I. CALL TO ORDER

A. Call to Order

Ms. Shapiro called the meeting to order at 6:04 p.m.

B. Pledge of Allegiance

Loy Nashua, led the pledge of allegiance.

C. Roll Call

All Board members reported including Trustee Gary Mendez, who joined the meeting Via Skype.

D. Open Communication for Public Comment

There were no public comments made.

II. STUDY SESSION
A. Presidential Search Overview by PPL, Inc., (Lisa Sugimoto, Ben Duran)
Drs. Duran and Fugimoto provided an overview and update with the Presidential Search process. Dr. Fugimoto received feedback from the Board regarding the timeline and will provide a draft by the next Board meeting. A sub-committee of the Board will meet to work on the Bio and recruitment materials for the search. The Board requested that there be diversity training at the orientation meetings and to provide assistance to our community representative who will serve on the selection committee.

Trustee Santana left and Trustee Mendez, conference call concluded at this point of the meeting.

B. Discussion of 2018-2019 Institutional Goals & Objectives – Cecilia Rocha along with Abbie Perry, IEC Co-chair and Jim Sass, Research Analyst II reviewed with the Board the impact of AB 1809 on the Institutional Goals & Objectives (See Attached).

C. Review of 2018-2019 Board Self Evaluation Summary – Cecilia Rocha reviewed with the Board their Self-Evaluation Results and the feedback given by the Board on the Meeting of August 22 (See Attached).

D. Discussion of 2018-2019 Board Goals and Objectives – Cecilia Rocha led the discussion of the 2018-2019 Board Goals and introduced the Board Goals Crosswalk with the intention to be completed at the November board meeting.

III. CLOSED SESSION

Ms. Shapiro recessed the meeting to Closed Session at 8:02 p.m. and announced the following items would be discussed in closed session.

Pursuant to Section 54957
• PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE

Pursuant to Section 54957.6:
• CONFERENCE WITH LABOR NEGOTIATOR
  Agency Negotiator: Teresa Dreyfuss
  Employee Organization: CSEA, RHCFA

IV. ADJOURNMENT

92. On motion of Ms. Pacheco, seconded by Ms. Garcia, the Board voted unanimously by vote of the three members present (Garcia, Pacheco and Shapiro) to adjourn the meeting at 9:28 and announced the date of the next meeting:

• Next Regular Meeting – Wednesday, November 14, 2018, 6:00 p.m.
STUDY SESSION OUTCOMES

1) REVIEW AB 1809

2) OVERVIEW OF VISION FOR SUCCESS GOALS

3) DISCUSS 2018 – 2019 RHC INSTITUTIONAL GOALS AND OBJECTIVES

4) DEVELOP 2018–2019 BOARD GOALS
AB 1809

28. The bill would require the governing board of each community college district to certify it will, no later than January 1, 2019, (A) adopt goals for the community college district that meet specified requirements, (B) include in the written agenda, for the meeting when the goals are considered for adoption, an explanation of how the goals are consistent and aligned with the systemwide goals, and (C) submit the written item and summary of action to the Office of the Chancellor of the California Community Colleges.

The bill would require each community college district to align its comprehensive plan with the adopted local goals and align its budget with the comprehensive plan.
VISION FOR SUCCESS

GOAL 1:

Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

VISION FOR SUCCESS

GOAL 2:

Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.
VISION FOR SUCCESS

GOAL 3:

Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.

VISION FOR SUCCESS

GOAL 4:

Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.
VISION FOR SUCCESS

GOAL 5:

Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

VISION FOR SUCCESS

GOAL 6:

Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.
RIO HONDO COLLEGE
2018 – 2019 INSTITUTIONAL GOALS AND OBJECTIVES

ABBIE PERRY, IEC CO-CHAIR

JIM SASS, RESEARCH ANALYST II

DEVELOPMENT OF 2018 – 2019 BOARD GOALS

• NOTES FROM STUDY SESSION ON AUGUST 22, 2018
• BOARD GOALS CROSSWALK
NEXT STEPS

- PFC, IEC, and President/Superintendent final review
- Board Adoption on 11/14/18
  2018 – 2019 Institutional Goals and Objectives
  2018 – 2019 Board Goals
- Report updates to all constituent groups

RIO HONDO COLLEGE
SPECIAL STUDY SESSION

WEDNESDAY, OCTOBER 24, 2018
Goal 1: Rio Hondo students will achieve their educational goals.

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Vision for Success</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The college will increase participation rates in the various comprehensive onboarding services that prepare students to begin college on clear pathways towards their academic and career goals.</td>
<td>Number of comprehensive education plans. Use of career and academic planning services.</td>
<td>Number of BOG Awards/Pell Grant/CA Promise/AB540 awards.</td>
</tr>
<tr>
<td>2</td>
<td>Increase the number of students who receive BOG Awards/Pell Grant/CA Promise/AB540 by 5% by 2020.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>Scorecard Institution Set Standards NOTE: Course completion rates are based on approximately 120,000 (student course enrollments) students, 0.5%=600 student course enrollments in an academic year. 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 CCCCCO has access to data for all community colleges, their Persistence and 30 Units rates tend to run higher than our internal ones.</td>
<td>Scorecard Institution Set Standards NOTE: Course completion rates are based on approximately 120,000 (student course enrollments) students, 0.5%=600 student course enrollments in an academic year. 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 CCCCCO has access to data for all community colleges, their Persistence and 30 Units rates tend to run higher than our internal ones.</td>
</tr>
<tr>
<td>4</td>
<td>The college will set a benchmark for transfer level math and English completion rates by summer 2019 to comply with AB705.</td>
<td>Transfer level English and Mathematics completion rates.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The college will decrease the average number of units accumulated by students earning associates degrees from approximately 87 to 79 total units by 2022.</td>
<td>Goal 3</td>
<td>Average number of units earned at time of each graduate’s first associate’s degree from RHC.</td>
</tr>
<tr>
<td>6</td>
<td>The college will increase the number of degrees by 10% and Chancellor’s Office approved certificates by 5% by 2020.</td>
<td>Goal 1</td>
<td>Number of degrees and certificates awarded. Number of students who earn degrees and certificates.</td>
</tr>
<tr>
<td>7</td>
<td>The college will increase the annual transfer rate 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.</td>
<td>Goal 2</td>
<td>CSU, UC, ISP, OOS transfer data NOTE: 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.)</td>
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<tr>
<td>#</td>
<td>Objective</td>
<td>Indicator</td>
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<tr>
<td>8</td>
<td>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)</td>
<td>Goal 5 Access, Course Completion, ENLA and Basic Skills Completion, Degree and Certificate completion, Transfer</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>CTE/Workforce The college will increase by 1% annually the percent of exiting CTE students who report being employed in their field of study from a baseline of 72% in 2017.</td>
<td>Goal 4 % of former students in annual CTE Outcomes Survey reporting job-program similarity of “close” or “very close.”</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The College will increase opportunities to collaborate with regional K-12 districts and higher education institutions to improve academic and career success, and close achievement gaps.</td>
<td>Goal 6 Increase number of events including regional K-12 districts and higher education institutions. Increase number of regional K-12 districts and higher education institutions participating in RHC events. Increase participation in the AEBG consortium.</td>
<td></td>
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</table>

**Goal 2: Rio Hondo will continuously improve its effectiveness as an institution.**

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

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<tr>
<td>1</td>
<td>Devote resources to improve physical plant, safety mechanisms, technology, equipment, and infrastructure that will serve the district needs.</td>
<td>Spending increase for physical plant, safety mechanisms, 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 1% by June 30, 2019.</td>
<td>Efficient Scheduling Enrollment numbers FTES Credit and non-credit (1%)</td>
</tr>
</tbody>
</table>
## 2018 Board Self-Evaluation Discussion

**Wednesday, August 22, 2018**

<table>
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<tr>
<th>Goal</th>
<th>2017-2018 Board Goal</th>
<th>Work in the Past Year</th>
<th>Advance in the Coming Year</th>
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</table>
| 1.   | The Board will strengthen and enhance the college’s commitment to a campus culture that integrates equity, diversity, and inclusivity at all levels in an effort to close the achievement gap among disproportionately impacted student populations. | - Passed resolutions in support of students and other students who may not feel safe on campus. Tangible commitment. Included campus wide discussions. Board members physically present to talk with students.  
- We’ve had multiple updates and discussions on equity and inclusiveness (i.e. Guided Pathways/Equity summit).  
- Board made a commitment to meet on a higher level to discuss diverse selection process for faculty.  
- Removing barriers to ensure students succeed. Promoting and supporting grants (i.e. Men of Color). Connect outside resources to our campus.  
- Attended an equity conference with all constituent groups present (CCLC Equity Summit).  
- Support Rio Hondo Promise (K-12 Summit)  
- Dreamers Conference presence | - Plan to have a Guided Pathways update at September Board meeting.  
- GP Institute #4 in San Francisco in September.  
- Faculty committee – GP 22 people  
- Fully implement Guided Pathways. Need more in depth discussions.  
- As decisions are being made, need to ask questions about how decisions help campus to be more inclusive on equity and diversity issues.  
- Evaluate our policies on diversity. Reaffirm our commitment to diversity. Future Board discussion.  
- Continue to make sure we are a learning institution. Provide additional training and conversations on implicit bias. Include all constituent groups and students.  
- Ask campus leadership to continue to build our capacity. Continue to train. |
## 2018 Board Self-Evaluation Discussion

**Wednesday, August 22, 2018**

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| II.  | The Board will work with staff to create an updated self-evaluation method for the Board of Trustees. | - Discussed twice – study session.  
- Had dialogue on strengthening our leadership.  
- Most valuable step happens right here where we discuss. | - Review the survey as part of a Board meeting, see if Board has input, then send out actual evaluation. Ask Board what kind of timeline they need.  
- Would like to see longer time to complete the survey from its final version.  
- Little bit more time, more clarification, some examples. Include a couple of examples of what the Board did this year.  
- Time to review calendar of events, which includes Board Self-Evaluation dates. |
| III. | The Board will actively engage with student leadership. | - Include students at Summit.  
- Campus committees include students in member makeup.  
- Student Trustee sent to legislative conference.  
- Invited student trustee to elected officials’ offices (i.e. Ian Calderon).  
- High representation by Trustees Shapiro and Pacheco at many student activities.  
- Prior student trustee accompanied Board member to community events (i.e. El Monte). | - Meet all the student leaders on campus. Would be very helpful to engage with student leaders. Share external connections with each other.  
- Offer more opportunities for students to engage with the Board.  
- Attend ASRHC meetings. |
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| IV.  | The Board will implement integrated training and mentorship for the Student Trustee upon election. | - Superintendent/President meets with new student trustee and reviews orientation information.  
- Sending student trustee to conferences.  
- Ongoing collaboration, mentoring with student trustee. | - Provide information of student trustee roles and responsibilities for candidates prior to student elections.  
- Outgoing student trustee to meet with incoming student trustee. Transition meeting.  
- Student Trustee has opportunity to talk with Board at conferences.  
- Trustees Garcia and Mendez volunteered to be advisors to student trustee. |
| V.   | The Board will continue its yearly review of its roles and responsibilities in areas such as accreditation, Board policies, protocols, professional development, and budget. | - Ongoing calendar in Board agenda. Calendar is a public document.  
- Board gets Board policies for first and second read. Opportunity for dialogue.  
- Protocols are reviewed every year.  
- Reviewed accreditation report.  
- Continuously documenting for accreditation.  
- Engage in dialogue with elected officials on new funding formula. | - Look at opportunities for professional development for the Board.  
- Board will develop 5-6 topics for professional development for discussion when feasible.  
- Mini professional development at Board meeting. 10-15 minutes. Share questions to explore.  
- "Forge" a Board by sharing XYZ...  
- Ongoing policy and procedure review. Receive the schedule of AP and BP policies that PFC is going to address to allow for discussion prior to updating. |
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<td>Goal</td>
<td>Did extensive discussion on effectiveness.</td>
<td>Continuous conversations on student success; equity managed finances effectively.</td>
</tr>
<tr>
<td></td>
<td>The Board will spark an ongoing and meaningful college-wide conversation about the definition of effectiveness.</td>
<td>The Board will participate in the college’s institutional planning process with the long-term goal of integrating the Board and institutional goals.</td>
</tr>
</tbody>
</table>

| VI.                   | Discuss effectiveness with all constituent groups at special Board meeting. | Recommend that effectiveness should align with the community college initiatives, including the new funding formula. Discuss how to improve the outcome of effectiveness based on scorecard data. |
|                       | Review institutional goals before Board sets their goals. | Attend Institutional Planning Retreat. Board makes sure that processes are followed. |

| VII.                  | The office of Institutional Research and Planning (IRP) will conduct a GAP analysis of alignment and integrated planning. | |