

2013-14 Program Review

Name of Program: Government and Community Relations
Name of Unit: Government and Community Relations
Name of Area: President
Date Completed: 12/14/2012

Program's Mission Statement

The Office of Government & Community Relations (GCR) maintains positive, mutually beneficial relationships between the students and staff of Rio Hondo College and the various government and community leaders who represent the college's service area.

Program's Overarching Outcomes - SLOs / SAOs

Draft SAO #1: All users of GCR's services (including faculty, staff, and students) have an awareness of and understand the protocol in place for inviting and hosting elected officials and their representatives to campus.

Draft SAO #2: All users of GO RIO (including all full-time students and all staff who make references to our office) understand the eligibility requirements for the GO RIO program.

Draft SAO #3: All parties interested in securing letters of support either from the Director of GCR or from community partners with whom GCR has established relationships, understand the protocol for requesting these letters of support for grant proposals, college applications, job applications, and other endeavors.

Program's Characteristics, Performance and Trends

The Office of Government & Community Relations (GCR) fulfills four primary functions for the College. First, the Office of GCR maintains solid working relationships with various individuals and organizations in the government sector. Second, the Office of GCR serves as

a liaison between off campus entities in the community and on campus personnel so that there is clear, frequent communication that flows between the campus and the community. Third, the Office of GCR serves as a clearinghouse for service opportunities for Rio Hondo College students interested in volunteering on or off campus. Fourth, the Office of GCR supports the President by: a) representing the President in the community; b) preparing the President for off campus appearances, c) and staffing the President at special events.

The Office of GCR includes two employees: a director and a clerk typist III that can truly be referred to as “jacks of all trades”. The myriad of demands placed on this department necessitate continuous flexibility, timely response, and a willingness to collaborate with a variety of stakeholders both on and off campus. Since the world of government and community relations is often characterized by urgent demands, short timelines, and the lightning quick exchange of information, GCR staff members must learn to act and react rapidly. Still, as expeditious as GCR strives to be, work quality is valued at a highest level so that quality is not ultimately sacrificed by the need to respond urgently.

With only two employees, the office’s small size requires staff to be strategic about how to prioritize competing projects. Due to this small size, GCR is not always able to accept requests for involvement in certain projects for which it cannot offer the staff time needed. In this case, referrals are made to other divisions on campus as appropriate. Sometimes, the small size of the office can work to GCR's advantage and enable staff to move quickly on tasks with the approval of the Superintendent/President.

On campus the Office of GCR regularly interacts with several departments, including:

- * The President's Office
- * Admissions and Records
- * Student Life & Leadership
- * Educational Partnerships
- * Institutional Research & Planning

Off campus, the Office of GCR regularly interacts with the following entities, including:

- * Six congressional offices
- * Seven state legislative offices
- * Two county supervisorial offices
- * Five city halls
- * Eleven K-12 school districts
- * Two lobbyists
- * Four area chambers of commerce
- * Four service clubs/organizations
- * Six non-profit organizations
- * The Chancellor's Office
- * Community College League of California
- * American Association of Community Colleges
- * San Gabriel Valley Foothill Association of Community Colleges (SanFACC)

Through coordination with the President's Office during 2012, the Office of GCR organized

- * Three quarterly meetings for the President's Advisory Committee
- * Two semesterly meetings for the Twelve District Area Superintendents
- * One meeting for the South Whittier Education Center Advisory Committee meeting
- * One meeting for the El Monte Education Center Advisory Committee meeting

Through GO RIO program during 2012 the Office of GCR:

- * served 2,500 full-time students (including Spring 2012 and Fall 2012 so far)
- * has served over 1,600 full-time students so far in Fall 2012 semester alone
- * has completed over 200 surveys for El Monte Transit Pilot project (to verify level of potential usage of El Monte transit buses)

Through GCR's work with students in 2012, the Office of GCR :

- * scheduled 7 legislative meetings for a group of 10 students in Sacramento
- * scheduled 4 legislative meetings for a group of 8 students in Washington D.C.
- * helped students register over 500 students to vote

The Office of GCR offered support to the Leadership Academy which offered the following:

- * 9 monthly workshops
- * 13 graduates of the 2011-12 Leadership Academy Cohort in Spring 2012
- * 2 board presentations to keep the Board of Trustees informed about the academy

Program's Strengths

1. Constant connection with students - GCR staff have always placed interaction and service to students as the highest priority. So far in 2012, the Director of GCR has a) assisted with a student advocacy effort for federal and state issues by preparing a delegation of student leaders for a trips to Sacramento and Washington D.C., b) provided assistance to students seeking to pass a transit fee on the Spring 2012 ballot, c) briefed the students on key propositions which will impact students in the Nov 6 election and d) has responded to student feedback to improve GO RIO service.
2. Outstanding relationships with government offices - The Office of GCR has continued to maintain stellar relationships with the various elected representatives at the local, county, state, and federal levels of government.
3. Exemplary relationships with departments on campus - Dependent on the assistance of surrounding offices, and often sought for quick, competent, professional assistance, the Office of GCR has established healthy relationships with a multitude of departments, as was explained in the CPT section.
4. Professional operation of the GO RIO program - Thanks to successful collaboration with at least four other campus departments and five transit agencies, the Office of GCR provides stellar transit service to thousands of full-time students each year. Never content to rest on the laurels of the program, GCR staff constantly solicit student input to find new ways of improving the program with each passing year.

Program's Weaknesses

1. Understaffed - GCR has been approached from a wide variety of organizations off campus and a wide variety of departments on campus to become engaged in various initiatives. The demands placed upon the small staff outpace the capacity with which staff can respond. Throughout most of the school year - with very few exceptions - GCR staff members are spread razor thin across a vast variety of an ever-growing number of projects. Coordinating the GO RIO program alone could easily take up the time of one full-time staff member.
2. Lack of internal promotion & marketing - GCR needs to do a better job of explaining its functions to the various constituency groups on campus. Lack of awareness in certain corners of the campus - Although GCR has developed a good reputation among several departments on campus, there are still some who have little understanding, or limited awareness of the office's functions. Staff need to be creative about raising awareness even with limited staff and time.
3. Inconsistent visits to various parts of the community and the district - This last year, the Director of GCR visited some parts of the district more so than others. More of a concerted effort needs to be made to visit and serve parts of the district that has not reached out to Rio Hondo as much as high profile communities. One example of how insufficient contact with one community can have an effect on the College can be found in Santa Fe Springs. Due to decreased College contact with Santa Fe Springs (coupled with increased contact between Cerritos College and Santa Fe Springs) Cerritos College was able to successfully gain representation on the City of SFS' Redevelopment Agency Oversight Board. This is highly unusual given that the City of SFS actually exists within the College's service area.

Program's Opportunities

Opportunity #1: Leadership Academy

GCR has an opportunity to participate in facilitating two workshops for the Leadership Academy. In doing so, the Director can raise awareness of the office functions to a new group of campus leaders through the academy.

Opportunity #2: Internship Program

Through a new stipend that has been included in the department budget, the Office of GCR has an opportunity to welcome an intern during the Spring semester of each academic year.

Opportunity #3: SanFACC Mentorship

By late Spring of 2013, the Director of GCR will have an opportunity to apply for a SanFACC mentorship. In this arrangement, the Director will have an opportunity to learn under the mentorship of an administrator at a participating SanFACC institution. In so doing, he will be able to learn more about community college leadership in a practical setting.

Opportunity #4: GO RIO Expansion

In late Fall 2012, GCR is intending to work with the City of El Monte and the El Monte Transit department on a pilot project. GCR is hoping to expand the GO RIO program by seeking inclusion of a 6th transit partner (El Monte Transit) in Spring 2013.

Program's Threats

Threat #1: Budget

By the day after the Nov. 6 2012 election, it will be clear whether or not Rio Hondo College will sustain mid-year budget reductions which would deal a devastating blow to all institutions of higher education. This scenario would make it close to impossible for the Office of GCR to expand from two full-time to three full-time staff members

Threat #2: Curveball Requests

At least once a week, there is a time-sensitive request that either comes to the Office of GCR from the President's Office, from another department on campus, or from a source in the community. Requests such as these - referred to as "curveball requests" often consume large amounts of unexpected time and energy at the expense of other regular functions.

Threat #3: Accreditation

The Director of GCR was approached in August 2012 to serve as a co-chair for one of the standards for which Rio Hondo College will be measured to be re-accredited by W.A.S.C. This will mark the second time that the Director will serve in this capacity. Due to the small size of the staff and the extent to which the Director and the Clerk are already spread thin across a multitude of projects, it is quite probable that time invested in accreditation will impact other GCR-related activities - and may threaten departmental productivity and efficiency.

.

Program's Accomplishments and Recommendations for Improvement

Accomplishments during 2012

1. Provided assistance to the President's Office with special events including:
 - a) Assisted with the SWEC Annex Grand Opening Ceremony
 - b) Helped provide ideas related to the EMEC taskforce
 - c) Assisted with Dr. Martinez' farewell reception by soliciting proclamations and resolutions
 - d) Helped serve as liaison with 2012 Commencement Speaker and Rio Hondo Alumnus Eric Rodriguez
 - e) Coordinated CNG Bus Ribbon-Cutting Ceremony involving Congresswoman Napolitano
 - f) Served as liaison between the President's Office and the Chancellor's Office, and local cities with respect to RDA Oversight Board appointments
 - g) Responded to Board of Trustee request to attend Sorensen Park community meeting
2. Assisted with Rio Hondo College Foundation-related initiatives, including:
 - a) Assisting with Taste of Rio event which was held April 13, 2012
 - b) Served as liaison between Executive director and elected officials
3. Planned and coordinated four community advisory committee meetings
 - a) Created agenda, took minutes, and completed follow up activities for three President's

Advisory Committee meetings

- b) Created agenda, took minutes, and completed follow up activities for South Whittier Educational Center Advisory Committee meeting
- c) Created agenda, took minutes, and completed follow up activities for El Monte Education Center Advisory Committee meeting.

4. Organized meetings or visits with elected officials and representatives including:

- a) Scheduled and staffed legislative visits with eight state legislators in Sacramento
- b) Scheduled and staffed legislative visits with four congressmembers and two senatorial staff members in Washington, D.C.
- c) Planned a campus visit with Senator Ed Hernandez in July 2012
- d) Coordinated and hosted a visit for Congresswoman Grace Napolitano in Sept. 2012
- e) Helped host a visit for Congresswoman Linda Sanchez in March 2012
- f) Served as liaison for Office of Senator Ron Calderon with respect to the Young Legislator Workshops

5. Planned and implemented a "Fair Housing Day" on April 18, 2012

- a) Invited Fair Housing organizations in the annual Career & Internship Day
- b) Planned and hosted a "kick off" ceremony for new partnership between California Dept. of Fair Employment & Housing
- c) Collaborated with speech and debate faculty and students who participated in a mock debate that highlighted fair housing issues
- d) Organized a panel of fair housing experts who shared insights about how students can prepare for careers in the fair housing field
- e) Partnered with Career Development Center and DFEH to establish a new summer internship program
- f) Helped Rio Hondo College to host a week-long Fair Housing Academy in July 2012 for fair housing professionals and student interns

6. Invited all twelve area school districts to events on campus, including:

- a) CHOICES Empowerment Conference - GCR staff coordinated with SPIRITT Family Services to provide a day-long conference which connected 250 at risk high school boys and girls with workshops to empower and educate them.
- b) Two Superintendent's Lunch Meetings (spring and fall)

7. Remained active in various community boards, committees, and task forces OFF CAMPUS including:

- a) South Whittier Resource Fair (attended one meeting)
- b) SASSFA Partners Group (ongoing)
- c) Whittier Redevelopment Agency Oversight Board (attend monthly meetings as a board member)
- d) South El Monte Redevelopment Agency Oversight Board (attended one meeting as an alternate)
- d) San Gabriel Valley-Foothill Assoc of Comm. Colleges (ongoing)
- e) Whittier Union High School District Board of Trustees (attend monthly meetings as a trustee)
- f) Hispanic Outreach Taskforce Parent Ed Conferece Committee (attended two mtgs)
- g) Good Scout Awards Program Subcommittee (attended three meetings)

8. Remained active with various committees and entities ON CAMPUS including:

- a) President's Cabinet (including numerous President's Cabinet Area Plan meetings)
- b) Administrative Council
- c) Management & Confidential Council
- d) 50th Anniversary Committee
- e) ASRHC Senate Meetings
- f) Leadership Academy Steering Committee
- g) Summer Bridge Mini-Fairs (July & August)
- h) Evening College Supervision Training and Duty (Training in July; Duty in Sept & Nov)

9. Grants and Grant-related activities

- a) Assisted Grants Management Department with several grant proposals
- b) Awarded a \$9,200 subsidy from the City of Whittier for the GO RIO program.
- c) Awarded a \$2,000 subsidy from the City of Pico Rivera's Housing and Economic Development Fund for the GO RIO program.
- d) Awarded a \$2,200 subsidy from the City of South El Monte for the GO RIO program
- e) Awarded a \$5,000 subsidy from the City of El Monte for the GO RIO program
- f) Secured letters of support for Upward Bound TRIO grant proposal and Upward Bound Math & Science proposal
- g) Assisted TRIO office with congressional appeal of a unfunded Upward Bound TRIO grant proposal

10. GO RIO

- a) Provided GO RIO service to over 2,500 full-time students in Spring '12 and Fall '12 semesters
- b) By the end of Fall '12, the GO RIO program will surpass the 11 ton milestone in terms of total emissions reduced since the start of the program.
- c) By the end of Fall '12 nearly 1,700 students will have picked up GO RIO TAP cards
- d) In Fall '12 GCR worked with transit partners, the Transit Access Pass office, Information & Technology and the Office of Admissions and Records to facilitate a temporary pilot "on line TAP card reloading" process which helped to limit the length of the lines at the Photo ID window during the first part of the semester.
- e) GCR worked with A & R to update the replacement fee, policy, and process by which students could request replacement GO RIO TAP cards
- f) GCR worked with ASRHC Senators in Spring 2012 to propose a new \$7.00 fee which was ultimately approved by over 80% of the voters; this fee will provide enough revenue to keep the GO RIO program alive for another two years (until Spring 2014).
- g) Worked with Office of IRP to develop a special El Monte Transit survey and worked with GCR staff and Student Ambassadors to gather over 200 completed surveys that will be used to help inform a proposal to involve El Monte Transit in GO RIO during a pilot period in 2013.

11. Mentorship to Students/Staff

- a) During the 2012 year, the GCR Director provided updates to ASRHC Senate on specific bills and budget related items of high interest to the students.
- b) During the 2012 year, the GCR Director provided support to the Student Trustee and individual Senators with respect to internal leadership issues.
- c) The Director continued to make time to write letters of support and answer questions to prepare students for four-year institutions and graduate school.
- d) The Director facilitated a public-speaking workshop to a group of interns at Pico Rivera City Hall

e) The GCR Director has agreed to serve as a SanFACC mentor during the 2012-13 year to a former student and current staff member at Glendale City College

12. Leadership Academy Steering Committee

- a) The Director and Clerk continued to serve on the Leadership Academy steering committee by attending bimonthly meetings and helping to plan workshops
- b) The Director helped to plan a graduation ceremony for the 1st Leadership Academy cohort and invited local elected officials to send certificates
- c) The Director co-facilitated two of the Fall workshops for the 2nd Leadership Academy cohort and two of the Spring workshops for this cohort.
- d) The Director helped to organize a service project for the 3rd Leadership Academy cohort in August 2012.

13. Voter Registration Drive

- a) Partnered with NALEO to launch a two-tiered voter registration drive to prepare for the November 6, 2012 election – on-line registration and traditional person-to-person field registration
- b) Provided assistance to student leaders who helped establish Latinos United For Voting (L.U.V.) a new student organization that sponsored voter registration activities in the mid-quad
- c) Worked with Information Technology and NALEO to set up an on-line voter registration link on the College's website which enabled Rio Hondo College the first community college in the Los Angeles region to have an OVR link on its college website.
- d) Collaborated with faculty to schedule visits to specific classrooms so that I could arrange students to accompany me to specific classes and register students to vote in class.
- e) Became trained as a deputy voter registrar at the Registrar's Office to be in a position to register new voters and to be qualified to hand-deliver voter registration cards at the Registrar's Office.
- f) As of October 19, 2012, over 500 students have been registered to vote as a result of these joint efforts

14. Being a "Good Neighbor" to Off Campus Entities

- a) Invited students to volunteer in SPIRITT's SERENA conference
- b) Connected counseling faculty with HOT's Parent Education Conference so that they could serve as workshop presenter
- c) Recruited AGS students to volunteer at the IMAGINE your STEM future conference
- d) Hosted a Fair Housing Academy for local fair housing professionals and student interns in July
- e) Connected L.A. CADA with Veteran's Office to help organize a focus group for veteran students
- f) Provided feedback to Mt. SAC Student Life Dean regarding how to start a transit project
- g) Provided input to a small group of potential funders and transit advocates of how GO RIO could be funded and expanded to support a regional program
- h) Represented the College at the Patriot's Award on Saturday, September 8
- i) Represented the College at Assemblyman Calderon's College Fair on Saturday, September 29
- j) Provided welcome remarks to group of students from O.A.S.I.S. club at La Serna High School
- h) Connected organizers of a Candidate's Forum for the 57th Assembly District with RHC Board of Trustees
- i) Drafted, printed, and distributed construction advisory notices for residents who live near El Monte Education Center construction site.

j) Attend a meet and greet between El Rancho Unified School District officials and Assembly candidate Leticia Gonzalez (at the request of ERUSD Trustee Joe Rivera)

15. Being a "Team Player" with other campus departments and divisions

- a) Provided welcome remarks to superintendents, administrators, counselors, and parents who attended a Technology Day sponsored by CTE.
- b) Obtained lists of seniors from our high school districts for Marketing & Communications Office on two different occasions
- c) Hosted an information table for the Summer Bridge students and attended a new student luncheon related to the Summer Bridge Program
- d) Connected off campus agencies and groups of students seeking tours with the Dean of Student Affairs Office

16. Managed Legislative Advocacy Activities Related to Specific Legislation

a) I worked with McCallum Group to draft and submit letters of support or opposition related to the following bills:

- * AB 178 - support
- * AB 822 - oppose
- * AB 1748 - support
- * SB 161 - watch
- * SB 1070 - support
- * SB 1204 - oppose
- * SB 1328 - oppose
- * SB 1456 - watch/then support
- * SB 1509 - support
- * SB 1516 - oppose
- * SB 1539 - support

b) I helped raise awareness of several propositions on the November 6, 2012 ballot and the potential impact they will have on Rio Hondo College through classroom visits

17. Helped Plan and Implement Community Education Forums

- a) Served on planning committee to help determine format and structure of forum events
- b) Coordinated with high school officials to reserve facilities and request teleparent calls
- c) Delievered invitations to community leaders, parents, and organizations in each of the service areas
- d) Obtained translation devices from county officials
- e) Attended and presented at all five community forum events

Recommendation #1: Document need for full-time community relations coordinator and update request for this staff position to staffing committee in Spring 13 for consideration for the 2013-14 FY.

Rationale for Rec #1: Last year, GCR submitted a request for a f/t community relations coordinator and was given a ranking of 4th out of a total of 20 requests. The demands of operating community relations continue to increase while the staff size remains the same year after year. Further documenting the need for this coordinator and describing the various things that currently cannot be done to improve the program and better serve GO RIO students is key to earning a higher ranking next spring.

Recommendation #2: Draft, approve, and implement a small scale GCR promotional

campaign to increase awareness of GCR activities and strengthen connections with other on campus departments.

Rationale for Rec. #2: Many staff from other departments are not aware or do not adequately understand the purpose of GCR. There are some instances where a request for assistance will come across someone's desk, and he or she will not know that GCR could assist with that request. A promotional campaign would foster increased awareness and enhance GCR's ability to connect people with proper resources or to address relevant inquiries from on or off campus.

Recommendation #3: The Director is eager to attend staff development workshops in the area of new technology to better understand how embracing new technologies will help the GCR department be more efficient and more productive.

Rationale for Rec #3: Given the growing amount of responsibility assigned to the Director and the Clerk, it is imperative that GCR staff maximize its usage of cutting-edge technology that will allow staff to maintain high levels of efficiency and productivity.

Program's Strategic Direction

There are a few external forces that will drive the direction for GCR over the next few years. First, with respect to redistricting, the Office of GCR will need to closely monitor who is elected to the government positions whose districts overlap with the service area of the College. The Office of GCR may find itself building relationships with new elected officials at the state and federal levels, while maintaining existing relationships with officials who continue to serve the college even after redistricting. Second, with respect to the ongoing state budget crisis, which is likely to be an issue at least through 2016, the Office of GCR, will need to continue to be very prudent about what community projects with which to be involved. If the request for a Community Relations Coordinator is unsuccessful yet again, it will be difficult to expand the scope of the office and it will remain paramount to be selective.

With respect to internal forces, it is probable that a GCR marketing campaign will elevate the profile of the GCR Office. Increased visibility during the next few years could lead to new partnerships with other departments on campus. Given that the size of the office will likely not change drastically over the next few years, the addition of new projects without adding new staff is not sustainable or realistic. It is likely that GCR could be a valuable resource to the Foundation in the development and implementation of the year-long series of 50th anniversary events. The Director, the Clerk, and the Intern could all be involved in various levels with the Foundation office.

With respect to staffing capabilities, it is clear that the office needs to develop in house expertise in the field of GIS. Due to needing GIS maps in grant reports and city council presentations year after year, it is important that at least one individual within the department - either the director, the clerk, or the intern - develop GIS proficiency to be able to produce at least rudimentary maps. It is conceivable that the Office of GCR will need to continue to work with the Office of IRP or with the GIS Program to obtain complex maps and charts. Still, overreliance on outside offices has posed problems due to faculty not being

available at times when reports are needed (reports are usually due at the end of the semester, or right after the end of the semester).

Program's Staff Development

The professional development needs for the GCR director include the following:

- * to identify short term career goals over the next 3 to 5 years
- * to identify long term career goals over the next 10 to 15 years
- * to continue to meet with a mentor to discuss professional development, leadership lessons learned, and to share ideas
- * to be able to attend conferences (at least twice a year) to learn about the latest trends in the areas of government & community relations
- * to identify areas of concern and/or weakness and to develop a plan to address these areas of concern
- * to continue to attend supervisorial workshops on or off campus with the hope of improving supervisorial skills
- * to mentor another in the SanFACC mentorship program

The professional development needs for the GCR clerk include the following:

- * to have regular staff meetings with the Director to discuss projects, activities, and tasks
- * to make plans to participate in and attend professional development workshops on campus (i.e. learning latest software, gaining Banner access, participating in Leadership Academy)
- * to be able to attend conferences (at least twice a year) to gain new skills, learn new trades, enhance one's understanding of one's self
- * to identify short term and long term career goals
- * to actively seek meetings with off campus experts in areas of interest (public relations, media relations, community relations, etc.)
- * to take personality and skills inventories (i.e. true colors) to enhance one's self-awareness and understanding of strengths, leadership approach, and communication style.

Program Review - Additional Comments

Program Review - Executive Summary

Program Review Executive Summary

Government and Community Relations
Friday, November 2, 2012

Program Participants in Attendance: Mary Becerril, Russell Castaneda-Calleros, Dyrell Foster, Gloria Reyes Lieu, Melissa Serrato

Program Review Committee Participants in Attendance: Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Mathis, Barbara Salazar

The Government and Community Relations Program was established as a full-time program in January 2005. Prior to that date, it had been associated with the Foundation. The Program strives to maintain positive, mutually beneficial relationships among the students, staff, and various government and community leaders who represent the college's service area.

Commendations

- Commendations to a small program that participates in many campus and off-campus activities.
- Commendation on continuing to fund and operate the GO RIO program.

Program-Level Recommendations

- Work on a concrete and clear description of the characteristics, performance, and trends for the Program that addresses the workload and responsibilities of the Director and clerk.
- Delegate workload and responsibilities where appropriate to other college programs and departments to ease the burden on Government and Community Relations. For example, enlist the help of other administrators to attend or cover community events and groups in service area communities.
- Work with Institutional Research and Planning (IRP) to develop metrics for quantifying and qualifying the program through statistical data analysis.
- Work with the SLO Coordinator to improve the current draft of SAOs and create rubrics to evaluate them.
- Work with the Career Center to solidify and expand the program's internship opportunities.
- Develop strategies to increase awareness on campus of the program and its services. Consider enlisting the assistance of Marketing and Communications in development these strategies.

Institutional-Level Recommendations

- Provide increased opportunities for staff to enhance knowledge of technology such as GIS to support Government and Community relations efforts.
- Hire staff to support the Go Rio Program or incorporate the student services aspects of the program within the existing structure or unit in the Student Services Area.

Program Review - Response to the Executive Summary

The Director of GCR intends to thoughtfully consider each of the program level and institutional recommendations provided by the members of the program review team. At first glance, some of them appear to be short term as they could be addressed within a year, while others appear to be long term as they could take several years to address. For example, the recommendation to delegate some tasks to other administrators will involve careful planning. Delegating some tasks to administrators in other departments should be handled delicately since delegating outside of one's own department is qualitatively different than delegating within one's own department. The Director will need to have honest conversations with key administrators while taking into account that -- in the words of one of the program review team members -- "everyone is busy."

The recommendations related to increasing visibility of the department can certainly be acted upon this year. The Office of GCR is in the process of sending holiday greetings to other departments on campus. Early in 2013, the Office of GCR will be heavily involved in the 50th anniversary celebration, which will allow for increased interaction with other departments who may not be aware of the GCR office functions. The Director still intends to meet with the Director of Marketing & Communications for other ideas that can help enhance awareness of the Office.

As the Director explores and prioritizes each of the program recommendations, he will share these with his immediate supervisor and then will share these with the new Superintendent/President who should be in place by July 1, 2013. Gathering feedback from both perspectives is important to evaluate what kinds of initiatives can be pursued immediately and which ones will require extensive planning. The Director is hopeful that each of the recommendations listed can be addressed to some extent before the next program review in 2018. The Director understands that these recommendations were offered in a generous spirit and the Director intends to take full advantage of this analysis.

The institutional recommendations will be pursued with renewed vigor during the remainder of the current 2012-13 year. The Director will seek a GIS workshop that either he or his clerk can attend. Furthermore, the Director intends to re-submit the request and speak before the resource allocation committee in the Spring 2013 semester. Being able to state that the priorities of the Director are aligned with the recommendations of the program review committee will be helpful in the Director's efforts to advocate for the community relations coordinator position. A new community relations coordinator would have numerous responsibilities related to community relations, one of which is to help coordinate the GO RIO transit program.

Goal # 1	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 4			progress

Description of Goal

To raise on campus awareness of the Office of GCR

Evaluation of Goal

It would be possible to gauge awareness levels of the functions of GCR through an on-line survey or focus group. Such a survey could be administered formally via surveymonkey or informally via "a fun quiz" at a GCR open house celebration.

Objective #1.1

Status: in progress

The Office of GCR will host an "open house" and invite all staff (and students) to visit the office, meet the GCR staff, and learn about the functions of the office. Consultants with whom GCR staff work, could even be available via webinar or conference call, schedule permitting.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Unit: Marketing & Communications

Meeting this objective may necessitate a meeting or a series of meetings with Susan Herney in Marketing and Communications so that she can help recommend various ways GCR staff can publicize the open house and ways in which they can better market the department.

Objective #1.2

Status: in progress

The GCR intends to design, print, and distribute a new GCR brochure which will include the unit's mission, goals, and primary functions. Also included will be staff contact information and a list of government and community leaders with whom the office must maintain solid working relationships. This goal is aligned with Value 2: Student access and success.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Unit: Marketing & Communications

The Director of GCR will need to meet with the Director of Marketing & Communications for expertise on layout, appearance, and target audience. This meeting will require some time on the part of the Marketing & Communications Director and possibly her staff.

Goal #2 Long term (2-5 years) Corresponds with Institutional

Status: in

Goal # 7

progress

Description of Goal

In an effort to further maximize access to campus, the Office of GCR will expand its community relations function. This goal is aligned with Value 2: Student Access and Success and Value 4: Fiscal Responsibility

Evaluation of Goal

Evaluation of this goal will be measured by how many groups and activities in which the Office of GCR is able to remain engaged during the 2012-13 year. Comparing this number to the number of groups and activities engaged in the 2012-12 year will help measure success.

Objective #2.1

Status: in progress

Request reclassification for GCR's Clerk Typist III position to secretary status- which would enable the clerk to be more responsive to off campus community relations-related requests for assistance as a secretary.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Unit: Human Resources

GCR Director would need to work with HR to clarify the desired position and corresponding responsibilities for the reclassified position.

Resources Needed: Additional Budget

Requested Item: Reclassification of current GCR clerk III position

Required for How Long: Ongoing

Requested Amount: \$3,982.00

Description:

The amount requested is the difference between the salary of the current GCR Clerk Typist III position (Salary Range 21: Step 3) and the desired GCR Senior Secretary position (Salary Range 25: Step 3)

Supporting Rationale

The GCR Director needs to be able to ask his assistant to handle an increasingly complex set of responsibilities. The demands that are placed upon this tiny department grow each year and the Director seeks to ensure that the duties he will ask his assistant to complete are indeed commensurate with the classification of the assistant's position. As a secretary, the

clerk will be able to be more responsive to and more engaged with community relations-related requests that are constantly sent from off campus entities.

Objective #2.2

Status: in progress

The Office of GCR will establish the position of a Community Relations Coordinator which would enable the Office of GCR to coordinate representation at a wider variety of events throughout the College's service area

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title: Community Relations Coordinator

Basic Position/Job Description:

GCR needs a community relations coordinator. This coordinator would help with representing the director at off campus community relations activities and would assist with various functions related to the GO RIO program. While the Director of GCR would still oversee community relations and GO RIO, the coordinator would handle incoming phone calls, visits, e-mail messages, and all correspondence related to community relations and GO RIO inquiries. This coordinator would also serve as a liaison to the other on campus offices involved in GO RIO, including finance and business, contracts management, admissions & records, outreach, marketing & communications, student activities, and information technology

Estimated Salary Excluding Benefits: \$60,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Goal #3 Short term (1 year) Corresponds with Institutional Goal
5

Status: in
progress

Description of Goal

To create and administer a survey to gauge how well the Office of GCR communicates with

the various government officials who represent Rio Hondo College.

Evaluation of Goal

The goal will be achieved when a survey has been created and administered to each of the government offices with which GCR works from year to year.

Objective #3.1

Status: in progress

The Office of GCR needs to work the Office of IRP to design an instrument that can be distributed to representatives in local, state, and federal government offices.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Unit: Institutional Research & Planning

The GCR Director will need to work with a research analyst to help with the creation of a survey instrument that the GCR Director can share with government relations officials.

Goal #4 Short term (1 year) # 6	Corresponds with Institutional Goal	Status: in progress
--	-------------------------------------	------------------------

Description of Goal

To develop a group of GCR ambassadors who would assist GCR Director with 1) volunteering at on campus events; 2) representing the Office of GCR (and the college) at off campus events; 3) assisting with special projects as they emerge

Evaluation of Goal

This goal will be accomplished when the GCR ambassador program is up and running with the first cohort of GCR ambassadors during the 2013-14 year.

Objective #4.1

Status: in progress

Create application and design the application process for the GCR Ambassador

Impact of Objective on Other Programs, Units, and/or Areas
Impact on the Unit: Student Services

GCR Director would need to consult the Office of Student Life & Leadership for advice on how to create the application and application process and to ensure that the GCR ambassador program does not overlap with the SLL ambassador program.

Objective #4.2

Status: in progress

Evaluate the GCR ambassador program at the end of the year to see if ambassadors met departmental expectations, to see if program can be improved, and to determine if program should be continued.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Castaneda-Calleros, Russell	Review Manager
2. Serrato, Melissa	Participant
3. Reyes, Gloria	Reviewer
4. Rayas, Rebecca	Reviewer
5. English, Cameron	Reviewer
6. Becerril, Mary	Reviewer
7. Foster, Dyrell	Reviewer