I. CALL TO ORDER

A. Call to Order

Ms. Shapiro called the meeting to order at 2:07 pm

B. Pledge of Allegiance

Ms. Karen Koos led the salute to the flag.

C. Roll Call

Ms. Angela Acosta Salazar and Mr. Gary Mendez reported absent.

D. Open Communication for Public Comment

No comments made from the public.

II. STUDY SESSION

- Student Success Strategies and Implementation Plan – A roundtable discussion was held with members of the Board and the Student Success 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 The task force was formed to brainstorm strategies and create a plan of action. The study session consisted of the Student Success Scorecard Overview, the Student Success Scorecard Response, the Student Success Initiative Overview and the Student Success Initiative
Response. Staff has been preparing proposed recommendations for strategies to increase student success and to increase the number of degrees and transfers, which was discussed. The committee indicated that the proposed recommendations will be presented to all constituency groups to provide input and further recommendations prior to implementation. (See Attached).

- **Board Self-Evaluation** -
  - **Board Goals** – Dean Kummerman, Institutional Research and Planning, discussed the Board Goals with the Board. It was agreed that they would be further discussed at the Board Retreat.
  - **Board Roles and Responsibility** – The Board reviewed Board Policy 2200 Board Duties and Responsibilities.
  - **Board Protocol** – The Board reviewed and discussed the draft Board Protocols (See attached). A subcommittee consisting of Ms. Garcia and Ms. Santana volunteered to review the Board Protocols in addition to reviewing Board Policies / Administrative Procedure 2340, Board Meeting Agenda and BP 2715, Code of Ethics / Standards of Practice. It was agreed that the Board Protocols should be reviewed annually.

The Board agreed that three hours was not enough time to have a Board Retreat. The two dates that were considered and the Board would be polled were Friday, August 9 and Saturday August 10.

III. **ADJOURNMENT**
Date of Next Special Meeting, Wednesday, August 7, 2013, 6:30 p.m.
Date of Next Regular Meeting, Wednesday, August 14, 2013, 6:00 p.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier)
Study Session Overview

Part I
- Score Card Overview
- Score Card Response

Part II
- Student Success Initiative Overview
- Student Success Initiative Response

A Pre-Planning Task Force was formed to meet and brainstorm strategies and create a plan of action.

Pre-Planning Taskforce Members
- Teresa Dreyfuss, Chair
- Mike Slavich
- Dr. Robert Holcomb
- Dr. Dyroll Foster
- Karen Koas
- Henry Goo
- Dr. Kenn Pierson
- Dr. Mike Munoz
- Dr. Walter Jones

Implementation Phase
- All Constituency Groups will have the opportunity to provide input & recommendations prior to implementation.
PART I

STUDENT SUCCESS SCORECARD OVERVIEW &
STUDENT SUCCESS SCORECARD RESPONSE

RHC Score Card Results
(2006-07 through 2011-12)

<table>
<thead>
<tr>
<th>Cohort Overall Score</th>
<th>Rio Hondo College</th>
<th>Statewide Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>39.9%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Persistence Rate</td>
<td>66.0%</td>
<td>67.3%</td>
</tr>
<tr>
<td>DD Exits</td>
<td>63.4%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Remedial:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>21.1%</td>
<td>21.0%</td>
</tr>
<tr>
<td>English</td>
<td>41.7%</td>
<td>55.1%</td>
</tr>
<tr>
<td>E.R.I.</td>
<td>22.8%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>21.2%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Career Development and College Preparation</td>
<td>10.0%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College

1. Assessment & Course Placement – Henry Gee, VPSS
   - These strategies will move more appropriate placement of students into Basic Skills courses, course levels, and offering more support for students preparing to take the assessment/individual tests. More precise placement may allow some students to start and complete degree/certificate/transfer goals more quickly.
   - Develop non-course course for students preparing to take assessment/individual tests in English, Reading, Math, and ESL.
   - Identify online assessment test preparation software that is currently available through practice tests on the Assessment website.
   - Expand and modify assessment test preparation tutorial support in the LAC, which is currently available only on an irregular basis.
   - Develop clear guidelines for counselors in applying multiple measures for alternative placement of students in English, Reading, Math, and ESL.
Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College.

1. Counseling & Educational Testing – Henry Gao, VPSS
   These strategies will enhance counseling and educational testing within the institution to facilitate student success in completing degrees/certificates/transfer goals.
   - Provide department-leveling specific counseling and testing to assist students in selecting appropriate major.
   - Implement a Success Center to provide counseling and advising services to guide students.
   - Focus on new students to help them understand their academic plans.
   - Implement a second phase to help students achieve a degree or certificate.
   - Permit part-time counselors to complete student assessments.

2. Modification of Petition to Graduate – Henry Gao, VPSS
   - Modify or remove the requirement that students need to petition to graduate with a degree or certificate, automatically awarding degrees/certificates to students who have completed minimum required units.

3. Opened for Majors & Certificates – Kenn Peterson, VPAM
   These strategies will expand options for students by developing and offering a greater number of degrees/certificates with diverse disciplines, allowing more degrees/certificates to be available.
   - Increase the number of ART & DMT degrees available to Rio Hondo students.
   - Work with the Transfer Center to develop majors currently not offered that push students to other community colleges (e.g., PGCC, MHC, etc.).
Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College.

1. Modification of Unit Requirements for Graduation/Degrees – Kenn Parson, VPAA
   - These strategies will modify unit requirements for students to graduate or complete degrees/certificates/transfers.
     - Remove the 2 year requirement for graduation (current 2 year requirement is 72 units)
     - Remove the 4 year requirement for degrees in Science, Technology, Engineering, or Mathematics (STEM) degrees.

2. Class Scheduling – Kenn Parson, VPAA
   - These strategies promote student completion of courses leading to degrees/certificates/transfers through class scheduling practices.
     - Do not offer classes (or offer fewer classes) that are not aligned to degrees/certificates/transfers, i.e., fewer classes.

Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College.

3. Alignment with K-12 Core Curriculum – Kenn Parson, VPAA
   - These strategies provide long-term pathways for student success and completion by offering more seamless transitions for students entering and leaving Rio Hondo College.
     - Align community college courses with K-12 core curriculum (Math, English, Reading) to facilitate student transfer from K-12 to Rio Hondo Community College and increase access to degrees/certificates.
     - Partner with four-year institutions to enhance college readiness for transfer students.

4. Data Management (Student Data) – Kenn Parson, VPAA
   - This strategy will make use of existing student data to better student completion of degrees/certificates/transfers.
     - Conduct studies to identify students close to completing degrees/transfer and alert those students when they are near completion.

Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College.

5. Data Management (Current Data) – Kenn Parson, VPAA
   - This strategy will further refine data to better student completion of degrees/certificates/transfers.
     - Conduct studies to identify courses that are degree applicable but not transferable.

6. Promotional Efforts (Degree/Certificates) – Kenny Lee, Associate VP and Kenn Parson, VPAA
   - These strategies will increase student awareness of degree/certificates that are available at Rio Hondo College.
     - Promotional materials will prepare students by educating them on the degree/certificates that are available at Rio Hondo College.
     - Make production/indexed programs of introductory associates that detail requirements to complete an Associate of Arts, Associate of Arts in Education, or Associate of Science degrees at Rio Hondo.
     - Provide an online degree/associate information that includes degree/certificates and current student profiles in visual formats.
Proposed Strategies for Increasing Rate of Completion for Degrees/Certificates/Transfer at Rio Hondo College.

1. International Math (Bonita Value of Degrees/Certificates) – Henry Cea, VPST and John Pease, UPR
   - These strategies will continue to promote the value of completing degree certificates as a means to increase the number of students who graduate.
   - Promote Society-wide information to help students understand the long-term salary benefits of completing degree/certificates.
   - Require academic advisors to have a co-requisite plan and provide a list of degree/certificates that are required.

2. Other Considerations – Henry Cea, VPST and John Pease, UPR
   - These are other considerations to keep in mind when designing, developing and implementing new degree/certificates.
   - Keep in mind: success may sometimes be measured by student achievement in other goals besides degree completion.

PART II

STUDENT SUCCESS INITIATIVE OVERVIEW

STUDENT SUCCESS INITIATIVE RESPONSE

Implementation of Student Success Task Force Recommendation approved by BOG classified into 8 Focus Areas

1. Increase college and career readiness (1.1)
2. Strengthen support for entering students (2.1 - 2.6)
3. Incentivize successful student behavior (3.1 - 3.4)
4. Align course offerings to meet student needs (4.1)
5. Improve the education of Basic Skills students (5.1 - 5.2)
6. Revitalize and re-envision professional development (6.1 - 6.2)
7. Enable efficient statewide leadership and increase coordination among colleges (7.1 - 7.4)
8. Align resources with Student Success Recommendations (8.1 - 8.5)
RHC Response to SSI

- Please refer to your RHC Response to the Student Success Initiative
AREAS OF BOARD SUPPORT

- Alignment of Board Goals with SSI
- Opportunities for Board discussion, feedback, and recommendations at 6 months and 12 months of implementation
- Advocate with state elected officials for restoration of budget reductions in categorical programs
DISCUSSION OF BOARD GOALS

At the study session on June 14, 2013, the Board reviewed the institutional goals (as attached), which the Board implemented, and suggested the following goals be considered and discussed:

1. Accreditation Self-Study
2. Professional Board Development
3. Board Presentations – Special Reports
4. Accreditation Standard IV – Participation
5. Crisis Management / Emergency Preparedness

After emailing the Board on June 26th asking the Board for any additional goals to be considered, the following additional goal was suggested:

- Making / Keeping completion & transfer as a priority
2012-2013 INSTITUTIONAL GOALS

GOAL 1: Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student AA/AS degree completion and successful university transfer.

GOAL 2: Rio Hondo College will provide excellent instruction in career technical education, leading to increased awarding of certificates, degrees and job placement/job enhancement.

GOAL 3: Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills.

GOAL 4: Rio Hondo College will offer opportunities which foster life-long learning and serve community interests.

GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.

GOAL 6: Rio Hondo College will respond to the region's educational needs and contribute to its economic future through service to the community and partnerships with public, private, and non-profit organizations.

GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.

GOAL 8: Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.

GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.

GOAL 10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site that meets the changing needs of students, staff, and the college’s instructional and student support programs while valuing and enhancing the aesthetic beauty of the campus.

GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.

GOAL 12: Rio Hondo College will offer increased educational opportunities for students.
I. The Board of Trustees governs on behalf of the citizens of the Rio Hondo Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

II. The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the district
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the district

III. Reference:

Accreditation Standard IVB.1.d
I. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED TO AN INDIVIDUAL BOARD MEMBER

A. Be accessible; listen respectfully and impartially.

B. Have you Board Member inquires whether issues has been discussed with your supervisor; if not, please encourages them to do so.

C. If the concern is not urgent or does not have policy implications:
   - Refer the individual or group to the Superintendent/President.
   - Do not make any promises to the individual or group.
   - Do not attempt to solve the problem.
   - Inform the Superintendent/President and receive clarification follow-up response.

D. If the concern is urgent or could have policy implications:
   - Refer the individual or group to the Superintendent/President.
   - Do not make any promises to the individual or group.
   - Do not attempt to solve the problem.
   - The Superintendent/President will inform and discuss with the Board President.
   - In consultation with the Board President, the Superintendent/President, will decide how to handle the issue and inform the all Board Members through email, formal written report, etc. or may place on the Board agenda for further discussion
     a. May request a written report.
     b. May place on the Board agenda for further discussion.

II. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED IN BOARD MEETINGS DURING PUBLIC COMMENT ON NON-AGENDA ITEMS

A. The Board President thanks the speaker(s) and acknowledges that the need or complaint has been heard by the Board.

B. If appropriate, the Board President may make a brief statement about the issue.

C. The Board President may will ask the Superintendent/President if there are any comments from the Administration.
D. The Board President will ask the Superintendent/President to look into the issue and report back to the Board. The Board President will determine what form the report will take (e-mail, formal written report, etc.)
E. After receiving the report from the administration, the Board may decide to place the issue on a future Board agenda for discussion or action.

III. PROTOCOL FOR RESPONDING TO CONCERNS EXPRESSED DURING A CRISIS

A. Be respectful, listen respectfully and impartially.
B. Refer the individual or group to the Superintendent/President.
C. Do not make any promises to the individual or group.
D. Do not attempt to solve the problem.
E. The Superintendent/President will alert the Board President.
F. In consultation with the Board President, the Superintendent/President, will decide how to handle the issue.
G. Any written communication with the individual or group expressing the concern, or with the media, will be made by the Superintendent/President and / or Board President.
H. The Board may request a more formal investigation of the concerns.
I. *The Board President responds to all media inquiries on behalf of the Board of Trustees and may choose to collaborate with the Superintendent/President if necessary. Other members of the Board of Trustees are expected to defer to the Board President and/or the Superintendent/President with regard to media inquiries. (Language developed by Director of Marketing and Communications)*

IV. PROTOCOL FOR THE CONFIDENTIALITY OF CLOSED SESSION

A. The confidentiality of Closed Session creates a safe space for the candid discussion of appropriate topics.
B. All participants in closed Session are required to maintain the absolute confidentiality of Closed Session discussions.
C. Any suspected breach of Closed Session confidentiality should be referred to the Superintendent/President and/or Board President immediately.
D. Closed Session agenda (Refer to BP 2315)
E. Consequences if Confidentiality of Closed Session is Violated (Refer to BP 2715)

V. PROTOCOL FOR BOARD MEMBERS REQUESTING ITEMS TO BE PLACED ON THE BOARD AGENDA

A. Agendas shall be developed by the Superintendent/President in consultation with the Board President. (BP 2340)
B. Members of the Board wishing to place an item on the agenda are to contact the President of the Board.
   1. *All Board requests should be within policy and should not have budgetary implications.*

VI. *The Board of Trustees should review the Board Protocols annually at their Board Retreat.*
The Board of Trustees maintains high standards of ethical conduct for its members and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support. Members of the Board of Trustees are responsible to:

- Act only in the best interest of the entire community;
- Ensure public input into Board of Trustees deliberations, adhering to the law and spirit of the open meeting laws and regulations;
- Prevent conflicts of interest and the perception of conflicts of interest;
- Support the District mission;
- Ensure that students receive the highest quality education;
- Exercise authority only as a Board of Trustees;
- Use appropriate channels of communication;
- Respect others and act with civility;
- Remain informed about the District, educational issues, and responsibilities of Board membership;
- Devote adequate time to Board of Trustees work;
- Maintain the confidentiality of closed sessions; and
- Deal with any violations.

The Board of Trustees will promptly address any violation by a Board member or Board member of the Code of Ethics in the following manner:

If a Board member feels the Standard of Good Practice Policy has been violated, the Board member should go to the Board member who violated the Standard and have a discussion to resolve the violation.

If not resolved, the Board President / Vice President is notified of the Standard violation. The Board President / Vice President, in open session at the next regularly scheduled Board meeting, appoints a committee of two Board members to hear the case within a two-week period of the notification to determine if censure is in order.

If the appointed Board committee finds that the Board member should be censured, the item will be placed on the next regular Board meeting agenda for full Board discussion and follow the censure associated with Robert’s Rules of Order, the Board’s chosen method of handling the Board’s official business (Board Study Session 6-14-13).

The Board reviewed and reauthorized the ethics statement at the June 14, 2013 Study Session.
If the alleged behavior violates laws, the Board President/Vice President of the Board of Trustees may seek legal counsel and the violations referred to the District Attorney or Attorney General as provided for in law.

III. The Board of Trustees will review the ethics statement at least annually.
(Agreed at the June 14, 2013 study session)

IV. Source/Reference
Accreditation Standards 10.A.5