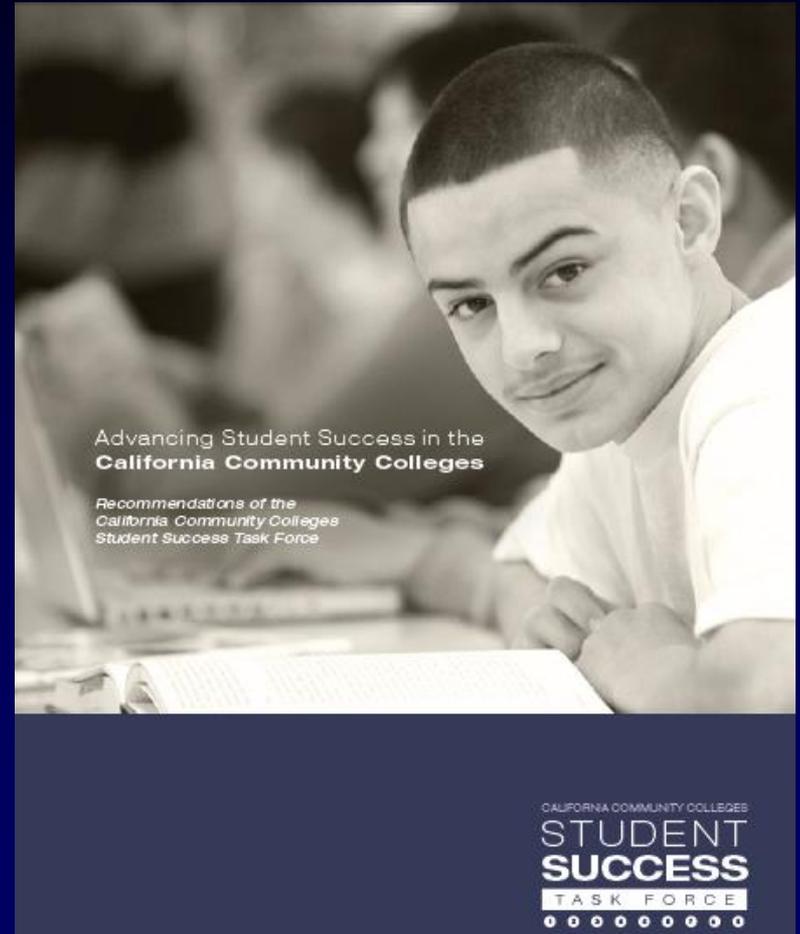




# Link to SSI

## Recommendation 7.3

- Implement a student success scorecard.
- Scorecard metrics utilized throughout recommendations.





# Scorecard

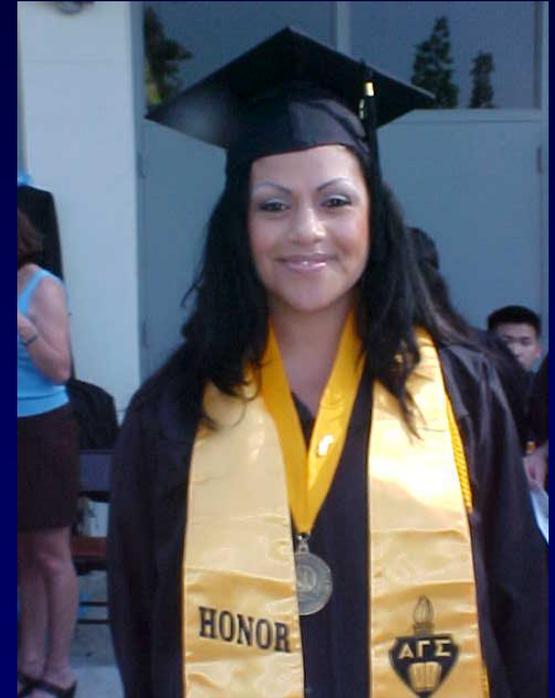
- Provides a common set of measures related to the SSTF guidelines.
- Each college uses Scorecard measures to assess its own improvement.
- Product of work by researchers, faculty, and administrators.
- First released in early 2013.
- Replaced Accountability Report for California Community Colleges (ARCC)





# Use of Scorecard at RHC

- Strategic Planning at RHC
  - ✓ Student Success Initiative discussions
  - ✓ Where appropriate, alignment with Institutional Goals and Objectives
  - ✓ Institution-set Standards
  - ✓ RHC Fact Book
  - ✓ Educational Master Plan





# Six Indicators

STUDENT  
SUCCESS  
INITIATIVE



CALIFORNIA COMMUNITY COLLEGES

## STUDENT SUCCESS SCORECARD

### Rio Hondo College

[Click here to select a different college](#)

PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION

#### College Profile

Description of the student population and course sections offered in 2011-12

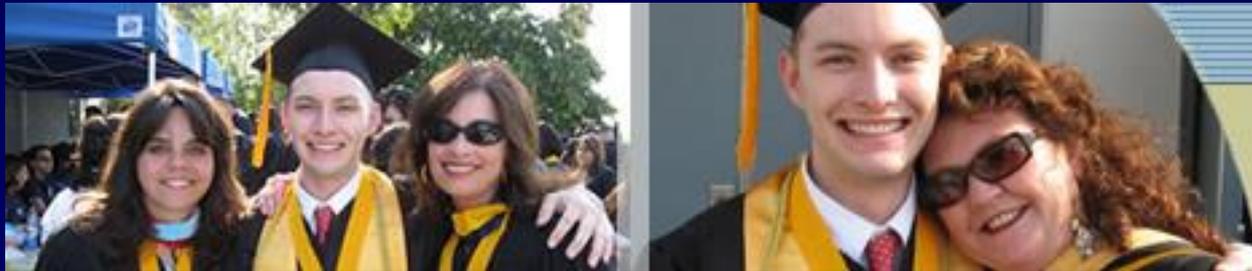
STUDENT INFORMATION				OTHER INFORMATION		
Students			30,574		Full Time Equivalent Students	13,904.2
GENDER		ETHNICITY/RACE		Credit Sections		3,707
Female	42.2%	African American	2.9%		Non-Credit Sections	472
Male	57.3%	American Indian/Alaskan Native	0.3%		Median Credit Section Size	29
Unknown	0.5%	Asian	7.8%		Percentage of Full-Time Faculty	72.1%
AGE		Filipino	1.7%			
Less than 20 years old	23.8%	Hispanic	64.5%			
20 to 24 years old	30.4%	Pacific Islander	0.2%			
25 to 49 years old	38.5%	White	13.5%			
50 or more years old	7.3%	Two or more Races	0.9%			
Unknown	0.0%	Unknown	8.4%			





# Questions for Consideration

- Which groups of students are missing from the Scorecard?
- What student outcomes/accomplishments are not included in the Scorecard?
- How could RHC improve its results on some of the Scorecard measures?





# Groups

- Six-year cohorts (often Fall 2006 to Spring 2012).
- “Prepared” and “Unprepared”
  - ✓ Prepared: “Student’s lowest course attempted in Math and/or English was college level.”
  - ✓ Unprepared: “Student’s lowest course attempted in Math and/or English was remedial level.”
- Degree/Transfer-Seeking Students: “First-time students with minimum of 6 units earned who attempted any Math or English in the first three years.”



# Indicators for First-Year, Degree/Transfer-Seeking Students

- Persistence, 30 Units, Completion.
- Who?
  - ✓ First-time student
  - ✓ Earned minimum of six units
  - ✓ Attempted any Math or English in first three years





# Persistence

- What?
  - ✓ Attempted a credit course in each of first three primary semesters (e.g., Fall—Spring—Fall).
- Why?
  - ✓ Students who stay enrolled are more likely to complete a program and/or transfer.





# 30 Units

- What?
  - ✓ Earned at least 30 units in the CCC system.
- Why?
  - ✓ Earning 30 units is a tipping point for completion and wage gain.





# Completion: Student Progress and Attainment Rate (SPAR)

## ■ What?

- ✓ Earned AA/AS or Chancellor-approved Certificate
- ✓ Transferred to four-year institution
- ✓ Successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  (“Transfer Prepared”)

## ■ Why?

- ✓ A tangible outcome/accomplishment
- ✓ Student can leave the college with “something in hand.”





# Indicators for First-Year, Degree/Transfer-Seeking Students

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Cohort Size	1,817	1,662	1,740	1,739	1,815
Persistence Rate	66.7%	68.8%	64.9%	66.8%	68.0%
30 Units Rate	58.6%	60.6%	61.8%	63.1%	63.4%
Completion Rate	39.0%	41.9%	41.9%	41.5%	39.9%



# Indicators for Specific Groups of Students

- “Remedial,” Career Technical Education, and Career Development and College Preparation.





# Remedial

- Who?
  - ✓ Credit students (not necessarily first-time)
  - ✓ First English, Math, or ESL/ENLA course was below “college level.”
- What?
  - ✓ Complete a college-level course in the same discipline within six years.
- Why?
  - ✓ Progression through basic skills is critical to success.





# Career Technical Education

- Who?

- ✓ Students who completed a CTE/Vocational course and completed a series of courses in the same discipline within three years.

- What?

- ✓ Earned AA/AS or Chancellor-approved Certificate
- ✓ Transferred to four-year institution
- ✓ Successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  (“Transfer Prepared”)

- Why?

- ✓ A tangible outcome/accomplishment for CTE students.





# Career Development and College Preparation (Non-credit)

- Who?
  - ✓ Students who attempted two or more CDCP courses with at least four attendance hours in each course.
- What?
  - ✓ Earned CDCP Certificate(s)
  - ✓ Same as Career Technical Education
- Why?
  - ✓ Converting non-credit/exploring students into students who complete.





# Indicators for Specific Groups of Students

		<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
Math	Cohort Size	1,705	1,808	1,723	1,699	1,520
	Cohort Rate	19.7%	17.4%	18.8%	18.2%	19.5%
English	Cohort Size	1,624	1,611	1,617	1,599	1,335
	Cohort Rate	38.9%	41.1%	40.7%	38.6%	41.7%
ESL	Cohort Size	837	936	1,068	973	882
	Cohort Rate	58.5%	51.9%	51.3%	51.6%	52.5%

		<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
CTE	Cohort Size	2,088	1,967	1,679	1,663	1,696
	Cohort Rate	48.2%	52.0%	49.6%	48.7%	51.5%
CDCP	Cohort Size	NA	NA	NA	NA	140
	Cohort Rate	NA	NA	NA	NA	10.0%



# Understanding the Student Success Scorecard

*James Sass, Ph.D., Research Analyst*

*Howard Kummerman, Dean*

*Institutional Research & Planning*





Rio Hondo Community College District  
REGULAR MEETING OF THE BOARD OF TRUSTEES  
MINUTES –November 13, 2013, 6:00 p.m.  
Skype via Beijing Hotel, Conference Room No. 33,  
East Chang An Avenue, Beijing China

**Location:** Rio Hondo College Board Room  
3600 Workman Mill Road, Whittier CA 90601

**Members Present:** Ms. Madeline Shapiro, President  
Ms. Vicky Santana, Vice President  
Mr. Gary Mendez, Clerk via Skype  
Ms. Angela Acosta-Salazar, Member  
Ms. Norma E. Garcia, Member  
Caroline Carroll, Student Trustee

**Members Absent:** None

**Staff Members:** Ms. Teresa Dreyfuss, Superintendent/President  
Dr. Kenn Pierson, Vice President, Academic Affairs  
Mr. Henry Gee, Vice President, Student Services  
Mr. Philip Luebben, Interim Vice President, Finance & Business  
Dr. Adam Wetsman, President, Academic Senate  
Ms. Kathy Pudelko, President, RHCFA  
Ms. Sandra Rivera, President CSEA  
Ms. Valeria Guerrero, President, ASRHC

Ms. Sandy Sandello (Recorder)

**I. CALL TO ORDER**

**A. Call to Order**

Ms. Shapiro called the meeting to order at 6:08 p.m.

**B. Pledge of Allegiance**

Pledge of Allegiance led by Alfonso and Lorenzo Salazar.

**C. Roll Call**

All members present.

**D. Approval of Minutes: October 9, 2013; October 19, 2013**

285. It was moved by Ms. Garcia, seconded by Ms. Acosta-Salazar and carried unanimously to approve the minutes of October 9, 2013 and October 19, 2013.

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**BOARD OF TRUSTEES:** Angela Acosta-Salazar, Gary Mendez, Vicky Santana, Norma Edith Garcia, Madeline Shapiro, Caroline Carroll, Student Trustee

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## E. Open Communication for Public Comment

No comments from the public

## F. Commendation

- **Faculty Retiree**
  - Nilsa Rivera, Counseling & Student Development
- **Classified Retiree**
  - Sandra Sierra, Senior Financial Aid Assistant
  - Ralph Romo, Grounds, Facilities Services

## G. Recognition

- **Angela Acosta-Salazar, Representing Trustee Area 3**

The following elected officials recognized Trustee Acosta-Salazar for her service and accomplishments to the Board of Trustees:

- Office of Congresswoman Sanchez (Kara Medrano)
- Office of Congresswoman Napolitano (Perla Hernandez/Jacqueline Hernandez)
- Office of Senator Feinstein (Sabiha Khan)
- Office of State Assemblyman Calderon (Danny Fierro)
- Office of State Senator Ed Hernandez (Susan Reyes)
- Office of County Supervisor Knabe (Andrea Avila)
- Office of County Supervisor Molina (Suzanne Manriquez)
- City of South El Monte (Mayor Pro Temp Angelica Delgado, Councilmember Hector Delgado)
- City of Whittier (Mayor Pro Temp Cathy Warner, Councilmember Fernando Dutra)

**NOTE:** Primo Castro from Office of Assemblyman Roger Hernandez did not speak on the night of the event, but he attended the Board meeting on behalf of Assemblyman.

In addition, members of the Board of Trustees and Superintendent/President Dreyfuss thanked Trustee Acosta-Salazar for her service and dedication to the Board of Trustees.

## BREAK

## H. Presentations

- **Student Success Initiative** (*Dr. Mike Munoz / Henry Gee*)
- **Discussion of Student Success Scorecard** (*Howard Kummerman*)

## II. CONSENT AGENDA

Ms. Santana requested that item IIC2 be removed from the Consent Agenda.

286. It was moved by Ms. Garcia, seconded by Ms. Santana and carried unanimously to approve the Consent Agenda with the exception of item IIC.2.

## 2013 BOARD MEETING 11/13/13

### Student Success Scorecard Discussion Transcribed

**Howard Kummerman:** “How many of you have gone to the scorecard website?” “Have you gone to it?”

**Trustee:** “Oh, those are our students!”

**Howard Kummerman:** “Those are our students”

**Jim Sass:** “And over the 5 years we’ll be talking about tonight, 86.3% of our students came in classified as unprepared, that’s basically 7 out of every 8”

**Trustee:** “I’m sorry, what was that number?”

**Jim Sass:** “86.3% or approximately 7 out of every 8”

**Trustee:** “Thank you”

**Jim Sass:** “That’s just the group that the Chancellor’s office and the people planning the scorecard decided to identify as the focal group of students for the first three indicators”

**Trustee:** “So this defines the cohort?”

**Jim Sass:** “That’s the cohort for the first three we’ll talk about, then there’s a second set of three indicators and they have therefore specific groups”

**Jim Sass:** “And just to summarize each of these, what we see with the persistence rate is that one is varied. It’s fluctuated a bit but it’s pretty much stayed around 67% or two-thirds. So, about two-thirds of those first-time degree and transfer-seeking students stay in the community college system for at least three semesters. The thirty-unit rate, we’re seeing an increase there. The first cohort was below 59%, the most recent cohort is above 63%, so that’s a noteworthy increase we’ve seen over the years and on average it’s about 60% or 3 out of 5 students. The completion rate which is the most difficult of these indicators is fluctuating around 40% or 2 out of 5 students”

**Trustee:** “Wow that’s super low”

**Jim Sass:** “Before I move on to the next set of three indicators, I just wanted to see - I’ve given you a lot of terms and a lot of numbers. I want to take a moment and ask if there is anything that you need clarification on”

**Trustee:** “No, but I think these are almost like the prepared students and considering we have so many that are not. Because if they started in meeting the remedial and they would have saved three levels before they would have not have taken English class for well maybe in their second or third year. Yeah, okay never mind I’m sorry I’m thinking out loud”

**Jim Sass:** “That’s fine, that’s a lot to think about”

**Trustee:** “On this chart, sorry if I’m getting ahead. How is it that some, I mean maybe I’m not, I don’t understand it, but they have 100% of prepared and then unprepared is the lower number. How does that add up to 100%, how are we supposed to read this?”

**Jim Sass:** “Okay, that’s the... well if we take an example - if you give me one example I can respond to that one”

**Trustee:** “Well, like African American, so if you go to persistence it says 100% prepared and then 57.1% unprepared and succeed 62.5 overall”

**Jim Sass:** “Those are for the students in that group, what that would mean of the African American students or students who are identified African American in our 06-07 cohort, of the ones who came in having been ready starting at college level math and English, 100% of those stayed for 3 semesters. For the ones...”

**Trustee:** “Oh, so the category is prepared”

**Jim Sass:** “And then for unprepared, for what they call unprepared is 57.1%”

**Trustee:** “Okay”

**Trustee:** “I just wanted to say every year I see these kinds of numbers and every year it’s almost like they’re more transparent. I’m a community college student graduate, I mean transfer. I didn’t get my AA but I transferred, but with this transparency and this accountability it also is going to offer our students more choices and I think the choices are if you look at Rio Hondo and look at the scorecard and look at 39% completion, that’s going to be an indicator for a student in our local district to make a choice about where they are going to go, and so every year I see this number and every year it’s kind of a depressing number because I feel that Rio Hondo is better than that. Unfortunately, the numbers that are stated don’t show that. I think that what the state is doing is forcing us to really look at numbers and look at how we’re aligning our budgets, what

we're doing internally to serve our students or not doing so that we can increase our numbers, but I just feel like we should not be satisfied with that number - that when we look at the 39%, all of us should have our jaws dropped and be like this is horrible, so I really hope that with this student success process and the scorecard, that we really look at what we're doing to increase this completion rate because students in our district are going to look at this and they're going to say you know I'm going to look at PCC because now it's easily accessible, I'm going to look at Citrus, I'm going to look at Mt. SAC, I'm going to look at Cerritos and if Cerritos is having all of these supportive services for students, they're going to start making choices about where to go. Ultimately, and it all has a trickle effect and it's going to affect our budget, it's going to affect our staff and our faculty here and so I just really feel like we're in a position to use this data at least from a dire perspective to help shape what we're going to do to really increase and change these numbers"

**Trustee:** "How difficult would it be to drag some of these numbers down by high school because I think that I'm looking as far as the pipeline from K-12 to see if we need to strengthen certain partnerships or look at what some school districts are doing or not doing and ledge them along."

**Jim Sass:** "It's something that can be done"

**Trustee:** "It can be"

**Jim Sass:** "The high school records we have aren't necessarily complete and some students come from multiple high schools, but it's something that can be done"

**Trustee:** "May I ask a question?"

**Jim Sass:** "Yes"

**Trustee:** "English - what level is it for college level, 101?"

**Jim Sass:** "101 is the college level"

**Trustee:** "And then math is?"

**Jim Sass:** "Is actually 130 or in the Calculus series, and that's another shortcoming of the measures, many of our students get an AA or an AS by taking Math 70 which is degree applicable. It counts for an AA or an AS but it's not transferable"

**Trustee:** "Thank you"

**Trustee:** “Let me ask a question. So if we are looking at changing some of these practices, policies, and alignment, when do we actually start seeing these numbers shift? I’ve been here for a couple of years and I haven’t seen those shifts and so I want to know when can we start moving these numbers? Let’s look at what we are doing or what we’re not doing and start shifting those numbers because I’m concerned about the accountability aspect. I mean, what are we doing?”

**Trustee:** “Or, and to take it back, do we have the capacity to improve the numbers because I mean is it that this is the capacity that we have to offer so many math classes or English classes?”

**Howard Kummerman:** “One thing that I was just going to mention real quick too is that one of the things that Dr. Munoz is doing is that he’s been talking to us and IT. He’s starting to set up these same cohorts in our systems so that we can start monitoring them when they first enter and be able to implement those strategies in a sort of time frame and I know that he has strategies that through the task force we’re going to be able to start addressing some of these things specifically and so that what we’re looking at, you’ll know it’s historical data from these long term cohorts with a new measure that we’re now starting to look at without any new implementation - without having the basis of this knowledge from before to make those changes. So hopefully with this information and all of the new strategies, we’re going to be able to see the ability to make a shift in at least some of these areas.”

**Jim Sass:** “And so Dr. Munoz will be using that for tracking our freshmen, if I say anything that is not right let me know, but using those for tracking and following up with our freshmen is...”

**Trustee:** “So our data systems are going to basically parallel what we’re really tracking. I want to see if we’re making a budgetary shift, if we’re making investments in a certain area. I want to see the results because I think we need to start having those tools to start making budgetary decisions because then if we’re not basically aligning and using data to make any kind of budgetary decisions or support when it comes to programming.”

**Trustee:** “So one comment, so for example we just passed all the students who get priority registration right? So we need to make sure that all those students who get priority registration are being tracked, because that’s an incentive if you get priority registration you should be enrolling in those English, Math because you should be able to get them and that’s ideal or one of the ways to track, so that might be one place to also look at.”

**Jim Sass:** “You’ve asked questions and made comments but we don’t want to leave until...”

**Trustee:** “I have a question. Are we using this data for our program review?”

**Trustee:** “Yes, good point”

**Trustee:** “Because I think you know this is where the rubber hits the road, right? I mean if we’re investing in programs, we need to make sure that we have the systems for tracking and that they’re working, right? Because otherwise, why have a program if we can’t track that if it’s working.”

**Howard Kummerman:** “We are seeing more research requests for programs in Math and English and other areas wanting to look at the progression of their students. Wanting to look at and talk about the data, I mean you’ve heard Mike talking to the Math department. All these conversations are taking place now because the information is much more readily available and because it’s a focus.”

**Trustee:** “That’s really interesting, that’s really great. I know that in the K-12 they’re using data to make basically budgetary decisions, that’s really important to be able to provide our faculty and academic senate with this data. This is wonderful data for them to look at, to really look at engaging data and see how classes and students are doing so that’s better than intellectual discussion internally. Making this data available to our campus community - it’s just very important”

**Howard Kummerman:** “And we did do that right away on Flex Day, we actually, in addition to the general session where we did a preview, had a break out session that was full. We used basically the same presentation and talked about the detail in this information so I think that people are becoming more aware and starting to utilize it, there’s one additional measure that’s going to be added in the scorecard next year in addition to the updates they had and that’s going to be the counselor student ratio. That’s going to be included in the next scorecard.”

**Trustee:** “That’s huge. I’m hoping, too, that we can add the actual raw numbers because I think people can get when you look at the prepared students and unprepared students you’re like oh you know we’re prepared you’re getting through 60%, 70%. Well if we’re at 89% unprepared then you’re talking like a small raw number of people who are prepared and who are getting through at a 60% rate. Whereas that raw number of those that are unprepared, that’s a whole different story instead of just looking at the percentages of students. So I think for me those raw numbers are extremely important to making the evidence based decisions about the budget and investment that needs to be made in the support and wrap around services that we need to help

our students get through because it's obviously not happening. So I think that's extremely important"

**Trustee:** "I would like to make a comment. I understand that this is a big push to be very transparent which is a good thing and to be very data driven and I come from a system that has been very data driven for the last 10, 11 years. And that system has been destroyed; it has not been improved because those kids do better on that CST test. Now that I'm thinking about my students, you think you have trouble now but my students can only take multiple choice tests; they cannot think critically, they cannot write as they used to be because they don't have enough time to write because you're always preparing for tests. So I want to have a caveat about all this data, it has its place, improvements can be made. But most of what's effective in teaching and in counseling cannot be measured with data and if you go too far off on this and make it, I mean I understand we're getting our funding this way there's a lot of pressure being put on us but I'm going to tell you your students will get lost if all you are is data driven because I have seen what it does and you know what I don't care what I do in the classroom if I have a student and this would play differently to adults - but if I have a student whose parents are divorced, who are using this student as a ploy between them in their battle for whatever, where that child has learned to lie, and manipulate and the only area this person has control over is what they do in the classroom. This person will do nothing in the classroom no matter what I do. Because that's the only place she or he has control. So all of the data in the world can be helpful but I don't want you to think it's the "be all" and "end all" because it can end all and we have to keep that in mind"

**Trustee:** "The only comment that I would make is that we're not testing students, and using the difference in the K-12, they're basically using data as they're testing students and making decisions in regards to that. What I'm saying is that we need to look at data in regards to when we look at completion rates and we look at persistence rates and then have to ask ourselves the hard questions in regards to why aren't our students completing and so on and then look at it's not that the testing I'm not even saying that they test and their grades or in the classrooms but using that data so we can align our budget. So I totally get you because teachers are complaining all around about the testing..."

**Trustee:** "Yes, but you're saying why aren't we meeting, why is it only 20%, why is it only 40%. Our students are poor, our students don't have a lot of resources."

**Trustee:** “So we need to put more resources so that those students are successful”

**Trustee:** “And I’m just saying we can do what we can do, but our kids come with a big negative and it’s not right but that’s our society and I wish we could be the great equalizer, we can do something but we can’t do it all.”

**Trustee:** “I’m more hopeful, I think hopefully we can”

Writer/Editor.

\* El Monte Educational Center - This week, Dean Rebecca Green assumed supervisory duties at El Monte Educational Center (EMEC). She will hold regular office hours on site at EMEC beginning Fall 2013 semester. Dean Green also continues in her role as Dean of Behavioral and Social Sciences.

\* The Summer Bridge Program is in full swing, serving 300 incoming freshmen throughout July. Watch

for students who may come to your office on Mondays in search of items for their scavenger hunts to help introduce them to campus.

\* Student Life and Leadership and Outreach offices are conducting freshmen visits for new students

from the 16 high schools in our service area. During the next two weeks, 900 students will participate in these Tuesday through Thursday half-day orientations.

\* "Kids College" - Younger students, ranging from 7 to 18 years old, are engaged in fee-based summer

learning activity "Kids College" presented by Continuing Education.

\* International Study Tour students were greeted by President Dreyfuss, VPs Pierson, Gee and Deans, Mason and Flores yesterday. They will be attending an Intensive English Course offered by the Continuing Education Department for the next two weeks to improve their English. Students will be attending classes in the morning hours and will spend their afternoons visiting Los Angeles area attractions. We will have several more students arriving through August, please feel free to greet them and make them a part of the Rio experience!

\* Basic Police Academy - On Saturday, the Division of Public Safety held a graduation for the Basic Police Academy extended program, celebrating an important milestone in the academy's recertification.

\* Addressing the Student Success Task Force Recommendations --- A Task Force consisting of President Dreyfuss, Chair, Dean Mike Slavich, Dr. Robert Holcomb, Dr. Dyrell Foster, Dean Karen Koos, VP Henry Gee, Dr. Kenn Pierson, Dr. Mike Munoz and Dr. Walter Jones had a roundtable discussion with the Board of Trustees at a special study session held on Friday, July 12, 2013. The