I. CALL TO ORDER

A. Call to Order

Ms. Shapiro called the meeting to order at 6:02 p.m.

B. Pledge of Allegiance

Student Trustee Diana Laureano, led the pledge of allegiance.

C. Roll Call

All Board members reported present with the exception of Norma E. Garcia who later arrived at 6:21 p.m.

D. Open Communication for Public Comment

There were no public comments made.

Ms. Garcia arrived at this point of the meeting
II. STUDY SESSION

- **Discussion of Board of Trustees Self Evaluation Survey Outcome** – Cecilia Rocha and Jim Sass, reviewed with the Board their Self-Evaluation Questionnaire Results and the Board recommended changes to be implemented before next year survey instrument is sent out.
- **Discussion of 2018-19 Board Goals and Objectives** – Discussion led by Cecilia Rocha (See Attached)
- **Update on New Funding Formula** – Update given by President Teresa Dreyfuss and Vice President Yulian Ligiosso. (See Attached)
- **Process to increase Number of Pell Grant Recipients** – Presented by Vice President Henry Gee. (See attached presentation)
- **Process to increase Number of First Year California Promise (BOGG Waiver)** – Presented by Vice President Henry Gee
- **Process with scheduled deadline to implement 2nd year Rio Promise** – Presented by Vice President Henry Gee
- **Auto award Degree & Certificate with scheduled deadline** – Presented by President Henry Gee
- **Discussion of Superintendent/President Recruitment/Selection Process** – President Dreyfuss reviewed the attached timeline with the Board of Trustees.

III. CLOSED SESSION

Ms. Shapiro recessed the meeting to Closed Session at 9:10 p.m. and announced the following items would be discussed in closed session.

_Pursuant to Section 54957_

- **EVALUATION OF PUBLIC EMPLOYEE**
  - Vice President, Academic Affairs
  - Vice President, Finance and Business
  - Vice President, Student Services

IV. ADJOURNMENT

72. On motion of Mr. Mendez, seconded by Ms. Garcia, the Board voted unanimously by vote of the five members present [Garcia, Mendez, Pacheco, Santana, and Shapiro] to adjourn the meeting at 9:28 and announced the date of the next meetings:

- **Next Regular Meeting** – Wednesday, September 12, 2018, 6:00 p.m.
GOAL 1: Rio Hondo students will achieve their educational goals.

Objective 1: The college will increase successful course completion by 0.5%, three two semester persistence by 1% and 30-unit completion by 1% for students annually until 2020.

Objective 2: The college will increase the annual transfer rate by 4% by 2018-2019 and by 1.5% by the 2019-2020 academic year. These annual transfer rates will be the proportion of students who transferred out from the previous year’s fall enrollment.

Objective 3: The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019 set a benchmark for transfer level math and English completion rates by summer 2019 to comply with AB705.

Objective 4: The college will automate the awarding of degrees and certificates and increase the number of degrees by 10% and Chancellor’s Office approved certificates by 5% by 2020.

Objective 5: The college will increase maintain assessment, orientation, education plans to first-time in college students and at risk/follow up services to probation students, basic skills students, and students with undecided majors.

Objective 6: The college will increase equitable results for disproportionately impacted student groups: Latinos, males, veterans, foster youth, DSPS. (See Student Equity Goals for specific objectives for each group)

Objective 7: The college will increase FAFSA and BOG awards for Pell Grant/Promise/AB540 students by 5% by 2020.
GOAL 2: Rio Hondo will continuously improve its effectiveness as an institution.

Objective 1: RHC will evaluate the status of accreditation standards on an annual basis.

Objective 2: RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement.

Objective 3: Increase staff development opportunities for all constituencies and participation rates for classified employees in particular.

Objective 4: The College will increase external visibility, outreach, and community engagement.

GOAL 3: Rio Hondo college will optimize its resources to achieve fiscal responsibility.

Objective 1: Devote resources to improve physical plant, technology, equipment, and water infrastructure that will serve the district needs.

Objective 2: Maximize specific state funding to enhance sustainability efforts by working with local utility companies, vendors and staff to achieve greater efficiencies through utility incentives and cost savings measures.

Objective 3: The college will pursue external resources and support opportunities that align with institutional priorities that impact student success, completion, and/or transfer.

Objective 4: Increase FTES and enrollment by 2% 1% by June 30, 2018 2019.
### Goal 1: Rio Hondo students will achieve their educational goals.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1 | The college will increase successful course completion by 0.5%, two semester persistence by 1% and 30-unit completion by 1% for students annually until 2020. | Scorecard Institution Set Standards  
NOTE: Course completion rates are based on approximately 120,000 students, 0.5% = 600 students. Persistence rates are based on cohorts of approximately 1000 students, 1% = 10 students. 30 Unit completion rates are based on cohorts of approximately 1000 students, 1% = 10 students  
NOTE: Because the CCCCDO has access to data for all community colleges, their Persistence and 30 Units rates tend to run higher than our internal ones. |
| 2 | The college will increase the annual transfer rate by 1% by 2018-2019 and by 1.5% by the 2019-2020 academic year. These annual transfer rates will be the proportion of students who transferred out from the previous year’s fall enrollment. | CSU, UC, ISP, OOS transfer data  
NOTE: A 1% increase would mean transferring out 950 students (a 151 student increase from last year), if our Fall enrollment stays consistent. A 1.5% increase would mean transferring out about 1000 students each year (a 200 student increase from previous years) if our Fall enrollment stays consistent. |
| 3 | The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019, set a benchmark for transfer level math and English completion rates by summer 2019 to comply with AB705. | Transfer level English and Mathematics completion rates. |
| 4 | The college will automate the awarding of degrees and certificates and increase the number of degrees by 10% and Chancellor’s Office approved certificates by 5% by 2020. | Number of degrees and certificates awarded. |
| 5 | The college will increase assessment, orientation, education plans to first-time in college students and at risk/follow up services to probation students, basic skills students, and students with undecided majors. | Participation numbers for Academic/Progress Probation Services, Counseling/Advisement Services, Education Plan Services, Initial Assessment Services Placement, Initial Orientation Services, and Other Services |
| 6 | The college will increase equitable results for disproportionately impacted student groups: Latinos, males, veterans, foster youth, DSPS. (See Student Equity Goals for specific objectives for each group) | Access, Course Completion, ENLA and Basic Skills Completion, Degree and Certificate completion, Transfer |
| 7 | Increase FAFSA completion and BOG Awards for Pell Grant/Promise/AB540 students by 5% by 2020. | Number of FAFSAs completed and BOG Awards |
### Goal 2: Rio Hondo will continuously improve its effectiveness as an institution.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RHC will evaluate the status of accreditation standards on an annual basis.</td>
<td>Accreditation Standard Evaluation</td>
</tr>
<tr>
<td>2</td>
<td>RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement.</td>
<td>Three categories for evaluation: committees and councils (participatory governance), campus-wide initiatives (or changes in the ways that services are offered), and campus processes (e.g., resource allocation, budgeting, awarding staff development funds). The evaluation process will include document review, self-evaluation, and discussion/review of the results. Each of the identified entities for evaluation will rotate on a 6-year cycle. A year-end institutional effectiveness report will be prepared with evaluation results for the campus.</td>
</tr>
<tr>
<td>3</td>
<td>Increase staff development opportunities for all employees and participation rates for classified employees in particular.</td>
<td>Participation numbers and post-training evaluations. Enhance the ability of at least 75% classified employees to effectively serve the institution and its students by June 2019. Aim for a minimum of 85% of responding participants to indicate an enhanced ability to effectively serve the campus and/or students.</td>
</tr>
<tr>
<td>4</td>
<td>The college will increase external visibility, outreach, and community engagement.</td>
<td>Advertisement, social media likes and shares, outreach numbers, community forums/events.</td>
</tr>
</tbody>
</table>

### Goal 3: Rio Hondo college will optimize its resources to achieve fiscal responsibility.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Devote resources to improve physical plant, technology, equipment, and water infrastructure that will serve the district needs.</td>
<td>Spending increase for physical plant, technology, equipment, and water infrastructure. Survey campus to gauge improvement.</td>
</tr>
<tr>
<td>2</td>
<td>Maximize specific state funding to enhance sustainability efforts by working with local utility companies, vendors and staff to achieve greater efficiencies through utility incentives and cost savings measures.</td>
<td>Utility Bills</td>
</tr>
<tr>
<td>3</td>
<td>The college will pursue external resources and support opportunities that align with institutional priorities that impact student success, completion, and/or transfer.</td>
<td>Number of funding requests. Number of Awards received. Evaluation to determine if the funding received make an impact as stated.</td>
</tr>
<tr>
<td>4</td>
<td>Increase FTES and enrollment by 2% 1% by June 30, 2018 2019.</td>
<td>Efficient Scheduling</td>
</tr>
</tbody>
</table>

*Efficient Scheduling*

- *Increased Enrollment numbers*
- *FTES Credit and non-credit (2%) (1%)*
<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Allocation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Full-Time Equivalent Students (FTES)</td>
<td>Three-year rolling average of funded FTES. Credit FTES for these purposes excludes FTES of special admit students and inmates in correctional facilities.</td>
<td>Average equal to the sum of the annually funded credit FTES from the current year, the prior year, and the year prior to the prior year, all divided by three.</td>
</tr>
<tr>
<td>Special Admit Students FTES</td>
<td>Funded FTES generated by students who meet the requirements.</td>
<td>Concurrently enrolled students</td>
</tr>
<tr>
<td>Inmates in Correctional Facilities FTES</td>
<td>Funded FTES generated by students who meet the requirements.</td>
<td>RHC has none</td>
</tr>
<tr>
<td><strong>Supplemental Allocation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>Headcount of all students in the prior year who were recipients of financial aid under the Federal Pell Grant program.</td>
<td>Unduplicated count of Pell Grant recipients</td>
</tr>
<tr>
<td>AB 540 Students</td>
<td>Headcount of all students in the prior year who were granted an exemption from nonresident tuition.</td>
<td>Unduplicated count of AB 540 students in a district</td>
</tr>
<tr>
<td>California College Promise Grant Recipients</td>
<td>Headcount of all students in the prior year who were received a fee waiver.</td>
<td>Unduplicated count of California College Promise Grant recipients in a district</td>
</tr>
<tr>
<td><strong>Student Success Allocation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degrees</td>
<td>Chancellor's Office approved associate degrees granted based on prior year data.</td>
<td>Because no data is included in 2016-17, no counts are included in simulation.</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>Chancellor's Office approved baccalaureate degrees granted based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Associate Degrees for Transfer</td>
<td>Chancellor's Office approved associate degrees for transfer granted based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Credit Certificates</td>
<td>Chancellor's Office approved credit certificates requiring 16 or more units granted based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Completion of Transfer-Level Mathematics and English</td>
<td>First-time students who successfully complete both transfer-level mathematics and English courses within the same district within the first academic year (summer, fall, and spring) of enrollment based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Successful Transfer to Four-Year University</td>
<td>Students who successfully transferred to a four-year university based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Completion of Nine CTE Units</td>
<td>Students who successfully completed nine or more career technical education (CTE) units within the same district based on prior year data.</td>
<td></td>
</tr>
<tr>
<td>Regional Living Wage</td>
<td>Students who obtained a regional living wage within one year of community college completion based on prior year data.</td>
<td>Earnings at or above the living wage for the primary county within district boundaries for one adult in 2016-17. Uses the Insight Center for Community Economic Development Self-Sufficiency Tool.</td>
</tr>
</tbody>
</table>
ITEM 1: PELL GRANTS
ITEM 2: CALIFORNIA PROMISE GRANT

1. CampusLogic: June 2018
2. Terms and Conditions: Fall 2018
3. Remove Drop for Non-Payment: Fall 2018, Spring 2019
4. California Promise Grant Appeals: Fall 2018
5. Retroactive Awarding: 2018-2019
6. Financial Aid Outreach: Fall 2018, Spring 2019
7. Application Data: Mid-Fall 2018
ITEM 3: 2ND YEAR RIO PROMISE

1. Launch Event: Late September 2018
2. Student Population: Fall 2018
3. Educational Goal: Fall 2018
4. Implement 2nd Year Rio Promise: November 2018
5. Fall Registration: Spring 2019, Spring 2020
ITEM 4: AUTOMATIC AWARDING

1. Front-End Evaluation: Fall 2018
2. Degree Planner: June 2019
3. Near completion: Fall 2018
4. Auto Award: Fall 2018, June 2019, June 2020
5. Graduation Petition: Fall 2018

California Community Colleges Chancellor’s Office
Data Mart Numbers

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Associate in Science for Transfer</td>
<td>21</td>
<td>170</td>
<td>278</td>
<td>283</td>
<td>318</td>
</tr>
<tr>
<td>Associate in Arts for Transfer</td>
<td>64</td>
<td>128</td>
<td>192</td>
<td>269</td>
<td>290</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>372</td>
<td>439</td>
<td>419</td>
<td>465</td>
<td>475</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>535</td>
<td>426</td>
<td>405</td>
<td>491</td>
<td>701</td>
</tr>
<tr>
<td><strong>Degree Totals</strong></td>
<td><strong>992</strong></td>
<td><strong>1,163</strong></td>
<td><strong>1,294</strong></td>
<td><strong>1,508</strong></td>
<td><strong>1,784</strong></td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 to &lt; 60 units (T)</td>
<td>47</td>
<td>36</td>
<td>38</td>
<td>30</td>
<td>441</td>
</tr>
<tr>
<td>18 to &lt; 30 units (L)</td>
<td>151</td>
<td>164</td>
<td>248</td>
<td>136</td>
<td>291</td>
</tr>
<tr>
<td>12 to &lt; 18 units (B)</td>
<td>20</td>
<td>25</td>
<td>119</td>
<td>65</td>
<td>89</td>
</tr>
<tr>
<td><strong>Certificate Totals</strong></td>
<td><strong>218</strong></td>
<td><strong>225</strong></td>
<td><strong>405</strong></td>
<td><strong>231</strong></td>
<td><strong>821</strong></td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td><strong>1,210</strong></td>
<td><strong>1,388</strong></td>
<td><strong>1,699</strong></td>
<td><strong>1,739</strong></td>
<td><strong>2,605</strong></td>
</tr>
</tbody>
</table>

** 2017 - 2018 are preliminary numbers, the evaluation of spring petitions are still in process.**
ITEM 1: PELL GRANTS
Enhance the Process to Consistently Increase the Number of Pell Grant Recipients.
Baseline: In 2016-2017 a total of 5,204 students were disbursed Pell Grants. For 2017-2018 the numbers grew to 5,447 students.*

ITEM 2: CALIFORNIA PROMISE GRANT (BOG WAIVER)
Enhance the Process to Consistently Increase the Number of California Promise Grants (BOG Waiver)
Baseline: In 2016-2017 a total of 12,484 students were disbursed BOG waivers. For 2017-2018, the current number is 12,258 students.*

STRATEGIES
1. CampusLogic: Launch CampusLogic and provide continued outreach to students who need to complete documents, FAFSA/Dream Act, or other requirements via phone, e-mail and text.
   a. CampusLogic launched in June 2018. The system is being used to send ongoing communications.
   a. Fall 2018
3. Drop for Non-Payment: Remove Drop for Non-Payment Deadlines for all students.
   a. Fall 2018 for first-time college students
   b. Spring 2019 for all students
4. California Promise Grant Appeals: Auto-approve California Promise Grant (BOG) appeals for Final Warning and/or Dismissal for students who have financial need.
   a. Fall 2018
5. Retroactive Awarding: Allow California Promise Grant (BOG) awards to be disbursed retroactively for students who complete forms within the same academic year.
   a. 2018-2019
6. Financial Aid Outreach: Implement targeted outreach and support for students who have not completed a FAFSA or Dream Act Application. Student Services will ask all students about financial aid and check their status in Banner.
   a. Fall 2018 and Spring 2019
7. Application Data: Work in collaboration with IT to load Financial Aid application data earlier.
   a. For 2019-2020, the system and data will be ready by mid-fall.

* The numbers from 2016-2017 were retrieved from Data Mart. The numbers from 2017-2018 are preliminary counts, as we prepare to submit to the California Community College Chancellors office.
ITEM 3: 2ND YEAR RIO PROMISE
Launch 2nd Year Rio Promise in Fall 2018

STRATEGIES
1. Launch Event: Hold Launch Event for 2nd Year Rio Promise.
   a. Late-September 2018

2. Student Population: Analyze data to understand student population to design
   support.
   a. Fall 2018

3. Educational Goal: Enhance support strategies via the Counseling Center, Transfer
   Center, Career Center, and special programs to support students through
   completion of their educational goal.
   a. Create a Second Year Success Committee in Fall 2018 that will focus on the
      case management of students who have earned a minimum of 24 units to
      ensure students are following their Educational Plan.

4. Implement 2nd Year Rio Promise: Implement 2nd Year Rio Promise prior to spring
   semester registration which begins November 2018 for the academic year 2018-
   2019.
   a. November 2018

5. Fall Registration: Move fall registration to allow students to register for classes
   before the end of spring.
   a. Phase 1: The fall schedule will be viewable in May before spring term ends.
      i. Spring 2019
   b. Phase 2: Students can register for fall in May before spring term ends.
      i. Spring 2020

* The numbers from 2016-2017 were retrieved from Data Mart. The numbers from 2017-2018 are preliminary
  counts, as we prepare to submit to the California Community College Chancellors office.
ITEM 4: AUTOMATIC AWARDING
Implement Automatic Awarding of Degrees & Certificates by 2019-2020

STRATEGIES
1. Front-End Evaluation: Implement front-end evaluation—this is essential for degree audits and automatic awarding.
   a. Fall 2018: New students are supported with front-end transfer transcript entry.
      i. Previously transcripts were entered on the back-end via the Graduation Petition.
   b. IT is in the process of transferring data from Banner to Degree Planner.
2. Degree Planner: Continue to build out new phases of Degree Planner.
   a. June 2019
3. Near Completion: Analyze data to identify students who are near completion of a certificate—provide enhanced course offerings and proactive advisement to support students in completing courses.
   a. Fall 2018
4. Auto Award: Launch auto awarding program in phases:
   a. Phase 1: Automatic Awarding of Certificates. Analysis shows that a total of 784 certificates were earned from (2010-2018) but not awarded.
      i. Fall 2018
   b. Phase 2: Automatic Awarding of Degrees and Certificates.
      i. June 2019
      i. June 2020
5. Graduation Petition: Simplify the Graduation Petition process and analyze transcripts to award all potential degrees and certificates. The Graduate Petition will be used as a tool to support students, not as a requirement. Develop list of programs that are commonly granted simultaneously to support the process of awarding all certificates and degrees the student is eligible for.
   a. Fall 2018

* The numbers from 2016-2017 were retrieved from Data Mart. The numbers from 2017-2018 are preliminary counts, as we prepare to submit to the California Community College Chancellors office.
Presidential Search

Per Superintendent/President Teresa Dreyfuss, she plans to retire by the end of the 2018-19 fiscal year, which will be June 30, 2019. In anticipation of her retirement, we know faculty would like to be informed of the steps and processes of the presidential search. The steps are as follows:

1. Superintendent/President Dreyfuss needs to officially render her retirement to the Board of Trustees (the Board), as the Board is responsible for the hiring of the Superintendent/President.*
2. The District will issue an RFP to hire a consultant to conduct the presidential search.
3. The Board will interview the consultants and then select the consultant who best reflects the Board’s expectation and values with respect to the search and hiring process.
4. The consultant will work with the Board to establish the criteria of what the Board is looking for in the next Superintendent/President.
5. The Board will communicate their expectations and values to the search committee members before the hiring process begins. Meanwhile, the consultant will work with the search committee to establish the timeline of the search and recruitment of potential candidates.
6. Near the end of the search, the consultant will work with the search committee to develop interview questions. As soon as the recruitment search process comes to a close, the search committee will review and paper screen the candidates’ applications and then select the candidates to invite to the first level interviews.
7. The Board will interview the recommended candidates provided by the search committee as part of the second level interviews. These candidates will participate in campus and community-wide forums.
8. The Board will conduct another interview with the candidates who participated in the forum to select the final one.
9. The Board will announce the appointment of the selected Superintendent/President and negotiate a contract with the new Superintendent/President who will start on July 1, 2019.

*Please refer to Board Policy 2431 and Administrative Procedure 2431.