Location: Rio Hondo College Board Room  
3600 Workman Mill Road, Whittier CA 90601

Members Present: Ms. Vicky Santana, President  
Ms. Madeline Shapiro, Vice President  
Mr. Gary Mendez, Clerk  
Ms. Norma E. Garcia, Member  
Ms. Mary Ann Pacheco, Member  
Caroline Carroll, Student Trustee

Members Absent: None

Staff Members: Ms. Teresa Dreyfuss, Superintendent/President  
Dr. Kenn Pierson, Vice President, Academic Affairs  
Mr. Henry Gee, Vice President, Student Services  
Mr. Philip Luebben, Interim Vice President, Finance & Business  
Dr. Adam Wetsman, President, Academic Senate  
Ms. Kathy Pudelko, President, RHCFA  
Ms. Sandra Rivera, President CSEA  
Ms. Valeria Guerrero, President, ASRHC

Ms. Sandy Sandello (Recorder)

I. CALL TO ORDER

A. Call to Order

Ms. Shapiro called the meeting to order at 7:10 p.m.

B. Pledge of Allegiance

Pledge of Allegiance led by Michael Moran, Student of the RHC Choral Singers.

C. Roll Call

All members present.

D. Approval of Minutes: November 13, 2013; November 18, 2013

1. It was moved by Ms. Garcia, seconded by Mr. Mendez and carried unanimously to approve the minutes of November 13, 2013.
2. It was moved by Ms. Garcia, seconded by Ms. Santana and carried unanimously to approve the minutes of November 18, 2013.

E. **Open Communication for Public Comment**

No comments from the public

F. **Annual Organization and Election of Officers**

President Teresa Dreyfuss called the annual organization meeting to order and asked for nominations for the office of President of the Board of Trustees.

Ms. Shapiro nominated Ms. Vicky Santana. President Dreyfuss asked if there were any other nominations, and there were none. The Board congratulated Ms. Santana as the new President of the Board.

Ms. Santana assumed the chairmanship of the meeting and called for nominations for Vice President of the Board of Trustees.

Ms. Garcia nominated Ms. Madeline Shapiro. Ms. Santana asked if there were any other nominations, and there were none. The Board congratulated Ms. Shapiro as the new Vice President of the Board.

Mr. Santana called for nominations for Clerk of the Board of Trustees.

Ms. Santana nominated Mr. Gary Mendez. Ms. Santana asked if there were any other nominations, and there were none. The Board congratulated Mr. Gary Mendez as the Clerk of the Board.

In accordance with Board Policy, the Superintendent/ President, shall serve as Secretary to the Board of Trustees.

Ms. Santana called for nominations for a representative to elect a member to the Los Angeles County School District Organization. Ms. Mary Ann Pacheco agreed to serve.

Ms. Santana asked for nominations to elect a member to represent the Board on the Los Angeles County Schools Trustees Association. Ms. Garcia agreed to serve.

G. **Presentations**

The RHC Choral Singers performed for the Board of Trustees.

II. **CONSENT AGENDA**

3. It was moved by Mr. Mendez, seconded by Ms. Garcia and carried unanimously to approve the following Consent Agenda as presented:
A. FINANCE & BUSINESS

1. Finance & Business Reports

Approved the following business reports:

- Purchase Order Report - Approved the Purchase Order Report reviewing purchases for the preceding month.

2. Authorization for Out-of-State Travel & Conferences

Approved the following staff members and Board members who could participate in the following educational conferences:

Mary Ann Pacheco and Caroline Carroll to participate at the Association of Community College Trustees (ACCT) 2014 National Legislative Summit in Washington DC on February 10-13, 2014.

Janine Livingston to participate at the Artist & Teacher in Residence at the Taipei American School Taipei, Taiwan on January 2-12, 2014.

Mike Salazar to participate at the National Baseball Coaches Association National Conference in Dallas, TX on January 2-5, 2014.

John Frala, Steve Tomory and Mike Slavich to participate at the Mentor Connect Training in Atlanta, GA on January 21-25, 2014.


Approved the revenue sharing agreement as listed below and authorized the Administration to sign appropriate documents on behalf of the District:

<table>
<thead>
<tr>
<th>Classroom Training Courses (Options)</th>
<th>Hours</th>
<th>Student Tuition Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Technician – 50</td>
<td>50</td>
<td>$999</td>
</tr>
<tr>
<td>Pharmacy Technician – 80</td>
<td>80</td>
<td>$1,399</td>
</tr>
<tr>
<td>Health Information Technology – HIT Consolidated</td>
<td>140</td>
<td>$2,450</td>
</tr>
<tr>
<td>Health Information Technology – HIT #1</td>
<td>95</td>
<td>$1,599</td>
</tr>
<tr>
<td>Health Information Technology – HIT #2</td>
<td>95</td>
<td>$1,599</td>
</tr>
</tbody>
</table>
Clinical Medical Assistant 140 $2,399
Dental Assisting Program 60 $1,199
Dental Assisting Texas 100 $1,799
Medical Billing & Coding 80 $1,799
ICD-10 – Medical Coding 50 $1,299
EKG Technician Program 50 $999
Electronic Health Records 95 $1,999
Phlebotomy Technician 90 $1,599
Medical Admin Assistant 50 $999
Dialysis Technician 50 $999
Medical Terminology 20 $499
Physician Medical Office 50 $999
Histology Technician Program 95 $1,999
Intravenous (IV) Therapy 50 $1,299
Patient Access & Registration 90 $1,950
Pharmacy Compounding & Sterile Prep 50 $999
Hospital Billing & Coding 80 $1,899
Veterinary Assistant Program 100 $1,899
Physical Therapy Aide 50 $999
Health Unit Coordinator 50 $999
Chiropractic Assistance 50 $999
Ophthalmic Assistant 50 $999
Surgical Technician Program 50 $999
Polysomnography / Sleep Technician 90 $1,699
Medical Manager Program 14 $599

4. **Amend Microsoft Certification Agreement between Foundation for California Community Colleges and MESA Program**

   Approved the amendment of the agreement between the Foundation for California Community Colleges and MESA Program as presented:

   The Agreement included the following:

   - Provided MESA students with a personal laptop computer.
   - Provided Rio Hondo College with a Microsoft IT Academy site license for MESA students and staff to train and prepare for taking a Microsoft certification exam in Microsoft Works, PowerPoint, and/or Access.
   - Provided a Certiport site license.
   - Awarded a one-time $8,000.00 payment to the MESA program.
   - Provided for management of all data collection and dissemination regarding test taking and results for participants.
   - Served as a resource and intermediary between Certiport and MESA programs to ensure Certiport staff are available to respond to individual implementation questions and needs.

   This Amendment will extend the original Agreement through December 31, 2013.
5. **Certification of Signatures**

   Approved and shall execute the Certification of Signatures Document in support of the Annual District Reorganization and authorized the Administration to process and file the Document on behalf of the District.

6. **Grant Award from the City of Pico Rivera – “GO RIO”**

   Accepted the GO RIO Grant from the City of Pico Rivera in the amount of $2,000.00 and authorized the Administration to execute the appropriate documents on behalf of the District.

7. **DSA Plan Check Fees – Closeout Documentation – Installation of Fire Alarm System at the A.J. Annex Building**

   Approved the payment of a plan check fee to the Department of the State Architect in the amount of $500.00 from Bond Funds and authorized the Administration to execute appropriate documents on behalf of the District.

8. **DSA Plan Check Fees – Soccer Field Renovation Project**

   Approved the payment of a plan check fee to the Department of the State Architect in the amount of $26,650.00 from Bond Funds and authorized the Administration to execute appropriate documents on behalf of the District.


   Approved the proposal of $1,811.25 for the programming of narrow band radio repeater, re-programming of College hand held radios & FCC licensing update to be paid from Bond Funds and authorized the Administration to execute appropriate documents on behalf of the District.

10. **Budget Augmentation**

    Approved the additional Budget Augmentation as outlined below:
## Facilities Requests

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program</th>
<th>Requested Item</th>
<th>Amount/Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Administration of Justice</td>
<td>Remodel of the AJ Annex.</td>
<td>$2,000,000 Bond Fund</td>
</tr>
<tr>
<td>Facilities</td>
<td>Operations</td>
<td>Solar and hard wired light posts</td>
<td>$300,000 Funded State Bond / Edison Fund</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>CNA</td>
<td>Instructional space will be identified, and furniture and equipment installed</td>
<td>$10,000 General Fund</td>
</tr>
</tbody>
</table>

## Technology Requests

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program</th>
<th>Requested Item</th>
<th>Amount/Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>Behavioral &amp; Social Sciences</td>
<td>Ceiling Mounted Projectors</td>
<td>$5,200 General Fund</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Technology related to facilities (e.g., Smart classrooms, etc.) for 45 Stations</td>
<td>$90,000 Bond Fund</td>
</tr>
<tr>
<td>Counseling &amp; Student Development</td>
<td>Career Center</td>
<td>Database software</td>
<td>$5,000 General Fund</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology</td>
<td>Computer Hardware-Annual computer refresh</td>
<td>$200,000 or less Bond Fund</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology</td>
<td>Computer Hardware-wired network distribution switches</td>
<td>$135,000 Bond Fund</td>
</tr>
</tbody>
</table>

## Additional Budget Requests

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program</th>
<th>Requested Item</th>
<th>Amount/Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Cultural Programs</td>
<td>Visual Art</td>
<td>Painting racks and Ventilation System for two Visual Art classrooms.</td>
<td>$10,000 General Fund</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>Automotive Technology</td>
<td>Transmission Tester</td>
<td>$40,000 Bond Fund</td>
</tr>
<tr>
<td>Health Services</td>
<td>Health Services</td>
<td>Medical Services Cart</td>
<td>$6,000 General Fund</td>
</tr>
<tr>
<td>Library &amp; Learning Support</td>
<td>Library</td>
<td>Desensitizer / Resensitizer P122-3515 For the security of Library material</td>
<td>$10,000 General Fund One Time</td>
</tr>
<tr>
<td>Library &amp; Learning Support</td>
<td>Student Success &amp; Retention</td>
<td>Gateway Tutors and Peer Mentors</td>
<td>$7,500 General Fund</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>Math &amp; Science</td>
<td>Replacement Laboratory chairs</td>
<td>$69,600 Bond Fund</td>
</tr>
</tbody>
</table>

   Approved $6,540.73 for the purchase of one new blue light emergency phone for tennis courts/parking lot J from Rath Security Emergency Products to be paid from Bond Funds and authorized the Administration to execute appropriate documents on behalf of the District.

12. **Update Final Proposal (FPP) - The Fine Arts Center – Westberg + White Inc.**

   Approved an amount not to exceed $3,500.00 contract for the update to the Final Project Proposal (FPP) for the Fine Arts Center by Westberg + White, Inc. to be paid from the Bond Funds and authorized the Administration to execute appropriate documents on behalf of the District.

13. **Revenue Agreement – Ammo Brothers**

   Approved the Revenue Agreement with Ammo Brothers as summarized above and authorize the Administration to sign appropriate documents on behalf of the District.

14. **Substantial Completion of Bid #1192 – El Monte Education Center**

   Approved the substantial completion of the work performed under Bid #1192 El Monte Education Center Project and authorized the filing of a Notice of Completion with the Los Angeles County Recorder.

15. **Amendment #01 to Contract Number CSPP-3231 with California Department of Education Funding California State Preschool Program (CSPP)**

   Approved the Amendment #01 to Contract CSPP-3231 from the California Department of Education and authorized the Administration to sign the appropriate documents on behalf of the District.

16. **Continuing Education**

   Approved the Continued Education class as follows:

   a. Eza Studios, Inc. – To instruct “How to make a living as an artist”, a workshop designed for new or experienced artists who wish to earn a living with their talents. Class topics will open students’ eyes to the massive variety of art fields available; what steps are needed to
prepare for them; and successful business and marketing tips that can be immediately applied to generate income. Dates of service are December 12 2013 – June 30, 2014. Payment will be split 60% to Rio Hondo College and 40% to the consultant.

17. **Consultants**

Approved the following Consultants:

a. **Ai-Trinh Duong** – To instruct a five (5) year consultant service contract for Web hosting and maintenance for RioSource web site. Dates of service are December 12, 2013 – December 12, 2018. Payment not to exceed $800.00 from Student Mental Health Awareness Grant (RioSource).

b. **The Ken Blanchard Companies** – Randy Conley will be a facilitator for the “Trust Builder” training workshop for the Leadership Academy. Date of service is January 17, 2014. Payment not to exceed $1,298.00 from the Staff Development Fund.

B. **PERSONNEL**

1. **Academic**

a. **Employment**

   **Fall, 2013**

   **Special Assignment**

   The following instructor will receive a $250 stipend, paid out of Title V Grant, for completion of his project of creating two new assignments to enhance regular and effective contact for his online course:

   **FLORES, Michael**, Behavioral & Social Sciences

   **Hourly as Needed, Intersession 2014**

   **Cal WORKS**

   **HERNANDEZ-GARCIA, Nellie**, Interim Counselor/Coordinator

   **LAC**

   **CHANDLER, Jim**

   **Math & Sciences**

   **SPIELE-PERSAD, Gisela**, SSS STEM grant

   **Student Success & Retention**

   **GUZMAN, Sergio**, Title V Grant

   **Hourly As Needed, 2013-2014**

   **Public Safety**

   **CARTER, Curtis**

   **HOLT, Clayton**
Veterans Services

CASTANEDA, Arely, SSI funding

Part time, Spring 2014

Arts & Cultural Programs

BOGDANOV, Alexander  FRENCH, Ashley
KYOSE, Yumi  TALBOT, Lisa

Behavioral and Social Sciences

MAEHARA, Gary  OCON, Albert
QUINN, Nicole  ROBERTS, Kenitha

Business Division

ONO, Daryl

Career Technical Education

CHENG, Wen

Health Sciences & Nursing

OGUNREMI, Faozat  RUTHERFORD, Eileen


CARTAGENA, Alyson, Physical Education
FUNG, Hank, Math & Sciences
KAMDIBE, Sr., Muata, Communications & Languages
VALDIVIA, Irma, Behavioral & Social Sciences
WELLS, Stephanie, Library

2. Management and Confidential

a. Employment

NAKAMA, Charlene, Employee Benefits Specialist, Human
Resources, 100%, 12 months, effective January 6, 2014

b. Revision of Job Descriptions

(See attachments)

Dean, Counseling and Student Success
Dean, Student Affairs
Dean, Student Services
3. **Classified**

   a. **Employment**

      **Regular Classified, 2013-2014**

      The following employee is being hired in the designated capacity with dedicated funding through June 30, 2014. If continued funding should not be available, 60-day notice shall be served:

      LOPEZ, Deborah, Sr. Financial Aid Assistant, 100%, 12 months, effective November 12, 2013

   b. **Increase in Assignment**

      REYES-LUERA, Gloria, Secretary in EOPS, from 11.5 months to 12 months, paid out of Cal WORKS funding, effective January 1, 2014

      VO, Don, Custodian, Facilities Services, from 45% to 100%, effective December 4, 2013

   c. **Leave of Absence**

      CASTANEDA, Arley, Sr. Financial Aid Assistant in Veterans Services, has requested a 30% leave from her classified position, effective January 6, 2014 through June 30, 2014

   d. **Family Care and Medical Leave**

      PADILLA, Emily, Switchboard Op./Mailroom Clerk has requested a 12-week Family Care and Medical Leave to be taken intermittently, effective December 2, 2013

   e. **Resignation**

      MEJIA, Juan, Sr. Financial Aid Assistant. His last day of employment is December 20, 2013

      PERAZA, Zayne, Library/Media Clerk. Her last day of employment was November 20, 2013

   f. **Retirement**

      LASSITER, Marian, Clerk Typist III, EOPS. Her last day of employment is December 30, 2013, with her first day of retirement being December 31, 2013

4. **Unrepresented, (AP 7130), 2013-14**

   a. **Employment**

      **Hourly**

      ARZATE, Roberto, Tutor II, EOPS
      LAM, Celestine, Tutor II, EOPS
      LODICO, Caleb, RTO, Public Safety
      DE VINE, Michael, RTO, Public Safety
      LIZANO, Richard, RTO, Public Safety
      NOBLE, William, RTO, Public Safety

      **Volunteers**

      AVILES, Antonio, Public Safety
      GARY, Brooks, Public Safety
      SIFUENTES, Stephen, Public Safety
C. ACADEMIC Affairs

1. Curriculum Items

   a. New Course that is Part of an Existing Program

      The following courses have been recommended for inclusion in our offerings and the catalog:

      MGMT 208: Business Communications
      (Business) 
      Degree Applicable; (3 Units) 
      Transfers to: CSU
      **Justification:** This course will fulfill the oral and written communications skills needs of those students pursuing a career in business. This course will also fulfill the core course requirement in a degree or certificate program for Small Business/Entrepreneurialism, Business Management, Retail Management, CIT, Business Marketing, Accounting, and the new Business Administration TMC.

      LIT 130H: Women and Literature Honors 
      (Communications and Languages) 
      Degree Applicable; (3 Units) 
      Transfers to: CSU
      **Justification:** This course is beneficial for honors students and for those who would like to develop a foundation in this literary genre. The course is an elective and adds breadth and depth to Rio Hondo’s new AA degree in English and Literature.

   b. Unit/Hour Change

      The following courses have been recommended for a unit/hour change to reflect an increase/decrease in course content:

      PE 170: Women’s Intercollegiate Basketball Team
      Unit Change: FROM: 2 Units TO: 1.5 Units 
      Hour Change: FROM: 180 Lab TO: 81 Lab

      PE 172: Women’s Intercollegiate Volleyball Team
      Unit Change: FROM: 2 Units TO: 3 Units 
      Hour Change: FROM: 180 Lab TO: 162 Total Lab

      PE 181: Men’s Intercollegiate Basketball Team
      Unit Change: FROM: 2 Units TO: 1.5 Units 
      Hour Change: FROM: 180 Lab TO: 81 Total Lab

      PE 189: Men’s Intercollegiate Wrestling Team
Unit Change: FROM: 2 Units TO: 3 Units
Hour Change: FROM: 180 Lab TO: 162 Total Lab

c. **New Program**
The following certificates/degrees have been recommended for inclusion in our offerings and catalog:

- **AS-T Degree – Administration of Justice for Transfer**
  (18-19 Units)

- **AA-T Degree – Anthropology for Transfer**
  (19-20 Units)

- **AA-T Degree – Political Science for Transfer**
  (19 Units)

- **AA-T Degree – Theatre Arts for Transfer**
  (18 Units)

- **AA-T Degree – Spanish for Transfer**
  (19 Units)

- **AA-T Degree – Journalism for Transfer**
  (19-21 Units)

d. **Course Change**
The following course has been recommended for deletion from our offerings and catalog with the following change:

- **PSY 133: Personal and Social Adjustment**
  *Delete from Curriculum*

Ms. Shapiro left at this point of the meeting.

III. **ACTION ITEMS**

A. **FINANCE & BUSINESS**

1. **Annual Financial Audit Report**

4. It was moved by Ms. Garcia, seconded by Mr. Mendez and carried that the Board of Trustees accept the financial Audit for the fiscal year ending June 30, 2013.

2. **Annual Bond Audit Report**

5. It was moved by Ms. Garcia, seconded by Ms. Pacheco and carried unanimously to accept the Bond Financial audit report and Performance audit report for the fiscal year ending June 30, 2013.

Ms. Shapiro returned to the meeting.
B. PRESIDENT’S OFFICE
1. Revision to Board Policies 2015, 5010, 5700 (Final Adoption) – (See Attached)

6. It was moved by Ms. Garcia, seconded by Ms. Pacheco and carried unanimously to approve Board Policies 2015, 5010, and 5700 for final adoption.

2. Revision to Board Policies 2725, 2210, 2340, 2510, 2715, 2110, 2310, 2345, 2431, 2432, 2610, 4020, 7340 (First Reading) – (See Attached)

7. It was moved by Mr. Mendez, seconded by Ms. Garcia for purposes of discussion of the above Board Policies. After discussion, it was moved by Ms. Pacheco, seconded by Mr. Mendez and carried unanimously to postpone BP 2310 for discussion at the future Board Retreat and carried unanimously to approve the rest of the proposed Board Policies 2725, 2210, 2340, 2510, 2715, 2110, 2345, 2431, 2432, 2610, 4020, 7340 for first reading.

3. Regular Board Meeting Dates for 2014

8. It was moved by Ms. Shapiro, seconded by Ms. Pacheco and carried unanimously to approve the Regular Board meeting dates for 2014:

   January 15, 2014 (off schedule due to holidays)  
   February 19, 2014 (rescheduled due to ACCT Conference)  
   March 12, 2014  
   April 9, 2014  
   May 14, 2014  
   June 11, 2014  
   July 9, 2014  
   August 13, 2014  
   September 10, 2014  
   October 8, 2014  
   November 12, 2014  
   December 10, 2014

IV. INFORMATION ITEMS
1. Building Program
   - Bond Expenditure Report (See Attached)

2. Accreditation Update (See Attached) - Dr. Adam Wetsman, co-chair of the Accreditation Leadership Team (ALT), provided information to the Board of Trustees about the December ALT meeting. Dr. Bill Scroggins, president of Mount San Antonio College, visited the meeting and provided insight into
some of the “snake pits” of accreditation. These included program review, planning, SLOs, financial stability, shared governance, and issues from previous recommendations by the ACCJC. In addition to describing Dr. Scroggins’ advise, a revised timeline for completing the draft of Rio Hondo’s report was provided to the Board, with the first report being due on March 21st, 2014.

3. New Administrative Procedure 6850, Hazardous Materials – (See Attached)

V. STAFF AND BOARD COMMENTS
   • Board Development Reporting

   Trustee Mendez, Garcia, Santana and Student Trustee Carroll reported on their recent attendance and workshops they attended at the CCLC Annual Conference in San Francisco, CA on November 18-20, 2013.

VI. CLOSED SESSION

   Ms. Santana recessed the meeting to Closed Session at 8:54 p.m. Upon returning from Closed Session, there was no reported out language.

Pursuant to Section 54956.8:
   • CONFERENCE WITH REAL PROPERTY NEGOTIATOR
     o 11400 Greenstone Avenue, Santa Fe Springs

Pursuant to Section 54956.9(b):
   CONFERENCE WITH LEGAL COUNSEL – Anticipated Litigation (2 Cases)

Pursuant to Section 54956.9(c):
   • CONFERENCE WITH LEGAL COUNSEL – Existing Litigation (1 Case)

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

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

VII. ADJOURNMENT

   Date of next Regular Board Meeting – January 15, 2014, 6:00 p.m.
RIO HONDO COMMUNITY COLLEGE DISTRICT

DEAN, COUNSELING AND STUDENT SUCCESS

DEFINITION

Under general administrative direction, to provide leadership and direction; to plan, manage, and oversee the activities, operations, and delivery of Counseling and Student Success Division programs and services; to coordinate assigned activities with other District divisions and outside agencies; and to provide highly responsible and complex professional support to the Vice President of Student Services.

SUPERVISION EXERCISED

Exercises direct supervision over professional, technical, and administrative support staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provide leadership and direction and assume full management responsibility for General Counseling services and activities including Career Development Center, Freshman Success Center, Outreach and Educational Partnerships, and Transfer Center.

Manage the development and implementation of General Counseling, goals, objectives, policies, and priorities; establish, within District policy, appropriate service and staffing levels; allocate resources accordingly.

Continuously monitor and evaluate the efficiency and effectiveness of General Counseling department service delivery methods and procedures; conduct needs and instructional program analysis; assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement; direct the implementation of changes.

Represent the Counseling and Student Success Division to other District divisions and outside agencies; explain and interpret instructional programs, policies, and activities; negotiate and resolve sensitive, significant, and controversial issues.

Select, train, motivate, counsel, and evaluate General Counseling, Transfer Center, Career Development Center, Freshman Success Center, Outreach and Educational Partnerships personnel; provide or coordinate staff training; work with employees to develop skills and abilities.

Plan, direct, and coordinate the Counseling and Student Success work plan; meet with management staff to identify and resolve problems; assign projects and programmatic areas of responsibility; review and evaluate work methods and procedures.

Manage and participate in the development and administration of the Counseling and Student Success budgets; direct the forecast of additional funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures; direct the preparation of and implement budgetary adjustments as necessary.
Direct the preparation of annual application for Student Success and Support Program funding, reports and other documents as required by the College and State Chancellor’s Office.

Oversee the development and implementation of the Student Success and Support Program MIS data as required by the State.

Ensure the collection and reporting of the Student Success Initiative.

Coordinate Counseling and Student Success division activities with those of other divisions and outside agencies and organizations.

Provide staff assistance to the Vice President of Student Services; prepare and present staff reports and other necessary correspondence.

Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to Counseling, and other department programs, policies, and procedures as appropriate.

Monitor assigned programs for Title V and Education Code compliance.

Prepare, provide, and distribute data for mandated College, State, Federal, or program funding service reports.

Ensure compliance with Homeland Security laws.

Coordinate and schedule counseling classes on the College campus and at off campus sites.

Enhance student access and knowledge of transfer and career/workforce placement services provided by the College.

Develop, apply, and evaluate effective approaches to implement the policies of the Rio Hondo Community College District relating to program and workforce diversity in order to fulfill the core academic mission of the District and serve its diverse community.

Provide effective leadership and direction to recruitment and retention efforts to further workforce diversity policies of the District.

Promote College programs and services and encourage collaboration, teamwork, and positive working relationships among faculty and staff.

Promote creativity and innovation in the development and delivery of Counseling, and other assigned program areas.

Serve on local civic and/or community organizations as a College representative; serve as a liaison with professional organizations.

Develop, implement, and update a personal professional development plan.

Prepare, develop, write, coordinate, and administer grants.
Participate on a variety of campus committees; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of education and instruction.

Promote equal opportunity and student and gender equity to effectively serve the District’s diverse community.

Respond to and resolve difficult and sensitive student inquiries and complaints.

Administer applicable collective bargaining agreements.

**OTHER JOB RELATED DUTIES**

Perform related duties and responsibilities as assigned.

**JOB RELATED AND ESSENTIAL QUALIFICATIONS**

**Knowledge of:**

Instructional techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups.

Operational characteristics, services, and activities of comprehensive Counseling and Student Success division.

Organization and management practices as applied to the analysis and evaluation of Counseling, and assigned programs, policies, and operational needs.

Modern and complex principles and practices of Counseling, and assigned program development and administration.

Pedagogical techniques and trends.

California Community College System and functioning on State, local, and institutional level.

Community needs and resources as related to classes and subjects.

School and community college systems, including K-12 and upper division institutions.

District accounting practices.

Database applications.

Principles and practices of budget preparation and administration.

Principles of supervision, training, and performance evaluation.

Pertinent Federal, State, and local laws, codes, and regulations, including appropriate sections of...
the California Education Code.

Safe driving principles and practices.

**Skill to:**

Operate modern office equipment including computer equipment and software.

Operate a motor vehicle safely.

**Ability to:**

Provide administrative and professional leadership and direction for the Counseling and Student Success division and other assigned programs.

Be sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Assist with the implementation of a wide range of programs and services designed to facilitate student community college access, retention, and success.

Develop and monitor multiple program budgets in compliance with College, State, and Federal fiscal expenditure regulations and guidelines.

Advocate College programs and services to College community organizations, K-12 educational institutions.

Develop, implement, and administer goals, objectives, and procedures for providing effective and efficient Counseling, and other assigned program services.

Plan, organize, direct, and coordinate the work of professional, technical, and administrative support personnel; delegate authority and responsibility.

Select, supervise, motivate, counsel, train, and evaluate staff.

Identify and respond to Counseling, and other assigned program issues, concerns, and needs.

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of Counseling, and other assigned area program goals.

Research, analyze, and evaluate new instructional program service delivery methods, procedures, and techniques.

Prepare and administer Counseling, and other assigned program budgets; allocate limited resources in a cost effective manner.

Prepare clear and concise administrative and Counseling, and other assigned area program reports.
Interpret and apply the policies, procedures, laws, codes, and regulations pertaining to Counseling, and other assigned programs and functions.

Communicate clearly and concisely, both orally and in writing.

Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

**Minimum Qualifications:**

**Experience:**

One year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

**Training:**

Master’s degree from an accredited college or university.

**License or Certificate:**

Possession of, or ability to obtain, an appropriate, valid driver's license.

**Special Requirements:**

*Essential duties require the following physical skills and work environment:*

Ability to work in a standard office environment including ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, and lift 20 lbs.; ability to travel to different sites and locations.

Range: 57

**Effective Date:** December 12, 2007; December 11, 2013 (Board Approved)

**Revised Date:** December 3, 2007
RIO HONDO COMMUNITY COLLEGE DISTRICT

DEAN, STUDENT AFFAIRS

DEFINITION

Under general administrative direction, to provide leadership and direction; to plan, manage, and oversee the activities, operations, and delivery of Student Affairs Division programs and services; to coordinate assigned activities with other District divisions and outside agencies; to serve as District Compliance Officer and EEO Officer; and to provide highly responsible and complex professional support to the Vice President of Student Services.

SUPERVISION EXERCISED

Exercises direct supervision over Administrators, faculty, and professional, technical, and administrative support staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provide leadership and direction and assume full management responsibility for Student Affairs Division programs, services, and activities including DSPS, EOPS/CARE, CalWORKs, Student Health Center, Psychological Services, TRIO and Student Conduct.

Manage the development and implementation of Student Affairs Division goals, objectives, policies, and priorities; establish, within District policy, appropriate service and staffing levels; allocate resources accordingly.

Continuously monitor and evaluate the efficiency and effectiveness of Student Affairs Division service delivery methods and procedures; conduct needs and instructional program analysis; assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement; direct the implementation of changes.

Represent the Student Affairs Division to other District divisions and outside agencies; explain and interpret Student Affairs Division programs, policies, and activities; negotiate and resolve sensitive, significant, and controversial issues.

Select, train, motivate, counsel, and evaluate Student Affairs Division personnel; provide or coordinate staff training; work with employees to develop skills and abilities.

Plan, direct, and coordinate the Student Affairs Division work plan; meet with management staff to identify and resolve problems; assign projects and programmatic areas of responsibility; review and evaluate work methods and procedures.

Manage and participate in the development and administration of the Student Affairs Division budget; direct the forecast of additional funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures; direct the preparation of and implement budgetary adjustments as necessary.
Participate and be actively engaged with the implementation of the Student Success Initiative.

Coordinate Student Affairs Division activities with those of other divisions and outside agencies and organizations.

Provide staff assistance to the Vice President of Student Services; prepare and present staff reports and other necessary correspondence.

Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to Student Affairs Division programs, policies, and procedures as appropriate.

Monitor assigned programs for Title V and Education Code compliance.

Prepare, provide, and distribute data for mandated College, State, Federal or program funding service reports.

Establish and coordinate advisory committees for instructional programs, ensuring representation and expertise from the community.

Develop, apply, and evaluate effective approaches to implement the policies of the Rio Hondo Community College District relating to program and workforce diversity in order to fulfill the core academic mission of the District and serve its diverse community.

Provide effective leadership and direction to recruitment and retention efforts to further workforce diversity policies of the District.

Promote College programs and services and encourage collaboration, teamwork, and positive working relationships among faculty and staff.

Conduct periodic conferences and meetings with faculty and staff; act as an ombudsperson to resolve student/teacher problems as needed.

Promote creativity and innovation in the development and delivery of Student Affairs Division programs.

Serve on local civic and/or community organizations as a College representative; serve as a liaison with professional organizations.

Develop, implement, and update a personal professional development plan.

Prepare, develop, write, coordinate, and administer grants.

Administer the student discipline and grievance processes.

Investigate and resolve complaints of unlawful discrimination based on national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy,
military and veterans status, sexual harassment and other protected classes covered under Federal and State statutes.

Advise complainant of his/her rights under the law; assist with the preparation of the complaint; interview the person charged and any witnesses; summarize findings; notify the complainant, Human Resources, Chancellor’s Office, and any Federal or State agencies, as appropriate, of the District’s resolution of the matter.

Provide information, advice, and interpretation of State and Federal laws and District policy and procedure related to unlawful discrimination to Administrators, faculty, staff, students, and the public.

Prepare cases and represent the District on complaints of unlawful discrimination before the Department of Fair Employment and Housing, Equal Employment Opportunity Commission, Office of Civil Rights, and other Federal and State enforcement agencies.

Develop and implement training programs related to unlawful discrimination; review and revise policies on unlawful discrimination.

Develop, revise, and implement the Staff Diversity/Affirmative Action Plan in conjunction with the Director of Human Resources.

Participate on a variety of campus committees; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of education and instruction.

Promote equal opportunity and student and gender equity to effectively serve the District’s diverse community.

Respond to and resolve difficult and sensitive student inquiries and complaints.

Administer applicable collective bargaining agreements.

**OTHER JOB RELATED DUTIES**

Perform related duties and responsibilities as assigned.

**JOB RELATED AND ESSENTIAL QUALIFICATIONS**

**Knowledge of:**

Instructional techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups.

Operational characteristics, services, and activities of a comprehensive Student Affairs program.

Organization and management practices as applied to the analysis and evaluation of Student Affairs programs, policies, and operational needs.

Modern and complex principles and practices of Student Affairs program development and
administration.

Equal Employment Opportunity compliance laws and regulations.

Pedagogical techniques and trends.

California Community College System and functioning on State, local, and institutional level.

Community needs and resources as related to classes and subjects.

School and community college systems, including K-12 and upper division institutions.

District accounting practices.

Database applications.

Student discipline and grievance process and procedures.

Principles and practices of budget preparation and administration.

Principles of supervision, training, and performance evaluation.

Pertinent Federal, State, and local laws, codes, and regulations, including appropriate sections of the California Education Code.

Safe driving principles and practices.

**Skill to:**

Operate modern office equipment including computer equipment and software.

Operate a motor vehicle safely.

**Ability to:**

Provide administrative and professional leadership and direction for the Student Affairs division.

Be sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Develop, implement, and administer goals, objectives, and procedures for providing effective and efficient Student Affairs program services.

Plan, organize, direct, and coordinate the work of Administrators, faculty, and professional, technical, and administrative support personnel; delegate authority and responsibility.

Select, supervise, motivate, counsel, train, and evaluate staff.
Identify and respond to instructional program issues, concerns, and needs.

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of Student Affairs program goals.

Research, analyze, and evaluate new Student Affairs program service delivery methods, procedures, and techniques.

Prepare and administer Student Affairs program budgets; allocate limited resources in a cost effective manner.

Prepare clear and concise administrative and Student Affairs program reports.

Interpret and apply the policies, procedures, laws, codes, and regulations pertaining to Student Affairs programs and functions.

Communicate clearly and concisely, both orally and in writing.

Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

**Minimum Qualifications:**

**Experience:**

One year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

**Training:**

Master’s degree from an accredited college or university.

**License or Certificate:**

Possession of, or ability to obtain, an appropriate, valid driver's license.

**Special Requirements:**

*Essential duties require the following physical skills and work environment:*

Ability to work in a standard office environment including ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, and lift 20 lbs.; ability to travel to different sites and locations.
Range:  57

**Effective Date:** December 12, 2007; December 11, 2013 (Board Approved)

**Revised Date:** May 11, 2005; February 16, 2006; December 3, 2007; May 26, 2011
RIO HONDO COMMUNITY COLLEGE DISTRICT

DEAN, STUDENT SERVICES

DEFINITION

Under general administrative direction, to provide leadership and direction; to plan, manage, and oversee the activities, operations, and delivery of Student Services Division programs and services; to coordinate assigned activities with other District divisions and outside agencies; and to provide highly responsible and complex professional support to the Vice President of Student Services.

SUPERVISION EXERCISED

Exercises direct supervision over Administrators, faculty, and professional, technical, and administrative support staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Provide leadership and direction and assume full management responsibility for Student Services Division programs, services, and activities including Assessment, Financial Aid, PUENTE, Student Life and Leadership, and Veterans Service Center.

Manage the development and implementation of Student Services Division goals, objectives, policies, and priorities; establish, within District policy, appropriate service and staffing levels; allocate resources accordingly.

Continuously monitor and evaluate the efficiency and effectiveness of Student Services Division service delivery methods and procedures; conduct needs and instructional program analysis; assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement; direct the implementation of changes.

Represent the Student Services Division to other District divisions and outside agencies; explain and interpret Student Services Division programs, policies, and activities; negotiate and resolve sensitive, significant, and controversial issues.

Select, train, motivate, counsel, and evaluate Student Services Division personnel; provide or coordinate staff training; work with employees to develop skills and abilities.

Plan, direct, and coordinate the Student Services Division work plan; meet with management staff to identify and resolve problems; assign projects and programmatic areas of responsibility; review and evaluate work methods and procedures.

Manage and participate in the development and administration of the Student Services Division budget; direct the forecast of additional funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures; direct the preparation of and implement budgetary adjustments as necessary.
Collaborate and be actively engaged with the implementation of the Student Success Initiative.

Coordinate Student Services Division activities with those of other divisions and outside agencies and organizations.

Provide staff assistance to the Vice President of Student Services; prepare and present staff reports and other necessary correspondence.

Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to Student Services Division programs, policies, and procedures as appropriate.

Establish and coordinate advisory committees for instructional programs, ensuring representation and expertise from the community.

Develop, apply, and evaluate effective approaches to implement the policies of the Rio Hondo Community College District relating to program and workforce diversity in order to fulfill the core academic mission of the District and serve its diverse community.

Provide effective leadership and direction to recruitment and retention efforts to further workforce diversity policies of the District.

Facilitate College activities responding and relating to high school and community requests for assessment, and orientation assistance.

Promote College programs and services and encourage collaboration, teamwork, and positive working relationships among faculty and staff.

Conduct periodic conferences and meetings with faculty and staff.

Promote creativity and innovation in the development and delivery of Student Services Division programs.

Serve on local civic and/or community organizations as a College representative; serve as a liaison with professional organizations.

Develop, implement, and update a personal professional development plan.

Prepare, develop, write, coordinate, and administer grants.

Participate on a variety of campus committees; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of education and instruction.

Promote equal opportunity and student and gender equity to effectively serve the District’s diverse community.

Respond to and resolve difficult and sensitive student inquiries and complaints.

Administer applicable collective bargaining agreements.
OTHER JOB RELATED DUTIES

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Instructional techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups.

Operational characteristics, services, and activities of a comprehensive Student Services division.

Organization and management practices as applied to the analysis and evaluation of Student Services programs, policies, and operational needs.

Modern and complex principles and practices of Student Services program development and administration.

Equal Employment Opportunity compliance laws and regulations.

California Community College System and functioning on State, local, and institutional level.

Community needs and resources as related to classes and subjects.

School and community college systems, including K-12 and upper division institutions.

District accounting practices.

Database applications.

Principles and practices of budget preparation and administration.

Principles of supervision, training, and performance evaluation.

Pertinent Federal, State, and local laws, codes, and regulations, including appropriate sections of the California Education Code.

Safe driving principles and practices.

Skill to:

Operate modern office equipment including computer equipment and software.

Operate a motor vehicle safely.
**Ability to:**

Provide administrative and professional leadership and direction for the Student Services division.

Be sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Develop, implement, and administer goals, objectives, and procedures for providing effective and efficient Student Services program services.

Plan, organize, direct, and coordinate the work of Administrators, faculty, and professional, technical, and administrative support personnel; delegate authority and responsibility.

Select, supervise, motivate, counsel, train, and evaluate staff.

Identify and respond to instructional program issues, concerns, and needs.

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of Student Services program goals.

Research, analyze, and evaluate new Student Services program service delivery methods, procedures, and techniques.

Prepare and administer Student Services program budgets; allocate limited resources in a cost effective manner.

Prepare clear and concise administrative and Student Services program reports.

Interpret and apply the policies, procedures, laws, codes, and regulations pertaining to Student Services programs and functions.

Communicate clearly and concisely, both orally and in writing.

Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

**Minimum Qualifications:**

**Experience:**

One year of formal training, internship, or leadership experience reasonably related to the administrative assignment.

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

**Training:**
Master’s degree from an accredited college or university.

**License or Certificate:**

Possession of, or ability to obtain, an appropriate, valid driver's license.

**Special Requirements:**

*Essential duties require the following physical skills and work environment:*

Ability to work in a standard office environment including ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, and lift 20 lbs.; ability to travel to different sites and locations.

Range: 57

**Effective Date:** May 11, 2005; December 11, 2013 (Board Approved)

**Revised Date:** February 16, 2006
BP 2015 went through the review process and was approved by the Board for first reading on May 8, 2013. Gary Mendez, member of the Board Sub-Committee requested this item be pulled from the agenda and submitted the following version of BP 2015 after meeting with the new Student Trustee. PFC reached consensus on this version at the 9/24/13 meeting, but received word that paragraph j.j. is not permissible according to legal counsel.

I. The Board shall include in its membership one Student Member of the Board who shall be recognized as a full member, within limits of this policy and state law. The student member shall have the following rights and privileges:

   a. Shall To be seated with the Board and shall to be recognized as a full member of the Board at all meetings and college events.

   b. Entitled To participate in the discussion of issues at all meetings;

   c. Shall To receive all materials presented to regular members of the Board (except for closed session);

   d. To have an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Board;

   e. To make and second motions;

   f. To serve a one-year term, commencing June 1;

   g. Shall To receive a formal Board orientation upon certification of election and before being seated on their at the first regular Board meeting, as provided to regular members (Board sub-committee);

   h. The student member shall be entitled to any mileage allowance necessary to attend Board meetings To have travel expenses paid whenever they travelling as a representative of and performing services directed by the Board to foster trustee education and ongoing development (i.e. national, state, regional, and local college related conferences, seminars, and meetings. (Board Sub-Committee)

   i. Entitled To receive compensation as specified in Board Policy 2725. and

   j. May To receive medical benefits (single coverage). (Board Sub-Committee) Not allowed according to Legal Counsel

II. The student member is required to:

   a. Be enrolled in and maintain a minimum of five (5) semester units in the District at the time of nomination and throughout the term of service;
b. Meet and maintain at least a 2.0 grade point average overall and at least a 2.0 grade point average each semester.

III. The student member is not required to give up employment with the District.

IV. The student member may not attend closed session on personnel or collective bargaining matters.

V. Source/Reference

Former Board Policy 4270; BP 2105, Education Code Section 72023.5.
I. The District shall admit students who meet one of the following requirements and who are capable of benefiting from the instruction offered:

A. Any person over the age of 18 and possessing a high school diploma or its equivalent.

B. Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President, or his or her designee, are capable of benefiting from the instruction offered. Such persons shall be admitted as provisional students and thereafter shall be required to comply with the District’s rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.

C. Persons who are apprentices as defined in Section 3077 of the Labor Code.

D. The District may deny or place conditions on a student’s enrollment upon finding that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District. (CCLC)

E. The District shall at its discretion, or as otherwise federally mandated, evaluate the validity of a student’s high school completion. The Superintendent/President or designee, shall establish procedures for evaluating the validity of a student’s high school completion.

II. Admission

A. Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

B. Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special full-time student.

C. Any student enrolled in 9-12 may attend summer session. Students younger than 9th grade may be admitted if they meet the exceptional student criteria (highly gifted students with an IQ score above 130). These students may only enroll in college level courses (degree applicable courses), must meet prerequisites, and must show documentation of their gifted status and proof of IQ.

The Superintendent/President, or designee, shall establish procedures regarding ability to benefit and admission of high school and younger students.
III. Denial of Requests for Admission

If the Board denies a request for special full-time or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President, or designee, shall establish procedures regarding evaluation of requests for special full-time or part-time enrollment by a pupil who is identified as highly gifted.

IV. Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President or designee shall establish procedures regarding compliance with statutory and/or regulatory criteria for concurrent enrollment.

V. Source/Reference:


See Administrative Procedures 5010.
I. The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

II. The Superintendent/President, or designee, shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCAA) California Community Colleges Commission on Athletics Constitution, Bylaws, and Championship Sports Guides, and appropriate Conference Constitution and Bylaws regarding student athlete participation. (CCLC) (Dean of PE)

III. Source/Reference:

Education Code sections 78223, 66271.6, 66271.8, 67360 et seq.

See Administrative Procedure 5700.
I. Members of the Board of Trustees who attend all Board meetings shall receive $400 per month, and the student member shall receive $200 per month.

II. (moved to paragraph II) A Trustee is allowed to attend a total of three board meetings via technology-based conferencing system for each calendar year. Technology-based conferencing systems are to be used in exigent circumstances when attendance in person is not feasible. Board members who request to attend via technology based conferencing systems must inform the Board President and/or Superintendent/President prior to the agenda being posted so location can be indicated in order to be in compliance with the Brown Act.

III. If a Board member is not going to be able to attend the Board meeting, he/she is to call the Superintendent/President's Office to report the absence prior to the meeting. A member of the Board who does not attend all meetings held by the Board in any month shall receive, as compensation, an amount not greater than the pro rata share of the number of meetings actually attended.

IV. A member of the Board may be paid for a meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting from which the member is absent he/she is performing services outside the meeting for the community college District, is ill, on jury duty, or the absence is due to a hardship deemed acceptable to the Board.

V. Source/Reference

Education Code Section 1090, 35120, 72024, former Policy 1010.
I. At the annual organizational meeting, the Board shall elect from among its members a President, a Vice President, and a Clerk of the board. The terms of officers shall be for one year.

II. Responsibilities of the Officers of the Board of Trustees shall be as follows:

A. The duties of the President of the Board **shall** include:

1. Serve as the presiding officer, when in attendance, of all meetings of the Board;

2. Call emergency and special meetings of the Board as required by law;

3. Consult with the Superintendent/President on board meeting agendas;

4. Communicate with individual board members about their responsibilities;

5. Participate in the orientation process of new board members;

6. Assure Board compliance with policies on board education, self-evaluation, and CEO evaluations;

7. Represent the Board at official events or ensure Board representation.

8. **Respond 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. (Board approved 8/10/13 Board Retreat)**
B. The duties of the Vice President of the Board shall be as follows:

1. Act in the place of the President whenever needed;
2. Automatically become the President in the case of resignation or death of the President.

C. The duties of the Clerk of the Board shall be as follows:

1. Perform those functions that are required by the Education Code;
2. Fulfill such other functions as may be required from time to time.

D. As Board Secretary, the duties of the Superintendent/President shall be as follows:

1. Have charge of all the Board’s correspondence;
2. Keep a record of its proceedings and other records as are required by law or by direction of the Board of Trustees;
3. Notify members of the Board of regular, special, emergency, and adjourned meetings;
4. Prepare and post Board meeting agendas;
5. Have prepared for adoption minutes of Board meetings; attend all board meetings and closed sessions, unless excused, and in such cases to assign a designee;
6. Certify as legally required all Board actions;
7. Sign, when authorized by law or by Board action, any documents that would otherwise require the signature of the Secretary or the Clerk of the Board.

Former Board Policies 1000 and 1005; Education Code Section 72000.
I. Agendas shall be developed by the Superintendent/President in consultation with the President of the Board. An agenda shall be posted adjacent to the place of meeting at least **seventy-two** (72) hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

II. No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- A majority decides there is an "emergency situation" as defined for emergency meetings;
- Two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted;
- An item appeared on the agenda of and was continued from a meeting held not more than five (5) days earlier.

III. The order of business may be changed by consent of the Board.

IV. The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service.

V. Members of the Board of Trustees may request a matter directly related to the business of the District as an item on the agenda. Board of Trustees must provide the item to the President of the Board eighteen (18) days prior to the regularly scheduled Board of Trustees meeting. The Board President will consult with the Superintendent/President to determine if the item may need advisory review by the shared governance process. If the item has potential funding and or policy implications, the Superintendent/President, in consultation with the Board President, will determine whether the item is agendized as an action or informational item. Failure to adhere to this policy may result in a violation of Code of Ethics/Standards of Practice (BP No. 2715). (Board Sub-Committee) Aligned with AP 2340.

VI. *Members of the public may submit a written request to the Superintendent/President requesting an item to be placed on an agenda for a regularly scheduled Board of Trustees Meeting on a matter directly related to the business of the District. If the item has potential funding and/or policy implications, the Superintendent/President, in consultation with the President of the Board, will determine whether the item is agendized as an action or informational item. The written summary must be signed by the initiator. Agenda items submitted by members of the public must be received by the Office of the President eighteen (18) days prior to the regularly scheduled Board meeting (Board sub-committee).* Agenda items initiated by members of the public shall be placed on the Board’s agenda following the items of business initiated by the Board and by staff. Any agenda item submitted by a member of the public
and heard at a public meeting cannot be resubmitted before the expiration of a 90-day period following the initial submission. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.

VI. Source

Government Code Sections 549504 et seq., 6250 et seq.; Education Code Sections 72121, 72121.5;
Participation In Local Decision Making

I. The Rio Hondo College Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President's action under which the District is governed and administered.

A. Shared Participatory/Shared governance furthers the mission, goals, and purposes, Vision, Mission, and Values of the District. In keeping with the spirit and intent of AB Assembly Bill 1725, the Board recognizes the unique role of the faculty, acting through the Academic Senate, in shared Participatory/Shared governance at Rio Hondo College. The Board affirms the District's commitment to maintaining and following the agreements developed with the Academic Senate to achieve the implementation of Title V, Section 53200. In addition, the Board encourages and recognizes the active participation of other District constituencies in those shared Participatory/Shared governance activities most appropriate to their interests and expertise.

B. Definition of Participatory/Shared Governance

Participating effectively in district and college governance is shared involvement in the decision-making process. It does not imply total agreement; the same level of involvement by all is not required; and final decisions rest with the Board or designee.

(October 8, 2013 Workshop facilitated by CCLC/former Academic Senate President)

II. Each of the following shall participate as required by law in the decision making processes of the District as stated in AB1725 (commonly known as the "10+1" legislation):

1. Academic Senate (Title 5, Sections 53200-53206)
   - The board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
   - The Board and its designees will consult collegially with the Academic Senate with respect to academic and professional matters. Academic and professional matters include the following:
a) Curriculum, including the establishment of prerequisites and placing courses within disciplines;
b) Degree and Certificate requirements;
c) Grading policies;
d) Educational program development;
e) Standards regarding student preparation and success;
f) Governance structures as related to faculty roles;
g) Faculty involvement in accreditation;
h) Policies for Faculty professional development activities;
i) Policies for program review;
j) Processes for institutional planning and budget development, and;
k) Other academic and professional matters as mutually agreed upon between the Academic Senate and the Board.

A.B. Staff (Title 5, Section 51023.5)

1. Classified staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified California School Employees Association will be given every reasonable consideration.

2. Management/Confidential staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Management/Confidential group will be given every reasonable consideration.

B.C. Students (Title 5, Section 51023.7)

1. The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students Body will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.
III. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups (administrators, faculty, staff, and students) have been provided the opportunity to participate as referenced in BP 2410 (Board Policy and Administrative Procedure).

IV. Nothing in this policy will be construed to interfere with the formation or Administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act. (Government Code Sections 3540, et seq.)
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, member. The President (or Vice President) of the Board shall go to the Board member (or Board President) who violated the policy Standards 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 10.A.5. IV.B.1.h.
I. Vacancies on the Board of Trustees may be caused by any of the events specified in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by Education Code 5090.

II. Within no more than sixty days (60) of the vacancy or filing of a deferred resignation, the Board shall determine whether to order an election or make a provisional appointment to fill the vacancy. If an election is ordered, it shall be held on the next regular election date no less than one hundred thirty (130) days after the occurrence of the vacancy.

III. If a provisional appointment is made, it shall be subject to the conditions in Education Code 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for the District Board of Trustees governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

IV. The provisional appointment will be made by a majority public vote of the Board members at a public meeting.

V. The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

VI. Source/Reference:

Education Code Sections 5090, 5091, et seq.
I. Regular meetings of the Board of Trustees shall be held once a month on the second Wednesday of each calendar month beginning at 6:00 p.m. unless specifically changed or otherwise authorized by the Board. Regular meetings shall normally be held at Rio Hondo College, 3600 Workman Mill Road, in the Board Room unless otherwise noticed.

II. A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.

III. The Board shall give mailed notice of every regular meeting to any person who has filed a written request for that notice. Notice of a special meeting called less than 48 hours prior to the date set for the meeting shall be given in a manner deemed practical by the Board.

IV. All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney’s office is outside the District.

V. All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

VI. When questions of parliamentary procedure arise regarding the conduct of a Board meeting, Robert’s Rule of Order shall serve as a guide.

VII. A regular or special meeting can be adjourned to continue the meeting to a time and place certain. If a meeting is adjourned for less than five calendar days, no new agenda is required to be posted as long as no new items are introduced on the agenda. Written notice of the adjourned meeting must be conspicuously posted on or near the door of the place where the meeting was held within twenty-four (24) hours after the time of adjournment.

VIII. Source/Reference:

I. The Board of Trustees shall provide opportunities for members of the general public to participate in the business of the Board. Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways:

A. There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda. Members wishing to present such items shall submit a written request at the beginning of the meeting to the Superintendent/President that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken by the Board on such items.

B. Members of the public may place items on the prepared agenda in accordance with Board Policy 2340. A written summary of the item must be submitted to the Superintendent/President at least two weeks prior to the Board meeting. The summary must be signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

II. Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the Board meeting. Written communication regarding items on the Board’s agenda should reach the office of the Superintendent/President not later than seventy-two (72) hours prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author’s organizational affiliation, if any.

III. If requested, writings that are public records shall be made available in appropriate alternative format to be accessible to persons with a disability. (CCLC)

IV. Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District.

V. The Board recognizes that there are district groups among the parties interested in Board actions. These include:
A. The administrative staff that have input through established administrative channels which requires channeling such through the Superintendent/President.

B. Elected representation of College or Colleg-related organizations, specifically the President of the Academic Senate, President of the Rio Hondo College Faculty Association, President of the Classified California School Employees Association, and President of the Associated Students of Rio Hondo College Body.

1. The organization representatives, each elected by a recognized College constituency will sit in specially designated seats that differentiate them from the general public or the administrative staff. As such, they are afforded special privileges to participate in the Board's deliberative process.

2. In each case, administrative staff, elected representatives, and general public may provide input when directly requested by the Board to do so.

C. Open Agenda Action items are considered individually and are so noticed in advance. The general public interested in speaking to an agenda item is asked to fill out a card indicating name, affiliation, item to address, and time requested. This gives the Board some indication of the magnitude of the concern and the time required. Faculty and staff seated in the audience have the same privilege as members of the public, unless queried by the Board of Trustees. Requests to address the Board should be presented on provided cards to the Superintendent/President prior to the beginning of the meeting, but in no case later than when the item is addressed by the Board.

D. Organizational representatives, the President of the Academic Senate, President of the Rio Hondo Faculty Association, President of the Rio Hondo California School Employees Association, CSEA and President and the ASE of the Associated Students of Rio Hondo College need only raise their hands to be recognized by the President of the Board.

VI. Source/Reference:

Government Code Section 54954.3, 54957.5; Education Code 72121.5. Former Policy 1007.
I. In the case of a CEO Superintendent/President vacancy, the Board of Trustees shall have established a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations. (See AP 2431)

II. Source/Reference:

ACCJC Accreditation Standard IV.B.1 and IV.B.1.j.; Title 5, Sections 53000 et seq.; AP 2431
I. The Board of Trustees delegates authority to the CEO Superintendent/President to appoint an acting CEO Superintendent/President to serve in his or her absence for short periods of time, not to exceed fourteen (14) calendar days at a time.

II. In the absence of the CEO Superintendent/President and when an acting Superintendent/President has not been named, administrative responsibility shall reside with:

   1. Vice President, Academic Affairs
   2. Vice President, Finance and Business
   3. Vice President, Student Services

III. The Board shall appoint an acting CEO Superintendent/President for periods exceeding fourteen (14) days.

IV. Source/Reference:

   Education Code Sections 70902(d), 72400; Title 5, Section 53021(b.)
The Superintendent/President is directed to enact administrative procedures (AP 2610) that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Board of Trustees of initial proposals for collective bargaining.

Collective bargaining begins when either an exclusive representative or the District itself presents an initial proposal for consideration in accordance with the timelines found in the District’s collective bargaining agreements or those prescribed by the rules and regulations of the California Public Employment Relations Board.

In consultation with the Superintendent/President, the Board shall appoint and maintain a Negotiations Team to be its sole spokesperson in reference to employer/employee relations covered by the Government Code, Div. 4 of Title 1, and Sections 3540 to 3599.

Communications among the Board, Negotiations Team, and Collective Bargaining units shall be as follows:

A. All District responses to exclusive bargaining units shall be from the Board through its Negotiation Team on collective bargaining matters.

B. Individual Board members shall not discuss employer/employee relations on an individual basis with any representatives, designated or otherwise, of any employee organization in the District.

C. Other than initial proposals, all communications from exclusive bargaining units dealing with employer/employee relations shall be directed to the Board through the Negotiation Team.

Source/Reference:

Recommended changes suggested by Board at April 20, 2011 Special Board Meeting. After completing the review process, the PFC has recommended the deletion of the following language as indicated in the strikeouts.

I. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. **SB1440 was passed in 2010 with the intent of creating a clear pathway for Rio Hondo college student to transfer and obtain an AA or AS degree simultaneously**. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

II. Furthermore, these procedures shall include:
- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- consideration of job market and other related information for vocational and occupational programs.

III. All new programs and program deletions shall be approved by the Board.

Strike out line **The Board will assess all academic degrees in the following manner Tracking of Transfer Model Curriculums (TMCs) will be conducted and reported to the Board on an annual basis.**

**The Board will assess all academic degrees in the following manner:**

- Degree provides maximum options for student to transfer while obtaining an AA/AS degree, using classes that may be "double counted."

- Degree will prepare student to arrive at a local CSU/UC with junior standing.

- Discipline faculty will be strongly encouraged to (Board of Trustees) work with the articulation officer to create AA/AS degrees that feed into local CSU/UC and statewide Universities.

- Moved up to Paragraph III Tracking of Transfer Model Curriculums (TMCs) will be conducted and reported to the Board on an annual basis.
IV. New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval when needed.

V. Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

VI. Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program (CCLC).

VII. The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims (CCLC).

VII. Source/Reference:
Education Code Section 70901 (b), 70902(b); 78016;
Title 5, Section 55100, 51022 (a)-55130, 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 603,24, and 668.8
(CCLC)

See Administrative Procedure
The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District. Such leaves shall include, but are not limited to:

A. Illness leaves for all classes of permanent employees;
B. Vacation leave for members of the classified service, administrators, supervisors, and managers;
C. Leave for service as an elected official of a community college District public employee organization, or of any statewide or national employee organization with which the local organization is affiliated, or leave for a reasonable number of unelected classified employees for the purpose of enabling an employee to attend important organizational activities authorized by the public employee organization (CCLC); (EC 87768.5; 88210)
D. Leave of absence to serve as an elected member of the legislature (EC 87701);
E. Pregnancy leave (EC 87766; 88193; Government Code Section 12945);
F. Use of illness leave for personal necessity (EC 87784; 88207);
G. Industrial accident leave (EC 88192, 87787);
H. Bereavement leave (EC 87788, 88194);
I. Jury Service or appearance as a witness in court (EC 87035; 87036);
J. Military service (EC 87700);
K. Sabbatical leaves for permanent faculty;
L. Family Medical Leave Act;*
M. California Family Care Act;*
N. Quarantine (EC 88199);
O. Catastrophic leave (EC 870450)
II. Vacation leave for members of the classified service, educational administrators, and classified administrators shall not accumulate beyond the total days of paid leave accrued for two years of work. Employees shall be permitted to take vacation in a timely manner to avoid accumulation of excess vacation.

III. In addition to these policies and collective bargaining agreements, the Board retains the power to grant leaves with or without pay for other purposes or for other periods of time.

IV. Source/Reference:

EC 79020, 87034, 87036, 87037, 87700, 87768.5, 87782, 87784, 87787, 87788, 88190, 88192, 88194, 88199, 88203, 88210, 88027, 87701, 87763 et seq., 88190 et seq. and cites above. *State and Federal Employment Law.
# BOND MEASURE "A"
## PROJECTS EXPENDITURE SUMMARY
### As of 9/30/13

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>QTD (Jul-Sep 2013)</th>
<th>YTD (FY04-05 to FY13-14)</th>
<th>Budget</th>
<th>YTD Expense vs Budget %</th>
</tr>
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<tbody>
<tr>
<td><strong>GENERAL Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Architect Services - Master Plan</td>
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<td>Architect Services - Santa Fe Springs Reg. Train C</td>
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<td>Architect Services - PE Complex Planning</td>
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<td>204,097</td>
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<tr>
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<td>Architect Services - Master Plan Oversight</td>
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<td>105,000</td>
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</tr>
<tr>
<td>Architect Services - Disabled Access/Stairs/Ramps</td>
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<td>533,962</td>
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<td>Architect Services - Student Services/Student Union</td>
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<td>1,873,280</td>
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<td>Architect Services - Maintenance Facility</td>
<td>0</td>
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<tr>
<td>Architect Services - Applied Tech Remodeling</td>
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</tr>
<tr>
<td>Architect Services - El Monte</td>
<td>0</td>
<td>261,032</td>
<td>269,380</td>
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</tr>
<tr>
<td>Facilities Planning Consultant</td>
<td>0</td>
<td>605,549</td>
<td>698,340</td>
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<tr>
<td>Consultants</td>
<td>X</td>
<td>797,299</td>
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<td>Tree Consultant</td>
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<td>Geo Tech Services</td>
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<td>1,019,468</td>
<td>1,125,000</td>
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<tr>
<td>Seismic Consultant</td>
<td>0</td>
<td>177,386</td>
<td>82,500</td>
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<tr>
<td>Surveyors</td>
<td>X</td>
<td>572,946</td>
<td>750,000</td>
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<tr>
<td>Infrastructure Design /Central Plant /South Access Road</td>
<td>0</td>
<td>2,328,873</td>
<td>2,463,789</td>
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<tr>
<td>Marketing Promotion Services (incl. printing, fliers, postage)</td>
<td>15,500</td>
<td>1,073,300</td>
<td>1,121,365</td>
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<tr>
<td>Labor Admin &amp; Compliance Services</td>
<td>0</td>
<td>1,319,297</td>
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<tr>
<td>Information Tech Svc Consultant</td>
<td>0</td>
<td>406,626</td>
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<tr>
<td>LRC - Bond Portion - Demolition &amp; Construction</td>
<td>0</td>
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</tr>
<tr>
<td>DESCRIPTION</td>
<td>QTD On (Jul-Sep 2013)</td>
<td>YTD (FY04-05 to FY13-14)</td>
<td>Budget</td>
<td>YTD Expense vs Budget %</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
<td>--------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>South Whittier Facility-STARs Center</td>
<td></td>
<td>3,062,443</td>
<td>3,425,000</td>
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<tr>
<td>Student Services/Student Union/Quad</td>
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<tr>
<td>Swing Space</td>
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<td>Legal Services</td>
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<td>Professional Fees - Audit</td>
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<tr>
<td>Advertising Services (Bid Projects)</td>
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<td>Primary Election Fees</td>
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<td>206,913</td>
<td>210,000</td>
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<tr>
<td>Public Transportation Pass</td>
<td></td>
<td>99,592</td>
<td>100,000</td>
<td>100%</td>
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<tr>
<td>RHPMT - Services</td>
<td>X</td>
<td>12,067,071</td>
<td>12,510,000</td>
<td>96%</td>
</tr>
<tr>
<td>Del Terra - PM Services</td>
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<td>729,964</td>
<td>995,000</td>
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<tr>
<td>Del Terra - DSA Certification</td>
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<td>93,500</td>
<td>178,500</td>
<td>52%</td>
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<tr>
<td>RHPMT - Office Equipment &amp; Supplies</td>
<td>X</td>
<td>392,398</td>
<td>534,174</td>
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<tr>
<td>RHPMT - Imaging Software/Hardware</td>
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<td>13,330</td>
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<tr>
<td>URS Corp - CA Environ Qty Services</td>
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<td>425,147</td>
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<tr>
<td>Applied Technology - Bond Portion</td>
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<tr>
<td>El Monte Center</td>
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<tr>
<td>Santa Fe Springs - Phase II</td>
<td></td>
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<td>1,400,000</td>
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<tr>
<td>Santa Fe Springs - Phase III</td>
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<tr>
<td>Construction Mgmt - Central Plant &amp; Infrastructure</td>
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<td>95%</td>
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<tr>
<td>Inspection &amp; Testing Services</td>
<td>X</td>
<td>3,664,335</td>
<td>3,810,000</td>
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<tr>
<td>Building Connection Repair</td>
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<td>483,589</td>
<td>546,270</td>
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<tr>
<td>Maintenance Facility Addition</td>
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<tr>
<td>RHC Parkway - Phase 1</td>
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<tr>
<td>AJ - New Building</td>
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<td>Central Plant &amp; MEP</td>
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<td>11,808,605</td>
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<tr>
<td>Site Infrastructure</td>
<td></td>
<td>14,372,502</td>
<td>14,500,000</td>
<td>99%</td>
</tr>
</tbody>
</table>
## BOND MEASURE "A"
### PROJECTS EXPENDITURE SUMMARY
#### As of 9/30/13

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>QTD (Jul-Sep 2013)</th>
<th>YTD (FY04-05 to FY13-14)</th>
<th>Budget</th>
<th>YTD Expense % vs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedestrian Bridge</td>
<td>0</td>
<td>996,337</td>
<td>1,500,000</td>
<td>66%</td>
</tr>
<tr>
<td>PE Complex - Bond Portion</td>
<td>696,781</td>
<td>7,162,046</td>
<td>8,000,000</td>
<td>90%</td>
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<tr>
<td>Fine Arts Center - Bond Portion</td>
<td>11,325</td>
<td>398,747</td>
<td>6,800,000</td>
<td>6%</td>
</tr>
<tr>
<td>Lower/Upper Tier Steps</td>
<td>0</td>
<td>1,010,893</td>
<td>1,786,756</td>
<td>57%</td>
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<tr>
<td>Landscape</td>
<td>0</td>
<td>2,897,026</td>
<td>6,000,000</td>
<td>48%</td>
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<tr>
<td>Misc-Bond Cost of Issuance</td>
<td>0</td>
<td>31,239</td>
<td>80,000</td>
<td>39%</td>
</tr>
<tr>
<td>Misc-Related Conference/Travel</td>
<td>X</td>
<td>0</td>
<td>15,174</td>
<td>30%</td>
</tr>
</tbody>
</table>

### PROJECT Expenses

- **P1** Upgrade Campus Lighting & Alarm Systems 536,780
- **P6** Replace/Repair Bldg. Components X 447,903
- **P9** Campus Wide Efficiency Repairs X 645,729
- **P10** Campus Bldg. Improvements X 567,553
- **P12** Roadway/ Grounds Improve X 2,506,118
- **P13** Campus Equipment & Furnishings X 294,687
- **P15** Facilities Master Plan, Impact Reports, Soil Testing X 664,369
- **P17** Relocation/ Acquisition - Temporary Facilities X 5,000,000

Sub-Total 45,834 5,789,425 51,300,000

- **P11** ITS-Network Implementation 2,592,270
- **P11** ITS-Computer Purchase 2,644,065
- **P11** MIS Software/Hardware & Implementation 9,332,812
- **P11** Misc - ITS 124,217
- **P11** Voice Over IP 575,307

Sub-Total 15,368,671 16,000,000 95%
## BOND MEASURE "A"

### PROJECTS EXPENDITURE SUMMARY

As of 9/30/13

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>QTD (Jul-Sep 2013)</th>
<th>YTD (FY04-05 to FY13-14)</th>
<th>Budget</th>
<th>YTD Expense vs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Going</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>1,150,688</td>
<td>154,814,294</td>
<td>234,994,311</td>
<td>66%</td>
</tr>
</tbody>
</table>

1,150,688          | 154,814,294               | 234,994,311

0            | 0                         | 0                       |
Members Present: Adam Wetsman (Co-Chair), Teresa Dreyfuss, Henry Gee, Phil Luebben, Karen Koos, Kevin Smith, Howard Kummerman, Lydia Gonzalez, Russell Castañeda-Calleros, Vann Priest, Matt Koutroulis (SLO Liaison), Marie Eckstrom (Writer), Gary Van Voorhis, Angie Tomasich (Support Staff), Rachel Garcia (Support Staff), Reneé Gallegos (Recorder/Support Staff).

1. **Opening Remarks** – Dr. Adam Wetsman mentioned that co-chair Pierson is attending a CIO conference out-of-town this week. He also reported that President Dreyfuss and others sent out a letter via email from the Chancellor of San Francisco City College responding to sanctions set by ACCJC. Between 2003 and 2013, 66% of colleges were issued some kind of warning by ACCJC. There are 18 Commissioners, yet none of their schools were sanctioned. Howard Kummerman reported that among community colleges of other accredited regions, the average percentage of warnings or sanctions levied on other colleges is roughly 2%. The Western region is extremely high at 78%.

2. **Accreditation Survey Results** – Howard Kummerman reported that the Accreditation survey closed on Tuesday. A pdf file of the general summary, plus the open feedback, has been placed in the Dropbox general file under “Survey.” The ALT Team will have to decide who will be the primary person who is going to pull this information because Howard will need to send a link to the Survey Monkey data. When the data summary is printed, it will not show the link of the individual responses or feedback a respondent gave. We have three surveys available for viewing. The student survey is primarily for Standard II, which encompasses library services. Kevin Smith reported that he had difficulty going through the survey results. It was painstakingly slow and not user friendly. Howard responded that he can combine all data results on a spreadsheet to make it easier to view. We received a good number of responses.

3. **Institutional Standards** – Howard reported that ACCJC has five pieces of data being asked for. IRP is looking at several variables, including performance for last three years, institutional goals, etc. ALT needs to discuss and weigh in on how to proceed. Language suggests we should go further as an example in 18a and 18b - lower rates. Students often do not apply for their certificates. We set our institution set standard goal for certificates at 300; however, our performance levels shows 140, and this is low due to an unusual year. There were a lot of programs, such as Public Safety and Nursing, where our students qualified and should have applied for a certificate but did not. In a regular year we may have more than 300.

Adam Wetsman suggested that our standards should be set at a range where we never fall below the standards, yet high enough to be reasonable. ACCJC has been
emphasizing this but not giving guidelines on the institution set standards, similar to “regular and effective contact.” Perhaps just setting up a process to develop standards in more detail will be good enough for ACCJC. These standards are not goals or benchmarks but levels the college should always be at any given point. If ACCJC asks where the data comes from, we need to be able to articulate the source. The spread sheet represents a look at the data from an educated standpoint. SLO benchmarks are more arbitrary with a 5 year average related to our Scorecard data. IEC will look at what other schools are doing who have passed accreditation on this matter. IEC is tasked with looking into what the standards are and report back to ALT on November 15. Howard will work with his staff to complete the initial research. Gary Van Voorhis suggested that we look at other schools and see where they are at.

4. “A Moment with Marie” – Marie Eckstrom reported that she is disappointed about that so few materials have been uploaded into the CORE for the writer. Marie looked at the information that Standard IV uploaded. Although the evidence is plentiful, there are not enough conclusions being drawn. The reader should not have to search for supporting evidence. It should all be hyperlinked and referenced in the body of the document. Marie is looking for statements whether the Standard has been met or not, the rationale, and—if not—what the plan is to remediate. It’s possible that the deadline of February 15, 2014 for the first draft may need to be re-evaluated as we get closer. A lengthy discussion led to clarity on what Marie needs to proceed. There is also a concern regarding workload, stress for faculty and administrators who are spread thin. Discussion continued on having a mechanism in place for prodding people to get work done on the sub-standards.

5. Detailed Reports from Standards Committees I-IV

- **Standard I - Institutional Mission and Effectiveness—Gonzalez and Kummerman, co-chairs**
  Howard reported that the Board reviewed the Mission Statement at the study session and provided input. The proposed final draft of will go forward to Planning and Fiscal Council on 11/12/13. The President will have the final recommendation that will go to the Board for final approval on 11/18/13. Howard clarified that there were two small changes made: “community” was changed to “communities” and “career and technical education” was changed to “career and technical pathways.”

- **Standard II Student Learning Programs and Services – Smith, Koos, and Gee, tri-chairs**
  The group is making some progress but has found some holes in Standard II regarding a Board policy on discontinuance of programs. The District has a procedure for the Discontinuance of Vocational Programs (AP 4021) [http://www.richonondo.edu/board/policies/AP4000/AP4021_VocationalProgDisc.pdf](http://www.richonondo.edu/board/policies/AP4000/AP4021_VocationalProgDisc.pdf) but does not have any type of policy on any other academic programs. This is something to address. We started to look at this 3-5 years ago, reviewing the policy and drafting one for non-vocational programs, but it did not move forward. Adam suggested having the President’s Office research whether the District needs to have a Board Policy on Program Discontinuance.

Another issue in Standard II is how the college informs students on issues regarding academic honesty. We discovered that we no longer publish a Student Handbook.
Although we have a statement on Academic Honesty, it is not necessarily something that a student will come across. Perhaps Student Life and Leadership might consider resurrecting this? Rachel Garcia reported that in 2008 the Student Handbook ceased publication in hard copy form, but there is an index page on our Web site that students are able to access all the information that was available in the handbook. Although the index is not well organized, it is all there. More recently, Academic Affairs has published an online version of the Faculty Handbook, which includes some student related polices that are on there. Renée suggested that at the beginning of each semester, Student Services develop an electronic “all student email notification” that goes out to all the students. Everyone agreed. VP Gee to address this item before Spring 2014 semester begins.

There are ongoing issues with SLOs. More information is needed. This year’s SLO questions in program planning software have inspired much more SLO-related information.

- **Standard III Resources – Dreyfuss, Frala, and Luebben, tri-chairs**

  President Dreyfuss reported that the Financial information over the last five years on actual and current budget provided by the President’s Office/Office of Finance and Business:

  The percentage of salary and benefits in relation to the total operational costs – 86% last year and 85% four years prior to last year the standard is 85%.

  50% law – 2008-09 - 51.36% / 2009-10 - 52.25% / 2010-11 52.63% / 2011-12 51.47% / 2012-13 – 53.23%


  Revenue vs. expenses and reserve – The financial outlook is good. President Dreyfuss mentioned we will be working on a multi-year budget.

Facilities Master Plan (FMP) – Meetings with architect for Facilities Master Plan are planned. Guidelines and projected FTES for next five years were provided to the architect. He will be presenting to all constituent groups. The FMP will be developed between now and the end of December to go forward to the Board in January/February 2014.

Gary Van Voorhis has started the Information Technology (IT) plan. John Frala is working on Service Area Outcomes (SAOs) with Jim Poper in Facilities. John is also working with Human Resources on their mission statement to align it with their SAO’s, goals, and values.
Standard IV Leadership and Governance – Priest and Castañeda-Calleros, co-chairs

Russell shared a handout, “Standard IV Related Tasks for the Board.” Back in September, Vann and Russell presented to the Board and wanted to be clear about what we expected of them and terms of evidence we need from them through January. There are still some gaps. We have various tasks each month that we expect them to complete. A color-coded chart shows yellow when the standard has been partially met, red when the substandard has not been met, and green when the substandard has been met or substantially been met. Russell explained that he met with his committee on 10/10/13 and had them evaluate the 22 sub-standards that are part of IVA and IVB.

At the October 19, 2013 Board Retreat Bill McGinnis gave his advice on how to deal with Standard IV regarding Board roles and responsibilities. He recommended printed resources that the Board should have, which is a good reminder for all standards to provide necessary materials to the Board on relevant topics.

6. Announcements - The College has submitted its choices for site team visitation dates, and it appears the visit will happen in late September 2014 rather than October, pending acceptance from ACCJC.

7. Adjournment – Dr. Wetsman adjourned the meeting at 2:15 pm. The next meeting date is Thursday, November 15, 2013 – 1:00-2:30, Board Room.
### INSTITUTIONAL STANDARDS

**Evaluation Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations**

HEOA 2008 including 2010 and 2011 regulations interpreted through August 2012

<table>
<thead>
<tr>
<th>Paragraph of 34 C.F.R.</th>
<th>USDE Regulation and HEOA of 2008 C.F.R.</th>
<th>Evaluation Team Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>602.14(a)(1)(i)</td>
<td>Standards effectively address “success with respect to student achievement in relation to the institution’s mission... including as appropriate consideration of course completion, State licensing examinations, and job placement rates.”</td>
<td>The institution must set standards for satisfactory performance of student success (student achievement and student learning). The evaluation teams examine the institution’s standards for student success and achievement and assess their appropriateness. Evaluation teams examine institution summary data on course completion rates, because pass rates where available, and job placement rates where available. The teams also examine program/certificate completion data, and graduation data provided by the college. These data are examined in the context of the institution’s standards of satisfactory performance and goals for improvement of student success (student achievement and student learning). The evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission. (Standards 1.B.4; H.A.1.c, H.A.2.a,b, § 5, k, l, H.A.5; H.A.6; ER 16-Student Learning and Achievement)</td>
</tr>
</tbody>
</table>

#### Student Achievement Data – ACCJC Annual Report – Institution Set Standards

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a</td>
<td>Successful student course completion rate for the fall 2012 semester:</td>
<td>65.30%</td>
</tr>
<tr>
<td>14b</td>
<td>Institution-set standard for student course completion rate:</td>
<td>64</td>
</tr>
<tr>
<td>15a</td>
<td>Percent of students retained from fall 2011 to fall 2012 semesters:</td>
<td>54.80%</td>
</tr>
<tr>
<td>15b</td>
<td>Institution-set standard for student retention percentage:</td>
<td>50%</td>
</tr>
<tr>
<td>16a</td>
<td>Number of students who received a degree in the 2011-12 academic year:</td>
<td>960</td>
</tr>
<tr>
<td>16b</td>
<td>Institution-set standard for student degree completion (percentage—indicate %—or number):</td>
<td>800</td>
</tr>
<tr>
<td>17a</td>
<td>Number of students who transferred to 4-year colleges/universities in 2011-2012:</td>
<td>835</td>
</tr>
<tr>
<td>17b</td>
<td>Institution-set standard for student transfer to 4-year colleges/universities (percentage—indicate %—or number):</td>
<td>750</td>
</tr>
<tr>
<td>18a</td>
<td>Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year:</td>
<td>140</td>
</tr>
<tr>
<td>18b</td>
<td>Institution-set standard for student certificate completion (percentage—indicate %—or number):</td>
<td>300</td>
</tr>
</tbody>
</table>
### IV.A: Decision Making Roles and Processes

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical and Effective Leadership: encouragement to take initiative, clear statements of goals and values, understanding of roles, college performance info, planning, student learning, systematic, participative processes used fro discussion, planning, and implementation</td>
<td>Colin</td>
</tr>
<tr>
<td>2.A. Written policy for decision-making processes: defined roles, mechanisms for input</td>
<td>Sandra R.</td>
</tr>
<tr>
<td>2.B. Faculty recommendations re: student learning programs and services, specific manner for individuals to contribute ideas</td>
<td></td>
</tr>
<tr>
<td>3. Board, administration, faculty, staff, students work together for the good of the institution: effective communication, discussion of ideas, written policies specifying roles, effective communication to staff re: goals and student learning</td>
<td></td>
</tr>
<tr>
<td>4. Honesty and integrity with respect to external agencies: documentation of accreditation history, responses to past recommendations, effective communication to public, compliance with accrediting commission standards and U.S. Dept. of Ed regulations</td>
<td></td>
</tr>
<tr>
<td>5. Evaluation of Governance: process, communication of results, making improvements</td>
<td>Fran</td>
</tr>
</tbody>
</table>

### IV.B: Board and Administrative Organization

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A. Capacity to act as a whole when making decisions: The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
<td></td>
</tr>
<tr>
<td>1.B. Establishing policies consistent with mission statement: The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
<td>Russell</td>
</tr>
<tr>
<td>1.C. Achieving educational quality and financial integrity: The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
<td>Yolanda</td>
</tr>
</tbody>
</table>
### Evaluation of Evidence - Standard IV: Leadership and Governance

<table>
<thead>
<tr>
<th>2.B.1 Guiding improvement of teaching and learning environment: by establishing a collegial process with values, goals, and priorities; ensuring that evaluation and planning rely on quality research; ensuring that educational planning integrated with resource planning and SLOs; establishing procedures to evaluate planning and implementation.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C. Aligning all Board policies and regulations with college mission: The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</td>
<td>Nash</td>
</tr>
<tr>
<td>2.D. Controlling budget</td>
<td>Cameron</td>
</tr>
<tr>
<td>2.E. Effectively communicating with the community</td>
<td>Bolen</td>
</tr>
<tr>
<td>Standard IV Related Tasks for the Board: Covering Fall 2013-Early Spring 2014</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>IV.B.1.a</strong> Ethics</td>
<td></td>
</tr>
<tr>
<td>Evidence that Board identifies which month it will conduct annual review of ethics statement (by 10/9/13)</td>
<td></td>
</tr>
<tr>
<td>Evidence-ethics statement reflects all new and old protocols (by 10/9/13)</td>
<td></td>
</tr>
<tr>
<td><strong>IV.B.1.e</strong> Consistency between BP's and protocols - media comm.</td>
<td></td>
</tr>
<tr>
<td>Evidence that board policies and protocols are aligned with each other (by 10/9/13)</td>
<td></td>
</tr>
<tr>
<td><strong>IV.A.3</strong> Board working together for good of the whole institution</td>
<td></td>
</tr>
<tr>
<td>Evidence that written policies specify roles of all const. groups (by 12/11/13)</td>
<td></td>
</tr>
<tr>
<td>Evidence - staff and students are informed of their roles (by 12/11/13)</td>
<td></td>
</tr>
<tr>
<td>Evidence that board communication is clear, current, widely available (by 12/11/13)</td>
<td></td>
</tr>
<tr>
<td><strong>Governance Manual</strong></td>
<td></td>
</tr>
<tr>
<td>Board receives an information item (on 10/9/13)</td>
<td></td>
</tr>
<tr>
<td><strong>IV.B.1.b</strong> Mission statement</td>
<td></td>
</tr>
<tr>
<td>Evidence of review, and edits (if needed) (by 12/11/13)</td>
<td></td>
</tr>
<tr>
<td>Evidence of alignment with board policies (by 11/22/13)</td>
<td></td>
</tr>
<tr>
<td>IV.A.1</td>
<td>Ethical, effective leadership</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Evidence Board understands role; others roles (by 11/13/13)</td>
</tr>
<tr>
<td></td>
<td>Evidence Board supports others to take initiative (by 11/13/13)</td>
</tr>
<tr>
<td></td>
<td>Evidence of follow up report related to eval of CEO selection process (by 11/13/13)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.B.1.a</th>
<th>Capacity to act as a whole and reflect public interest</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence - board avoids conflicts of interest (by 1/15/14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence - board acts in public's interest and not its own (by 1/15/14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| IV.B.1.g  | Calendaring Self Eval (May-June) | | | | | | | | |
|           | Evidence that Board has calendared the self eval process (by 12/13/13) |         |         |         |         |         |       |       |     |

| IV.B.1.f  | New Board Member Orientation | | | | | | | | |
|           | Evidence Board has reviewed orientation and has made edits (by 11/13/13) |         |         |         |         |         |       |       |     |

| IV.B.1.d  | Accreditation Board & Involvement | | | | | | | | |
|           | Evidence that the Board is informed and involved (by 1/15/14) |         |         |         |         |         |       |       |     |
HAZARDOUS MATERIALS

I. The District must post at least one CAL/OSHA Notice in each location where business is conducted in a conspicuous place where notices to employees are customarily posted.

A. Where the District is engaged in activities that are physically dispersed such as construction or transportation, the notice required shall be posted at each location to which employees report each day.

B. Where employees do not usually work at, or report to, a single location, the notice or notices shall be posted at the location or locations from which the employees operate to carry out their activities.

C. The District shall take steps to insure that such notices are not altered, defaced, or covered by other material.

D. The notice shall inform employees that the District’s use of any substance listed as a hazardous substance by Cal/OSHA regulations requires the District to provide employees with information on the contents of Material Safety Data Sheets (MSDS) or equivalent information about the substance which trains employees to use the substance safely.

E. The notice must also state that the District has required to make available on a timely and reasonable basis a MSDS on each hazardous substance in the workplace upon request of an employee, collective bargaining representative, or an employee’s physician.

F. The notice must also state that employees have the right to see and copy the medical record and other records of employee exposure to potentially toxic materials or harmful physical agents.

II. If the District is required to conduct tests or to engage in monitoring or measuring to determine employee exposure to hazards by specific standards, it the affected employee or employees, or their representative, shall notified prior to commencement of the date, time, and place of the testing, monitoring, or measuring of employee exposure.

III. The District must provide the employee or employees, or their representatives, with the opportunity to observe the testing, sampling, monitoring, or measuring undertaken pursuant to such standards.

IV. Whenever any employee has been or is being exposed to toxic materials or harmful physical agents in concentrations or at levels exceeding those prescribed by applicable standard, order, or special order, the District must
promptly notify any employee so affected in writing of the fact that the employee has been exposed, and of the corrective action being taken.

V. References:
Title 8 Sections 340 et seq.