I. CALL TO ORDER

A. Call to Order

Ms. Santana called the meeting to order at 11:37 a.m.

B. Pledge of Allegiance

The Board led the pledge of allegiance.

C. Roll Call

Student Trustee Carroll was reported absent but later arrived at 12 noon.

D. Open Communication for Public Comment

No comments from the public.

II. STUDY SESSION – BOARD RETREAT

- Brown Act - The Board of Trustees received an update on the Brown Act presented by Richard Padilla of the law firm of Olivarez and Madruga.
- **Educational Master Plan** - Howard Kummerman, Dean of Institutional Research and Planning, reviewed the draft Educational Master Plan timeline with the Board of Trustees (see attached).

- **Facilities Master Plan / Special Bond Projects** - Peter Mitsakos, West Edge Architects, reviewed the draft Facility Master Plan with the Board.

- **Information Technology Plan** – Gary Van Voorhis, Director of Information Technology Services, reviewed the draft Information Technology Plan with the Board (see attached).

The Board will be provided with a draft on each of the plans listed above at a Special Board Meeting on April 23, 2014.

- **Climate Survey** – Howard Kummerman reviewed the 2013 Climate Survey report with the Board [Rio Hondo Strategic planning - Climate Survey Report.pdf](#).

- **Review Board Self-Evaluation Instrument** – At the August 10, 2013 Board meeting, the Board requested that Howard Kummerman develop a new evaluation instrument and create an electronic survey for the 2014 evaluation. Mr. Kummerman reviewed the proposed electronic survey with the Board. No changes were made (see attached).

- **BP 2310 – Regular Meetings of the Board** – The Board reviewed BP 2310, Regular Meetings of the Board, and discussed the option of revising the policy to schedule Board meetings twice a month. After much discussion, it was decided not to change the policy and the Board calendared special meetings as follows:
  - April 23, 2014, 6:00 p.m.
  - May 3, 2014, 11:30 a.m.
  - June 18, 2014, 6:00 p.m.
  - June 19, 2014, 6:00 p.m.
  - August 27, 2014, 6:00 p.m.

III. INFORMATION ITEMS – The Board reviewed the following and made no changes to the following:

1. Board Protocols
2. Board Goals
3. Board Ethics Policy

IV. ADJOURNMENT

14. It was moved by Mr. Mendez, seconded by Ms. Garcia and carried unanimously to adjourn the meeting at 4:30 p.m. The date of the Next Regular Meeting: Wednesday, February 19, 2014, 6:00 p.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier).
EDUCATIONAL MASTER PLAN (EMP) TIMELINE

April 5, 2013    Educational Master Plan Kick-off at Institutional Planning Retreat
                 ▪ Mission Statement Review
                 ▪ Educational Philosophy/Strategic Directions
                 ▪ Institutional Standards

May – November 2013  Mission Statement Revision
                     ▪ Establish Mission Statement Task Force
                     ▪ Campus Review
                     ▪ Board of Trustees Approval

October 22, 2013   Establish Campus Leadership for Educational Master Plan
                     ▪ Executive Team from President’s Council
                     ▪ Task Force for Educational Master Plan from Planning Fiscal Council

November 7, 2013   First meeting of TEMP
                     ▪ Establish meetings & timeline
                       - TEMP will meet four times a month. One meeting will include entire leadership team.
                       - Discuss EMP content workflow

December - February Educational Master Plan and Task Force Meetings

March - April     Campus & Community review of Draft Educational Master Plan
                     ▪ ASRHC -
                     ▪ Academic Senate -
                     ▪ President’s Advisory Committee -
                     ▪ Campus Open Review Sessions -
                     ▪ Administrative Council -
                     ▪ CSEA Executive Committee -
                     ▪ Board of Trustees Workshop -

April 11, 2014    Institutional Planning Retreat
                     ▪ Review and finalize EMP

May 14, 2014      Board of Trustees Approve Educational Master Plan

Revised 1/28/14
Educational Master Plan

Leadership

Executive Team – President’s Council

- Teresa Dreyfuss – Superintendent / President
- Kenn Pierson – Vice President, Academic Affairs
- Henry Gee – Vice President, Student Services
- Philip Luebben – Interim Vice President, Finance & Business
- Adam Wetsman – President, Academic Senate
- Sandra Rivera – President, CSEA

Task Force for the Educational Master Plan (TEMP) – Planning Fiscal Council (PFC)

- Co-Chair – Howard Kummerman
- Co-Chair – Julius Thomas
- Faculty – Dianna Reyes, Jim Newman, Michelle Pilati
- Administrators – Don Mason & Philip Luebben
- Classified Employees – Gina Bove & Jim Sass
- Students – Valeria Guerrero & Cristhian Lin-Calbos

Support Staff

- Jim Poper
- Gary Van Voorhis
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, Task Force, Deans)**
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
TECHNOLOGY PLANNING UPDATE

Planning Update

- Technology Planning Team
  - Twenty-five Direct Participants
- Campus Wide Ideas
  - One Hundred Fifteen Thoughts and Suggestions

Computing Trends

- Audio/Visual Revolution
  - Amplifying sight and sound, typically in the form of slides or video and recorded speech or music.
- Cloud Computing
  - The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.
- Infrastructure Upgrades
  - The "core" network, hardware, and software systems required for RHC to provide services to its primary stakeholders.
- Mobility
  - Using less complicated computing devices characterized by their portability. Examples include smartphones and tablets.
- Virtualization
  - Utilizing specialized software to allow a computer to run more than one operating system at one time.
Audio/Visual Upgrades

- **Definition**
  - Amplifying sight and sound, typically in the form of slides or video and recorded speech or music.

- **Goal**
  - Provide modern multi-media classroom services

- **Activities**
  - Audio/Visual Standard in all Classrooms
    - Upgrade A, B, and Science buildings to new building standards in association with Facilities Master Plan
  - Remain abreast of Changing Classroom Audio/Visual Technologies and Needs as related to the Education Master Plan

Cloud Computing

- **Definition**
  - The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.

- **Goal**
  - Make resources available regardless of space and time

- **Activities**
  - Secure Corporate Cloud Infrastructure
  - Document Management System
  - Email

  **NOTE:** Cloud computing is important in the expanding role of online education

Infrastructure Upgrades

- **Definition**
  - The “core” network, hardware, and software systems required for RHC to provide services to its primary stakeholders.

- **Goal**
  - Deliver current, stable systems environment with which to build computing solutions

- **Activities**
  - Network
    - Ongoing Network Upgrades, including Wireless/Cellular Systems
    - Update Internet Access
  - Hardware
    - Provide Up-To-Date, Modern Hardware to RHC Constituents
  - Software
    - Banner 9.0, Luminis 5.0, Oracle 12c
    - Upgrade Controlled and Decentralized Software titles as required
    - Replace RHC Planning Software
Mobility

- **Definition**
  - Using less complicated computing devices characterized by their portability. Examples include smartphones and tablets.

- **Goal**
  - Expand the reach of Rio Hondo systems to evolving mobile devices

- **Activities**
  - Implement Banner Mobile Applications for Registration, Financial Aid, etc.
  - Prepare to Take Payments Using Mobile Devices

Virtualization

- **Definition**
  - Utilizing specialized software to allow a computer to run more than one operating system at one time.

- **Goal**
  - Improve efficiency and flexibility through increasing virtualization

- **Activities**
  - Expand Virtualization for Specialized Programs
    - GIS/CAD
  - Expand Use of Workstation Virtualization
  - Expand Virtualization to Mobile Devices

Next Steps

- Create narrative plan to expand the goals and activities outlined
- Solicit feedback from taskforce members and college constituents and adjust plan accordingly
- Adopt final version
- Timing – March 31, 2014
<table>
<thead>
<tr>
<th>SELF-EVALUATION SURVEY - DRAFT Questions</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Source</th>
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<td>Mission and Planning</td>
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<td>CCLC, ACCT</td>
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<td>The board regularly reviews the mission of the college.</td>
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<td>The board assures that there is an effective planning process and is appropriately involved in the process.</td>
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<td>The board is knowledgeable of the general strategic and master plans of the college.</td>
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<td>The board establishes policies consistent with the mission statement to ensure the quality, integrity,</td>
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<td>and improvement of student learning programs, services, and resources.</td>
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<td>The board regularly reviews and evaluates board policies to ensure consistency with the mission of the college.</td>
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<td>CCLC, Std IV B.1.b</td>
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<td>The board monitors the effectiveness of the college in fulfilling its mission.</td>
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<td>CCLC, BP 2410.IV</td>
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<td>The board ensures that the mission and goals are responsive to community current and future needs.</td>
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<td>The board is knowledgeable about the educational programs that implement the mission of the college.</td>
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<td>The board spends adequate time discussing future needs and direction of the college.</td>
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<td>The board assures that the budget reflects college priorities in the mission and goals.</td>
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<td>Is there anything else you would like to add about the board's involvement with the college's mission and planning?</td>
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<td>Open-ended Question</td>
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<td>Board Leadership</td>
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<td>The board adheres to its roles and responsibilities.</td>
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<td>Board officers are aware of their roles and responsibilities for serving on the board.</td>
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<td>ACCT, BP 2210</td>
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<td>The board regularly reviews its code of ethics and policies addressing violations to the code.</td>
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<td>ACCT, CCLC, BP 2215, Std. IV B.1.h</td>
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<td>Board members avoid conflicts of interest and the perception of such conflicts.</td>
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<td>ACCT, CCLC, BP 2715, BP 2710</td>
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<td>Board discussions reflect a climate of trust and respect.</td>
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<td>ACCT, CCLC</td>
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<td>Board members work together as a team to accomplish the work of the board.</td>
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<td>ACCT, CCLC</td>
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<td>The board maintains confidentiality of privileged information.</td>
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<td>The board advocates for and defends the college and protects it from undue influence or pressure.</td>
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<td>CCLC, ACCT, Std. IV B.1.a</td>
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## SELF-EVALUATION SURVEY - DRAFT Questions

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<tr>
<th>Question</th>
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<td>Is there anything else you would like to add about board leadership?</td>
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<td>Open-ended Question</td>
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<td><strong>Policy/Decision-Making</strong></td>
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<td>The board clearly understands its policy role and differentiates its</td>
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<td>role from the CEO and college staff.</td>
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<td>The board periodically reviews and evaluates its policies.</td>
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<td>Board policies are regularly evaluated for the effectiveness as</td>
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<td>measured by specific outcomes and clarity of language and intent.</td>
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<td>CCLC, ACCT, BP 2410.IV, Std. IV A.5</td>
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<td>The board’s policy manual is up-to-date and comprehensive.</td>
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<td>Once a decision is made, board members uphold the decision of the</td>
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<td>board and act as a whole.</td>
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<td>CCLC, ACCT, Std. IV A.2 and B.1.d</td>
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<td>The board relies on board policy in making decisions and in guiding</td>
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<td>the work of the college.</td>
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<td>The board considers the political ramifications of its decisions.</td>
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<td>Board members make decisions after thorough discussion and</td>
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<td>exploration of many perspectives.</td>
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<td>The board ensures that appropriate members of the college participate</td>
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<td>in the decision-making process.</td>
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<td>Std. IV A.2, BP 2510.1</td>
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<td>Board policies adequately address parameters for fiscal management</td>
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<td>that meet audit standards.</td>
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<td>Is there anything else you would like to add about policy and/or</td>
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<td>Open-ended Question</td>
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<td><strong>Board Meetings and Agendas</strong></td>
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<td>Board meetings are conducted in an orderly, efficient manner.</td>
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<td>Closed sessions are held only when needed.</td>
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<td>ACCT, BP 2315</td>
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<td>Agenda items provide sufficient information to enable good board</td>
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<td>CCLC, ACCT, BP 2340.1</td>
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<td>decision-making.</td>
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<td>The Brown Act is understood and adhered to during board meetings.</td>
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<td>CCLC, BP 2310.5</td>
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<td>Board meeting agendas are relevant to the work of the board.</td>
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<td>CCLC, ACCT</td>
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<td>Board meetings and study sessions provide sufficient opportunity to</td>
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<td>CCLC, ACCT</td>
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<td>explore key issues.</td>
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<td>Is there anything else you would like to add about board meetings and/</td>
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<td><strong>Board Relationships</strong></td>
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<td>The board maintains a positive working relationship with the CEO.</td>
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<td>The board clearly delegates the administration of the college to the CEO.</td>
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<td>CCLC, ACCT, Std. IV B.1.j, BP 2340.1</td>
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<td>The board sets and communicates clear expectations for CEO performance.</td>
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<td>The board regularly evaluates CEO performance.</td>
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<td>CCLC, ACCT, Std. IV B.1.j, BP 2435</td>
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<td>The board has established and follows clear parameters for collective bargaining.</td>
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<td>CCLC, BP 2610</td>
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<td>The board, administrators, faculty, staff, and students work together for the good of the college.</td>
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<td>Std. IV A.3</td>
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<td>The board expects and supports faculty, staff, and student participation in college decision-making.</td>
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<td>CCLC, ACCT</td>
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<td>Board members maintain good relationships with community leaders.</td>
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<td>The board has strategies for involving the community in discussions of issues that impact the community.</td>
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<td>CCLC, ACCT</td>
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<td>The board plays a leadership role in the local community.</td>
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<td>The board is knowledgeable about community trends and needs.</td>
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<td>The board's policies provide for fair and equitable treatment of staff.</td>
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<td>CCLC, ACCT</td>
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<td><strong>Is there anything else you would like to add about board relationships?</strong></td>
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<td>Open-ended Question</td>
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<td>Monitoring and Evaluation</td>
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<td>The board regularly evaluates its policies and practices and revises them as necessary.</td>
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<td>Std. IV B.1.e</td>
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<td>The board assesses its own performance to identify strengths and areas for improvement.</td>
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<td>BP 2745.1</td>
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<td>The board's self-evaluation processes are clearly defined, implemented, and published in its policies or bylaws.</td>
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<td>Std. IV B.1.g</td>
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<td>The board has a system to evaluate the effectiveness of the educational program of the college.</td>
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<td>The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational programs.</td>
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### SELF-EVALUATION SURVEY - DRAFT Questions

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<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Source</th>
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<td>The board adequately monitors the impact the college has on the community.</td>
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<td>The board communicates various evaluation results and uses them as the</td>
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<td>basis for improvement.</td>
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<td>The board is appropriately involved in the accreditation process.</td>
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<td>CCLC, ACCT, Std. IV B.1.1</td>
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<td>The board regularly receives and reviews reports on institutional</td>
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<td>The board regularly receives and reviews reports on the financial status</td>
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**Open-ended Question:** Is there anything else you would like to add about monitoring and evaluation?

**Board Education**

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<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Source</th>
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<tr>
<td>All new board members participate in a comprehensive orientation to the board.</td>
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<td>CCLC, ACCT, Std. IV B.1.f</td>
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<td>The board has a mechanism for providing continuity of membership and</td>
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<td>Std. IV B.1.f, BP 2100.l</td>
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<td>Board members are engaged in a continuous process of training and</td>
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<td>CCLC, ACCT, Std. IV B.1.f</td>
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<td>Board members are encouraged to engage in ongoing education about college</td>
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<td>and state issues.</td>
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**Open-ended Question:** Is there anything else you would like to add about board education?

**Open-ended Question:** Overall, is there anything else you would like to add that has not already been addressed?
I. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED TO AN INDIVIDUAL BOARD MEMBER

A. Be accessible; listen respectfully and impartially.

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

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

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

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

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

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

C. The Board President will ask the Superintendent/President if there are any comments from the Administration.

D. The Board President will ask the Superintendent/President to look into the issue and report back to the Board. The Board President will determine what form the report will take (e-mail, formal written report, etc.)

E. After receiving the report from the administration, the Board may decide to place the issue on a future Board agenda for discussion or action.

Reviewed and Revised at the 8/10/13 Board Retreat
III. PROTOCOL FOR RESPONDING TO CONCERNS EXPRESSED DURING A CRISIS

A. Be respectful, listen respectfully and impartially.
B. Refer the individual or group to the Superintendent/President.
C. Do not make any promises to the individual or group.
D. Do not attempt to solve the problem.
E. The Superintendent/President will alert the Board President.
F. In consultation with the Board President, the Superintendent/President, will decide how to handle the issue.
G. Any written communication with the individual or group expressing the concern, or with the media, will be made by the Superintendent/President and/or Board President.
H. The Board may request a more formal investigation of the concerns.

IV. PROTOCOL FOR THE CONFIDENTIALITY OF CLOSED SESSION

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

V. PROTOCOL FOR MEDIA INQUIRIES

A. The Board President responds to all media inquiries on behalf of the Board of Trustees and may choose to collaborate with the Superintendent/President if necessary. Other members of the Board of Trustees are expected to defer to the Board President and/or the Superintendent/President with regard to media inquiries.

VI. Protocols shall be reviewed annually at the Board of Trustees Retreat

Reviewed and Revised at the 8/10/13 Board Retreat
2013-2014
Board of Trustee Goals

I. Actively participate in Accreditation Self-Evaluation (Standard IV).
   A. Develop Board roles and responsibilities including Student Trustee.
   B. Develop Board President roles and responsibilities.
   C. Review Ethics policy.
   D. Review protocol and put into practice strategies for the Board to work together as a unit.
   E. Review the governance process in Standard IV Leadership and Governance - Section A. Decision Making Roles and Processes.

II. Ensure Professional Board Development.
   A. Establish areas of Board expertise and support with development.
   B. Assure representation by Board at conferences.
      1. Share conference experience at Board meetings.
   C. Support individual development in addition to conferences.
   D. Strive to complete Community College League course in two years on how to be an effective trustee.

III. Review & support Student Success Task Force implementation plan annually.


V. Formalize Board responsibilities.
   A. Review and implement Presidential evaluation process.
   B. Assure Board participation at on-campus activities.
   C. Review CCLC Trustee Handbook annually.

VI. Support implementation of campus-wide training for sexual harassment, code of ethics, and emergency preparedness.

VII. Establish budget guidelines to ensure Rio Hondo Community College District financial stability.

VIII. Support and participate in campus process to create new Rio Hondo College Educational Master Plan.
I. The Board of Trustees maintains high standards of ethical conduct for its members and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support. Members of the Board are responsible to:

- Act only in the best interest of the District entire community;
- Ensure public input into Board of Trustees deliberations, adhering to the law and spirit of the open meeting laws and regulations;
- Prevent conflicts of interest and the perception of conflicts of interest;
- Support the District mission;
- Ensure that students receive the highest quality education;
- Exercise authority, not as individuals, only as a Board;
- Use appropriate channels of communication;
- Respect others and act with civility;
- Remain informed about the District, educational issues, and responsibilities of Board membership;
- Devote adequate time to Board work and preparing for meetings;
- Maintain the confidentiality of closed sessions;
- Deal with any violations; and
- Adhere to the established Board protocols.

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

If a Board member feels the BP 2715, Code of Ethics/Standards of Good Practice Policy has been violated, the Board member should go to the President of the Board, or Vice President of the Board if the President of the Board is in violation. The President (or Vice President) of the Board shall go to the Board member (or Board President) who violated the policy and have a discussion to resolve the violation.

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

If the appointed Board committee finds that the Board member should be censured, the item will be placed on the next regular Board meeting agenda for full Board discussion and follow the censure process associated with Robert’s Rules of Order, the Board’s chosen method of handling the
Board’s official business (Board Study Session 6-14-13 and reaffirmed at the Board Retreat on August 10, 2013).

If the alleged behavior violates laws, the President of the Board /Vice President of the Board may seek legal counsel and the violations referred to the District Attorney or Attorney General as provided for in law.

III. The Board will review the Code of Ethics statement at least annually. (Agreed at the June 14, 213 study session and reaffirmed at the Board Retreat on August 10, 2013.

IV. Source/Reference
Accreditation Standards 40.A.5. IV.B.1.h.