



**RIO HONDO COLLEGE
BOARD OF TRUSTEES - BOARD RETREAT
Saturday, August 10, 2013, 9:00 a.m.**

- ***CEO Selection Process****
 - Selection Process
 - Survey Results
 - Documentation Review

- ***Educational Master Plan****
 - Mission Statement Materials
 - Content Outline & Timeline

- ***Institutional Planning Process Update****
 - Program Review Results
 - Resource Allocation Results
 - Institutional Goals & Objectives – Draft

- ***Board Self Evaluation****
 - Board Results

- ***Board of Trustees Goals****
 - Information from previous workshop

- ***Governance****
 - Discussion of Participatory of Governance Workshop
 - Discussion of BP/AP 2410, 2510
 - Board sub-committee report on Board Policies/Administrative Procedures 2340 (Board Agenda), 2715 (Code of Ethics/Standards of Practice) and Board Protocols

- ***Other Items***
 - Discussion of scheduled monthly Board Meetings
 - 2013-14 Calendar of Events

* Accreditation Evidence

Evaluation for 2012-2013 CEO Selection Process

Between April 2012 and May 2013, Rio Hondo College (RHC) initiated and completed a search for a Superintendent/President. RHC Board Policy (BP) 2431 and Administrative Policy (AP) 2431 document the college's "CEO Selection Process." In accord with ACCJC Standard IV.B.1 and Article XVII of AP 2431, the Board of Trustees will evaluate compliance with written policy and effectiveness of the selection process. The Rio Hondo College CEO Selection Process evaluation design includes three components: document review, committee survey, and Board reflection.

Document Review

Many steps in the selection process were recorded in public documents (e.g., Board minutes, memoranda, web pages, news reports). Document review will use these documents to address accomplishment in such areas as the timeline, composition of the search committee, periodic updates to the campus community, holding the open forum, etc.

Institutional Research and Planning (IRP) staff members will gather and archive public documents related to the selection process. These documents record and verify how well the college fulfilled important public aspects of the selection process. IRP staff will seek support from other campus offices (e.g., President's Office, Marketing and Communications) to secure a complete set of documents in electronic format.

Committee Survey

AP 2431 states that the board "will provide an opportunity to the committee to submit an evaluation of the selection process" (p. 3). Because the selection process is complete and the committee has disbanded, a survey of committee members is the best way to gather their experiences and opinions. Committee members will receive an invitation to complete an anonymous, online survey about the selection process. The survey will be designed to take between 15 and 20 minutes to complete.

Survey questions will address the phases of the process and be organized in chronological order. Examples of potential topics are ACCT support and role, committee training and preparation, clarity of responsibilities, use of the presidential profile, team work and developing consensus, selection of finalists, open forum, transparency of the process, and overall satisfaction. There will be no demographic questions, except one optional item asking respondents to identify the constituency they represented (e.g., Faculty, Community).

Most questions will be on a five-point scale (Strongly Disagree to Strongly Agree). Questions will be grouped according to phase in the process. For example, questions regarding ACCT support, RHC Human resources support, training and preparation, clarity of responsibilities, and training and preparation would be grouped together, and followed by an open-ended item allowing respondents to state their perspectives on that phase of the process. The survey also would include open-ended questions on suggestions for improvement and any additional thoughts on the selection process.

Board Reflection

Results of the Document Review and Committee Survey components provide important information for the Board to consider when evaluating the effectiveness of the selection process. The third component is an opportunity for the Board to reflect on these results, as well as its own performance in supervising and completing the process. The Dean of Institutional Research and Planning will meet with the Board to facilitate a conversation on evaluating the selection process. Potential topics for discussion would include adherence to AP2431 and the timeline, satisfaction with ACCT, successes and growth areas indicated by Committee Survey results, satisfaction with the group of finalists, and improvements for the next search. After a brief presentation of results from the Document Review and Committee Survey, the Dean will offer a series of open-ended questions to foster dialogue among Board members.

**CEO Selection Process
Committee Survey (DRAFT)**

Items	SD	D	N/N	A	SA	Source	Page
The role of the ACCT consulting firm was clear to committee members.						AP 2431, #III	1
The ACCT consulting firm was effective in the selection process.						AP 2431, #II	
RHC Human Resources was effective in the selection process.						Agenda, Meeting #1	
The Board provided a clear statement of its expectations and values with respect to the hiring process.						AP 2431, #IV	
The campus had satisfactory opportunity for input on the Presidential Profile.						Progress Report #1	
After receiving training in Meeting #1, Search Committee members were prepared for their role in the selection process.						Agenda, Meeting #1	
Comments related to topics in the previous items:							
There were enough qualified applicants in the pool.						Progress Report #1	2
The pool of applicants was diverse in terms of demographic characteristics (gender, ethnicity, age).						Progress Report #1	
The Presidential Profile was a useful tool for the selection process.						Progress Report #2	
The composition of the committee provided satisfactory representation for each group of stakeholders (constituency groups).						AP 2431, #VIII	
Comments related to topics in the previous items:							
Each group of stakeholders had a satisfactory opportunity to participate in committee meetings.						Progress Report #2	3
Committee members made committee responsibilities their highest priority.						AP 2431, #XII	
Committee members managed conflict in a constructive manner.						Team Work	
The committee made decisions based on consensus.						AP 2431, #X	
The six finalists forwarded to the Board were the six best candidates for the position.						AP 2431, #XII	
Comments related to topics in the previous items:							
The Public Forums provided a good opportunity for the campus to learn about the candidates and give feedback to the board.						AP 2431, #XV	4
Decisions by the Board of Trustees demonstrated respect for the committee's summary of each candidate's strengths and weaknesses.						AP 2431, #XIV	
The selection process was open and transparent.						Progress Report #1	
I was satisfied with the overall selection process.						AP 2431, #XVII	
Comments related to topics in the previous items:							
Which constituency did you represent?	Class.	Mgmt.	Faculty	Students	Comm.		5
What could be done to improve the selection process in the future?						Standard question	
Is there anything else you would like to say about the selection process?						Standard question	

Rio Hondo College
CEO Selection Process Evaluation - Document Reivew

AP-2431	Content	Specific Procedures	Status	Supporting Documents
I.	The Board of Trustees is responsible for the hiring of the Superintendent/ President. The Board will establish the calendar and approve the structure of the presidential hiring process. The Board of Trustees will communicate to all those that participate in the selection process to conduct themselves in the highest ethical standards throughout the entire selection process.	Establish the calendar and approve the structure of the presidential hiring process.	Board approved "Timeline for President/Superintendent Search" and made decisions related to the search committee on October 22, 2012.	RHC Board Meeting Minutes, 10/22/2012.
		Communicate to all those that participate in the selection process to conduct themselves in the highest ethical standards throughout the entire selection process.	Committee members received orientation from RHC Director of Human Resources and ACCT Search Consultant, as well as "Confidentiality Policies," on November 8, 2012.	Agenda, Presidential Search Committee Meeting, 11/08/2012.
II.	The Board of Trustees will establish a selection process for the consultant that ensures the consultant selected reflects the Board's expectations and values.	Establish a selection process for the consultant that ensures the consultant selected reflects the Board's expectations and values.	RFP for Selection of Executive Search firm revised and approved by Board on July, 30, 2012. Constituent group representatives met with potential search firms, Board members held a closed session, and the Board approved contracting with ACCT as the presidential search firm on September 24, 2012. ACCT consulting contract approved by Board on October 18, 2012.	RHC Board Meeting Minutes, 7/30/2012. RHC Board Meeting Minutes, 9/24/2012. RHC Board Meeting Minutes, 10/18/2012. Rio Hondo picks search firm for new college president, Whittier Daily News, 10/21/2012.
III.	The Board of Trustees will craft and express a clear statement on the role of the consultant and ensure that this role is clearly communicated to all stakeholders so that this role is clearly understood by all.	Craft and express a clear statement on the role of the consultant.	Enclosures for 11/08/2012 Presidential Search Committee Meeting included "Charge to the Presidential Search Committee."	Agenda, Presidential Search Committee Meeting, 11/08/2012.
		Ensure that this role is clearly communicated to all stakeholders so that this role is clearly understood by all.	Summary of consultant goals and role in public letter. Committee members received "Charge from Board of Trustees" on November 8, 2012.	Presidential Search Progress Report #1, 10/31/2012. Agenda, Presidential Search Committee Meeting, 11/08/2012.

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IV.	The Board of Trustees will clearly communicate the Board's expectations and values with respect to the hiring process to the members of the search committee before the hiring process begins. All members of the search committee will be provided training prior to the selection process on how to best reach consensus.	Clearly communicate the Board's expectations and values with respect to the hiring process to the members of the search committee before the hiring process begins.	Committee members received "Charge from Board of Trustees" on November 8, 2012.	Agenda, Presidential Search Committee Meeting, 11/08/2012.
		All members of the search committee will be provided training prior to the selection process on how to best reach consensus.	Committee members received "Training in the review of application materials."	Agenda, Presidential Search Committee Meeting, 11/08/2012.
V.	The Board of Trustees or designee oversees the development of the Presidential Search Brochure and approves its content.	Oversees the development of the Presidential Search Brochure and approves its content.	Profile for new Superintendent/President approved on 11/09/2013. Profile amended on 11/14/2012.	RHC Board Meeting Minutes, 11/09/2012. RHC Board Meeting Minutes, 11/14/2012.
VI.	The Board of Trustees or designee approves all advertising for the presidential position.	Approves all advertising for the presidential position.	Description recruitment and advertising plans in public letter. Email message indicating that RHC Human Resources, Marketing & Communications, President's Office worked with ACCT to develop presidential search advertisements.	Presidential Search Progress Report #1, 10/31/2012. Email message from ACCT to RHC staff, 10/31/2012.
VII.	The Board of Trustees determines the number of representatives from each constituent group. The search consultant will serve as a non-voting chair of the committee.	Determines the number of representatives from each constituent group.	Established number of representatives from each of the five constituent groups (7 Faculty, 4 Classified, 4 Management, 3 Students, and 5 Community Representatives) on 10/22/2012. Appointment of community representatives ratified on 11/09/2012.	RHC Board Meeting Minutes, 10/22/2012. RHC Board Meeting Minutes, 11/09/2012.
	The current composition of the search committee, which is merely a description of what has been used in the past and can be changed by the Board in the future, is as follows: Faculty, Classified, Management/Confidential, ASB President/Representative, Community Representatives.	The Human Resources Officer or designee shall review the composition of the applicant pool to determine if legal requirements relating to Title V, the District's Equal Opportunity Plan, and non-discrimination have been met.		

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VIII.	<p>The following are not committee members, but serve specific functions in the selection process:</p> <ul style="list-style-type: none"> • The Human Resources Officer or designee shall review the composition of the applicant pool to determine if legal requirements relating to Title V, the District's Equal Opportunity Plan, and non-discrimination have been met. • An EEO Monitor who is appointed by the Equal Employment/Staff Diversity Officer 	<p>An EEO Monitor . . . is appointed by the Equal Employment/Staff Diversity Officer</p>	<p>Human Resources Officer orally confirmed fulfilling the requirements in this item, 8/07/2013.</p>	<p>Documented by internal Human Resources records, which are confidential.</p>
IX.	<p>Persons serving on the search committee participate in both the application review and search committee interview phases of the search process. Search committee responsibilities include evaluation of candidate applications, development of interview questions, determination of candidates to be interviewed by the search committee and recommendation of finalists to the Board of Trustees.</p>	<p>Persons serving on the search committee participate in both the application review and search committee interview phases of the search process.</p>	<p>Public letter indicates that committee's "charge includes reviewing applications and presenting recommendation on candidates for consideration." Report that committee "has finished paper screening and is looking forward to the interview process."</p>	<p>Presidential Search Progress Report #2, 11/06/2012. RHC Academic Senate Minutes, 4/02/2013.</p>
X.	<p>The search committee will try to reach consensus on all committee decisions. If the search committee is unable to reach consensus after discussion of an issue, then the majority view of the committee shall prevail.</p>	<p>Not applicable to Board of Trustees</p>		
XI.	<p>Committee members must be willing to give search committee responsibilities their highest priority. To assure equity in the process, attendance at all committee meetings is required.</p>	<p>Not applicable to Board of Trustees</p>		

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XII.	The Board of Trustees requires four to six unranked finalists. Before the selection process begins, the Board will specify the minimum number of candidates to be advanced by the committee. The Board of Trustees interviews the finalists and selects and hires the new Superintendent/President.	Requires four to six unranked finalists.	Six finalists participated in Forum on April 25 and 26, 2013, with three candidates each day. Board held Special Meetings on April 25 and 26, after the Forum. Each meeting featured a closed session on "Public Employee Appointment: Superintendent/ President." Minutes for each meeting stated: "No action was reported out."	RHC Board Meeting Minutes, 4/25/2013. RHC Board Meeting Minutes, 4/26/2013.
		Interviews the finalists and selects and hires the new Superintendent/President.	New Superintendent/ President announced on 5/08/13.	RHC Board Meeting Minutes, 5/08/2013.
XIII.	Before the selection process begins, the Board of Trustees will clearly articulate to the members of the committee what options are available to the Board if the number of finalist candidates submitted does not fulfill the required minimum number of candidates as determined above.	Clearly articulate to the members of the committee what options are available to the Board if the number of finalist candidates submitted does not fulfill the required minimum number of candidates as determined above.	Approved the five options listed in AP 2431.XIII on 10/22/2012.	RHC Board Meeting Minutes, 10/22/2012.
XIV.	The Board will provide an opportunity for the Search committee chair to submit a list of candidates along with narratives to the Board which could include the search committee members' reasons for forwarding or not forwarding candidates and perceived strengths and weaknesses of each of the candidates.	Provide an opportunity for the Search committee chair to submit a list of candidates along with narratives to the Board.	Narratives to the Board are confidential and may not be included in public documents.	No documentation available.

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CEO Selection Process Evaluation - Document Reivew

XV.	The Board of Trustees requires that a presidential forum be held for the finalists in conjunction with the Board of Trustees interviews. The Board of Trustees determines when the presidential forum is scheduled. The Board determines the structure and date(s) of the forum(s).	Requires that a presidential forum be held for the finalists in conjunction with the Board of Trustees interviews.	The Forum took place on April 25 and 26, 2013, with three candidates each day. Each candidate's session was videotaped and posted to the RHC website.	RHC e-Messenger (week ending April 26, 2013), 4/30/2013. RHC President's Update (April 2013), 5/01/2013. All-staff email from Sandy Sandello, 4/29/2013. Six candidates vying for president of Rio Hondo College, Whittier Daily News, 4/24/2013.
		Determines the structure and date(s) of the forum(s).	Board announced structure and dates of Open Public Forums in All-Staff Email on April 17, 2013. Forum procedures reported to RHC Planning Fiscal Council on April 23, 2013.	Announcement of Presidential Finalists, 4/17/2013. Planning Fiscal Council Minutes (April 23, 2013), accepted on 5/14/2013. President's Update (April 2013), 5/01/2013.
XVI.	The Board of Trustees determines the efficacy of a site visit(s) and, if necessary, determines the participants for the visiting team. The Board of Trustees also determines the structure and schedule for the site visit(s).	Determines the efficacy of a site visit(s).	No site visit(s) conducted. Successful candidate was a current employee with more than 20 years experience at RHC.	No documentation available.
XVII.	The Board of Trustees will evaluate the effectiveness of the CEO Selection Process and will provide an opportunity to the committee to submit an evaluation of the selection process.	Evaluate the effectiveness of the CEO Selection Process.	Reflection on effectiveness of the CEO Selection Process at Board Retreat on 8/10/2013.	[Future] Minutes of 8/10/2013 Board Retreat.
		Provide an opportunity to the committee to submit an evaluation of the selection process.	Committee did not generate an evaluation of the process. College conducted survey of committee members to provide opportunity for feedback.	Results of CEO Selection Process Committee Survey, RHC Institutional Research & Planning, 8/09/2013.

August 9, 2013

Step	Date Projected	Date Completed	Supporting Documents
Advertisements drafted and placed in publications, nation-wide recruitment activities, ACCT broadcast emails. Rio Hondo, Marketing & Communication's office, to prepare information for the College's web page.	November 2012	November 2012	RHC e-Messenger (week ending November 23, 2012), 11/27/2012.
Public Forums: ACCT visits the campus to conduct and facilitate Open Public Forums for the college community. Information gathered during open forums will be used to prepare the draft Superintendent/ President Profile.	November 8, 2012	November 8, 2012	Presidential Search Progress Report #2, 11/06/2012. RHC e-Messenger (week ending November 9, 2012), 11/13/2012.
Search Committee Meeting #1: Orientation/Review Superintendent/President Profile.	November 8, 2012	November 8, 2012	Agenda, Presidential Search Committee Meeting, 11/08/2012. RHC e-Messenger (week ending November 9, 2012), 11/13/2012.
Special Board Meeting to finalize and approve the Superintendent/President Profile.	November 9, 2012	November 9, 2012	RHC Board Meeting Minutes, 11/09/2012.
Candidate Recruitment	December 2012 to March 2013	Began in November 2012. Continued at least through February 2013.	RHC e-Messenger (week ending November 23, 2012), 11/27/2012. Presidential Search Progress Report #3, 2/14/2013.
Target Date – Applications Deadline	March 8, 2013	March 2013	No documentation available.
Search Committee Meeting #2: Candidate Evaluation – Search Committee to review applications and select semi-final candidates for preliminary interviews.	March 22, 2013	Before April 2, 2013.	RHC Academic Senate Minutes, 4/02/2013.
Search Committee Meeting #3: Interview semi-final candidates, recommend 4-6 finalists to Board of Trustees.	April 11-12, 2013	April 2013	No documentation available.
Final candidates visit College and participate in open forums. Board interviews final candidates; ACCT provides in-depth oral summary reference reports on final candidates to Board of Trustees.	Week of April 22, 2013	April 25 & 26, 2013.	RHC e-Messenger (week ending April 26, 2013), 4/30/2013. RHC President's Update (April 2013), 5/01/2013. All-staff email from Sandy Sandello, 4/29/2013.
Visit to #1 Candidate's institution (if desired)	Late April 2013	Not necessary.	No documentation.
Board selects new Superintendent/President of Rio Hondo College. ACCT assists in facilitating final negotiations.	Early May 2013	May 8, 2013	RHC Board Meeting Minutes, 5/08/2013.

August 9, 2013

CEO Selection Process Committee Survey

Part I

* 1. Please respond to the statements below based on the corresponding scale:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The role of the ACCT consulting firm was clear to committee members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ACCT consulting firm was effective in the selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RHC Human Resources was effective in the selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board provided a clear statement of its expectations and values with respect to the hiring process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus had satisfactory opportunity for input on the Presidential Profile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving training in Meeting #1, Search Committee members were prepared for their role in the selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Comments related to topics in the previous items:

CEO Selection Process Committee Survey

Part II

*3. Please respond to the statements below based on the corresponding scale:

	Strongly Diasagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There were enough qualified applicants in the pool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pool of applicants was diverse in terms of demographic characteristics (gender, ethnicity, age).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Presidential Profile was a useful tool for the selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The composition of the committee provided satisfactory representation for each group of stakeholders (constituency groups).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments related to topics in the previous items:

CEO Selection Process Committee Survey

Part III

*5. Please respond to the statements below based on the corresponding scale:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Each group of stakeholders had a satisfactory opportunity to participate in committee meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee members made committee responsibilities their highest priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee members managed conflict in a constructive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The committee made decisions based on consensus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The six finalists forwarded to the Board were the six best candidates for the position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Comments related to topics in the previous items:

Part IV

*7. Which constituency did you represent?

- Classified
- Management
- Faculty
- Students
- Community

8. What could be done to improve the selection process in the future?

9. Is there anything else you would like to say about the selection process?

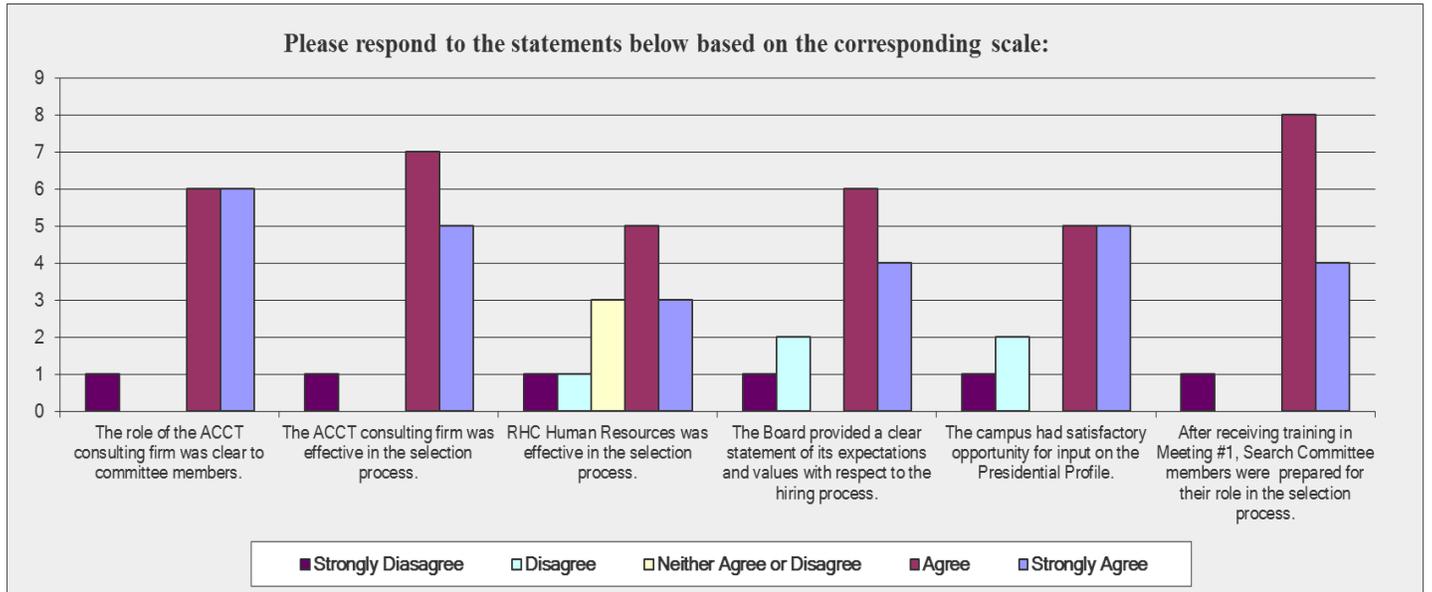


2012-2013 CEO Selection Process

Committee Survey Results

Answer Options	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The role of the ACCT consulting firm was clear to committee members.	1	0	0	6	6
The ACCT consulting firm was effective in the selection process.	1	0	0	7	5
RHC Human Resources was effective in the selection process.	1	1	3	5	3
The Board provided a clear statement of its expectations and values with respect to the hiring process.	1	2	0	6	4
The campus had satisfactory opportunity for input on the Presidential Profile.	1	2	0	5	5
After receiving training in Meeting #1, Search Committee members were prepared for their role in the selection process.	1	0	0	8	4

*Median in grey



Comments to previous items

I believe that there should always be a representative from the Disables Students Programs and Services.

The success of the selection committee and the satisfaction with the process is testament to the notion that a large committee can work together quite well. The Board of Trustees originally wanted to cut the size of the committee, which would have been a mistake.

Despite the fact that the committee forwarded six candidates, most of the initial pool and the group of people interviewed were, in this reviewer's opinion, poor candidates. Being unable to provide details, suffice it to say that the dynamics of the committee led to six names being forwarded to the Board.

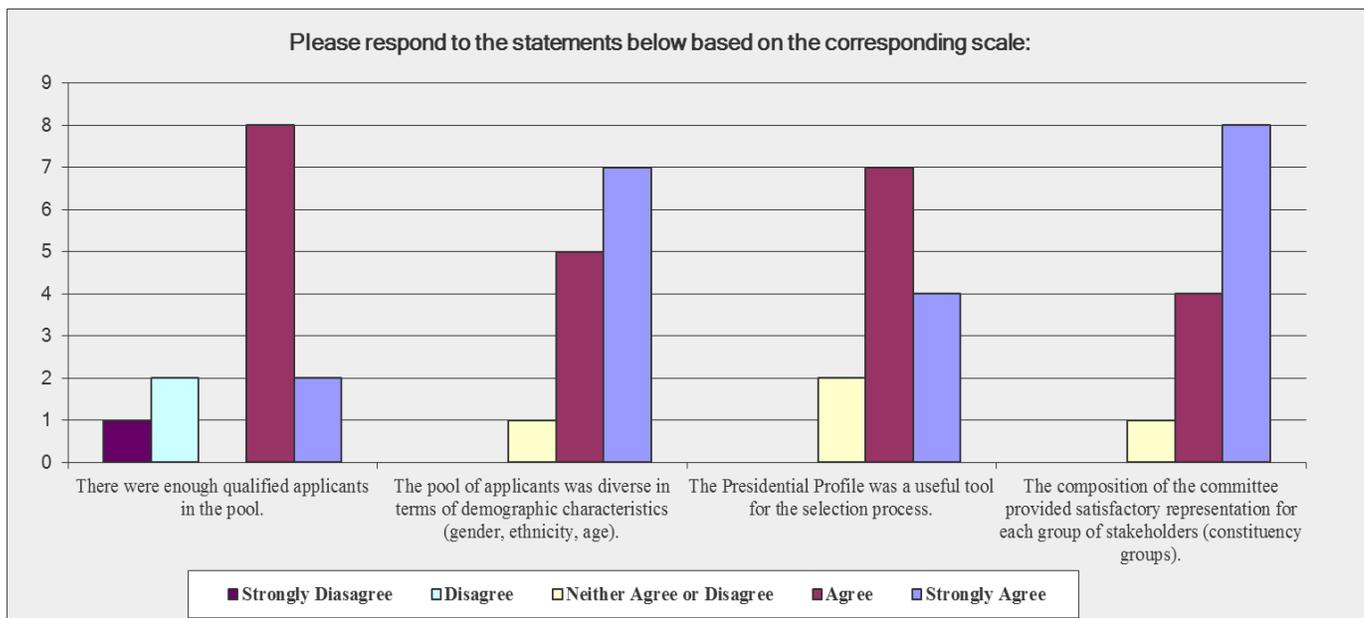


2012-2013 CEO Selection Process

Committee Survey Results

Answer Options	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There were enough qualified applicants in the pool.	1	2	0	8	2
The pool of applicants was diverse in terms of demographic characteristics (gender, ethnicity, age).	0	0	1	5	7
The Presidential Profile was a useful tool for the selection process.	0	0	2	7	4
The composition of the committee provided satisfactory representation for each group of stakeholders (constituency groups).	0	0	1	4	8

*Median in grey



Comments to previous items

Regarding item 4, the Board requested of the selection committee, made up of members of the constituent groups and the community, to come up with a profile and they reviewed and approved. I do not want my answer to indicate that they didn't do their job.

There were a few members on the committee who may not have understood fully their role in the selection process. I am unsure if this can be attributed to ACCT or the individual personal perception.

Jose Leyba was an exceptional consultant. In terms of recruiting, ACCT was not all that great. It was hard to see how much ACCT actually contributed to this aspect of the process.

While the role of ACCT was clear to the committee, it evidently was not clear to the Board nor was the Board clear in its own policy and the college's procedures. The Board president at the time, Norma Garcia, attempted to appoint her representative to the committee as committee chair in violation of the policy and procedure.

This process went better than last two I was on.

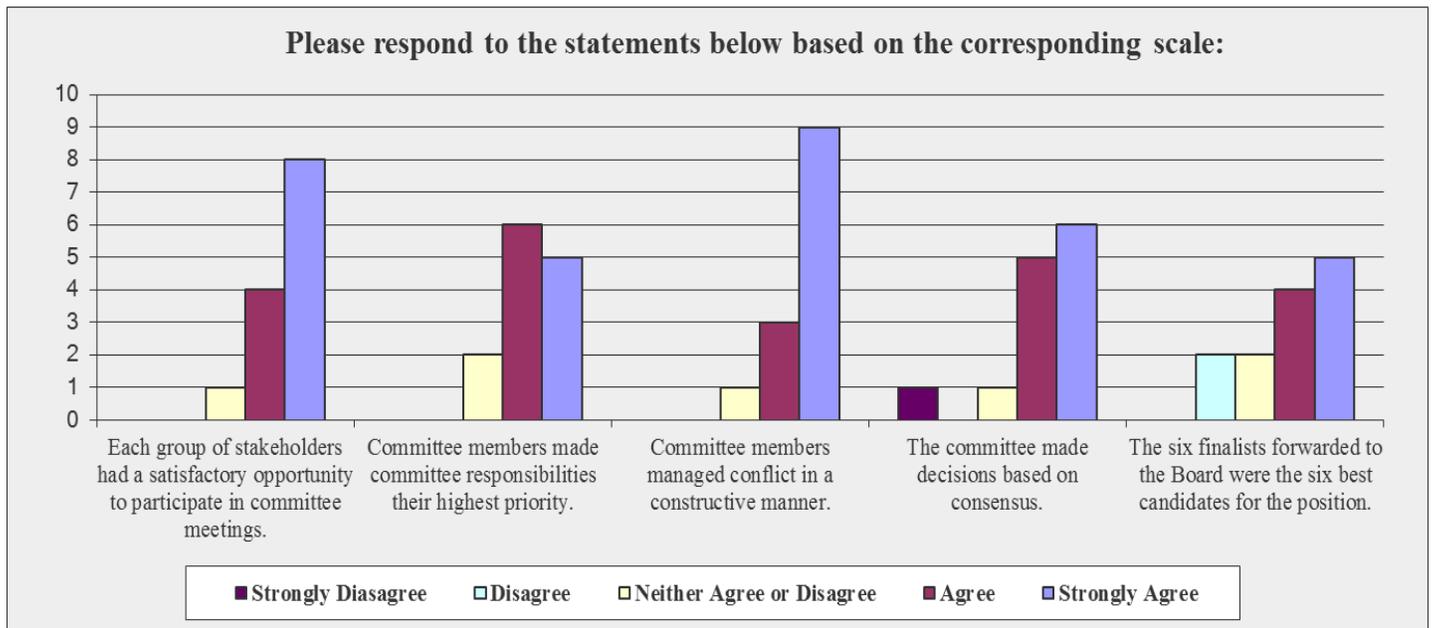


2012-2013 CEO Selection Process

Committee Survey Results

Answer Options	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Each group of stakeholders had a satisfactory opportunity to participate in committee meetings.	0	0	1	4	8
Committee members made committee responsibilities their highest priority.	0	0	2	6	5
Committee members managed conflict in a constructive manner.	0	0	1	3	9
The committee made decisions based on consensus.	1	0	1	5	6
The six finalists forwarded to the Board were the six best candidates for the position.	0	2	2	4	5

*Median in grey



Comments to previous items

My sense was that some constituent groups came to the table with a priori decisions about the selection, diminishing the role I took seriously.
By far, yes, decisions were based on consensus but I do recall that all the community members were in a unanimous disagreement about one of the candidates. Consensus did rule the day but I did feel ill at ease about this.
The committee was told to vote and majority won on decisions, this was not consensus. Although everyone was amicable the committee was not making decisions on consensus. This would be a wrong way to characterize the process.
We had one (1) person drop out of the committee for reasons unknown; there were times where consensus was not possible so we had to continue to discuss and then use majority; one (1) member in particular seemed to have a difficulty basing their comments on the material provided rather than past experience with a candidate, but this was discussed and resolved.
See the comments in #4.
There was at least one candidate that I felt interviewed better than some of the others, but she was not forwarded.



2012-2013 CEO Selection Process

Committee Survey Results

What could be done to improve the selection process in the future?

Provide examples of selection committee conflict, rules being broken, and problems to try to avoid in the process -- with solutions and strategies for overcoming them.
Determining interview questions one hour before the interviews was an unnecessary exercise in anxiety and resulted in less-than-ideal questions.
I think we had to crunch the time for the formation of the questions, perhaps just a little more time in this area. The template that ACCT produced, I think we had to change almost every question and come up with our own as well.
interviews need to be longer, it was a little rushed.
More discussion on how to respond to internal candidates in terms of not using outside experiences to carry so much weight on the process.
The AP for the CEO selection process should be altered so that there is greater direction about the makeup of the committee. This became and can become a politically charged process, one that can taint the process right from the beginning. The Board and the constituency groups should have a discussion about how to resolve this matter right now, before another CEO selection process takes place. There are many solutions to the situation. For example, the AP could say something to the effect of "The previous CEO selection process had x faculty, x Classified, x administrators, and so on...Unless the Board has compelling reasons to change the makeup of the committee, these representatives should remain the same." Note that this is merely a suggestion. The key is that there should be something in place to make the process as smooth as possible prior to starting it once again. One of the issues that came up with the selection process was the management of campus forums for the finalists. The committee and then the Board spent a great deal of time working on this issue, mostly because of time constraints that popped up near the end of the process. It would be a good idea to discuss ways to resolve this, again, in advance of a new process taking place. For example, the AP could specify that the Board establish specific dates for campus forums even before the position is flown. That will inform candidates and the campus community about the time commitments involved. There is some ambiguity in the AP regarding the minimum number of candidates that need to be forwarded to the Board. The AP says if less than 4 candidates are forwarded, the Board can take one of several actions. During the current selection process, things worked out fine and this was not a problem. However, what happens in the future if the committee forwards 4 candidates, but one drops out before being interviewed by the Board? Can the Board take the actions or do the 4 candidates forwarded count as satisfying the charge of the committee? Members of constituency groups should have an opportunity to vet finalists before the Board makes a final determination. A problem developed in this last search where two of the candidates were leaving their current positions. Committee members and constituency group leaders were not given an opportunity to find out why this was the case, instead having to rely on what the candidates said during their interviews. Members of the campus community then contacted colleagues at the colleges where the candidates worked to find out the "dirt" on the candidates. This information then had to be transmitted to the Board through back channels. There should be a better way to work on these matters.
All in all, the process worked fine. In the future, the Board should be educated in the policy and procedures related to CEO selection.
Not rush the application review process. Give us some time to digest the facts.

Is there anything else you would like to say about the selection process?

The community at large did not have adequate opportunities (i.e. day and evening forums) to hear and assess the candidates, which was blamed on lack of time. This important process required more thoughtful planning ahead of time.
It was far better than the previous one. It was actually enjoyable and the process showed that preparation and commitment by the participants made the group effective regardless of the size.
It was a great experience for me. I certainly learned a lot throughout the process and have a deeper appreciation for all the staffs, faculties, and administrators' work that they do for the students behind the scenes.
Mostly it went well
This was a great experience in which students, faculty, staff, and managers sat at the table to really focus on what was best for the RHC progress and growth.



2012-2013 CEO Selection Process

Committee Survey Results

I would suggest that a committee be formed (perhaps a sub-committee from PFC) to review the information from this survey and then make recommendations as to whether or not the current AP should remain the same or should be amended. This would be great for the campus community and a good opportunity to show the ACCJC that we are serious about addressing concerns from our last accreditation visit.

Early in the discussion, there was concern expressed by some on the Board that the size of the committee would be unwieldy. After consultation with campus constituencies, the Board agreed that the size would not be cumbersome and added five community members. I found the committee worked well together. Everyone had the opportunity to add to the discussions, and most did. Jose Leybe did an excellent job at coordinating and guiding the discussions.

Many of these candidates' interview skills were poor.

Welcome Teresa

Survey Participants by Constituency Group

Answer Options	Response Percent	Response Count
Classified	23.1%	3
Management	15.4%	2
Faculty	30.8%	4
Students	23.1	3
Community	0.0%	0
Declined to state	7.7%	1
Total	100.0%	13

Percent of Constituency Group Completing the Survey

Answer Options	Response Percent	Response Count
Classified	75.0%	3 of 4
Management	50.0%	2 of 4
Faculty	59.0%	4 of 7
Students	100.0%	3 of 3
Community	0.0%	0
Declined to state		1
Total	54.5%	12



MISSION STATEMENT REVISION TIMELINE

April 5, 2013	Educational Master Plan Kick-off at Institutional Planning Retreat <ul style="list-style-type: none">• Mission Statement Review• Educational Philosophy/Strategic Directions• Institutional Standards
May 7, 2013	PFC Meeting <ul style="list-style-type: none">• Establish Mission Statement Task Force
July 22, 2013	First meeting of the Mission Statement Task Force <ul style="list-style-type: none">• Discussion on decision to revise Mission Statement or not• Key concepts to include in Mission Statement
August 8, 2013	Second meeting of the Mission Statement Task Force <ul style="list-style-type: none">• Actual revision of Mission Statement
Date TBD	Review of revised Mission Statement by PFC
Date TBD	Roll out and review of revised Mission Statement <ul style="list-style-type: none">• President's Council• Administrative Council• Academic Senate• CSEA Executive Committee• President's Advisory Committee• Board of Trustees Study Session• Public Forum• ASRHC
Date TBD	Mission Statement Task Force Review
Date TBD	PFC to recommend the revised Mission Statement to the President
November	Board of Trustees review and approval of revised Mission Statement



Educational Master Plan

Content Outline

Introduction

- I. Introduction (PIO, IRP, President)
- II. History of Rio Hondo College (PIO, IRP, President)

External & Internal Scans (IRP)

- III. Rio Hondo College Cities/Community
- IV. Community Information
 - a. Demographic
 - b. Community Perceptions
- V. Community Economic & Employment Information
 - a. Educational Environment Scan
 - b. Program Advisory Committees
 - c. State & Local Economic Outlook
- VI. Student Demographics
- VII. Student Enrollment Trends
- VIII. Student Achievement Information
 - a. Student Success Scorecard
 - b. Degrees & Certificates (by Major)
 - c. Transfers

Master Plan (PFC and Task Force)

- IX. Mission, Vision, Values
- X. Institution Set Standards
- XI. Strategic Directions
 - a. Student Success & Support Programs
 - i. Student Success Initiative
 - b. Academic Programs
 - i. Student Success Initiative
 - ii. Degree Programs / Transfer
 - iii. Career Technical Education
 - iv. Basic Skills
 - v. Lifelong Learning
 - vi. Adult Education

- XII. Institutional Goals & Objectives
- XIII. College Projections
 - a. FTES & Enrollment
 - i. 5 Year with updates in years 1-3-5
 - b. Student Achievement
 - i. Yearly Review
 - ii. 5 Year with updates in years 1-3-5

Implications & Conclusions

- XIV. [Link to Technology Plan](#)
- XV. [Link to Facilities Plan](#)
- XVI. Conclusions

Timeline

Complete for review by campus and Board of Trustees March 2014

Plan Creation - Lead

Institutional Effectiveness Committee
Institutional Research and Planning
Educational Master Plan Task Force

Plan Review

Planning Fiscal Council
President's Council
Board of Trustees
President's Cabinet
Academic Senate
CSEA Exec.
ASRHC
Campus Community
RHC District Community



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PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

SUMMARY HIGHLIGHTS

Facilities

- Increase financial support to Maintenance & Operations in consideration of aging infrastructure and off-site responsibilities: appropriate machinery and preventative maintenance provisions.
- Improve signage at the Student Services Building to identify location of various offices.
- Install a sound system and two way mirrors for two observation rooms in the Child Development Center/Lab School in order to enhance observational experience.
- Add three telephone lines to Veterans Services Office to assist veterans in making timely referral calls to external agencies.
- Allocate physical space on campus for mathematics computer labs.

Technology

- Allocate additional funds to meet the ongoing and increasing demands for campus-wide technology requirements, upgrades, replacements, and security.
- Upgrade campus distribution switches and acquire uninterruptable supplies (UPS) to replace aging units.
- Allocate funding to purchase software/technology for mathematics and accounting programs.
- Retrofit all mathematics classrooms to be “smart” (computers, LCD projector, screen, etc.).
- Purchase institutional site and individual licenses of appropriate mathematics software for the math programs.
- Supply mathematics instructors with laptops able to support mathematics software.

Safety

- Ensure that chemical usage/storage in the photography lab meets appropriate standards.

Services to Students

- Increase funding to the LAC and reading lab to maintain, improve, and segment services to students across the disciplines.
- Augment staff in the Transfer Center to accommodate the increase in student demand for services.
- Increase Marketing Department proactive assistance to advertise and develop brochures for division, programs, and departments.
- Transfer the auspices of the daily student support services of the Go Rio Program to an existing Student Service office.

Staffing

- Hire additional accounting instructors.
- Hire additional reading instructors
- Hire an additional part-time STEM counselor.
- Pay Child Development Center/Lab School aides a comparable rate to those at other community colleges.
- Increase the number of tutors in MSC and LAC.
- Increase financial support to Maintenance & Operations in consideration of aging infrastructure and off-site responsibilities: hire additional full-time HVAC mechanic, locksmith, and plumber.

Faculty Development

- Increase staff development budget to assist the mathematics programs with ongoing staff development and specialized training.



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Program Review Executive Summary

Accounting

Friday, November 2, 2012

Program Participants in Attendance: Jeannie Liu, Mike Slavich,

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

The Accounting Program consists of fifteen courses taught by highly qualified instructors who possess extensive work experience in the field. The program prepares students for employment in business and industry in the areas of general bookkeeping, accounts receivable and payable, and payroll and auditing; and offers an Associate of Science Degree and a certificate of achievement. Their most outstanding accomplishment is a newly created Volunteer Income Tax Assistance Program (VITA) which will serve the community by providing free tax preparation services for low income qualifiers.

Commendations

- Commendations on recent efforts to update the curriculum and create certificates.
- Commendations of the creation, coordination, and implementation of the Volunteer Income Tax Assistance (VITA) program.
- Commendations on continually consulting with your Advisory Board about the trends and requirements in accounting and business.
- Commendations on offering courses online, developing a Cooperative Work Experience course to support and reinforce on-the-job training, and continued advisement of the business student club, Phi Beta Lambda.
- Commendations on the creation of the new Accounting Program website.

Program-Level Recommendations

- Delete courses that are no longer active from catalog/curriculum as appropriate.
- Continue creating more short-term certificates and courses as needed.
- Continue to recruit and retain qualified part-time accounting instructors.
- Continue to work with Rio Hondo's Articulation Officer to ensure course articulation with four-year institutions.
- Work with the Marketing Department to create an accounting brochure.
- Reconsider appropriate prerequisites and advisories for accounting courses in an effort to increase student retention and success.

Institutional-Level Recommendations

- Increase funding to purchase software/technology for the Accounting Program.
- Hire an additional full-time accounting instructor.



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- Increase funding to Learning Assistance Center to provide tutors in accounting.



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Program Review Executive Summary

Admissions and Records

Friday, November 16, 2012

Program Participants in Attendance: Judy Pearson

Program Review Participants in Attendance: Robert Bethel, Fran Cummings, Marie Eckstrom, Matt Koutroulis, Jan La Turno, Rowena Mendoza, Jim Sass,

Admissions and Records handles the application, registration, and record maintenance for the college. It also provides a broad range of services to our international students.

Commendations

- Commendations on reducing the amount of time to process applications, maintaining records with limited staff, and accommodating the college's many academic schedules and terms.

Program-Level Recommendations

- Revise Program Review document, following suggestions outlined in Help Text: include current data and analysis of data; elaboration of Program's Strengths, Weaknesses, Opportunities, and Threats, Strategic Direction and specific plans for Staff Development.
- Update text when necessary to address current conditions.
- Address "accuracy" criterion in SLO section.
- Include staffing schedule and summary of CCC Apply data in Program's Characteristics, Performance, and Trends.
- Implement steps to track quantity and quality of services provided to students.
- Include recommendations for improvement in the section on Program's Accomplishments and Recommendations for Improvement.
- Implement or remove recommendations from the Spring 2008 Program Review panel.
- Seek funding allocations in Goals and Objectives.
- Include under Evaluation of Goal headings information on how program would know if the goal were successfully completed.

Institutional-Level Recommendations

- Increase staff to augment busy periods.
- Consider program's strategic direction item to "Reorganize department."



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Program Review Executive Summary

Basic Skills Math

Friday, November 2, 2012

Program Participants in Attendance: Lydia Gonzalez, Leah Griffith, Karen Koos, Jan LaTurno, Mark Littrell, Greg Miller, Matt Pitassi, George Wang

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

The Basic Skills Math Program consists of the developmental math course sequence from basic arithmetic through intermediate algebra. Their 19 full-time and 25 part-time faculty are highly qualified, dedicated, innovative, and sensitive to the needs of their students as can be seen in the variety of course offerings in the program (traditional, online, Fast-Track, Independent Study modules).

Commendations

- Commendations on the implementation of the Fast-Track mathematics courses.
- Commendations recognizing the need and commencing development of a specifically designed preparatory course for statistics.

Program-Level Recommendations

- Work with the Marketing Department to create a brochure that delineates the various pathways through the Basic Skills Math Program.
- Continue to work with the Counseling Department to assist in appropriately placing students into math courses.

Institutional-Level Recommendations

- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences, bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances to the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.
 1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.



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2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
 3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematica*, etc.).
 4. Support the implementation of mathematics software with ongoing staff development and specialized training.
 5. Supply all mathematics instructors with up-to-date laptops.
 6. Hire an additional instructional assistant for the Math Science Center (MSC).
 7. Hire a part-time STEM counselor.



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Program Review Executive Summary

Calculus Program

November 2, 2012

Program Participants in Attendance: Ryan Bronkar, Cameron English, Lydia Gonzalez, Leah Griffith, Karen Koos, Mark Littrell, Krysia Mayer, Greg Miller, Firouz Mosharraf, Matt Pitassi, George Wang

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

The Calculus Program consists of eight courses: Trigonometry (175), Pre-calculus (180), Calculus I (190), Calculus I Honors (190H), Calculus II (191), Calculus III (250), Linear Algebra (260), and Differential Equations (270). The highly-qualified and dedicated calculus faculty continually review and improve their skills, curriculum, and teaching methods. However, the Rio Hondo College Calculus Program needs financial support to bring state-of-the-art technology into their program. With this support, the Calculus Program can be exemplary and highly competitive with our sister institutions (both two-year and four-year) and can train our students to be among the best and well-trained student mathematicians.

Commendations

- Commendations on the program's supportive internal Calculus instructor mentoring system, whereby seasoned calculus instructors work with those less experienced in teaching calculus at Rio Hondo. This mentor system is an exemplary model that other academic programs could adapt.
- Commendations on recognizing the needs of calculus students and increasing the contact time by approximately 30% in the classroom as a means of addressing those needs. This, in turn, has resulted in improved retention and success rates in the calculus sequence of courses.
- Commendations also are deserved for the recent realignment of the Calculus sequence course outlines in efforts to make the content more evenly distributed.
- Commendations on the Calculus Programs continuing progress in SLO formulation, assessment, and analysis.
- Commendations on the steady growth of the program, at an average rate of 5.35% per year.
- Commendations on successful efforts to win grants to support STEM and specifically mathematics programs.

Program-Level Recommendations

- Consider offering more calculus courses during the evening hours.
- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.



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- Continue pursuing the possibility of a “bridge course,” which aims at assisting students’ transition from computational to theoretical mathematics courses.

Institutional-Level Recommendations

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.
 1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
 2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
 3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematica*, *SPSS*, etc.).
 4. Support the implementation of mathematics software with ongoing staff development and specialized training.
 5. Supply all mathematics instructors with up-to-date laptops.
 6. Hire an additional instructional assistant for the Math Science Center (MSC).
 7. Hire a part-time STEM counselor.



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Program Review Executive Summary

Child Development Center/Lab School

Friday, November 9, 2012

Program Participants in Attendance: Rebecca Green, Sondra Moe

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Child Development Center /Lab School provides an educational program for preschool children for the community and Rio Hondo student/staff parents as well as an observational laboratory to observe preschool development for students in our Child Development/Education coursework.

Commendations

- Commendations on affording opportunity for students to intern on the Rio Hondo College campus and complete field work for degrees.
- Commendations on providing the highest quality nutritious homemade food for the children at the Center.
- Commendations on utilizing social networking, parent handbook, and newsletters as means to communicate with parents.
- Commendations on the Center's strong partnerships both on campus and in the community.

Program-Level Recommendations

- Work with the College's risk management team to implement safety changes.
- Consider seeking outside funding for pending projects.
- Revise Program Review document to provide a more succinct Mission Statement.
- Revise SLOs to address what students learn at the Lab and SAOs to address the services. Include assessment method(s) and rubric(s).
- Continue to partner with Child Development Program faculty to facilitate NAEYC Accreditation.

Institutional-Level Recommendations



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- Support the program by paying aides a comparable rate to the aides in laboratory schools on other community college campuses.
 - Install a sound system and two way mirrors for two observation rooms to enhance observational experience.



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Program Review Executive Summary

Child Development/Education

Friday, November 9, 2012

Program Participants in Attendance: Rebecca Green, Patricia Kepner, Sondra Moe, Carol Sigala

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Child Development Education Program strives to educate students who will become professionals in the child development field, facilitating and supporting the development of children of all ages and their families in a wide variety of venues, including educational programming, social services, and business enterprises. Toward that end, the highly qualified and experienced faculty provide 29 course offerings, various certificates, and an Associate's degree.

Commendations

- Commendations on well thought out SLOs, multiple pathways to certificates, and high number of awarded degrees.
- Commendations on creating an online Student Handbook.
- Commendations on collaboration with campus preschool lab and other off-campus educational sites.
- Commendations on the Perkins funded verification program which leads to employment.
- Commendations to the faculty for involvement with CCCECE, leading to state advocacy for the program.
- Commendations to program in its variety of offerings (29 courses, day/afternoon/evening, online); articulation with high schools, ROPs, and universities; and Child Development Scholarship Program.

Program-Level Recommendations

- Rubric and assessment methods should be included with SLOs; include data that shows if goals are being met; include analysis of data in narrative form.
- Revise Mission Statement and reorganize document as necessary.

Institutional-Level Recommendations

- Install a sound system and two way mirrors for two observation rooms at the Child Development Center/Lab School to enhance observational experience.



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Program Review Executive Summary

Government and Community Relations

Friday, November 2, 2012

Program Participants in Attendance: Mary Becerril, Russell Castaneda-Calleros, Dyrrell 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



INSTITUTIONAL RESEARCH AND PLANNING 2013-2014 PLANNING PROCESS



-
- 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.



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Program Review Executive Summary

Mailroom

Friday, November 9, 2012

Program Participants in Attendance: Timothy Connell

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Mailroom manages the College's incoming/outgoing mail and operates the switchboard.

Commendations

- Commendations on a knowledgeable and well-trained staff.

Program-Level Recommendations

- Revise Program Review document to reflect the suggestions in the Program Review Help Text, specifically the Mission Statement.
- Work with the Office of Institutional Research and Planning (IRP) to utilize data to show scope and needs of program.

Institutional-Level Recommendations

- Relocate Mailroom to a location that would accommodate the necessary pick-up and deliveries.



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Program Review Executive Summary

Maintenance & Operations

Friday, November 9, 2012

Program Participants in Attendance: Stephen Gabriel, George Lopez

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Maintenance & Operations Program provides outstanding heating, air conditioning, electrical, plumbing, locksmithing, and general plant maintenance service to the main campus and off-site locations. They accomplish all these tasks with only six Maintenance & Operations personnel, and as such, they are the unsung heroes of our campus.

Commendations

- Commendations on maintaining the comfort and safety (heating, plumbing, air conditioning, electrical, locks, and general plant maintenance) of the entire campus and its satellite locations with a very small staff.

Program-Level Recommendations

- Work with Office of Institutional Research and Planning to utilize in-place data collection (work order system) to show scope and needs of program.
- Develop a preventative maintenance plan, including budget needs.
- Increase staff development opportunities for staff to augment and improve expertise in the field(s) and meet/exceed safety standards.
- Revise Program Review document to address the areas outlined in the Program Review Help Text.

Institutional-Level Recommendations

- The College should develop ways to recognize and honor the contributions of classified staff.
- The College should increase support to Maintenance & Operations in light of aging infrastructure and off-site responsibilities: additional full-time HVAC mechanic, locksmith, plumber, appropriate machinery, preventative maintenance provisions.
- The College should provide opportunity for combining the various facilities programs (housed in various locations throughout the campus) into a centralized location.



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Program Review Executive Summary

Network/Infrastructure Support

Friday, November 9, 2012

Program Participants in Attendance: Huy Nguyen, Gary Van Voorhis, Van Vuong

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Network/Infrastructure Support team of two employees provides outstanding service to the College and its off-campus sites, as they work to provide fast, appropriate, and secure services while also anticipating and planning for future resource demands.

Commendations

- Commendations on exceeding 99% uptime for network availability and providing a solid/redundant network core.
- Commendations on completion of off-site backup, South Whittler Educational Center (SWEC), Administration of Justice (AJ), and Student Services/Student Union network installations, Wi-Fi controller and firewall upgrades

Program-Level Recommendations

- Increase campus awareness of “virtualization” and “cloud computing.”

Institutional-Level Recommendations

- The Network/Infrastructure should work with the College to acknowledge and emphasize the ongoing and increasing demands for technology requirements, upgrades, replacements, and security.
- Upgrade the College’s distribution switches and acquire uninterruptable power supplies (UPS) to replace aging units.



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Program Review Executive Summary

Photography

Friday, November 16, 2012

Program Participants in Attendance: Don Mason

Program Review Participants in Attendance: Robert Bethel, Fran Cummings, Marie Eckstrom, Jan La Turno, Rowena Mendoza, Matt Koutroulis, Jim Sass

The Photography Program provides students with the opportunity to prepare for upper-division coursework in the field, earn an Associate's degree, prepare portfolios for vocational training programs and careers, and pursue life-long learning opportunities within the foundational fine arts. They do an exemplary job and have expanded their offerings to embrace digital photography.

Commendations

- Commendations on plans for strategic direction: strengthening ties with professional photographers, addressing industry trends, implementing digital photography courses, and collaborating with other art instructors.
- Commendations on the increase in enrollment upon adding digital photography.
- Commendations on a high student success rate.

Program-Level Recommendations

- Revise Program Review document to include responses to the Program Review Help Text: Program's Overarching Outcomes; an elaboration and analysis of the data in Program's Characteristics, Performance and Trends; and expanded Weaknesses and Opportunities.
- Continue to explore alternative sources of funding: grants, partnerships in industry.
- Consider developing the career/technical aspect of the program by offering a Certificate of Achievement or partnering with the established career-oriented Arts programs (i.e., Animation, Commercial Art).
- Consider assembling an advisory board to assist in underscoring program's direction and needs.

Institutional-Level Recommendations

- Hire a technician that can operate the photo lab and support MAC computers.
- Increase staff in Maintenance & Operations in order to provide proper maintenance for photo facilities.



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- Ensure that chemical usage/storage meets appropriate standards.



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Program Review Executive Summary

Reading & Vocabulary

Friday, November 2, 2012

Program Participants in Attendance: Sharon Bell, Karleen Curlee, Robert Holcomb

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

The Reading & Vocabulary Program consists of ten courses: Learning Strategies (READ 012), Introductory Reading (READ 020), Basic Reading (READ 021), Intermediate Reading Skills (READ 022), Reading Lab (READ 021L and READ 022L), Reading College Textbooks (READ 023), Critical Reading (READ 101), Effective Study Methods (READ 134), and Vocabulary & Etymology (VOCAB 101). The five full-time faculty, assisted by a relatively stable pool of part-time instructors and instructional assistants in the reading lab, provide quality instruction in reading to students at all levels of educational development and disability.

Commendations

- Commendations to the Reading Lab in its openness to assist students (as time and space permits) from all disciplines in reading and the lab's establishment of a library in conjunction with the Rio Hondo College Library Verizon Grant.
- Commendations to the Reading faculty for participating in the Fast-Track Accelerated Learning Program, training and utilization of Gateway tutors in their classrooms, and participation in Summer Bridge College Readiness Program.

Program-Level Recommendations

- Continue to work with Counseling and Disabled Service Programs & Services (DSP&S) to improve appropriate placement and services to students.
- Consider reducing the class size in Reading 20 and 21 to accommodate the multiple and various needs of students at that level of development in reading.
- Delete courses no longer taught.
- Work with academic disciplines across the campus to address the needs of students in reading; specifically, in following the recommendations of the Student Success Task Force (SSTF) in implementing appropriate prerequisites across the curriculum to improve student retention, persistence, and success.
- Consider renaming the program "College Reading" to reflect the collegiate nature of its offerings and delivery.



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- Consider negotiating with other departments/programs for larger classrooms to accommodate the course enrollments in reading.

Institutional-Level Recommendations

- Hire two additional full-time reading instructors to replace retired instructors.
- Increase funding to the reading lab to maintain, improve, and augment services to reading students and students from across the disciplines.



INSTITUTIONAL RESEARCH AND PLANNING

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Program Review Executive Summary

Transfer Center

Friday, November 16, 2012

Program Participants in Attendance: Dianne Holcomb, Walter Jones, Jose Lara

Program Review Participants in Attendance: Robert Bethel, Fran Cummings, Marie Eckstrom, Jan La Turno, Matt Koutroulis, Rowena Mendoza, Jim Sass

The Transfer Center provides comprehensive assistance to students in the transfer process to four-year institutions. It provides a myriad of services in an exemplary manner.

Commendations

- Commendations on a comprehensive program review document.
- Commendations on tracking the impressive volume of services and contact with students.
- Commendations on the many opportunities afforded students through the Center: collaboration with UCLA's Center for Community College Partnerships; campus tours, panel discussions featuring UC and CSU campus representatives; partnership with CSU, Dominguez Hills; transfer conferences, workshops, and celebrations on campus; and other efforts to inform and assist students with the transfer process.
- Commendations on concrete plans for program improvement and increasing benefits to students.

Program-Level Recommendations

- Revise Program Review document: simplify Mission Statement, reorganize and move to appropriate sections.
- Collaborate more closely with the Financial Aid Office to assist students in securing funding for transfer.
- Continue to seek ways to keep the campus abreast of information, opportunities, and timelines associated with transfer.
- Continue to work with Articulation Officer to ensure course-to-course articulation with four-year institutions.
- Consider partnering with Institutional Research and Planning (IRP) for surveys and student tracking.
- Consider steps to prioritize and re-structure the work in order to emphasize more productive activities and make the work less labor intensive. This could include use of social media and other technologies.
- Include in Goals/Objectives: position upgrade for the current Student Services Assistant.
- Clarify Objectives 6.1 and 6.2 to indicate exactly the types of equipment needed.



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Institutional-Level Recommendations

- Augment staff in Transfer Center to accommodate the increase in student demand for services.
- Improve signage at the Student Services Building (SSB) to identify location for Transfer Center.



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Program Review Executive Summary

Transfer-Level Mathematics

Friday, November 2, 2012

Program Participants in Attendance: Cameron English, Leah Griffith, Karen Koos, Mark Littrell, Greg Miller, Matt Pitassi, George Wang,

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

Commendations

- Commendations on the cooperative and collegial work ethic among the Transfer-Level Program Mathematics instructors, who initiate regular formal and informal meetings to plan, discuss, and evaluate all aspects of the program.
- Commendations on the Program's concerted efforts to identify and assist "at-risk" students early in the semester.
- Commendations on increased success and retention rates.
- Commendations on recognizing the discrete mathematics course needs between STEM versus non-STEM students.

Program-Level Recommendations

- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Continue to work with the Counseling Program to assist counselors in advising students toward the appropriate math course and/or course sequence.
- Consider scheduling more mathematics courses during the evening.
- Work with the Marketing Department to create a professional brochure to explain and promote the Transfer-Level Mathematics offerings and pathways.
- Work with MSC and LRC to employ tutors for statistics.

Institutional-Level Recommendations

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas:



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1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematicia*, *SPSS*, etc.).
4. Support the implementation of mathematics software with ongoing staff development and specialized training.
5. Supply all mathematics instructors with up-to-date laptops.
6. Hire an additional instructional assistant for the Math Science Center (MSC).
7. Hire a part-time STEM counselor.



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Program Review Executive Summary

Veterans Services

Friday, November 9, 2012

Program Participants in Attendance: Sylvia Duran-Katnik, Tina Caldera, Arely Rodarte

Program Review Participants in Attendance: Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Veterans Services Center provides military veterans and their dependents with a variety of assistance designed to facilitate their successful pursuit of higher education. The office staff collaborates with many campus departments and community organizations to provide quality and caring services to its clients.

Commendations

- Commendations on managing a 166% increase in client load.
- Commendations on collaborative efforts among community colleges statewide and among the College's departments and programs.
- Commendations on being included in the Top 100 Military-Friendly colleges list.
- Commendations on a concise Mission Statement.

Program-Level Recommendations

- Continue to work with other counselors and departments to assist veterans.
- Continue to seek ways to inform the college campus of the Veteran's Office services.
- Complete SLO information analysis and include SAOs related to services offered with lead to success. Tie results to needs.
- Review goals and move or duplicate in SAOs as appropriate; review and reorganize Strengths, Weaknesses, Opportunities, and Threats (SWOT) as appropriate.
- Use data to substantiate needs: counseling or administrative.

Institutional-Level Recommendations

- Add three telephone lines to Veterans Services office to assist veterans in making timely referral calls to external agencies (for example, Veterans Administration, AmVets, UCLA MedNet, etc.).
- Work with Marketing Department to develop a Veterans Services brochure.

The IEC facilitates and evaluates the annual planning process in conjunction with the Office of Institutional Research and Planning. The IEC is a subcommittee of PFC and consists of 3 faculty members, 3 classified staff and 3 administrative representatives. The IEC is also the Standard I committee for accreditation with a few added members.

During the first year I was a member of IEC (2010-2011) we made several improvements to the resource allocation process. When Unit Plan managers request a faculty or classified position, they have to fill out a form that is later scored and ranked by a resource allocation committee.

We made several improvements to the form and the process as follows:

- Rewrote many of the questions on the form
- Redistributed the weights for the rubric used in scoring the form
- Displayed the weights for the writers
- Included a question that gave points for positions that were ranked in the top 4 the previous year
- Instituted a calibration process for scoring the forms - the committee scores two positions together and discusses discrepancies between scores (for instance someone assigning the lowest score of 1 and someone else assigning the highest score of 4)

The updated forms and process have been used for the last two planning cycles. During the last planning cycle, after the positions were ranked this past spring, we received valuable feedback from faculty and administrators concerning the process. The overall complaint was that the process wasn't sufficiently data driven and that the majority of committee members were not informed enough to be making such important decisions.

As a result of this feedback, we held two roundtable discussions to get specific suggestions for how to improve the process. These discussions took place on 5/17/13 and 7/10/13. For the new planning cycle, we are in the process of completely revamping the scoring rubrics for faculty and classified positions. We are also changing the makeup of the resource allocation committees to include more informed members of the campus community such as the Academic Senate, PFC, Deans and more classified staff.

We are in the process of finalizing our recommendations for improving the resource allocation process for new faculty and classified positions. Once approved by PFC, we plan to institute these changes for the upcoming planning cycle this fall.



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FACULTY RESOURCE ALLOCATION REQUESTS



RANKED POSITIONS

Rank	Unit	Program	Position Title	Salary
1	Career Technical Education	ACEDD	Instructor of Drafting/Engineering	\$75,000
2	Arts and Cultural Programs	Art	Full-Time Commercial Arts Instructor	\$72,000
3	Communications and Languages	Reading & Vocabulary	Instructor of Reading	\$75,000
4	Health Sciences	ADN, LVN, CNA	Simulation Faculty Coordinator	\$75,000
5	Behavioral and Social Sciences	History	Instructor of History	\$75,000
6	Physical Education	Athletics	Head Men's Basketball Coach/PE Instr.	\$75,000
7	Behavioral and Social Sciences	History	Instructor of History	\$75,000
8	Communications and Languages	Mass Communications	Instructor of Mass Communications – New Media	\$75,000
9	Arts and Cultural Programs	Music	Full-Time Music Instructor	\$75,000
10	Counseling and Student Development	Counseling	Counselor	\$75,000
11	Physical Education	Athletics	Athletic Counselor	\$75,000



**INSTITUTIONAL RESEARCH AND PLANNING
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CLASSIFIED RESOURCE ALLOCATION REQUESTS



RANKED POSITIONS

Rank	Unit	Program	Position Title	Salary
1	Student Affairs	Financial Aid	Financial Aid Assistant	\$36,000
2	Government and Community Relations	Government and Community Relations	Community Relations Coordinator	\$60,000
3	Facilities	Custodial	Custodian 1	\$33,800
4	Facilities	Custodial	Custodian 2	\$33,800
5	Institutional Research and Planning	Research and Planning	Research Assistant	\$43,200
6	Facilities	Maintenance and Operations	Plumber	\$46,500
7	Facilities	Custodial	Custodian 3	\$33,800
8	Facilities	Custodial	Custodian 4	\$33,800
9	Admissions and Records	Admissions and Records	Registrar	\$69,000
10	Institutional Research and Planning	Research and Planning	Research & Planning Coordinator	\$75,000
11	Facilities	Grounds	Grounds Maintenance Worker	\$35,500
12	Institutional Research and Planning	Grants	Grant Development Coordinator	\$70,768
13	Marketing and Communications	Marketing and Communications	Senior Secretary	\$50,000
14	Facilities	Maintenance and Operations	Utility Worker	\$34,700



**INSTITUTIONAL RESEARCH AND PLANNING
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ADMINISTRATOR RESOURCE ALLOCATION REQUESTS



SUMMARY OF POSITIONS – NOT RANKED

Unit	Program	Salary	Position Title	Description / Rationale
Academic Affairs	Academic Affairs	150,000	SWEC & EMEC Manager	Manager to provide scheduling and facilities oversight, staff support and hiring, and operations assessments for SWEC and EMEC. These off-site educational centers require administrative oversight as they continue to be refined to serve the educational needs of the communities in which they are located.
Human Resources	Human Resources	\$150,000	Human Resources Administrator	Duties as described throughout this plan. We need it to keep up with the demands of the institution.
Institutional Research & Planning	Research & Planning	\$100,000	Associate Dean of Research	This position will oversee all aspects of the Research Office and will report to the Dean of Institutional Research and Planning. This position will provide leadership in fulfilling the role of institutional research on campus, strengthening the work of researchers, and engaging the campus in regard to data-driven decision making. This is a permanent position in Institutional Research & Planning for 100%.



INSTITUTIONAL RESEARCH AND PLANNING
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RESOURCE ALLOCATION REQUESTS
EQUIPMENT & TECHNOLOGY



Unit	Program	Item Type	Amount	Description	Reason
Prioritize for Funding					
Counseling & Student Development	Career Center	Database software	\$5,000	New database software. Employer job notices are posted in binders by CDC staff. Students have to sift through the notices to find "fit." An employer/student resume database system would facilitate an employer's ability to post job notices and a student's ability to locate jobs and connect with employers	Secure a database that allows the CDC to store student resumes and employer job and internship notices
Bond Funding					
Behavioral & Social Sciences	Behavioral & Social Sciences	Ceiling Mounted Projectors	\$5,200	The two projectors in A212 and A228 allow for display of PowerPoint presentations, videos, and Internet displays, etc. CDC 5 needs the ceiling projector, a computer, screen, DVD, and VHS players, College Network access, Internet access, overhead projector, and podium.	The mounted ceiling projector in room A228 overheats on a regular basis, and has, at times, completely shut down. The projector in A212 is also on it's "last leg." The CDC5 projector is needed to provide basic audiovisual/Internet classroom support.
Business	Accounting	Technology Related to Facilities (e.g., Smart Classrooms, etc.)	\$90,000	Convert B-118 lecture room to include computers (45 stations). - REMOVE - BOND	This request is linked to the Accounting program SLOs for both the degree and certificate.
Information Technology	Information Technology	Computer Hardware	\$200,000	Laptop Computer Annual Technology Refresh - REMOVE - BOND	As part of a five year replacement cycle, laptops need to be upgraded on a regular basis. This money is to upgrade the college's approximately 200 laptops.
Information Technology	Information Technology	Computer Hardware	\$135,000	Wired Network Distribution Switches	These switches will be used to replace switches throughout the campus that have reached the end of their useful life and are no longer supported by the vendor.



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RESOURCE ALLOCATION REQUESTS
EQUIPMENT & TECHNOLOGY



Unit	Program	Item Type	Amount	Description	Reason
Funding contingent upon hiring of personnel					
Institutional Research & Planning	Research & Planning	Computer Hardware	\$2,000	Additional license for SPSS.	Allow for analysis of data.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Research Assistant needs the computer and monitor to fulfill duties.
Institutional Research & Planning	Research & Planning	Computer Software	\$2,000	Additional license for SPSS.	Allow for analyzing data and reviewing work of other researchers.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Research & Planning Coordinator needs a computer and monitor to fulfill duties.
Institutional Research & Planning	Research & Planning	Computer Software	\$2,000	Additional license for SPSS.	Allow for analyzing data and reviewing work of researchers.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Associate Dean needs the computer and monitor to fulfill duties.
Institutional Research & Planning	Grants	Computer Hardware	\$1,000	Computer and monitor.	The Grant Development Coordinator needs the computer and monitor to fulfill duties.
Human Resources	Human Resources	Computer Hardware	\$5,000	New computer, software, copier, screen, etc...	Allow the employee to conduct their job.
Information Technology	Audio Visual Support	Computer Hardware	\$800	Computer for new employee.	The new A/V Technician needs a computer to perform his/her job.
Information Technology	Audio Visual Support	Computer Hardware	\$350	Cisco Phone for new employee.	The new A/V Technician needs a phone perform his/her job.



**INSTITUTIONAL RESEARCH AND PLANNING
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RESOURCE ALLOCATION REQUESTS
FACILITIES**



Unit	Program	Project Description	Cost	Reason	Location
Prioritize for Funding					
Arts & Cultural Programs	Visual Art	Painting racks and Ventilation System for two Visual Art classrooms.	\$10,000	All of the Visual Arts classrooms suffer from maximum classroom saturation, aging facilities, and reduction in much-needed storage space. Programs operate at maximum capacity, but despite the fact that this division's growth rate has exceeded the College at large, further growth cannot be sustained without more facility support. Lack of proper ventilation may be out of OSHA compliance. It is imperative we utilize technology to help develop students' fine arts skills and maintain currency in industry standards by purchasing necessary storage and ventilation equipment.	Visual Arts Classrooms
Health Sciences	CNA	Instructional space will be identified, and furniture and equipment installed, to accommodate expansion of the Certified Nursing Assistant (CNA) program.	\$10,000	An Arthur N. Rupe Foundation Grant has provided immediate support for expansion of our current CNA and HHA programs.	To Be Determined
Information Technology	Audio Visual Support	To create office space for the new Audio/Visual Technician Assistant.	\$2,000	Purchase office equipment.	"L" Building basement.



**INSTITUTIONAL RESEARCH AND PLANNING
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RESOURCE ALLOCATION REQUESTS
FACILITIES**



Unit	Program	Project Description	Cost	Reason	Location
Bond Funding					
Administration of Justice	Administration of Justice	Remodel of the AJ Annex. Priority is on replacing the electrical system on the range, damaged baffle beam, and water heater	\$2,000,000	Remodeling the AJ Annex is necessary to house the AOT Center Wildland Fire Academy. Remodeling will maximize classroom space (increasing the current 2 classroom capacity to a minimum of 4 classrooms)	AJ Annex
Facilities	Facilities	Use of old maintenance facility combined with existing area to create an updated Facilities Services Office. Costs associated with building materials and furnishings of the facility	\$80,000	Facilities Services is housed in many locations throughout campus with some management personnel housed in temporary bungalows.	Maintenance Building
Human Resources	Human Resources	Additional space to locate the new employee and file cabinet	\$15,000	Store files which are required by the Industrial Commission (labor board),etc.	A 108- But we need additional space now



INSTITUTIONAL RESEARCH AND PLANNING
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RESOURCE ALLOCATION REQUESTS



ADDITIONAL BUDGET

Unit	Program	Requested Item	Amount	Description	Rationale
Library & Learning Support	Library	Desensitizer / resensitizer P122-3515	\$10,000	Demco desensitizer/ resensitizer P122-3515. Need to call for a quote, but it runs about \$10,000.	The desensitizer/ resensitizer is critical to the security of our Library materials and archives. They are standard, essential pieces of equipment. These de/ resensitizers last for about 30 years, but unfortunately one of ours is broken and beyond repair, and the other is reaching the end of its lifespan (the accuracy of making the item "hot" is questionable and we have false readings).
Career Technical Education	Automotive Technology	Transmission Tester	\$50,000	The automotive department has no way of testing students' lab projects for automatic transmission service. Vehicles of today's complexity make it impossible to remove and replace a vehicle's automatic transmission for testing during a semester's course. This unit will provide the course instructor the ability to build and test automatic transmissions, meeting industry standards for course competencies.	The division has a grant (\$50,000.00) to match the request, making enough to purchase the unit (\$100K). The building has been designed, in terms of space and electrical, to accommodate the unit.
Human Resources	Human Resources	Filing Cabinets	\$1,000	Add filing cabinets.	More storage room for reports and timesheets.
Institutional Research & Planning	Research	Staff Development Budget	\$2,500	Increased budget is needed for attendance at conferences, local workshops, and monthly CAMP-Research meetings, as well as taking specific courses, to keep up to date and share information with other colleges.	The current staff development budget was based on the needs of an office of one. There are now six positions and campus interest in R&P is growing. The staff development budget should reflect R&P's increasing role on campus.



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RESOURCE ALLOCATION REQUESTS



Unit	Program	Requested Item	Amount	Description	Rationale
Marketing & Comm.	Marketing & Comm.	Research Consultant Firm	\$25,000	Community Perception Survey throughout Rio Hondo Community College District.	Large educational institutions routinely perform periodic assessment of community perceptions. Such a community survey is overdue and will serve as a baseline to use in measuring changes in community perceptions and college communications strategies. It will also be an invaluable tool in strategic enrollment management decision making and assessing strategies for future bond efforts.
Marketing & Comm.	Marketing & Comm.	conference participation	\$3,000	Travel and conference fee for two Marketing & Communications staff to attend workshops and conferences to develop and update skills and strategies for social network marketing.	The College needs to establish a competitive edge and use vital communications resources such as Facebook, Second Life, and Twitter. This will help target special audiences, promote Rio Hondo College, and improve student retention. A Media Preferences Survey of RHC students indicated that more than 85 percent of students indicated access of social networking sites.
Human Resources	Human Resources	Cubicle, desk, chair	\$5,000	Computer, desk, chair, etc.	To allow the employee to conduct their job.
Human Resources	Human Resources	Conference Funding	\$1,500	\$1500 in additional monies for the entire HR staff for discretionary spending to attend conferences, community events and job fairs.	Additional monies for discretionary spending for conferences, community events and job fairs would assist us in attaining this goal of increasing outreach during recruitment.
Health Services	Health Services	Medical Services Cart	\$6,000	This is golf cart, which has a bed for transporting patients who have sustained an injury on campus and are immobile.	Health Services currently has access to Honda Civic, which is to be used to transport students in an emergency. This has been less than ideal because the vehicle is not parked close to the vicinity of the Health Center, and it is not able to easily maneuver the campus environment, nor get injured students in and out of the vehicle easily. A medical golf cart will address this issue and enhance access to medical attention in first aid situations.



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Unit	Program	Requested Item	Amount	Description	Rationale
Student Activities	Student Activities	Associated Students Student Leadership Institute	\$3,000	Funds will be used to support the costs of the Student Leadership Institute	SLI supports the department's strategic direction in enhancing leadership opportunities for students at RHC
Bond Funded					
Academic Affairs	Academic Affairs	Classroom technology emergency maintenance budget	\$0.00	Ongoing budget to purchase upgrades of existing software and annual license maintenance for 5 software programs and/or purchase of educational technology equipment, as-needed, when there are failures of classroom technology.	To maintain current levels of educational technology in classrooms without disruption to students and faculty and to purchase new software to stay current with industry standards.
Physical Education	Fitness Center	Fitness equipment	\$200,000	Treadmills, exercise bikes, Stairmasters, and other key cardiovascular equipment is in need of replacement.	Age and overall high use of this equipment over the years makes it inappropriate for placement in our new facility. Many costs are directed to repair of aging machines. The equipment costs to keep machines usable for students are becoming more than the equipment is worth. It would be a cost savings if new equipment was purchased
Math & Science	Math & Science	Replacement Laboratory chairs	\$69,600	The laboratory chairs (purchased when the Science building was remodeled, 2002) have constantly required repair and have not held up well to the use encountered in a typical science laboratory. Facilities staff have repaired some, but the pneumatic lift system is nonfunctional in many of the chairs. Reasonable seating is not only a comfort issue for students but also a safety issue.	The current lab chairs are malfunctioning at an increasing rate. Some can no longer be repaired. We propose a multi-phase replacement of these chairs. Preliminary research reveals that chairs cost between \$300-\$500 each. If we are to buy chairs, we must do further research and actually try the chairs as well as inspect for the type of defects found in the current chairs. If the purchases were phased in over 4 years, the cost would be approximately \$17,400 per year.



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Unit	Program	Requested Item	Amount	Description	Rationale
Information Technology	Audio Visual Support	Audio/Visual Technology Refresh	\$200,000	Audio/Visual Technology Refresh of the Administration, Business, and Science Buildings.	The Audio/Visual equipment in the Administration, Business, and Science Buildings is aging and needs to be upgraded. The technology in these facilities does not compare in quality and manageability to the equipment that has been recently installed in the new buildings. This equipment is less reliable and of lower quality, and the college needs a plan for replacement.
Student Affairs	DSP & S	Expand walkup copier areas	\$35,000	Funding for expansion or relocation and remodeling of the walkup copier area.	Expansion of the walkup copier area is not on the building expansion plan. Walkup copier area is too confined and not in compliance with the "Americans With Disabilities Act" requirements.
Facilities	Operations	Solar and hard wired light posts	\$300,000	Solar powered and hard wired lights installed in dark streets, walkways, walking paths, and emergency assembly points throughout campus. 30 posts in various locations and 12 for emergency assembly points	Many respondents from the climate survey report feeling less safe on campus at night than during daylight hours. The campus is secluded and dark in many areas. Also, emergency assembly areas are not lighted and are a place of refuge in the event of an emergency
Facilities	Operations	Emergency Generators	\$300,000	Emergency generators for the Administration Building, Music Building, and Facilities Services (\$100,000 ea) including installation.	During an emergency where power is lost, emergency generators provide temporary lighting and communication throughout the campus. This is critical as the need for communication during emergencies is paramount.
Facilities	Operations	Furnishings for a new office	\$30,000	New furniture and restroom fixtures for a new office for all Facilities staff	Use of old maintenance facility combined with existing area to create an updated Facilities Services Office. Costs associated with furnishings of the facility



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Unit	Program	Requested Item	Amount	Description	Rationale
Facilities	Custodial	Riding vacuums and power equipment	\$120,000	3 riding vacuums and power equipment including a trencher, backhoe and accessories, and various mowers.	With the addition of 4 new buildings prior to 2013, Facilities Services must change the way business is conducted to ensure a clean and safe school environment continues.
Information Technology	Information Technology	Software System/Databas e Program	\$300,000	A software system and possible additional hardware will be required to replace the aged HP 3000 system that houses all day to day operations information for Human Resources.	IT has informed HR that it must begin the process of considering a replacement for the aged HP 3000 system. In order to do so we need the consulting services of IT and funding to implement its recommendations.
Contract Management & Vendor Services	Mail Room	Expand mailroom area	\$50,000	Remodeling of new location for mailroom and switchboard.	Current location is cramped and limited for the personnel working there.



INSTITUTIONAL RESEARCH AND PLANNING
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ADDITIONAL BUDGET - PERSONNEL

Unit	Program	Classification	Title	Amount	Description
Marketing & Communications	Marketing & Communications	Classified Hourly	graphic artist	\$25,000	Hourly (20 hours/week) Graphic Artist staff to provide design and layout services for projects which are now being out-sourced due to lack of internal resources.
Marketing & Communications	Marketing & Communications	Student Worker	Social Network Representative	\$7,000	Social Networking Representatives for Rio Hondo College. Two hourly workers @20 hours week for 50 weeks to update and maintain social networking sites for Rio Hondo College.
Facilities	Grounds	Classified	Utility Worker	\$17,750	<p>GROUNDS MAINTENANCE WORKER Under supervision, to perform routine grounds maintenance duties; and to do related work as required.</p> <p>REPRESENTATIVE DUTIES: Mows lawns and fields E; trims shrubs, hedges and trees E; assists in spraying flowers and shrubs with insecticides E; waters lawns and rakes lawns E; operates hand and power mowers E; edgers, and spray equipment E; spades and otherwise prepares grounds around flowers and shrubs E; performs general grounds cleanup, including picking up of paper and trash on grounds areas E; may be assigned some building maintenance and cleaning duties.</p>
Library & Learning Support	Student Success & Retention	Student Worker	Gateway Tutors and Peer Mentors	\$7,500	7 Gateway Tutors, 3 Online Tutors, and 6 Summer Bridge Peer Mentors
Counseling	Counseling	Adjunct Faculty	Adjunct Counselor	\$40,000	One 50% adjunct counselor will pick up 50% of the 400 student load to assist with providing Veteran students with academic & career goal selection, educational/transcript evaluations, educational plans, graduation petitions, transfer review, course substitution submission, pre-req clearances, change of major forms, academic work-in-progress monitoring, student academic success workshops, and other counseling duties as needed.



INSTITUTIONAL RESEARCH AND PLANNING
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RESOURCE ALLOCATION REQUESTS



Unit	Program	Classification	Title	Amount	Description
Institutional Research & Planning	Grants	Classified	Research Data Technician	\$13,170	<p>Currently, the Research Data Technician position is funded at 96%-time, with 71% from GDM and 25% through Perkins grants to the Career & Technical Education (CTE) Division. (The additional 4% is absorbed by the incumbent through 11 A-days per year.) This request would make the Research Data Technician a 100%-time permanent position, with 100% of the salary coming from the GDM budget (General Fund). This would increase the capacity of the GDM office from 1.71 to 2.00 FTE and increase available work hours by almost 12 hours each week.</p> <p>Brief description of position: Under direction, provides assistance to grant development & grant project management activities, and works with technical grant documentation. Duties include researching grant opportunities, coordinating grant application documents, assisting with grant project reporting, updating and maintaining grant record keeping; and providing clerical assistance.</p>

INSTITUTIONAL GOALS & OBJECTIVES 2013-2014

Created / Updated at Institutional Planning Retreat 4/05/13
Revised by IEC Co-Chairs and IEC 5/7/13 & 8-8-13
Approved and Recommended to President by PFC
Approved by President
Commitment of Support by Board of Trustees

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

Objective 1a: The College will increase by 13 the number of A.A. (T) and A.S. (T) degrees offered between 2012 and 2015.

Objective 1b: The College will increase the number of degrees awarded by 5% over the previous five-year average by 2018. The number of degrees awarded will represent no less than 5% of the annual FTE.

Objective 1c: Develop a research project to identify and promote best practices for increasing student success in online courses by Spring 2015.

Objective 1d: The College will improve success and retention rates in online courses by 1% annually through 2018.

Objective 1e: The College will increase transfer levels by 5%, over the previous five-year average, by 2018.

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

Objective 2a: The College will develop 10 additional certificate and/or degree programs (both locally approved and Chancellor's Office approved) including job placement and job enhancement courses and programs to be offered by 2015.

Objective 2b: The College will annually increase by 5% the number of certificates and degrees (both locally approved and Chancellor's Office approved) awarded between 2012 and 2017.

Objective 2c: The College will develop and refine certificate SLOs annually with input from advisory committees.

Objective 2d: The College will review/renew curricular alignment with secondary schools and ROPs and increase the students who apply for college credit by 2015.

Objective 2e: The College will increase by 10% the number of CTE students transferring by 2015.

GOAL 3: Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills leading to increased completion of Basic Skills sequences.

Objective 3a: The College will institutionalize best-practice program models by 2016.

Objective 3b: The College will improve success in basic skills course sequences by 3% by 2016.

Objective 3c: The percentage of first time students who begin their assessed math course in the first semester at Rio Hondo and continue through the sequence without interruption will increase by 1% annually through 2018.

Objective 3d: The College will increase the three year developmental progression rate by 1% annually through 2018.

GOAL 4: Rio Hondo College will offer opportunities to meet the educational needs and interests of the community.

Objective 4a: The College will continually offer courses, including special topics courses, based on community interests.

Objective 4b: The College will develop a strategic action plan for the off-site centers at SWEC and EMEC by Spring 2014.

Objective 4c: The College will integrate and cross market credit courses with fee based classes by Spring 2015.

Objective 4d: The College will provide recommendations for the implementation of a process for students to repeat certain classes under a fee-based not-for-credit structure by Spring 2014.

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.

Objective 5a: SSPLC will develop and implement a plan to ensure access to student support services that promote student success by Fall 2014.

Objective 5b: The College will document the number of students who participate in activities and increase that number by 5% annually until 2015.

Objective 5c: The College will establish an evaluation process for activities and services that promote student engagement by Fall 2014.

Objective 5d: The College will initiate a student intervention process requiring all students, including online students, to meet with a counselor to identify a specific college goal and complete an education plan outlining classes needed to achieve that goal prior to their second semester enrollment.

Objective 5e: The College will increase the three semester persistence rate by 3% by 2018.

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.

Objective 6a: The College will establish a database and analyze the level of participation with business, industry, government, and non-profit organizations within our service area by Fall 2014.

Objective 6b: The College will update the community occupational needs survey (2008) to identify and devise goals and training programs by Fall 2014.

Objective 6c: The College will develop a faculty survey to identify which faculty members currently have a service learning component in their curriculum. Data results from the faculty survey will be utilized to establish a service learning program plan by Fall 2014.

Objective 6d: The College will develop procedures for tracking and evaluating outreach educational activities in K-12 schools within the district service area by Spring 2015.

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.

Objective 7a: The College will inform the public of the financial state of the College annually through means such as the Annual Report, Superintendent's Monthly Update, college website, Citizens Oversight Committee, community updates and local press releases.

Objective 7b: The College will maintain a minimum unrestricted general fund balance of 5% annually.

Objective 7c: The College will maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.

Objective 7d: The annual restricted general fund including categorical and grant funds should be a balanced budget (i.e. revenues = expenses).

Objective 7e: The Rio Hondo College Foundation will maintain a balanced, unrestricted budget annually.

Objective 7f: The RHC Foundation will increase its restricted and unrestricted contribution to RHC by 5% over 5 years from fiscal years 2010 to 2015.

Objective 7g: The College will write and submit 10 new grant proposals raising a minimum of six million dollars by 2015.

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

Objective 8a: The College will form an EEO (Equal Employment Opportunity) Advisory Committee to evaluate and make recommendations concerning diversity in our hiring process by December 2013.

Objective 8b: The College will assess and revise the evaluation process for administrators, faculty, and classified staff by December 2013.

Objective 8c: The College will compare the professional development needs identified in program plans, unit plans, and surveys with current staff development offerings, and make recommendations as needed by Fall 2013.

Objective 8d: The College will pursue restoration of full funding for staff development by Fall 2015.

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.**

Objective 9a: The College will meet the objectives of the current plan to upgrade and replace its distribution network by the end of Fall 2014.

Objective 9b: The College will increase the number of opportunities by 10% for staff to access and incorporate innovative instructional technologies through staff development, sabbaticals, conferences and research by 2015.

Objective 9c: The College will continue to support its replacement cycle for computers and related peripherals. As part of the annual planning process, new technology needs will be assessed in each program plan.

Objective 9d: The College will assess the costs and options for developing and implementing a technology disaster recovery plan by Summer 2013.

Objective 9e: The College will transition to a new website platform during Fall 2013.

Objective 9f: The College will replace aging Banner hardware and migrate software to a new environment by the end of Fall 2014.

GOAL10: **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 college.**

Objective 10a: The College will expand and modernize facilities based on the five-year construction plan.

Objective 10b: The College will update the Campus Facilities Master Plan by Spring 2014.

Objective 10c: The College will increase accessibility and safety through bond construction improvements of pedestrian ways and lighting levels by Spring 2014.

Objective 10d: The College will acquire Leadership in Energy Efficiency Design (LEED) certification for all new buildings that exceed construction costs of 14 million dollars by Spring 2015.

Objective 10e: The College will develop and disseminate expanded emergency procedures for existing and future construction, including access for Special Needs population by Fall 2013.

Objective 10f: The College will complete a plan with metrics to increase the level of campus aesthetics and cleanliness, based on the current Minimum Expectations of Service Guidelines by Fall 2013.

Objective 10g: The College will create a plan to explore short term parking options and drop off areas for students by Spring 2014.

Objective 10h: The College will assess costs and options for developing a disaster recovery plan by Fall 2013.

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

Objective 11a: The College will increase student satisfaction and participation with co-curricular activities by 3% by 2015.

Objective 11b: The College will evaluate the campus climate survey process and instrument and provide recommendations for improvement by Fall 2014.

Objective 11c: The College will improve participation in the governance process for classified staff, faculty, students, and administrators by Spring 2014.

Objective 11d: The College will create two new opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, ASRHC, and the Management & Confidential employees by Fall 2014.

GOAL 12: Rio Hondo College will offer increased educational opportunities for students who are traditionally not college-bound.

Objective 12a: The College will strategically address the needs of underrepresented populations within its service area by Spring 2015 by:

- Increasing the number of first-generation students - 5% increase by providing additional workshops, senior preview days, etc.
- Increasing the access to information regarding availability of scholarships and financial-aid opportunities

Objective 12b: The College will offer more opportunities that enhance the students' concept of "global citizenship" by 2015 by:

- Increasing course offerings in courses related to international education
- Increasing number of Study Abroad partnerships
- Increasing outreach efforts to non-traditional students

BOARD OF TRUSTEES EFFECTIVENESS SCALE

		Rarely	Seldom	Sometimes	Often	Almost Always
A.	THE BOARD (Mission and Policy)					
	1. Annually reviews the District mission, vision, value and goal statement	1	3			
	2. Clearly has defined institutional goals with desired outcomes both short and long-term.			1	2	1
	3. The Board's highest priority is student learning and student success.				3	1
	4. Assess and is responsive to the community's education and service needs		1	2		1
	5. Comments & Suggestsions					
	T1 - No Comments or Suggestions					
	T2 - No Comments or Suggestions					
	T3 - No Comments or Suggestions					
	T4 - I can only speak for may time on board					
	T5 -					
	ST -					

		R	S	S	O	A
B.	THE BOARD (Planning)					
	6. Develops Board master calendar of priorities and the following:					
	a. Review of student success	1		1	2	
	b. All board governing policies & protocols		2	2		
	c. Review bench marks for student outcomes		1	2	1	
	d. Review RHC score card		1	1	1	
	e. Review board development	1	3			
	f. Presentations to the board			2		2
	g. Review & evaluation of Superintendent/President	1			1	1
	7. Members are knowledgeable and take an appropriate role in accreditation			3	1	
	8. Is involved in and understands the budget process and how adopted priorities are addressed within the budget		1	1	1	1
	9. Regularly assesses: a. educational programs,		2		2	
	b. initiatives,		2	1	1	
	c. pilot programs and services		2	1		
	10. Regularly identifies and evaluates its processes to support continuous improvement eg. Budget reduction task force, Superintendent/President hiring		1	1	2	
	11. Comments and suggestions					
	T1 - No Comments or Suggestions					

BOARD OF TRUSTEES EFFECTIVENESS SCALE

T2 - No Comments or Suggestions
T3 - We have not set appropriate Boards goals in these areas for the last two years.
T4 - No Comments or Suggestions
T5 -
ST -

C. THE BOARD (College Advocacy)

- 12. Actively encourages the professional development for and exploration of new and effective educational delivery methods
- 13. Is supportive of faculty, staff, and administration in their efforts to improve the delivery of educational programs and services
- 14. Acts an advocate for community colleges and RHC at the local, state, and national level
- 15. Shows its support for the District through members attending various events off campus
- 16. Is knowledgeable about the District's history, values, strengths, and weaknesses
- 17. Comments and suggestions

Rarely	Seldom	Sometimes	Often	Almost Always
	1	2		1
			3	1
			3	1
		1	2	1
		2	2	

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - This area is a board strength, we might want to be more purposeful in specific areas; We may want to align and target key priorities with legislative conferences
T4 - No Comments or Suggestions
T5 -
ST -

D. THE BOARD (Board Development)

- 18. Is committed to increase trustee knowledge and skills,

r	s	s	o	a
		1	3	

BOARD OF TRUSTEES EFFECTIVENESS SCALE

- to meet trustee obligation, with goal of trustee effectiveness and overall board effectiveness
- 19. Attends workshops, conferences, and webinars, to keep up-to-date on college issues and improve board participation 1 3
 - 20. Attends various on campus activities to exhibit visible support 1 3
 - 21. Board members are punctual to and attend all meetings to conclusion 4
 - 22. The Board's directions to staff are based on a consensus of a majority of the Board. Individual Board Members do not assume authority 4
 - 23. Conducts it's meetings in compliance with state laws, including the Brown Act. 1 3
 - 24. Reviews agenda materials and is prepared for Board meetings 3 1
 - 25. New Board members, including student trustee, receive an orientation to rules and responsibilities and District missions and policies 1 3
 - 26. Comments and suggestions

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - We could be more purposeful regarding on campus event support.
T4 - No Comments or Suggestions
T5 -
ST -

E. THE BOARD (College Constituent Relations)

- | | Rarely | Seldom | Sometimes | Often | Almost Always |
|--|--------|--------|-----------|-------|---------------|
| 27. Actively works to develop and maintain a positive working relationship with faculty, staff, and administration | | | | 4 | |
| 28. Understands the collective bargaining process and its role in the process | | | 2 | | 2 |
| 29. Demonstrates a good understanding of participatory governance and related processes | | | 2 | 1 | 1 |
| 30. Expects and ensures that students are involved in the participatory governance process and board discussions | | | 1 | 3 | |
| 31. Comments and suggestions | | | | | |

BOARD OF TRUSTEES EFFECTIVENESS SCALE

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - Correct typo on question 29
T4 - No Comments or Suggestions
T5 -
ST -

R S S O A

F. THE BOARD (Community Relations)

- 32. Understands, appreciates, and is responsive to the diverse community which it serves 2 2
- 33. Has processes in place for appropriately involving the community in relevant decisions 1 2 1
- 34. Encourages partnerships/linkages with k-12, outside agencies, and institutions and resources are distributed equally within the service area 1 2 1
- 35. Comments and suggestions

T1 - No Comments or Suggestions
T2 - No Comments or Suggestions
T3 - No Comments or Suggestions
T4 - No Comments or Suggestions
T5 -
ST -

G. THE BOARD (Board Development)

- 36. Is committed to increase trustee knowledge and skills, to meet trustee obligation, with goal of trustee effectiveness and overall board effectiveness 1 3
- 37. The Board's directions to staff are based on a consensus of a majority of the Board. Individual Board Members do not assume authority 2 2
- 38. Conducts it's meetings in compliance with state laws, including the Brown Act. 1 2 1
- 39. New Board members, including student trustee, receive an orientation to rules and responsibilities and District missions and policies 3 1

BOARD OF TRUSTEES EFFECTIVENESS SCALE

(Please rate yourself for the following questions)

- 40. Reviews agenda materials and is prepared for Board meetings 1 2
- 41. Attends workshops, conferences, and webinars, 1 2 1
to keep up-to-date on college issues and improve board participation
- 42. Attends various on campus activities to exhibit visible support 1 3
- 43. Board members are punctual to and attend 3 1
all meetings to conclusion

44. Comments and suggestions

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - 36-39 is a repeat of 18-26
T 4 - No Comments or Suggestions
T 5 -
ST -

H. THE BOARD (Board/Relations)

- 45. Is committed to maintaining decorum and respect for colleagues 1 3
- 46. Encourages robust discussions, that are respectful in nature 1 3
and aim at moving the college forward
- 47. Openly accepts differences of views among board members 1 3
- 48. Has adequate information upon which to base decisions 1 3
- 49. Reaches decisions on the basis of study of all available 3 1
background data and consideration of the recommendation
of the Superintendent/President

50. Comments and suggestions

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - No Comments or Suggestions
T 4 - Need to develop board cohesiveness; Need board retreat
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

I. THE BOARD (Board Relations/CEO Relations)	Rarely	Seldom	Sometimes	Often	Almost Always
51. The Board's delegation of administrative authority is clear to all parties and reinforced by the Board			1	3	
52. Articulates clear direction and expectations of Board priorities and provides support for implementation			4		
53. Respects the Superintendent/President's role and reinforces protocol			1	3	
54. Encourages a climate of mutual trust and support between them and the CEO				4	
55. Individual Board Members are available for regular review of agenda items, concerns, or emerging issues			1	2	
56. The Board follows the established systematic and objective ways of evaluating the Superintendent/President	1	1	1		
57. Comments and suggestions					

T 1 - No Comments or Suggestions
T 2 - No Comments or Suggestions
T 3 - Q55 should be in board development (personal section); Part of goals could include clear direction of priorities from board to Superintendent/President
T 4 - Have not evaluated College President since December 2011
T 5 -
ST -

J. The Board's greatest strengths are in the areas of:

T 1 - No Comments or Suggestions
T 2 - Strong commitment to student success/learning. Strong representatives of the community. Strong understanding of our
T 3 - No Comments or Suggestions
T 4 - Commitment to community and student success.
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

K. The Board could improve in the following areas:

T 1 - No Comments or Suggestions
T2 - Communication; Making time to meet and have proactive study sessions about pressing college issues.
T3 - We need to hire a consultant to help us with meeting all accreditations standards
T4 - Board cohesiveness; Develop Board goals; follow through with board requests
T 5 -
ST -

L. Emerging issues that may need to be addressed:

T 1 - No Comments or Suggestions
T 2 - Governance; Student learning priorities and budget alignment; Student support services; Succession/retirements
T 3 - No Comments or Suggestions
T 4 - Follow through on board direction; Possible new bond.
T 5 -
ST -

BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 3 -no response

Trustee 3 -no response

N/A

N/A

N/A

Trustee 2 no response

BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 4 did no respond

BOARD OF TRUSTEES EFFECTIVENESS SCALE

Trustee 3 - no response

Trustee 4 - no response