

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
Special Meeting, Saturday, February 1, 2014, 11:30 a.m.  
3600 Workman Mill Road, Whittier, CA  
AGENDA**

**I. CALL TO ORDER**

- A. Call to Order (11:30 a.m.)**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Open Communication for Public Comment**

*Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.*

*Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.*

**II. STUDY SESSION – BOARD RETREAT**

- **Brown Act**
- **Educational Master Plan**
- **Facilities Master Plan / Special Bond Projects**
- **Information Technology Plan**
- **Climate Survey**
- **Review Board Self-Evaluation Instrument (Howard Kummerman)**
- **BP 2310 – Regular Meetings of the Board**

**III. INFORMATION ITEMS**

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

**IV. ADJOURNMENT**

**Date of Next Regular Meeting: Wednesday, February 19, 2014, 6:00 p.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier)**

**REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY**

*Any individual with a disability, who requires a reasonable accommodation to participate in a Board meeting of the Rio Hondo Community College District, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in alternate format. Telephone (562) 908-3403; fax (562) 908-3463; TDD (562) 908-3422.*

**THE RALPH M. BROWN ACT**  
Government Code Section 54950 et seq.  
**OPEN MEETING LAWS**  
Rio Hondo Community College District



***THE BROWN ACT – OPEN MEETING LAWS***

***WHAT ARE THE GOALS OF OPEN MEETING LAWS?***

1. Public access to meetings
2. Public attendance and participation in meetings
3. Open deliberations and action

**THE BROWN ACT – OPEN MEETING LAWS**

**BROWN ACT REQUIREMENTS**

**LEGISLATIVE BODY + MEETING = NOTICE & AGENDA**



**THE BROWN ACT – OPEN MEETING LAWS**

**GENERAL DEFAULT RULE**

“All meetings of a legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body.”

(Gov. Code, § 54943)

***THE BROWN ACT – OPEN MEETING LAWS***

The Brown Act covers members of virtually every type of local government body, including elected and appointed decision-making or advisory bodies.

**Elected Bodies:**

The governing body of a local agency (e.g., city council, school board of trustees)

**Appointed Bodies:**

Created by formal action of the legislative body

***THE BROWN ACT – OPEN MEETING LAWS***

**Standing Committees:** Less than a quorum of the entire committee which have either:

- continuing subject matter jurisdiction, or
- a fixed meeting schedule

**Note that the Brown Act still applies to new legislative body members that are not yet seated.**

**THE BROWN ACT – OPEN MEETING LAWS**

“any congregation of a **majority** of the members of a legislative body at the same time and place to **hear, discuss or deliberate** upon any item that is within the subject matter jurisdiction of the legislative body or the local agency....”

**Meetings Include:**

- Retreats or workshops of legislative body
- Informal gatherings can be meetings
- Serial meetings by telephone, email, or personal intermediaries

**THE BROWN ACT – OPEN MEETING LAWS**

**TYPICAL “NON-MEETINGS”**

- Contacts with constituents or staff
- Conferences
- Community meetings
- Other legislative bodies’ meetings
- Social or ceremonial events

(NOTE: do not discuss the body’s business at such “non-meetings”)

**THE BROWN ACT – OPEN MEETING LAWS**

***Meeting Types***

**Regular Meetings** - Gov. Code section 54954.2

**Special Meetings** - Gov. Code section 54956

**Emergency Meetings** – Gov. Code section 54956.5

**Adjourned Meetings** – Gov. Code section 54955

**Continued Meetings** – Gov. Code sections 54955.1 and 54955

**Teleconferenced Meetings** – Gov. Code section 54953

**Closed Session** – Multiple Brown Act Sections

**THE BROWN ACT – OPEN MEETING LAWS**

***Ground Rules – Meetings Must Be OPEN and PUBLIC***

**PUBLIC PARTICIPATION IN MEETINGS**

Regular and special meeting agendas must provide public with an opportunity to directly address the legislative body on agenda items during or before the body's consideration of the item whether in open or closed session  
(Gov. Code, § 54954.3(a))

Reasonable time limits are permissible, i.e., limits on the total amount of time for a particular issue, or for each individual speaker.



## **THE BROWN ACT – OPEN MEETING LAWS**

### **Ground Rules – Meetings Must Be OPEN and PUBLIC**

#### **PUBLIC PARTICIPATION IN MEETINGS**

- Right to speak includes right to criticize policies and programs and acts or omissions of legislative body
- Reasonable time limits on time permissible (Gov. Code, § 54954.3)
- Legislative body may order removal of individuals for disruptive behavior (Gov. Code, § 54957.9)



## **THE BROWN ACT – OPEN MEETING LAWS**

### **Ground Rules – Restrictions on Conduct of Meetings**

#### **“NO ACTION – NO DISCUSSION” RULE:**

Legislative body may not take action upon or discuss any item not listed on the agenda – exceptions apply subject to compliance with Brown Act procedures

(Gov. Code, § 54954.2(a)(2))

#### **EXCEPTION #1 to “NO ACTION/ NO DISCUSSION” RULE:**



#### **Brief Responses to Statements or Questions from the Public:**

- Questions for clarification;
- To identify information resources (e.g., staff);
- Request to have staff report back at future meeting;
- Brief announcements/reports

(Gov. Code, § 54954.2)

**THE BROWN ACT – OPEN MEETING LAWS****Ground Rules – Restrictions on the Conduct of Meetings****EXCEPTION #2 to “NO ACTION/NO DISCUSSION” RULE****EMERGENCY MATTERS**

Discussion and action on a non-agendized item Permitted if a majority of the legislative body determines there is an

**“EMERGENCY SITUATION.”**

(Gov. Code, § 54954 2(b)(1))



**“EMERGENCY SITUATION”** has a specific statutorily defined meaning:

- Work stoppage, crippling activity or other activity that severely impairs public health, safety or both
- Dire emergency (i.e., crippling disaster, mass destruction, terrorist act, etc., that poses peril so immediate and so significant that there is no time to lose. Public health and safety endangered. (Gov. Code, § 54956 5)

**THE BROWN ACT – OPEN MEETING LAWS****Ground Rules – Restrictions on the Conduct of Meetings****EXCEPTION #3 to the “NO ACTION/NO DISCUSSION” RULE****NEED FOR IMMEDIATE ACTION**

Action can be taken on a matter not posted on the agenda if by 2/3 vote of the members (or unanimous vote if less than the full membership is present) the body finds:

1. Immediate need for action (something that cannot wait for a noticed meeting),
2. Knowledge of the need for immediate action did not become available until after the agenda for the current meeting was posted. (Gov. Code, § 54954 2(b)(2))

**EXCEPTION #4 to the “NO ACTION/NO DISCUSSION” RULE****MATTERS APPEARING ON PRIOR AGENDA NOT MORE THAN 5 DAYS EARLIER**

(Example: an item that was continued from a prior meeting 5 days earlier.)



**THE BROWN ACT – OPEN MEETING LAWS**

**Meeting Types and Basic Requirements**

**Regular Meetings – Gov. Code section 54954.2**

- Post agenda 72 hours prior to meeting at accessible location and agency's website;
- Time and location of meeting;
- "Brief general description" of each item of business;
- Identifies Closed Session items as well;
- Mail agenda to those who request it (but District may charge for cost);
- Upon request agenda must be made available in alternative formats to those with disabilities as required under ADA;
- Regular meetings must be held within boundaries of jurisdiction.



**THE BROWN ACT – OPEN MEETING LAWS**

**Meeting Types and Basic Requirements**

**Special Meetings – Gov. Code Section 54956**

- May be called at any time by:
  1. Presiding Officer of Leg. Body (e.g., Mayor or Chairperson); or
  2. By majority of members of legislative body.
- Notice of special meeting posted at 24 hours before meeting in accessible location.
- Only the business on the special meeting notice may be considered at special meetings.

**THE BROWN ACT – OPEN MEETING LAWS**  
**Meeting Types and Basic Requirements**

**CLOSED SESSIONS**

*Exception to the basic notion that the public and press should be able to witness deliberations.*



*Compels compliance with Brown Act procedures aimed at ensuring that closed session authorization is not overused or abused to the detriment of the public right to know.*

**THE BROWN ACT – OPEN MEETING LAWS**  
**Meeting Types and Basic Requirements**



**CLOSED SESSIONS**

- **PURPOSE:** Permitted for specified purposes as part of a Regular Meeting, Special Meeting or Emergency Meeting. (Gov. Code, § 54956.5)
- **AGENDA REQUIREMENTS:** Agendas must include description of matters to be discussed in closed session.

*Brown Act provides "safe harbor" basic wording and format requirements (See Gov. Code, § 54954.5)*

- **WHO MAY ATTEND:** Those necessary to advise or take direction (e.g., senior staff, legal counsel, negotiators, experts, consultants etc.).

**THE BROWN ACT – OPEN MEETING LAWS**  
**Meeting Types and Basic Requirements**  
**CLOSED SESSIONS – PERMISSIBLE TOPICS**



**1. Conference with Real Property Negotiator**

- Instruction on price and terms of payment (Gov. Code, § 54956.8)



**2. Conference with Legal Counsel**

- Existing Litigation (Gov. Code, § 54956.9(d)(1))
- Anticipated Litigation (Gov. Code, § 54956.9(d)(2))
- Initiation of Litigation (Gov. Code, § 54956.9(d)(4))



**3. General Employment and Personnel Discipline Matters**

- Appointment and Employment (Gov. Code, § 54957(b)(1) & (4))
- Employee Performance Evaluation (Gov. Code, § 54957(b)(1) & (4))
- Employee Discipline or Dismissal (Gov. Code, § 54957(b)(1)-(4))
- Complaints or Charges Against Employee (Gov. Code, § 54957(b)(1)-(4))



**4. Conference with Public Agency Employment/Labor Representative**

- Conference with public agency's own employment/labor rep. to discuss:  
 Salaries and Salary Schedules  
 Fringe Benefits  
 Discussion of public agencies available funds  
 Discussion of public agencies funding priorities

(Gov. Code, § 54957.6 (a))



**THE BROWN ACT – OPEN MEETING LAWS**  
**Meeting Types and Basic Requirements**



**CLOSED SESSIONS**

**CLOSED NATURE OF CLOSED SESSIONS MEANS THERE ARE  
 CONFIDENTIALITY ISSUES AT STAKE & CONFIDENCES TO BE KEPT**

- ✓ Disclosure of Confidential Information acquired in closed session is **PROHIBITED** under the Brown Act.
- ✓ Only the legislative body (e.g., the Board of Trustees) **acting as a whole** can waive the requirement to keep confidential information confidential.
  - Individual members cannot decide on their own, what should or should not be kept confidential.
- ✓ Violation of the confidentiality requirement may be remedied by **injunctive action** against an employee who has willfully disclosed confidential information, or referral of a member of the legislative body who has willfully disclosed confidential information to the **grand jury**.
- ✓ It shall not be a violation to make a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law.

(Gov. Code, § 54963)

**THE BROWN ACT – OPEN MEETING LAWS**

**Penalties and Other Implications for Violating  
Brown Act (Gov. Code, § 54960.1)**

**Criminal Sanctions** – Violation of Brown Act by any member of a legislative body with **INTENT** to deprive public of information is a misdemeanor. (Gov. Code, § 54959)

**Civil Remedies** – DA or any interested person can sue to prevent a pending violation or have past actions taken in violation of the Brown Act rendered **NULL** and **VOID**.

**Penalties** – Court costs and reasonable attorneys' fees.  
Costs and attorneys' fees borne by public agency.  
(Gov. Code, § 54960.5)







## **EDUCATIONAL MASTER PLAN (EMP) TIMELINE**

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- April 5, 2013**      Educational Master Plan Kick-off at Institutional Planning Retreat
- Mission Statement Review
  - Educational Philosophy/Strategic Directions
  - Institutional Standards
- May – November 2013**      Mission Statement Revision
- Establish Mission Statement Task Force
  - Campus Review
  - Board of Trustees Approval
- October 22, 2013**      Establish Campus Leadership for Educational Master Plan
- Executive Team from President's Council
  - Task Force for Educational Master Plan from Planning Fiscal Council
- November 7, 2013**      First meeting of TEMP
- Establish meetings & timeline
    - TEMP will meet four times a month. One meeting will include entire leadership team.
  - Discuss EMP content workflow
- December - February**      Educational Master Plan and Task Force Meetings
- March - April**      Campus & Community review of Draft Educational Master Plan
- ASRHC -
  - Academic Senate -
  - President's Advisory Committee -
  - Campus Open Review Sessions -
  - Administrative Council -
  - CSEA Executive Committee -
  - Board of Trustees Workshop -
- April 11, 2014**      Institutional Planning Retreat
- Review and finalize EMP
- May 14, 2014**      Board of Trustees Approve Educational Master Plan



## **Educational Master Plan**

### **Leadership**

---

#### **Executive Team – President’s Council**

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

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

- Co-Chair – Howard Kummerman
- Co-Chair – Julius Thomas
- Faculty – Dianna Reyes, Jim Newman, Michelle Pilati
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#### **Support Staff**

- Jim Poper
- Gary Van Voorhis



## **Educational Master Plan**

### **Content Outline**

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#### Introduction

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

#### External & Internal Scans (IRP)

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

#### Master Plan (PFC, Task Force, Deans)

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



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

Implications & Conclusions

- XIV. Link to Technology Plan
- XV. Link to Facilities Plan
- XVI. Conclusions



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# **Master Plan Update Background & Process Presentation**

December 11, 2013

Presented by



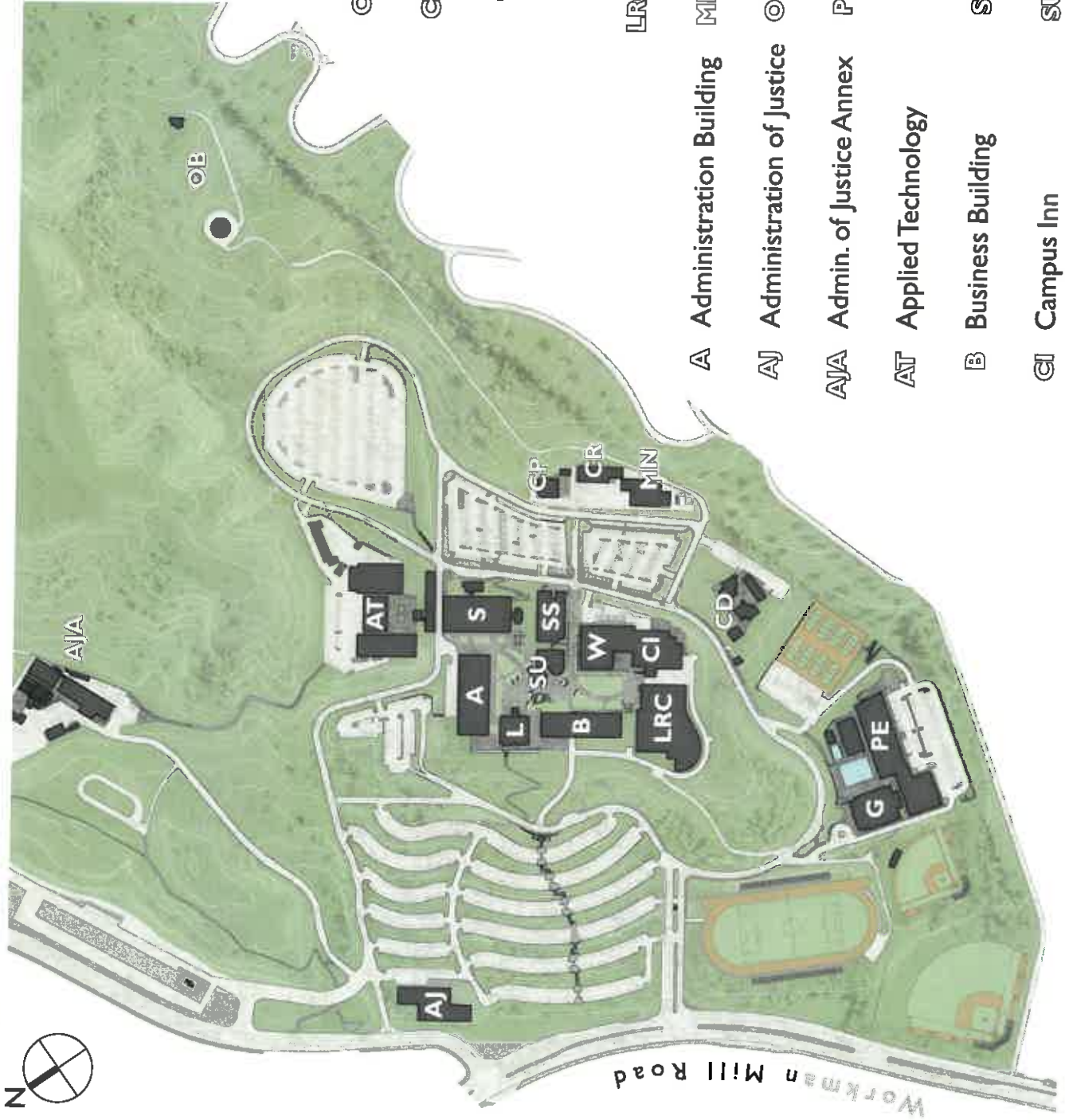


Mission Statement Task Force

October 29, 2013

## **MISSION STATEMENT**

**Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.**



CR Central Receiving

CD Child Development Center

G Gymnasium

L 'L' Building

LRC Learning Resource Center

MN Maintenance

OB Observatory

PE Physical Education

S Science Building

SS Student Services

SU Student Union

W Wray Memorial Theater

A Administration Building

AJ Administration of Justice

AJA Admin. of Justice Annex

AT Applied Technology

B Business Building

CI Campus Inn

GP Central Plant

## CURRENT CAMPUS MAP

# **PURPOSE**

- Recall the Underlying Principles of the 2006 Facilities Master Plan
- Summarize construction progress, including planning efforts for forthcoming projects
- Determine effectiveness of completed projects through post-occupancy feedback from the College Community
- Identify new opportunities within the framework of the 2006 Master Plan in dialogue with the College Community

# **RELEVANCE**

***The Master Plan Update is a critical to:***

- Accreditation
- Coordination with the State Chancellor's Office
- Planning for changes to enrollment and maintenance/operations budgets
- Demonstrating demand for facilities and eligibility for future State funding of construction projects

# **SCHEDULE**

- **December 2013**\_preliminary data-gathering meetings with various campus constituencies will commence
- **January 2014**\_preliminary report is presented to the Board of Trustees during the annual retreat at the end of the month
- **February 2014**\_Master Plan Update is finalized in time to support the on-going preparation for accreditation self-certification



# **BACKGROUND | 2006 Master Plan**

- As an update to the approved 2006 Facilities Master Plan, major new initiatives *are not* anticipated as a result of the current effort
- The 2006 Master Plan considered both the primary campus and off-site centers at SWEC (South Whittier, Santa Fe Springs) and EMEC (El Monte & South El Monte)
- The following factors were considered:
  - 1.Expanding Service to the Community
  - 2.Access and Orientation
  - 3.Pedestrian Circulation and Wayfinding
  - 4.Improvements in Technology
  - 5.Modernization and Improved Safety of Facilities
  - 6.Improved Energy Efficiency and Campus Sustainability

# **BACKGROUND | 2010 Update**

## ***The 2010 Master Plan Updated addressed:***

- Construction progress and continuing planning efforts
- Modifications to the 2006 Master Plan resulting from detailed work associated with individual construction projects
- Identification of potential alternatives to elements of the 2006 Master Plan that proved to be unfeasible

# EVOLUTION

- Even before the official adoption of the 2006 Master Plan, construction had begun and progressed substantially on several projects.
- Designing individual projects better defines the nature and quality of the future campus.
- Additional insights are gained through continuing planning efforts.
- Limitations and unforeseen opportunities are identified as new information becomes available.
- Planning is an iterative process that benefits from the inclusion of these evolving insights.

# **PARAMETERS**

- The goals of the 2006 Master Plan resulted from a campus-wide solicitation of ideas and opinions regarding the future of the College and projected needs and proposed actions 20 years into the future.
- The aspirations of the plan were not envisioned to be entirely achieved with the first phase of construction or the funds available from the initial bond initiative.
- The Facility Master Plan Update will address changes to the College's anticipated growth and perceived needs of the service area population while accounting for the continuing modernization of facilities, incorporation of current technology, and improvement of energy efficiency.

# COMPLETED PROJECTS



# CAMPUS QUAD

# COMPLETED PROJECTS



# LEARNING RESOURCE CENTER



# COMPLETED PROJECTS



# STUDENT UNION BUILDING

# COMPLETED PROJECTS



# STUDENT SERVICES BUILDING



# COMPLETED PROJECTS



# ADMINISTRATION OF JUSTICE BUILDING

# COMPLETED PROJECTS



# PHYSICAL EDUCATION COMPLEX

# COMPLETED PROJECTS



# APPLIED TECHNOLOGY BUILDING



# COMPLETED PROJECTS



# CENTRAL PLANT

# COMPLETED PROJECTS



**PEDESTRIAN BRIDGE TO PARKING LOT 'A'**

# COMPLETED PROJECTS



**EAST CAMPUS DROP-OFF**



# COMPLETED PROJECTS



# SOUTH WHITTIER EDUCATIONAL CENTER

# COMPLETED PROJECTS



**EL MONTE EDUCATIONAL CENTER**



# **COMPLETED PROJECTS**

- Administration Building Seismic Retrofit
- Business Education Building Seismic Retrofit
- Science Building Seismic Retrofit
- Terrace Steps (Partial)
- Expanded On-Campus Tram System
- Campus Signage and Wayfinding Program
- Campus-Wide Landscape & Hardscape
- Site Utility Infrastructure
- Campus-Wide Exterior Building Painting
- Partial Re-Striping of Surface Parking Lots
- Computer Hardware Purchase & Replacement
- Computer Software Purchase

# **PLANNED PROJECTS**

*(Included in 5-Year Plan on File with the State Chancellor's Office)*

- **Arts Building & Demolition of Campus Inn**
  - Addresses deficiencies in existing instructional spaces for the arts programs
  - Makes portions of Business Building available for renovation and change of use (see below)
- **Music Building & Wray Theater Renovation**
  - Addresses deficiencies in existing instructional and performance spaces
  - Improves technology, energy efficiency, and accessibility
- **Library Tower Renovation**
  - Seismic Retrofit
  - Enables relocation of College Administration from Administration Building
  - Makes Administration Building available for renovation and change of use
- **Administration Building Renovation**
  - Expand instructional spaces
  - Relocation of Bookstore and Print Shop
  - Improve technology and potential seismic retrofit (if required)
- **Business Building Renovation**
  - Expand instructional spaces
  - Improve technology and energy efficiency

# **CRITICAL ISSUES | Access & Orientation**

- Campus access has, and will continue, to serve as a primary factor in establishing the goals of the Facility Master Plan
- Access & Orientation refers to:
  - 1.Challenges inherent to a hillside campus
  - 2.Campus legibility & navigability
  - 3.Increasing community access to modern facilities, resources, programs, and technology

# **CRITICAL ISSUES | *Serving the Community***

- Serving the community is the primary goal of the Master Plan
- **Off-Site Centers**
  - Facilities at SWEC and EMEC are currently used for both specialized training and general education.
  - The capacity of these facilities can be greatly increased.
  - Off-Site centers could serve as nodes for “gateway programs” that eventually result in students attending programs on the main campus.
  - Off-site Centers would be developed with respect to locations of existing population centers and programming established to fill existing or strongly evidenced potential need.

# ***CRITICAL ISSUES | Accommodating Growth***

- The 2002 Educational Master Plan (EMP) projected a 2% annual growth of enrollments.
- The demand for facilities outlined by the 2006 Facilities Master Plan (FMP) is based, in part, on the 2002 EMP growth projection.
- Enrollment growth was suppressed as a result of budget cuts stemming from the State depressed economy.
- State funding for community colleges is anticipated to increase in the near-term as the fiscal condition of the State continues to improve.
- Long-term growth is anticipated to meet the projections established in the 2002 EMP, and the FMP Update accounts for the increased demand for instructional facilities through planned projects already outlined in the College's current 5-Year Construction Plan.

# **CRITICAL ISSUES | Parking**

- Current parking demand exceeds capacity during the first couple of weeks of each semester.
- The College has undertaken several initiatives to increase the utilization of available parking:
  1. Parking availability is displayed to drivers entering the campus from Workman Mill Road.
  2. The tram system has been expanded through the acquisition of new vehicles and increased number of stops in remote spaces in terraced parking lots.
  3. Completion of the Upper Terrace Walk will improve the connection of remote lots to the main campus quad.
- Anticipated growth will continue to put pressure on available resources.
- Several strategies for increasing parking capacity were developed during the 2010 Master Plan Update.

# POTENTIAL PLAN COMPONENTS

- During the 2010 Master Plan Update, a study was conducted to better understand the physical limitations of the campus and its capacity for growth.
- The study concluded that, while it would be wise to reserve the level portions of campus currently occupied by Parking Lots 'B' & 'C' for future building projects, ***there is no identified need at the projected growth rate for additional instruction space into the foreseeable future.***

# POTENTIAL PLAN COMPONENTS Cont'd

- **Upper Terrace Walk**
  - A proposed series of terraces and walkways that connect the existing Terrace Steps to the foot of the Library Tower.
  - Safely links the terrace parking lots to the main pedestrian areas of campus.
- **Rio Plaza (Rio Transportation Park)**
  - A proposed series of outdoor special events spaces combined with an improved bus stop, bicycle lockers, and public rest rooms.
  - Creates a visible presence for the College along Workman Mill Road.
  - Connects to the base of the existing Terrace Steps and first tram stop through a series of ramps and generous steps.
- **Directional Signs, Phase 3**
  - Continue signage installation consistent with Phase 1 and Phase 2 projects.
  - Installation in areas of campus not covered by Phase 1 and Phase 2.
  - Consideration will be given to wayfinding for both interior and exterior of existing buildings.



# POTENTIAL PLAN COMPONENTS Cont'd

- **Campus-Wide Lighting Project**
  - Replacement of interior lighting and ballasts with energy efficient types.
  - Primary funding from Proposition 39.
- **Nursing & Health Facilities Expansion**
  - Examination of current space utilization in existing Science Building, as required for accommodation of the expanding demand for Nursing and Health Facilities.
- **Science Building Renovation**
  - Renovation of other areas in the existing Science Building, as required to accommodate programs displaced by the expansion of Nursing and Health Facilities.
- **Administration of Justice Annex Renovation**
  - The annex building is currently under-utilized following the completion of the new Administration of Justice Building in Parking Lot I.
  - Annex building to be re-purposed for advanced officer training, Homeland Security training, and other uses as needed to advance the Administration of Justice program.
- **Pico Rivera Educational Center**
  - Off-site center to serve the residents of Pico Rivera and surrounding communities.
  - Location at North end of El Rancho Educational Center
  - Existing buildings will be renovated to house six classrooms and office space.



# TECHNOLOGY PLANNING UPDATE

Rio Hondo College  
February 2014

## Planning Update

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

## Computing Trends

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

## Audio/Visual Upgrades

- Definition
  - Amplifying sight and sound, typically in the form of slides or video and recorded speech or music.
- Goal
  - *Provide modern multi-media classroom services*
- Activities
  - Audio/Visual Standard in all Classrooms
    - Upgrade A, B, and Science buildings to new building standards in association with Facilities Master Plan
  - Remain Abreast of Changing Classroom Audio/Visual Technologies and Needs as Related to the Education Master Plan

## Cloud Computing

- **Definition**
  - ▣ The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.
- **Goal**
  - ▣ *Make resources available regardless of space and time*
- **Activities**
  - ▣ Secure Corporate Cloud Infrastructure
  - ▣ Document Management System
  - ▣ Email
- **NOTE:** Cloud computing is important in the expanding role of online education

## Infrastructure Upgrades

- **Definition**
  - ▣ The "core" network, hardware, and software systems required for RHC to provide services to its primary stakeholders.
- **Goal**
  - ▣ *Deliver current, stable systems environment with which to build computing solutions*
- **Activities**
  - ▣ **Network**
    - ▣ Ongoing Network Upgrades, Including Wireless/Cellular Systems
    - ▣ Upgrade Internet Access
  - ▣ **Hardware**
    - ▣ Provide Up-To-Date, Modern Hardware to RHC Constituents
  - ▣ **Software**
    - ▣ Banner 9.0 / Luminis 5.0 / Oracle 12c
    - ▣ Upgrade Centralized and Decentralized Software Titles as Required
    - ▣ Replace RHC Planning Software

## Mobility

- Definition
  - ▣ Using less complicated computing devices characterized by their portability. Examples include smartphones and tablets.
- Goal
  - ▣ *Expand the reach of Rio Hondo systems to evolving mobile devices*
- Activities
  - ▣ Implement Banner Mobile Applications for Registration, Financial Aid, etc.
  - ▣ Prepare to Take Payments Using Mobile Devices

## Virtualization

- Definition
  - ▣ Utilizing specialized software to allow a computer to run more than one operating system at one time.
- Goal
  - ▣ *Improve efficiency and flexibility through increasing virtualization*
- Activities
  - ▣ Expand Virtualization for Specialized Programs
    - GIS/CAD
  - ▣ Expand Use of Workstation Virtualization
  - ▣ Expand Virtualization to Mobile Devices

## Next Steps

- Create narrative plan to expand the goals and activities outlined
- Solicit feedback from taskforce members and college constituents and adjust plan accordingly
- Adopt final version
- Timing – March 31, 2014





**RIO  
HONDO  
COLLEGE**



**2013**

# **CLIMATE SURVEY**

## **Report**

Office of Institutional Research & Planning



CLIMATE SURVEY  
CLIMATE SURVEY



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## INTRODUCTION

### Background

Rio Hondo College administered a campus climate survey (RHC Climate Survey) to students and employees from April 25 to May 15, 2013. The purpose of the climate survey is to investigate the overall perceptions of the campus climate as reported by students and employees. Students and employees received and completed separate surveys. The 2013 administration was the fifth time these survey instruments were utilized.

"Climate" refers to the general atmosphere experienced by the faculty, staff, and students. Climate is measured through several dimensions which include perceptions of academic needs, campus relationships, diversity and equity, safety, governance, communication, job satisfaction, and the college environment.

### Instrumentation

Both the employee and student versions of the RHC Climate Surveys were developed by the Institutional Research and Planning Office. The format and structure of the surveys were modeled after similar surveys used by Cypress and San Bernardino Valley Colleges. The surveys are paper format and prepared through a scannable software program for ease of recording, managing, and analyzing data.

One to two items were added to each of the current year's surveys over those of the previous year. The majority of the items include a five-point Likert scale response format with the following options: "Strongly Disagree"=1, "Disagree"=2, "Neutral"=3, "Agree"=4 and "Strongly Agree"=5. Some items are scaled on frequency (e.g., "Always," "Sometimes," etc.) and others on satisfaction (e.g., "Satisfied," "Dissatisfied"). A "Don't Know" option was available for some items. In addition, an open-ended question was asked to allow survey respondents the opportunity to provide comments related to campus climate and general suggestions for improvement.

### Survey Domains

The items on the RHC Climate Surveys fall within specific domains that address aspects of student and employee experiences at the college. The list below contains these domains, on which surveys they are located, and a brief explanation of the domain's definition.

- Academic Needs (Students): Explores the academic experiences at RHC leading to career goals.
- Campus Relationships (Students): Explores relationships among students and employees on campus.
- Campus Relationships (Employee): Explores relationships among employees, co-workers and supervisors.
- Inclusion and Campus Life (Student): Explores the sense of belonging to the campus, student activities, and athletic events.

- Diversity and Equity (Students): Explores perceptions of the diversity of ethnic backgrounds of RHC instructors and non-instructors and treatment of students or groups.
- Diversity and Equity (Employees): Explores the treatment of students, genders, racial/ethnic groups, and disabilities.
- Job Satisfaction (Employees): Explores employees' overall satisfaction at the college as well as personal goals, supervisor's feedback, and professional opportunities.
- Communication (Employees): Explores the information received about events//decisions in his/her department or division.
- Governance (Employees): Explores confidence in the administration, constituent groups, and important decisions on campus.
- Campus Usage (Students): Explores how often students utilize areas of the campus and participate in activities on campus.
- RHC Environment (Students): Explores the developing appearance of the campus, restrooms, gathering areas, study areas, and food/drink options.
- RHC Environment (Employees): Explores the developing appearance of the campus, classroom labs, and food/drink options on campus.
- Campus Safety (Students and Employees): Explores the issues of safety on campus during the day and evening.

### **Implementation Procedures**

All RHC employees were targeted for this current year's climate survey. Just prior to the distribution of the employee climate survey, there were 829 employees at the college: Administrators/Confidential (4.7%); Classified (29.6%); Full-time Faculty (22.3%); Part-time Hourly (7.5%); and, Part-time Faculty (35.9%). Surveys were placed in sealable envelopes with attached informational memos and delivered to the campus mailroom. Once completed and prior to returning the surveys to the mailroom, respondents were instructed to remove the attached memo (which contained identifying information) from the sealed envelopes to ensure anonymity. A total of 486 of the 829 employees completed the survey yielding a 59% response rate.

There were 16,640 students enrolled during Spring 2013 (unduplicated headcount). The IRP staff employed a random selection process of course sections prior to administering the student climate survey. Course sections were not eligible for sampling if they had been selected for the National College Health Assessment survey sample, were cancelled, ended before May 1, did not have a listed time and day (e.g., Virtual College), were not on the main campus, or enrolled fewer than eight students. There were 886 eligible course sections remaining from which 35 sections with 1,182 students were randomly selected. With the cooperation of the faculty from the sampled sections, IRP staff administered the student survey in the classrooms. A total of 833 of 1,182 students completed the survey yielding a 70% response rate – a 12% increase from the 2012 student survey response.

## **Analysis**

IRP staff analyzed all quantitative and qualitative survey data. Mean ratings (or averages) and frequency distributions for the various survey items were calculated and reported. "Don't Know" responses were removed from the data analyses and response totals. In many cases, comparisons were made to corresponding results from the 2012 climate surveys. Only differences of 0.10 or greater were considered meaningful and emphasized in the results. Responses to open-ended questions were qualitatively coded and categorized by theme. Samples of open-ended comments are presented verbatim to support the themes and interpretations made of the data. To address confidentiality, all identifying information was removed.

## RESULTS

### A. Demographics – Employee Respondents

A total of 486 respondents completed the 2013 Employee Climate Survey. The following tables and charts present the demographics of these respondents. Similar to 2012, slightly more than half of the employee respondents identified themselves as female. The two largest ethnic groups identified are White/Caucasian and Hispanic/Latino. See Table A-1.

**Table A-1. Employee Gender and Ethnic Background**

Gender	#	%
Female	261	56.0%
Male	205	44.0%
<b>Total</b>	<b>466</b>	<b>100.0%</b>
Ethnicity	#	%
White/Caucasian	182	39.6%
Hispanic/Latino	154	33.5%
Asian/Asian-American	44	9.6%
Two or more races	30	6.5%
Black/African-American	12	2.6%
Filipino	3	0.7%
Native American/Alaskan	2	0.4%
Other	33	7.2%
<b>Total</b>	<b>461</b>	<b>100.0%</b>

Note: Not all respondents indicated gender and/or ethnicity.

Figure A-1 displays the distribution of years employed at RHC. The respondents' median length of employment was 11 to 15 years in 2013. The median in 2012 was 6 to 10 years.

**Figure A-1. Employees by Years Employed at RHC**

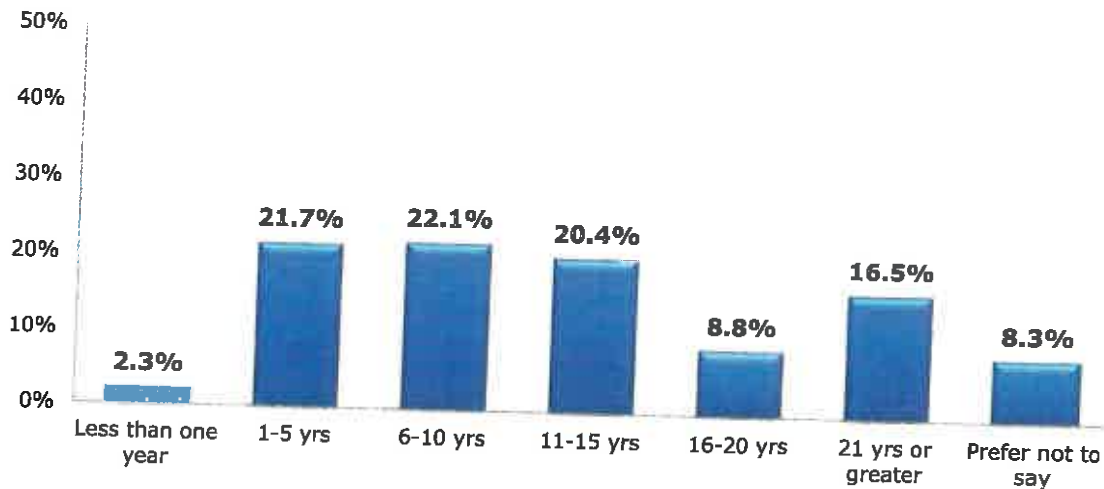
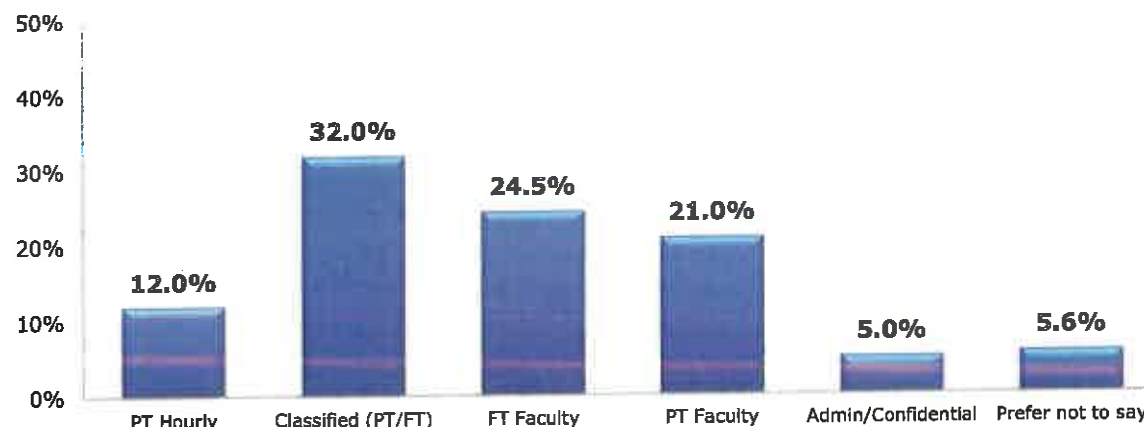




Figure A-2 displays the distribution of employee types. In 2013 as in 2012, the respondents were largely comprised of classified staff and faculty.

**Figure A-2. Employees by Type**



## B. Demographics – Student Respondents

A total of 833 students completed the 2013 Student Climate Survey. Unlike 2012, more than half of the student respondents identified themselves as female. Hispanic/Latino continued to be the most commonly self-identified ethnic group (see Table B-1).

**Table B-1. Student Gender and Ethnic Background**

Gender	#	%
Female	451	54.6%
Male	375	45.4%
<b>Total</b>	<b>826</b>	<b>100.0%</b>
Ethnicity	#	%
Hispanic/Latino	586	71.1%
Asian/Asian-American	68	8.3%
White/Caucasian	48	5.8%
Black/African-American	8	1.0%
Filipino	8	1.0%
Native American/Alaskan	1	0.1%
Pacific Islander	1	0.1%
Two or more races	73	8.9%
Other	31	3.8%
<b>Total</b>	<b>824</b>	<b>100.0%</b>

Note: Not all respondents indicated gender and/or ethnicity.



The next three figures display the distribution of student respondents by age group, years of RHC attendance, and the number of hours worked per week. Similar to 2012, the median age group of student survey respondents is 20-24 years old. See Figure B-1.

**Figure B-1. Students by Age Group**

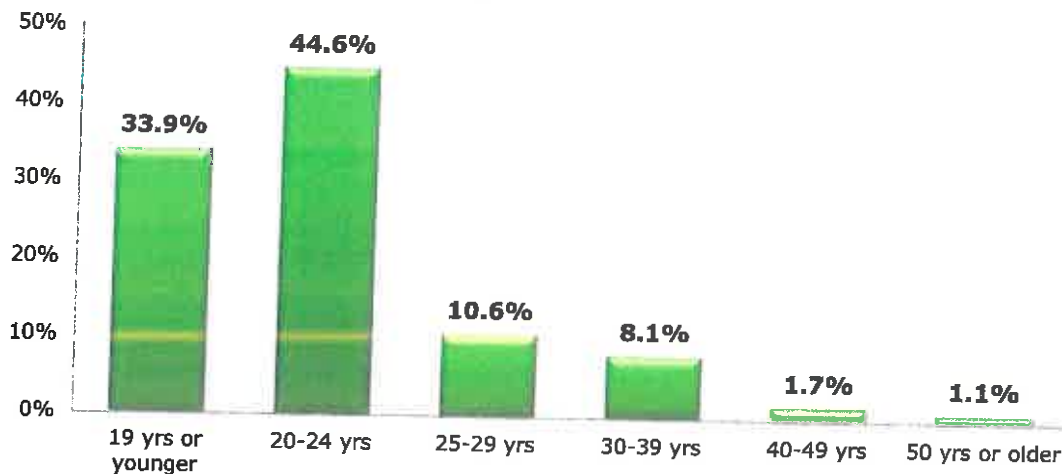
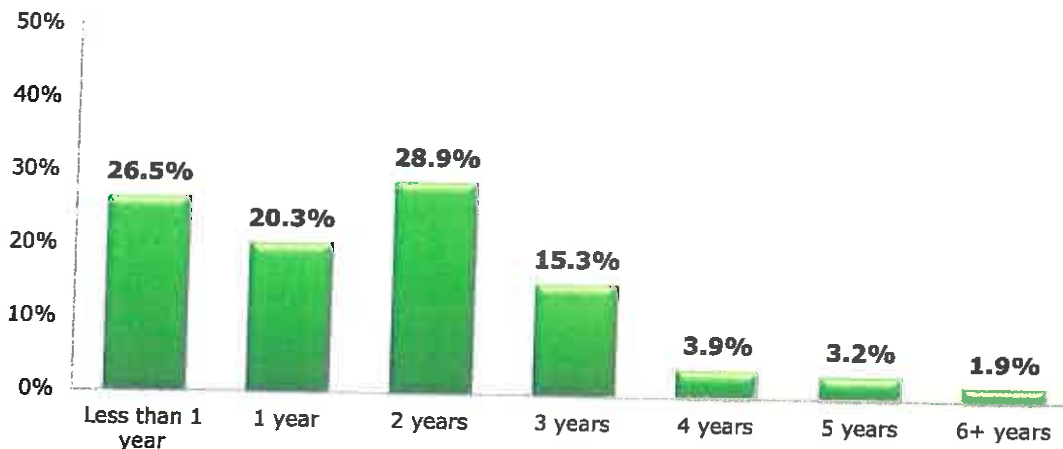


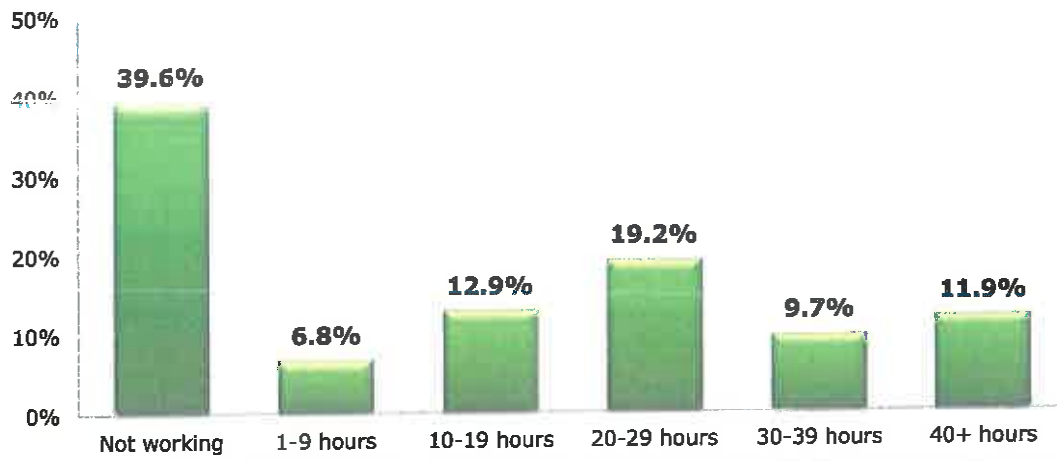
Figure B-2 shows that most of the student respondents have been in attendance at RHC for one year or less. Two years was the median number of years in attendance for 2013, the same as in 2012.

**Figure B-2. Students by Years of RHC Attendance**



As shown in Figure B-3, over one-third of student respondents reported that they were "not working" (at least not at the time of survey completion). The median number of reported hours worked per week was 10-19 hours.

**Figure B-3. Students by Hours Worked per Week**



### C. Student Academic Needs

Students indicated their satisfaction with having their academic needs met. Table C-1 presents the average ratings and a comparison of results to the 2012 year.

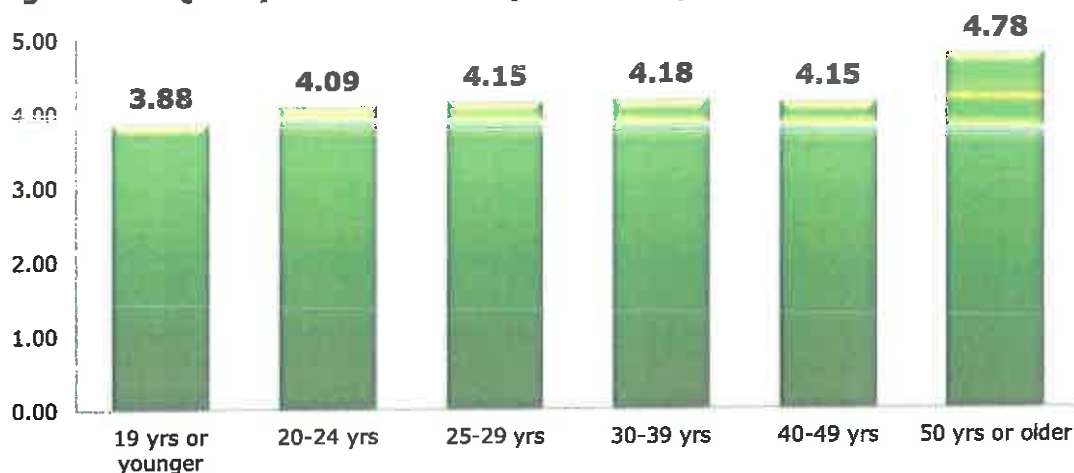
**Table C-1. Average Student Responses to Academic Needs**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
I am satisfied with my academic experiences at RHC.	4.13	830	4.17	670	-0.04
I would recommend RHC to a friend.	4.18	829	4.21	670	-0.03
RHC helped me identify my career goals.	3.49	825	3.54	670	-0.05
I am satisfied with the variety of courses offered.	3.73	828	3.79	667	-0.06
I am satisfied with the quality of instruction and teaching.	4.04	817	4.10	663	-0.06
Courses I need are offered at times that are convenient to my schedule.	3.50	826	3.52	664	-0.02
My instructors are highly knowledgeable.	4.29	827	4.34	672	-0.05
RHC instructors come to class well prepared.	4.30	828	4.30	669	0.00
My courses are preparing me to achieve my educational goals.	4.19	825	4.21	671	-0.02

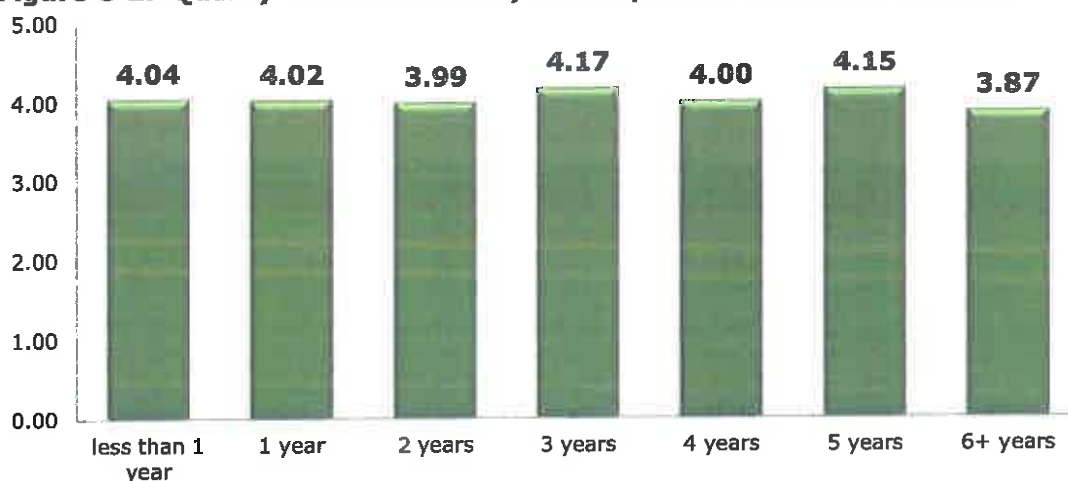
Table C-1 shows little variation in overall student satisfaction over the last two years. Students continue to be satisfied with their general academic experience, the instructors, and the course preparation for meeting their educational goals. Students also continue to show less satisfaction in the variety of courses offered and the scheduling of courses. Students also indicated lesser satisfaction with the college helping to identify career goals.

Student satisfaction with quality of instruction and teaching tended to increase slightly with student age. Figure C-1 exemplifies this pattern. This pattern was not as evident as students spent more time at the college (see Figure C-2). The 2012 survey results showed similar patterns.

**Figure C-1. Quality of Instruction by Student Age**



**Figure C-2. Quality of Instruction by Time Spent at Rio Hondo College**



The survey yielded about 65 student comments that related specifically to instruction and classes. Several comments relayed the positive academic experiences students have had. One student explained, "Rio Hondo is a great stepping stone to take after high school because they have a lot of classes and programs offered for your degree of interest and also many programs to aid you in transferring to a four-year university."

The most common responses, however, concerned adding classes and/or making classes more available for students. Students generally noted that could not get the classes they wanted or needed. Comments included: "Need more science classes! They fill up way too fast. Lack of open classes makes me want change schools." "I wish I can take the classes I

need for my major since when I registered for classes, most of the classes I need were closed." "By the time I get to register for classes, everything is filled up." For some it was a matter of scheduling. For example, one student suggested "offering more core classes at night for working adults." Some comments were specific to programs, either in adding resources or impact on others. The following comments illustrate this particular theme: "Student participating in the honors programs must have priority registration." "It would be much help if the MESA program didn't have so many requirements to become part of the program, such as income level, first year student. I feel it's exclusionary to the students that make more income than the amount they aim for and its annoying that the MESA students get first pick." Other students suggested adding new courses such as java programming, nutrition, and an associate's degree for GIS.

Comments about instructors typically fell into two categories – quality of instruction and relationships. The latter category is discussed under the section titled "Student Campus Relationships." Regarding instruction, students offered a balance of positive and negative comments. One student positively shared, "The professors at RHC are exceptional. They are always willing to provide assistance to their students. They show interest in their profession and work hard to have their students succeed." Another student was less than positive, noting that there were some "poorly-prepared and inefficient teachers."

## D. Student Inclusion and Campus Life

Inclusion and campus life was another area that students responded to on the survey. In general, students reported very positively on the environment at RHC and their sense of belonging (see Table D-1). Perceptions remained positive about their opportunities to join activities, voice ideas for decision making, and the clubs/activities on campus. Attending RHC athletic events and participating in campus activities were not as positively rated (more in the neutral range) but remained relatively consistent over the last two years.

**Table D-1. Average Student Responses to Inclusion and Campus Life**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
Students are asked for their ideas when important decisions are made on campus.	<b>3.28</b>	<b>826</b>	3.29	669	-0.01
I like the environment at RHC.	<b>4.08</b>	<b>831</b>	4.07	669	0.01
I feel like I belong here.	<b>3.73</b>	<b>826</b>	3.75	666	-0.02
I am satisfied with my opportunities to join clubs at RHC.	<b>3.54</b>	<b>817</b>	3.53	661	0.01
I like to participate in campus student activities (Guest Speakers, Club Fairs, Games, etc.).	<b>2.90</b>	<b>825</b>	2.93	668	-0.03
I enjoy attending RHC athletic events.	<b>2.78</b>	<b>827</b>	2.87	666	-0.09
I am satisfied with the clubs/student activities on campus.*	<b>3.29</b>	<b>827</b>	xx	xx	xx

\*This item was added for the 2013 Student Climate Survey.

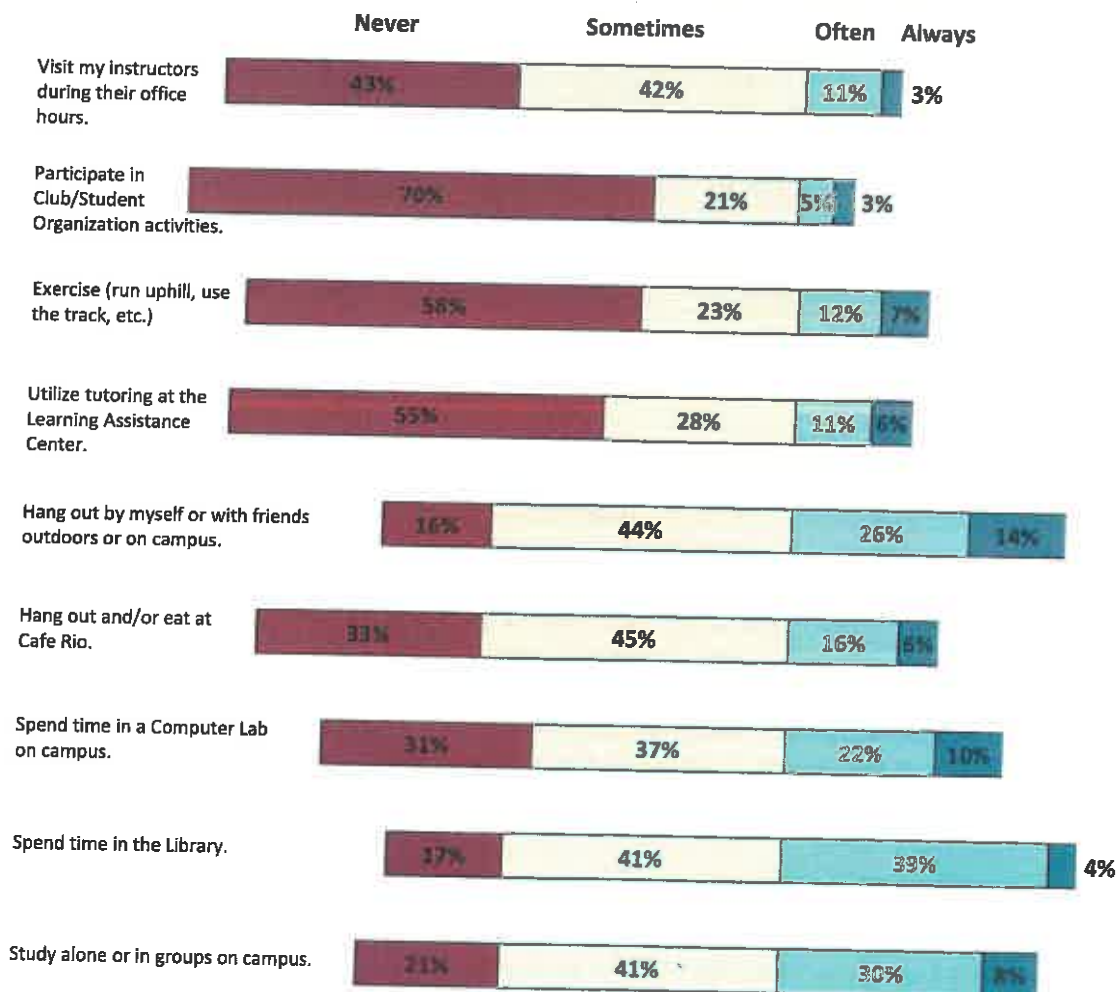
There were about 10 open-ended comments from students specifically related to aspects of inclusion and campus life. Slightly more than half of the comments addressed the desire for more activities or more announcements of clubs/activities. Such comments as "need to have more activities" and the need for "more college spirit and more advertising of sports" highlight this particular aspect.

About 30 general comments reflected positive connections to the campus and the environment. One student shared, "I love this school, it really does feel like I belong here. I love the activities on campus." Another student expressed, "It's a great school with an awesome environment, the new look and building are nice and everyone here is very nice and friendly. I always enjoy my time here at Rio Hondo College. I will always recommend this college to other students."

## E. Campus Usage by Students

Students reported on how often they engaged in various activities on campus and used specific resources available to them. Figure E-1 presents the frequency distributions for how often students engaged in the listed activities and/or used the listed resources.

**Figure E-1. Frequency of Campus Activities/Usage of Resources**



As shown, some activities and usage at the bottom of the figure (e.g., hang out on campus, study alone or in groups, spend time in library) occurred more frequently than those toward the top. More than half of the student respondents indicated that they "never" participated in club/student organization activities, exercised on campus, or utilized the tutoring at the Learning Assistance Center.

There were three activities that showed noteworthy reductions in frequency from 2012, as reported by students. Table E-1 highlights these comparisons. As shown, more students in 2013 indicated that they “never” spent time in a campus computer lab, library, or engaged in on-campus exercise. There was also a decrease in the percentage of students who reported that they “always” engaged in these activities.

**Table E-1. Comparisons in Campus Usage by Students**

		#	Never	Sometimes	Often	Always
Spend time in a Computer Lab on campus.	2013	819	31%	37%	22%	10%
	2012	665	21%	34%	29%	17%
Spend time in the Library	2013	827	17%	41%	39%	4%
	2012	669	14%	39%	30%	17%
Exercise (run uphill, use the track, etc.)	2013	826	58%	23%	12%	7%
	2012	667	49%	24%	13%	14%

There were 11 open-ended comments from students and 2 comments from employees that were specific to campus usage. The most comments related to exercise, or more specifically, the fitness center. Although it is a facility, it may have contributed to the finding that almost half of the students did not use the campus to exercise. These comments were generally about limitations in equipment and hours. An additional student comment questioned the completion of a swimming pool. Other comments included the Learning Resource Center (LRC) as “great” and “a great way to get your work done or study.” Two comments from employees addressed the center’s need for additional tutors and funding. One employee shared, “Student support services need more funding, especially the LRC, which cannot currently meet the demands of the student body without compromising the quality of services.”

Additional comments of campus usage included lack of study space and computer access. Four comments were specifically about the limited Wi-Fi reception on campus and one student requested more outlets in the café for laptops.



## F. Employee Job Satisfaction

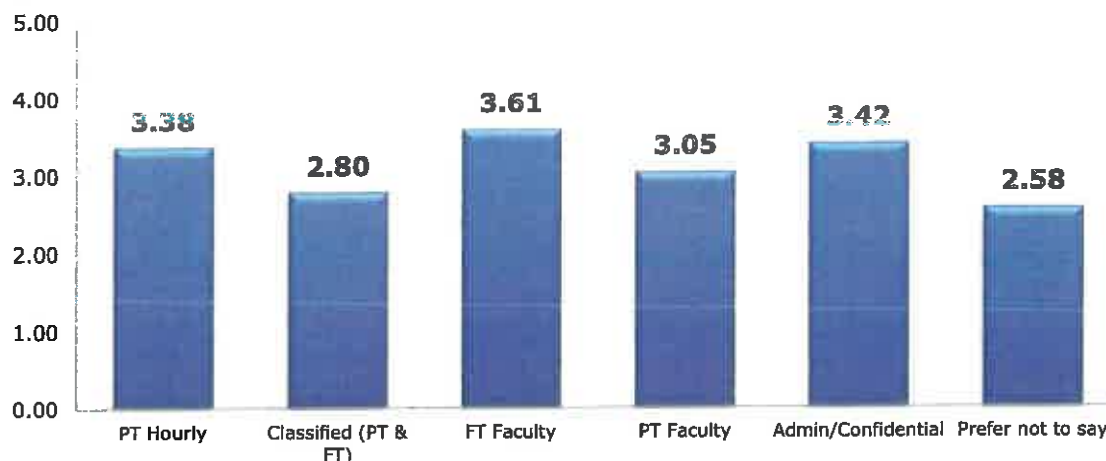
Employees responded to several survey items related to their job satisfaction. As shown in Table F-1, responses did not vary much from the previous year. Overall, employees liked working at RHC. Areas of greater satisfaction were knowledge of job expectations, ability to make independent decisions and learn new things, and feelings of personal satisfaction. Furthermore, employees tended to disagree that they felt pressured to accomplish tasks. In general, employees were less satisfied with opportunities for advancement, feedback on their contributions, and recognition for their work.

**Table F-1. Employee Perceptions of Job Satisfaction**

Job Satisfaction	2013 Mean	2013 #	2012 Mean	2012 #	Difference
I like working at RHC.	4.53	485	4.51	421	0.02
At this point in my career, I feel my present position satisfies my professional goals and aspirations.	3.72	481	3.68	419	0.04
My supervisor provides useful feedback on my work performance.	3.88	483	3.90	419	-0.02
I know what is expected of me and my job.	4.45	484	4.47	421	-0.02
My position allows me to make independent decisions.	4.18	476	4.23	414	-0.05
I feel pressure to accomplish too many tasks and priorities.	2.62	480	2.64	416	-0.02
I am satisfied with the opportunities for advancement at RHC.	3.14	480	3.05	418	0.09
My job allows me to learn new things.	4.11	479	4.10	416	0.01
I have adequate supplies/equipment necessary to complete my job.	3.71	483	3.69	417	0.02
I am recognized for my good work.	3.64	486	3.63	421	0.01
I get a feeling of personal satisfaction from my work.	4.35	484	4.40	418	-0.05
I receive feedback that my work contributes to the overall success of the college.	3.47	479	3.46	420	0.01
I am encouraged to be creative and come up with new ideas and improvements.	3.74	486	3.80	419	-0.06

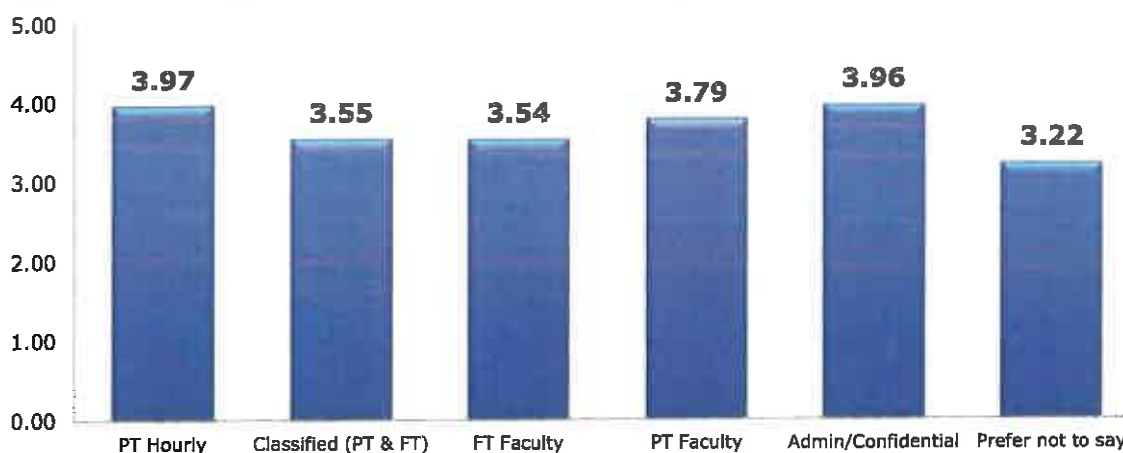
Satisfaction dipped lowest for employees with 6-10 years at the college ( $M=2.87$ ). Looking across the various employee types and experience, differences in employee satisfaction became more evident. On average, employees' satisfaction with advancement opportunities at the college was generally neutral. Figure F-1 shows that classified employees and part-time faculty were the least satisfied groups.

**Figure F-1. Satisfaction with Advancement Opportunities by Employee Type**



Newer employees reported the greatest recognition ( $M=4.55$ ). Figure F-2 shows part-time hourly employees and administrative/confidential employees reported greater recognition for their work over their classified or faculty counterparts.

**Figure F-2. Recognition for Good Work by Classification**



Employees offered 38 open-ended comments related to job satisfaction. About 60% of these comments were positive expressions of overall satisfaction, such as "I really enjoy working here." "Great place to work." "Great work environment." One employee shared, "I like working at RHC. I am recognized for my good work at this point of my career." The remaining 40% of the comments expressed general dissatisfaction with the job. For example, one employee noted, "I am currently struggling with staying at Rio Hondo due to low morale – especially within my division." Seven comments were specific to limited opportunities for advancement or mobility.

## G. Employee Communication

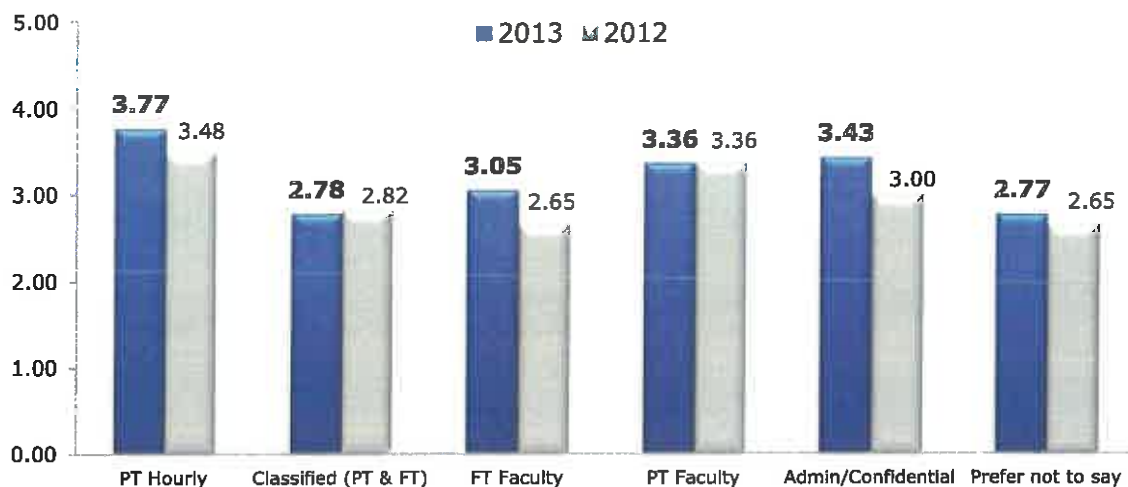
Employees reported on aspects of communication and coordination. Being kept informed about certain events and decisions remained relatively consistent over the past year, as employees were fairly positive about this aspect of communication (see Table G-1). As compared to 2012, employees were less confident in the communication from their immediate supervisors while increasingly positive about communication from their co-workers.

**Table G-1. Employee Perceptions on Communication**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
I am informed about events/decisions in my department/program.	<b>3.75</b>	<b>479</b>	3.82	417	-0.07
I am informed about events/decisions in my division/unit.	<b>3.74</b>	<b>476</b>	3.78	416	-0.04
I am informed about events/decisions on campus.	<b>3.68</b>	<b>472</b>	3.63	411	0.05
My immediate supervisor does a good job in communicating decisions to me.	<b>3.78</b>	<b>468</b>	3.89	403	-0.11
My co-workers keep me informed of campus events.	<b>3.77</b>	<b>470</b>	3.65	410	0.12
There is adequate coordination among departments and divisions on campus.	<b>3.10</b>	<b>432</b>	3.00	377	0.10

Perceptions of the coordination efforts among campus departments and divisions shifted positively, although remaining primarily neutral. As shown in Figure G-1 (on the following page), despite the overall positive shift, the responses of classified employees and part-time faculty remained relatively consistent over the past year.

**Figure G-1. Coordination Among Departments/Divisions by Employee Type**

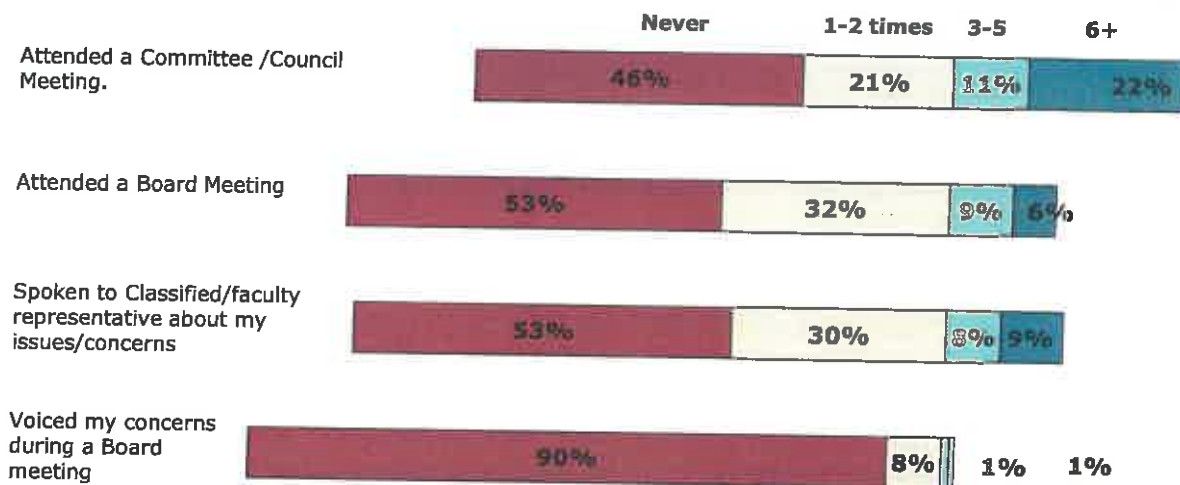


There were seven open-ended comments offered by employees relating to communication. By and large, these comments spoke to a lack of communication, whether it was one-to-one or through participation in meetings. One employee shared, "I have never been invited to a department meeting (I don't even know when they are held). It's [hard] to meet the needs of my students without a connection to my department."

## H. Governance – Employee

Employees were asked about two different aspects related to governance – their participation in specific activities and their perceptions of the process. Figure H-1 presents the frequency of governance-related activities. Roughly half of the employees reported attending committee/council and board meetings or speaking to a representative about concerns. The majority of employees (90%) reported that they had “never” voiced their concerns during a board meeting.

**Figure H-1. Frequency of Participation in Governance-Related Activities (N=478).**



In 2013, 98% of the employees responded to these survey items. For the above items, less than 48% of the 2012 survey respondents (sometimes as low as 10%) marked a response. Therefore comparisons to the previous year's results are not meaningful.

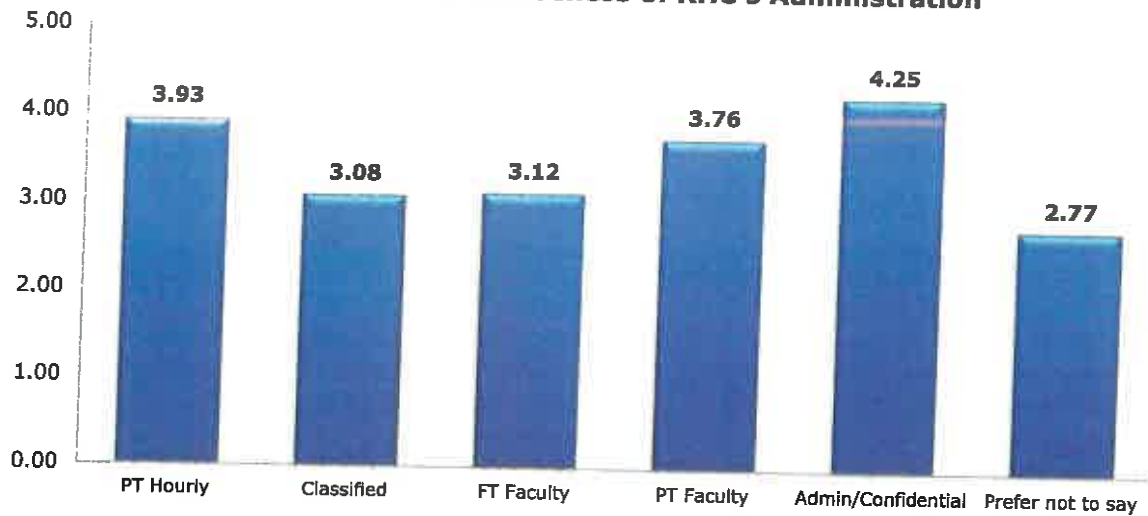
There were significant positive shifts in responses over the last two years in terms of the governance process (see Table H-1). The single most significant shift was in employee confidence in the effectiveness of RHC's administration. While the average rating in 2013 is moderate, it still shows a significant upward change from 2012. Similarly, despite the relatively neutral ratings of items related to decision-making, consultation, and collaboration, they also demonstrated positive movement from 2012. Employees agreed that their constituent group representatives expressed their concerns well and kept them informed.

**Table H-1. Employee Perceptions of the Governance Process**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
I have confidence in the effectiveness of the administration at RHC.	<b>3.37</b>	<b>458</b>	2.72	415	0.65
My constituent group representative(s) expresses the issues/concerns of my group well.	<b>3.77</b>	<b>411</b>	3.64	351	0.13
Decisions made on campus are consistent with the college's goals and mission.	<b>3.32</b>	<b>423</b>	3.04	349	0.28
There is sufficient consultation about important decisions.	<b>3.02</b>	<b>406</b>	2.77	340	0.25
I am optimistic about what can be achieved through participatory governance at RHC.	<b>3.42</b>	<b>430</b>	3.21	362	0.21
The opinions of students are given appropriate weight in matters of institutional importance.	<b>3.24</b>	<b>367</b>	2.96	315	0.28
The opinions of employees are given appropriate weight in matters of institutional importance.	<b>2.97</b>	<b>406</b>	2.81	341	0.16
My constituent group representative(s) keeps me informed of the proceedings and recommendations of governance groups.	<b>3.70</b>	<b>424</b>	3.64	359	0.06
The constituent groups on campus work collaboratively toward the achievement of college goals.	<b>3.49</b>	<b>389</b>	3.27	322	0.22
I am satisfied with the opportunity I have to participate in the governance process.	<b>3.43</b>	<b>434</b>	3.22	370	0.21

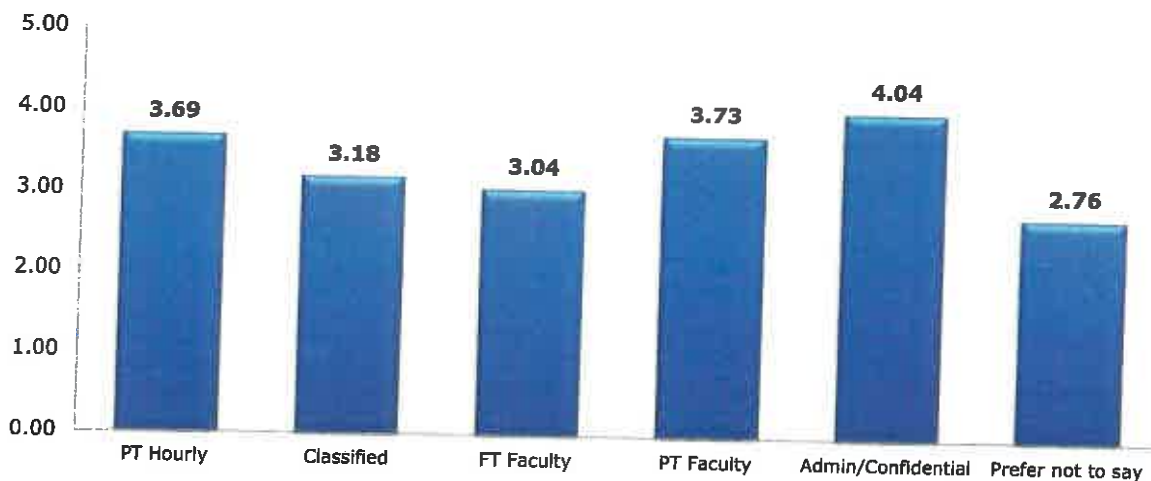
Perceptions of the governance processes were differentiated by employee type to highlight variations in responses that may be of interest. Figure H-2 shows this variation on the item that had the most marked increase from last year. As shown, the administrative/confidential group was the most confident in the effectiveness of the administration, while classified employees and full-time faculty were the least.

**Figure H-2. Confidence in the Effectiveness of RHC's Administration**



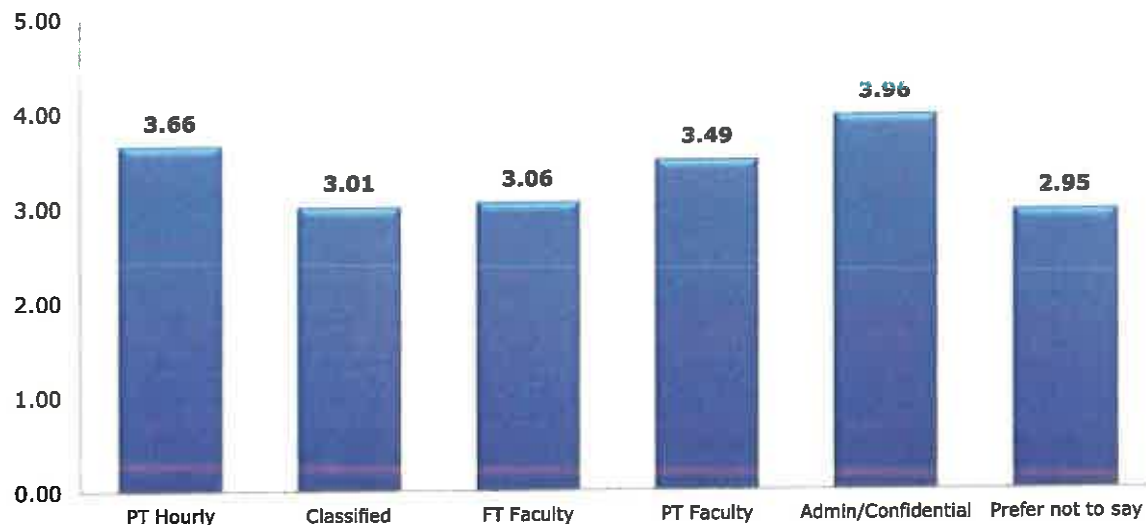
The following figures demonstrate additional response variations for several of the items in Table H-1. In terms of campus decisions consistent with the college's goals and mission, administrator/confidential employees were more likely to agree than the classified employees and full-time faculty, who were more neutral in their opinions (see Figure H-3). A similar response pattern occurs is shown in Figure H-4 regarding the importance of student opinions on matters of institutional importance.

**Figure H-3. Decisions made on campus consistent with college's goals and mission, by Employee Type**



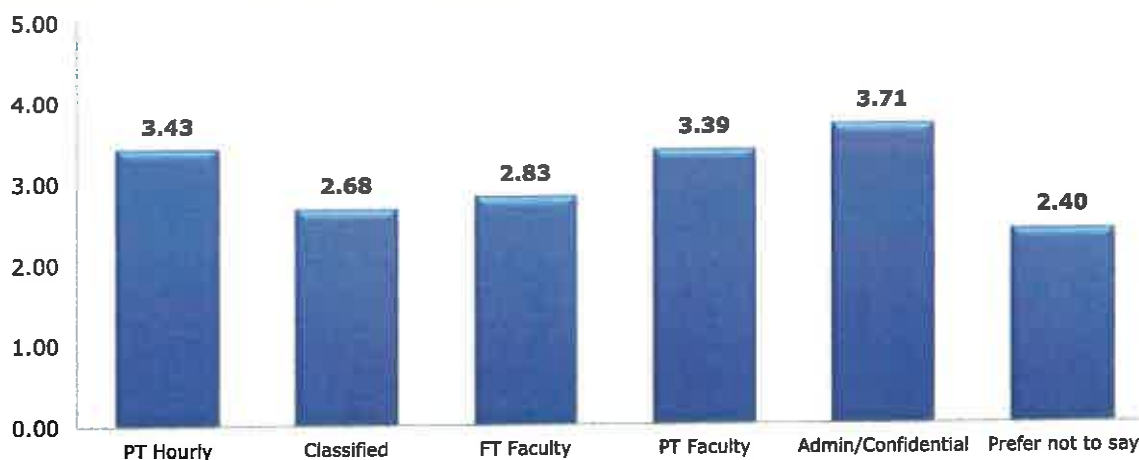


**Figure H-4. Student opinions are given appropriate weight in matters of institutional importance, by Employee Type**



The weight given to employee opinions in matters of institutional importance, in general, yielded lower ratings from all groups. However, classified employees and full-time faculty ratings averaged more along the lines of disagreement, rather than neutral (see Figure H-5).

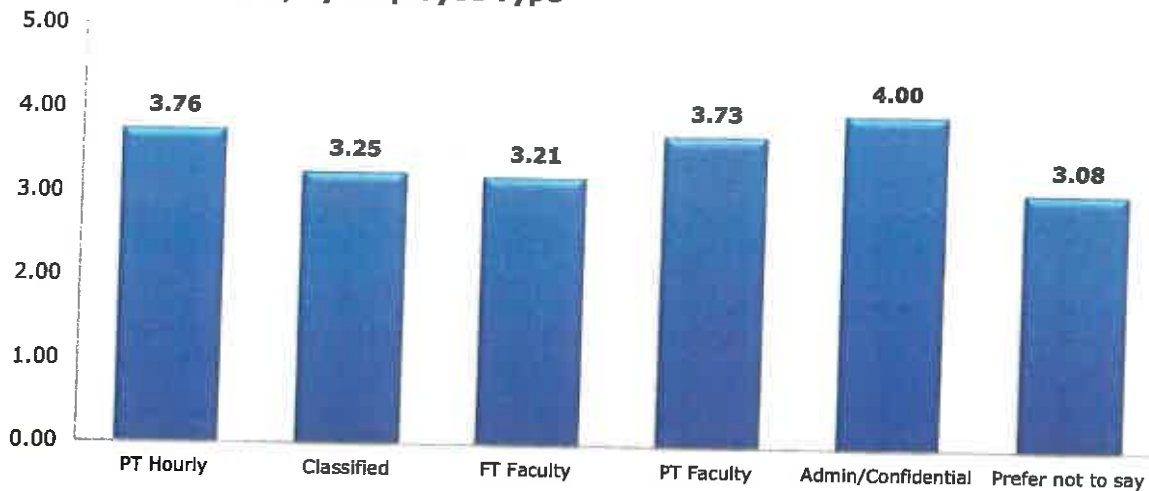
**Figure H-5. Employee opinions are given appropriate weight in matters of institutional importance, by Employee Type**



Classified employees and full-time faculty responses indicated moderate optimism about what can be achieved through participatory governance at the college (see Figure H-6).

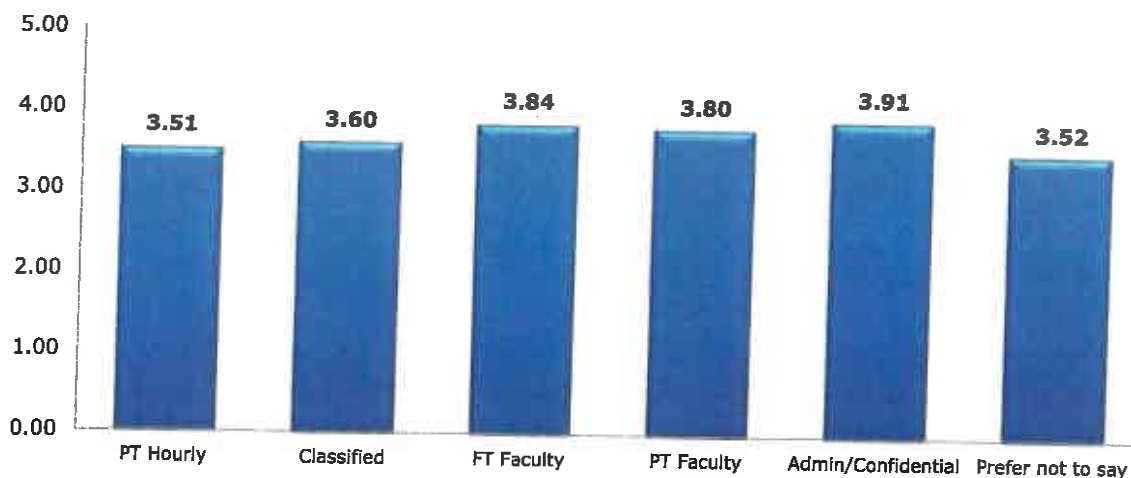


**Figure H-6. I am optimistic about what can be achieved through participatory governance at RHC, by Employee Type**



With respect to being kept informed by constituent group representatives, the response disparities across employee types were less distinct. Figure H-7 shows that the opinions of faculty (both part-time and full-time) were much more in line with those of administrative/confidential employees. Furthermore, classified employees were more likely to agree with this statement as opposed to the other governance-related items in this section. Interestingly, the average responses of part-time hourly employees were the lowest in comparison to the other groups.

**Figure H-7. My constituent group representative(s) keeps me informed of governance proceedings, by Employee Type**



Part-time faculty and part-time hourly employees were the most likely across the different groups to agree that constituent groups on campus worked collaboratively towards the achievement of college goals (see Figure H-8).

**Figure H-8. Constituent groups on campus work collaboratively towards achievement of college goals, by Employee Type**

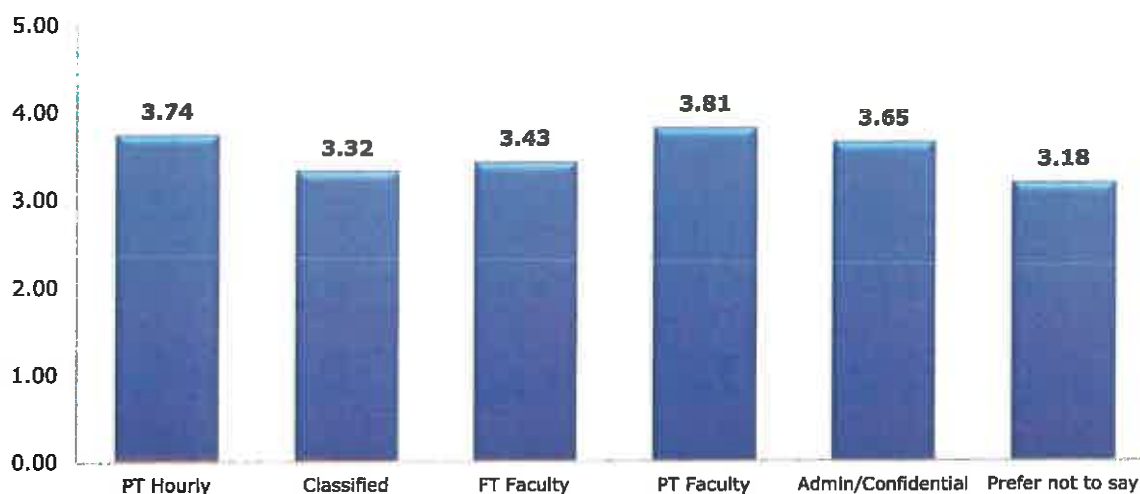
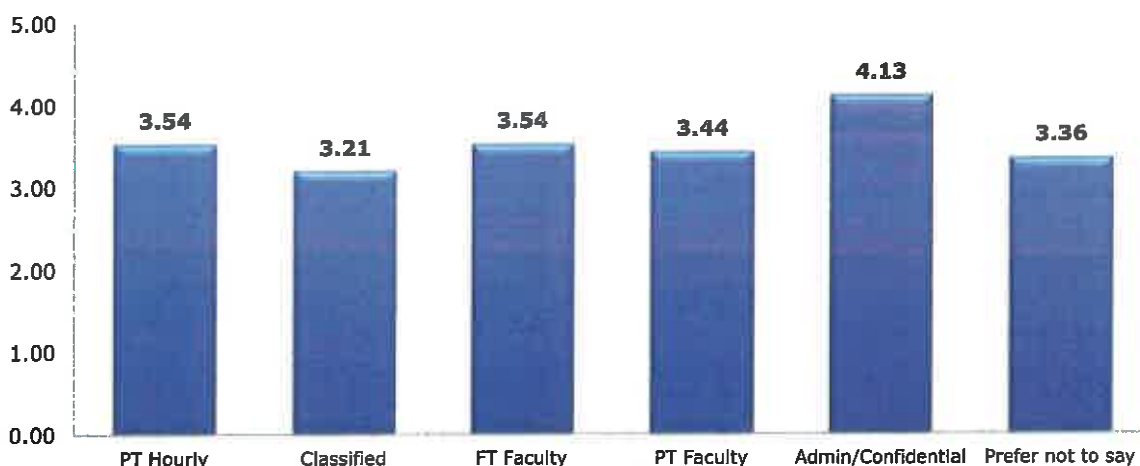


Figure H-9 shows that administrative/confidential employees were the most satisfied across employee types of their opportunities to participate in the governance process.

**Figure H-9. I am satisfied with the opportunity I have to participate in the governance process, by Employee Type**



There were 16 open-ended comments from employees related to aspects of governance – specifically, negative perceptions of the roles/actions of supervisors and the administration. Comments included such terms as “frustrating,” “favoritism,” and “unfair.” One employee shared, “Campus has lots of potential but administration needs a more sincere approach to governance.” Two comments suggested positive thinking moving forward. One employee shared that “things were getting better” while another was “optimistic” with the recent change in administration.

## I. Campus Relationships – Student and Employee

Students shared their perceptions of campus relationships with faculty, staff, and other students. For the most part, students continue to perceive these relationships in the same positive way as in the previous year, with one notable exception. In 2013, students perceived their relationships with RHC staff as more respectful than in 2012 (see Table I-1).

**Table I-1. Student Perceptions of Campus Relationships**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
RHC instructors are sensitive to the needs of all students.	3.86	827	3.84	672	0.02
RHC instructors work hard to help students succeed.	4.07	828	4.08	671	-0.01
It is easy to talk to instructors about my questions & concerns.	4.11	830	4.10	670	0.01
RHC employees (non-instructors) have treated me with respect.	4.07	823	3.96	670	0.11
RHC employees (non-instructors) have been helpful.	3.98	824	3.93	670	0.05
I have friends at RHC.	4.12	826	4.16	669	-0.04
I have met a lot of nice people on campus.	4.10	825	4.15	666	-0.05
Other students have treated me disrespectfully.	1.85	826	1.95	664	-0.10
I like to talk to my classmates outside of class.	3.65	824	3.70	667	-0.05
RHC Board/Administration is sensitive to students' needs.	3.45	826	3.49	667	-0.04

Perceptions of disrespect from other students have continued to decrease from previous years. Students were in moderate agreement that the RHC Board/Administration is sensitive to students' needs.

There were about 58 student comments about relationships with instructors and non-instructional staff. With respect to instructors, there was a balance between comments of "helpful," "patient," and "understanding" and others such as "rude" and "unfair." The same balance was seen for non-instructional staff, in general. However, many negative comments focused on particular staff and perceptions of unfair treatment or not being provided adequate information. Examples include: "Your financial aid office must be more clear with students about how we sign up for loans and how many credits we need to be in to get it." "Business office personal is often rude and disrespectful towards students." Nonetheless, there were several positive comments that included, "Every staff member has been very helpful and polite" and "The psychologist on campus is great help."

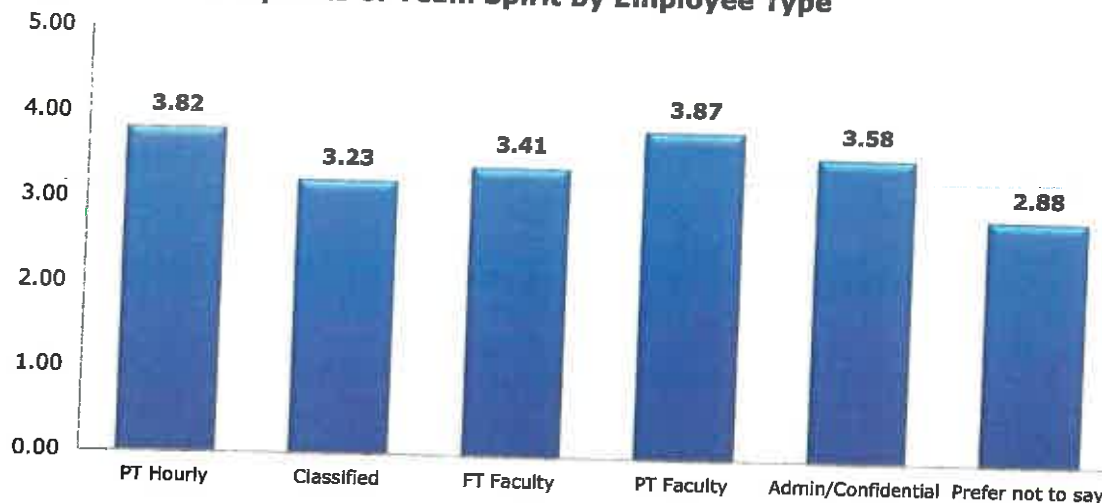
Employees also shared their perceptions of campus relationships with co-workers and supervisors. Overall, employees perceived their campus relationships as positive. As shown in Table I-2, there was a substantial positive shift in employee perceptions of team spirit at RHC from 2012 to 2013. Other noteworthy differences focused on perceptions of supervisor competence and how supervisors treated and encouraged employees. Ratings for these particular items decreased from 2012, although remaining generally positive.

**Table I-2. Employee Perceptions of Campus Relationships**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
A sense of team spirit exists at RHC.	<b>3.47</b>	<b>461</b>	3.16	399	0.31
I enjoy the people I work with at RHC.	<b>4.28</b>	<b>479</b>	4.32	415	-0.04
My co-workers are competent at doing their job.	<b>4.13</b>	<b>462</b>	4.19	406	-0.06
My supervisor is competent at doing his/her job.	<b>4.11</b>	<b>471</b>	4.21	406	-0.10
My co-workers are supportive.	<b>4.10</b>	<b>466</b>	4.13	414	-0.03
My supervisor treats people fairly and without favoritism.	<b>3.90</b>	<b>462</b>	4.00	392	-0.10
My supervisor acknowledges good work.	<b>3.94</b>	<b>475</b>	4.03	405	-0.09
My supervisor encourages me to develop and grow.	<b>3.78</b>	<b>475</b>	3.90	409	-0.12
My supervisor seeks and values my opinion and ideas.	<b>3.82</b>	<b>475</b>	3.82	409	0.00

A review of the responses across employee type showed that, on average, classified employees were less positive about campus relationships than the other employees. Figure I-1 illustrates this trend by examining the responses to the statement "A sense of team spirit exists at RHC" differentiated by employee type. The figure shows that, on average, classified employees were the least likely to agree, followed by full-time faculty. The part-time hourly and part-time faculty groups were the most in agreement.

**Figure I-1. Perceptions of Team Spirit by Employee Type**



Employees offered 21 open-ended comments that focused on aspects of campus relationships. Of these comments, three major themes emerged. The first theme was an overall positive expression of the relationships employees have with co-workers, staff, and even students using such terms as "helpful," "friendly," and fulfilling." The second theme related to perceptions of disconnect among staff as well as supervisors. One employee referred to the campus as having become "more fragmented over the years" while another shared, "I do not feel connected to my co-workers which can take a toll on the overall effectiveness of a job." One employee was more hopeful about moving forward: "I believe that we are still recovering and healing from a period of extreme dissatisfaction and unhappiness. We're moving back to a sense of a 'Rio Hondo family' but we're not there yet." The last theme indicated a resentfulness that some employees expressed, either about a particular person or a department, or about how they are treated by others.

## J. Diversity and Equity – Student and Employee

Both students and employees responded to items related to diversity and equity. Although most of the items are worded differently, they all correspond to similar themes. Table J-1 presents the average student responses. The results show that students were fairly satisfied with the ethnic diversity of faculty and non-instructional staff. They were also in general agreement that, from RHC classes and activities, they had a better understanding of diverse backgrounds. These averages were slightly lower than those from 2012. Students generally disagreed that they are uncomfortable taking classes with people different from them. This perception has remained consistent over the past two years.

**Table J-1. Student Perceptions of Diversity and Equity**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
I am satisfied with the diversity of ethnic backgrounds of RHC instructors.	3.93	828	4.01	672	-0.08
I am satisfied with the diversity of ethnic backgrounds of RHC non-instructional staff.	3.88	831	3.97	672	-0.09
I am UNCOMFORTABLE taking classes with people who are different from me.	1.55	831	1.56	671	-0.01
From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	3.59	830	3.67	671	-0.08

There were seven open-ended student comments on diversity and equity. In general, students appealed for more ethnic diversity among the student body, although one noted a need for more diversity in non-instructional staff. Another commented that although it “would be interesting” to have more diversity, it might prove challenging in a community that lacked diversity. One student spoke specifically about equity: “I feel like there should be more information and assistance for students that are undocumented or as considered by the school, AB450 (sic) students.”

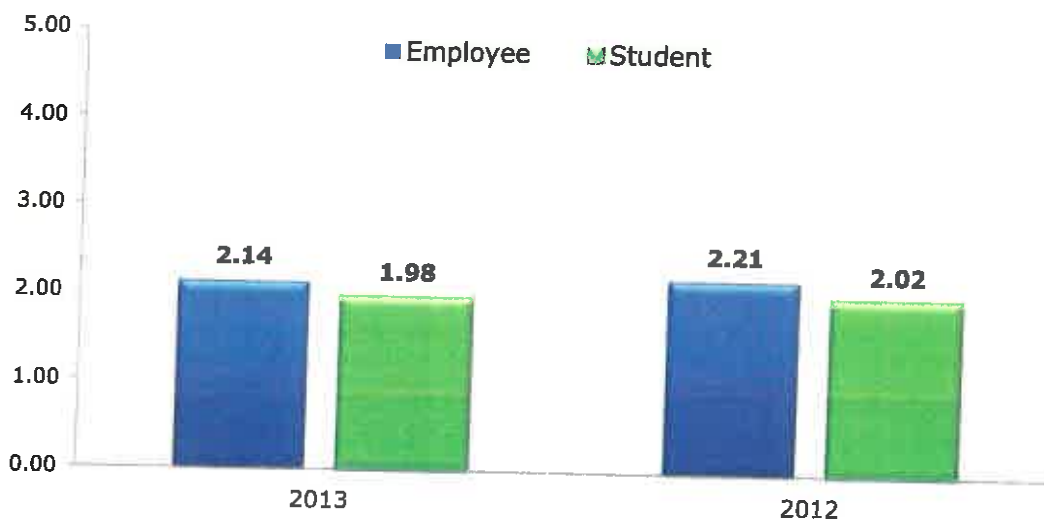
Table J-2 presents the average responses among employees with respect to diversity and equity through campus support. Looking across both years, employees continue to agree that the campus is equally supportive of all groups.

**Table J-2. Employee Perceptions of Diversity and Equity**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
The campus is equally supportive of all genders.	<b>4.08</b>	<b>447</b>	4.03	391	0.05
The campus is equally supportive of all racial/ethnic groups.	<b>3.98</b>	<b>450</b>	3.92	396	0.06
The campus is equally supportive of people with disabilities.	<b>4.04</b>	<b>452</b>	3.99	395	0.05

Both students and employees responded to the following item: "I have seen students or groups of students treated unfairly by school employees." Figure J-1 compares the average responses of both groups from 2013 and 2012.

**Figure J-1. Perceptions of Unfair Treatment of Students by School Employees**



As shown for both years, all respondents generally disagreed that they had seen unfair treatment by school employees. Interestingly, when comparing the groups, employees were more likely than students to report that they had witnessed any unfair treatment.



## K. RHC Environment – Student and Employee

Students and employees both reported on their satisfaction with various aspects of the RHC environment – restrooms, study and outdoor areas, food/drink options, and the developing appearance of the campus. Table K-1 presents student ratings for the past two years. The most notable differences were the students' decreased satisfaction with the developing appearance of the campus and the availability of restrooms and the increased satisfaction with the variety of food/drink options. Although students reported slightly greater satisfaction with this latter item, it continues to remain closer to neutral than satisfaction.

**Table K-1. Student Satisfaction with the RHC Environment**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
I am satisfied with the developing appearance of the campus.	4.17	829	4.30	672	-0.13
I am satisfied with the variety of food/drink options on campus.	3.36	830	3.24	671	0.12
I am satisfied with the availability of restrooms on campus.	3.88	832	3.99	669	-0.11
I am satisfied with the cleanliness of restrooms on campus.	3.59	828	3.64	669	-0.05
I am satisfied with the availability of study areas on campus.	3.86	829	3.93	670	-0.07
I am satisfied with the availability of outdoor gathering areas.	3.93	829	3.98	671	-0.05

Employees' satisfaction with food/drink options followed a similar pattern, although they continue to remain on the side of dissatisfaction (see Table K-2). Employees were also more satisfied this year with the general upkeep of the classroom labs.

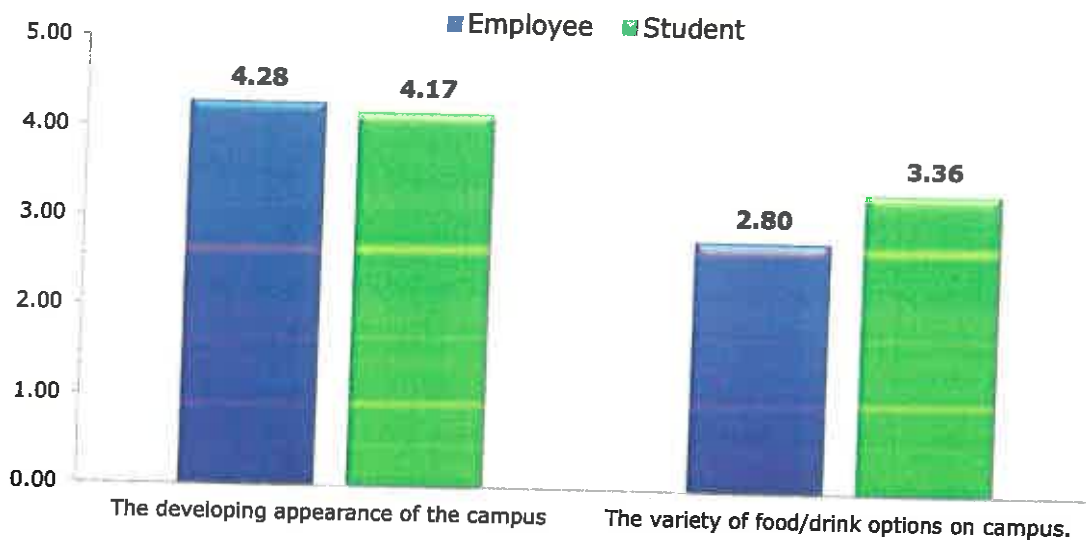
**Table K-2. Employee Satisfaction with the RHC Environment**

	2013 Mean	2013 #	2012 Mean	2012 #	Difference
The developing appearance of the campus.	4.28	481	4.28	418	0.00
The variety of food/drink options on campus.	2.80	449	2.72	379	0.08
The general upkeep of classroom labs.	3.63	396	3.52	366	0.11



Figure K-1 compares, across two years, the employee and student ratings for the two satisfaction items that were common to both surveys. As shown, both groups were clearly satisfied with the developing appearance of the campus but differed on how satisfied they were with the food/drink options.

**Figure K-1. Comparison of Employee/Student Satisfaction with RHC Environment**



A significant number of student open-ended comments related to various features of the RHC environment. The most commonly mentioned features include parking, food, and restrooms.

There were 156 comments related to parking – most of which fell into five categories (repainting, damage, addition, narrowness, and fees). The need to have parking lots and spaces repainted and/or repaved was the most often cited. Such comments falling into this category include "Parking stalls should be realigned and painted to visibly see them better." "Parking lines need to be identified and repainted correctly. It is very difficult to park if you can't see the lines and some students are double parking." "I have seen other students hit other cars because there are no marked lines. People park wherever they want." Students reported damage to their cars, in the form of scratches and dents, as a result of the size of the lots and the spaces. The narrowness of the spaces was also a reported concern. The addition of parking spaces and lots was suggested by many students as a solution to the parking issue. Students also commented on fees (from either parking permits or parking tickets) as bothersome. Some students complained about increased fees while others attributed the parking violations to the lots and spaces themselves. As one student shared, "I hate that your employees give parking tickets unfairly. Expecting us to park perfectly in this awkward parking lot. Then give us tickets when we don't park perfectly."

In general, students maintained that parking was a challenge for them. At least six students addressed how these challenges have impacted their time on campus and in class. One student shared, "I always have bad experiences with parking and even coming early to find parking doesn't help, and as a result of this I am sometimes late to class." Another student conveyed, "Overall I really have enjoyed being part of RHC but the parking is horrible. That forced me to take classes online to avoid the parking headache."

There were 80 food comments that corresponded to the following categories: health, variety, price, wait time, and additional resources. Comments about health primarily included the need for healthier options (such as fruits, vegetables, vegetarian options) and more sanitary practices. The following comments exemplify these themes: "The cafeteria food is not well prepared and makes me ill when I have eaten it." "The food at the café is frozen, non-organic and unhealthy not to mention overpriced. I would like to have a salad bar." Comments about variety were about having more food options in general. Price-related comments most often cited the expense of the café food, particularly as the portions had also been reduced. Comments include: "I highly dislike the Rio Café and the small portions of food, that we paying absurd prices for." "Although the Rio Café is nice to have it is a bit pricey for the quality of food that I'm getting and it's not very sanitary to my liking." Comments also indicated that lengthy wait times for food at the café were also an issue. Finally, some students requested additional resources in the form of microwaves for students to heat up food from home (most common), more vending machines, fast food (e.g., Taco Bell), and food trucks. One student shared, "One thing that bothers me is not having a microwave in the cafeteria, I often bring my soups from home to eat when I am tired, but I cannot eat the soup warm, and my friends complain about this problem too, I hope the college can fix that, it's just a little they ask but will make a lot of difference for a lot of us."

There were 12 comments about restrooms that addressed cleanliness, the need for upgrades, and accessibility.

Although not as many employees as students commented on the abovementioned features of the RHC environment, there were a few. Four of five food-related comments were specific to improving the quality of food offered at the café. There were nine comments about parking – most of which concerned the size of the spaces and the need for repaving.

## L. Campus Safety – Student and Employee

Both employees and students reported on how safe they personally felt on campus and how safe they believed their cars were during the daytime and at night. Overall, both groups felt the safest walking on campus during the daytime. Students reported feeling that their cars were safer this year, as compared to 2012 (see Table L-1). However, their perceptions of personal safety on campus remained consistent across the two years.

**Table L-1. Student Perceptions of Campus Safety**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
I feel safe walking on campus during the daytime.	<b>4.42</b>	<b>815</b>	4.40	646	0.02
I feel safe walking on campus at night.	<b>3.58</b>	<b>748</b>	3.55	599	0.03
I feel my car is safe when it is parked on campus during the day.	<b>3.67</b>	<b>760</b>	3.50	615	0.17
I feel my car is safe when it is parked on campus at night.	<b>3.21</b>	<b>704</b>	3.06	580	0.15

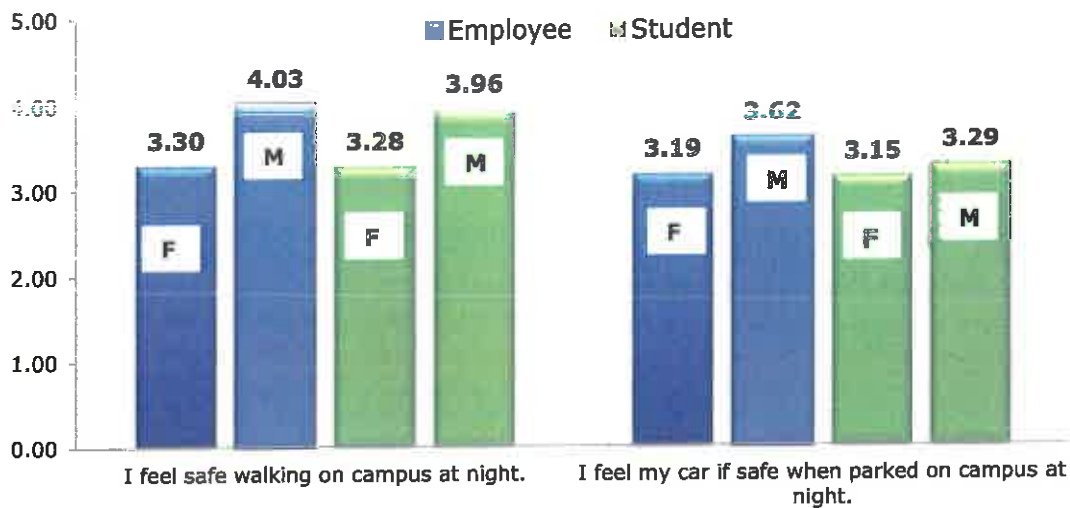
As shown in Table L-2, employees continued to feel that their cars were moderately safe parked on campus, day or night. However, they reported feeling less safe walking around campus at night this year as compared to last year.

**Table L-2. Employee Perceptions of Campus Safety**

	<b>2013 Mean</b>	<b>2013 #</b>	<b>2012 Mean</b>	<b>2012 #</b>	<b>Difference</b>
I feel safe walking on campus during the daytime.	<b>4.41</b>	<b>481</b>	4.46	415	-0.05
I feel safe walking on campus at night.	<b>3.62</b>	<b>423</b>	3.75	373	-0.13
I feel my car is safe when it is parked on campus during the day.	<b>3.73</b>	<b>475</b>	3.78	413	-0.05
I feel my car is safe when it is parked on campus at night.	<b>3.36</b>	<b>424</b>	3.42	366	-0.06

Looking across the two tables, both employees and students felt the least safe for their cars parked at night and walking on campus at night. Figure L-1 compares the two groups, differentiated by gender. The figure shows that females across both groups felt the least safe at night as compared to males.

**Figure L-1. Comparison of Employee/Student Perceptions by Gender**



There were 20 open-ended student comments related to campus safety. The two most common themes were the need for more lighting at night (on campus and in the parking lots) and the security resources (staff and services). Comments include: "Maybe you can have more lights in the parking areas at night and more emergency call throughout the parking lots." "More security in parking lot. A lot of people breaking windows of cars." "More lighting at night walking down the hill. Very scary and maybe a security guard. There are spider webs on the "call of emergency button."

There were also eight comments from employees. Most of them aligned to the same themes as the student comments. One employee shared, "It would be nice to see security personnel on campus be visible. There are days (many) when I don't see any before my shift, during lunch outside or after work." Two other comments related to the need for office alarms and increased emergency preparedness.



# RIO HONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - DRAFT QUESTIONS							Source
Mission and Planning							
The board regularly reviews the mission of the college.							CCLC, ACCT
The board assures that there is an effective planning process and is appropriately involved in the process.							CCLC, ACCT
The board is knowledgeable of the general strategic and master plans of the college.							ACCT
The board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs, services, and resources.							CCLC, Std IV B.1.b
The board regularly reviews and evaluates board policies to ensure consistency with the mission of the college.							CCLC, BP 2410.IV
The board monitors the effectiveness of the college in fulfilling its mission.							ACCT
The board ensures that the mission and goals are responsive to community current and future needs.							ACCT
The board is knowledgeable about the educational programs that implement the mission of the college.							ACCT
The board spends adequate time discussing future needs and direction of the college.							CCLC
The board assures that the budget reflects college priorities in the mission and goals.							CCLC, ACCT
Is there anything else you would like to add about the board's involvement with the college's mission and planning?							Open-ended Question
Board Leadership							
The board adheres to its roles and responsibilities.							ACCT, CCLC, BP 2200
Board officers are aware of their roles and responsibilities for serving on the board.							ACCT, BP 2210
The board regularly reviews its code of ethics and policies addressing violations to the code.							ACCT, CCLC, BP 2715, Std. IV B.1.h
Board members avoid conflicts of interest and the perception of such conflicts.							ACCT, CCLC, BP 2715, BP 2710
Board discussions reflect a climate of trust and respect.							ACCT, CCLC
Board members work together as a team to accomplish the work of the board.							ACCT, CCLC
The board maintains confidentiality of privileged information.							ACCT, CCLC
The board advocates for and defends the college and protects it from undue influence or pressure.							CCLC, ACCT, Std. IV B.1.a



# RIO HONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - DRAFT Questions							Source
Is there anything else you would like to add about board leadership?							
Policy/Decision-Making	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	
The board clearly understands its policy role and differentiates its role from the CEO and college staff.							CCLC, ACCT
The board periodically reviews and evaluates its policies.							CCLC, ACCT
Board policies are regularly evaluated for the effectiveness as measured by specific outcomes and clarity of language and intent.							CCLC, ACCT, BP 2410.IV, Std. IV A.5
The board's policy manual is up-to-date and comprehensive.							CCLC, ACCT, Std. IV A.2 and B.1.d
Once a decision is made, board members uphold the decision of the board and act as a whole.							CCLC, ACCT, Std. IV B.1.a
The board relies on board policy in making decisions and in guiding the work of the college.							CCLC, ACCT
The board considers the political ramifications of its decisions.							ACCT
Board members make decisions after thorough discussion and exploration of many perspectives.							ACCT
The board ensures that appropriate members of the college participate in the decision-making process.							Std. IV A.2, BP 2510.1
Board policies adequately address parameters for fiscal management that meet audit standards.							CCLC, ACCT
Is there anything else you would like to add about policy and/or decision-making?							
Board Meetings and Agendas	Open-ended Question						
Board meetings are conducted in an orderly, efficient manner.							CCLC, ACCT
Closed sessions are held only when needed.							ACCT, BP 2315
Agenda items provide sufficient information to enable good board decision-making.							CCLC, ACCT, BP 2340.I
The Brown Act is understood and adhered to during board meetings.							CCLC, BP 2310.V
Board meeting agendas are relevant to the work of the board.							CCLC, ACCT
Board meetings and study sessions provide sufficient opportunity to explore key issues.							CCLC, ACCT
Is there anything else you would like to add about board meetings and/or agendas?							
Board Relationships	Open-ended Question						

# RIO HONDO COLLEGE BOARD OF TRUSTEES

SELF-EVALUATION SURVEY - DRAFT Questions						Source
The board maintains a positive working relationship with the CEO.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The board clearly delegates the administration of the college to the CEO.						CCLC, ACCT
The board sets and communicates clear expectations for CEO performance.						CCLC, ACCT, Std. IV B.1.j, BP 2340.1
The board regularly evaluates CEO performance.						CCLC, ACCT
The board has established and follows clear parameters for collective bargaining.						CCLC, ACCT, Std. IV B.1.j, BP 2435
The board, administrators, faculty, staff, and students work together for the good of the college.						CCLC, BP 2610
The board expects and supports faculty, staff, and student participation in college decision-making.						Std. IV A.3
Board members maintain good relationships with community leaders.						CCLC, ACCT
The board has strategies for involving the community in discussions of issues that impact the community.						CCLC, ACCT
The board plays a leadership role in the local community.						CCLC, ACCT
The board is knowledgeable about community trends and needs.						CCLC, ACCT
The board's policies provide for fair and equitable treatment of staff.						CCLC, ACCT
Is there anything else you would like to add about board relationships?						CCLC, ACCT
Monitoring and Evaluation						
The board regularly evaluates its policies and practices and revises them as necessary.						Std. IV B.1.e
The board assesses its own performance to identify strengths and areas for improvement.						BP 2745.1
The board's self-evaluation processes are clearly defined, implemented, and published in its policies or bylaws.						Std. IV B.1.f
The board has a system to evaluate the effectiveness of the educational program of the college.						ACCT
The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational programs.						CCLC, ACCT







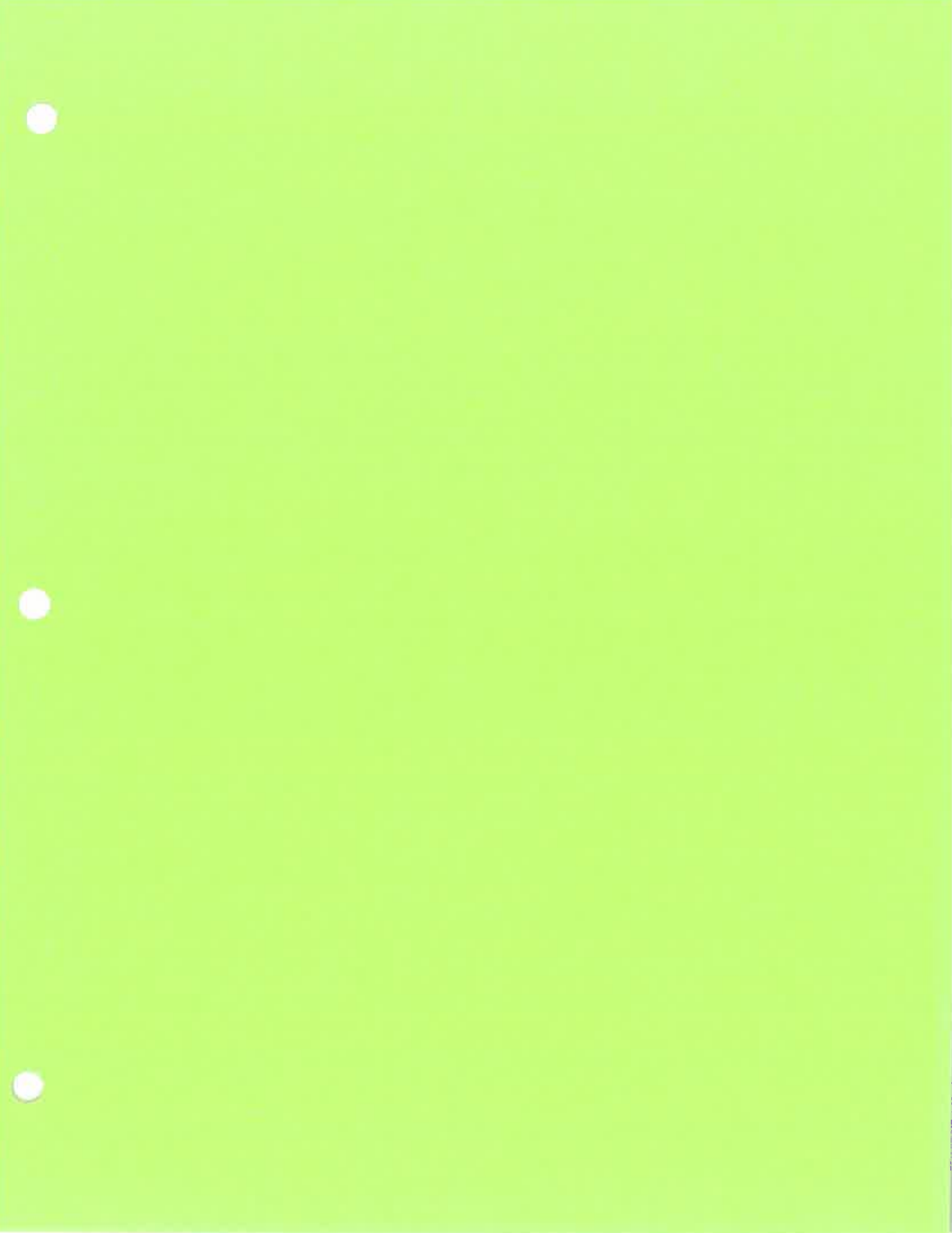
## BOARD OF TRUSTEES RETREAT

AUGUST 10, 2013



### ***Self-Evaluation Feedback***

- Review in January Vision, Mission, Values
- Need for Master Calendar for Board – checklist of review and obligations of Board. What and by when.
- Areas need for improvement based on evaluation – Board Goals – planning and Board relations.
- Also need for better job in Board Development.
- College advocacy – agreement doing well.
- ON same page with Student Success, TMC, Collaboration with K-12.
- Good community forums and board more aligned with each other and constituency groups and message of RHC.
- Guidance for Student Trustee as part of Board Development.



REGULAR MEETINGS OF THE BOARDBP No.  
2310

Board Adopted: 3/13/02; 2/20/08; 2/20/08

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of 1

- I. Regular meetings of the Board of Trustees shall be held once a month on the second Wednesday of each calendar month beginning at 6:00:30p.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:

Former Board Policy 1005: Education Code Section 72000(d): Government Code 54952.2, 54953 et seq., 54961.

## Rationale for Amendment of BP 2310: Regular Board Meetings

### Points on Proposed Amendments:

1. The proposed amendment is to change from *one (1) regular board meeting to two (2) regular board meetings*. Two meetings has been in board policy previously. The Second Wednesday Regular Board meeting is reserved for Regular Business and the Fourth Wednesday for study sessions, presentations and unfinished business which may or may not be called.
2. **Reasoning:** For over a year, the board has consistently scheduled special meetings once and as much as twice a month for study sessions. Key word is consistently called" special meetings". Since we anticipate more study sessions this year, in preparation for accreditation, we should be consistent and fair to all (staff, community board members and administration) in creating a second regularly scheduled board meeting reserved for study.
3. All Board members are treated equally and fairly in scheduling and creating a second regular meeting for study. Not creating a regularly scheduled second meeting will exclude one or two members who are not in the scheduling majority which is unnecessary and uncollegial.
4. It would be a **good Standard IV governance practice** to include ALL Board members in study sessions and not punish those who have a scheduling conflict.
5. It has been the past policy and practice of the board to have a second board meeting scheduled on the fourth Wednesday of the month at the same time and place of the first regular board meeting and reflected in board policy 2310. This would be a consistent and fair practice for all.

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
AGENDA  
Special Meeting, February 1, 2014, 11:30 a.m.**

**III. INFORMATION ITEMS**

**1. Board Protocols**

The Board reviewed and revised the Board Protocols at the August 10, 2013 Board Retreat.



## **BOARD OF TRUSTEES BOARD PROTOCOLS**

### **I. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED TO AN INDIVIDUAL BOARD MEMBER**

- A. Be accessible; listen respectfully and impartially.
- B. Board Member inquires whether issues has been discussed with supervisor; if not, encourages them to do so.
- C. If the concern is not urgent or does not have policy implications:
  - Refer the individual or group to the Superintendent/President.
  - Do not make any promises to the individual or group.
  - Do not attempt to solve the problem.
  - Inform the Superintendent/President and receive follow-up response.
- D. If the concern is urgent or could have policy implications:
  - Refer the individual or group to the Superintendent/President.
  - Do not make any promises to the individual or group.
  - Do not attempt to solve the problem.
  - The Superintendent/President will inform and discuss with the Board President.
  - In consultation with the Board President, the Superintendent/President, will decide how to handle the issue and inform all Board Members through email, formal written report, etc. or may place on the Board agenda for further discussion

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

- A. The Board President thanks the speaker(s) and acknowledges that the need or complaint has been heard by the Board.
- B. If appropriate, the Board President may make a brief statement about the issue.
- C. The Board President will ask the Superintendent/President if there are any comments from the Administration.
- D. The Board President will ask the Superintendent/President to look into the issue and report back to the Board. The Board President will determine what form the report will take (e-mail, formal written report, etc.)
- E. After receiving the report from the administration, the Board may decide to place the issue on a future Board agenda for discussion or action.

### **III. PROTOCOL FOR RESPONDING TO CONCERNS EXPRESSED DURING A CRISIS**

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

### **IV. PROTOCOL FOR THE CONFIDENTIALITY OF CLOSED SESSION**

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

### **V. PROTOCOL FOR MEDIA INQUIRIES**

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

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



**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
AGENDA  
Special Meeting, February 1, 2014, 11:30 a.m.**

**III. INFORMATION ITEMS**

**2. Board Goals**

The Board reviewed and approved their Board Goals at the November 18, 2013 meeting.



## **2013-2014**

### ***Board of Trustee Goals***

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- I. Actively participate in Accreditation Self-Evaluation (Standard IV).
  - A. Develop Board roles and responsibilities including Student Trustee.
  - B. Develop Board President roles and responsibilities.
  - C. Review Ethics policy.
  - D. Review protocol and put into practice strategies for the Board to work together as a unit.
  - E. Review the governance process in Standard IV Leadership and Governance - Section A. Decision Making Roles and Processes.
- II. Ensure Professional Board Development.
  - A. Establish areas of Board expertise and support with development.
  - B. Assure representation by Board at conferences.
    1. Share conference experience at Board meetings.
  - C. Support individual development in addition to conferences.
  - D. Strive to complete Community College League course in two years on how to be an effective trustee.
- III. Review & support Student Success Task Force implementation plan annually.
- IV. Review Emergency Preparedness / Crisis Management plans annually.
- V. Formalize Board responsibilities.
  - A. Review and implement Presidential evaluation process.
  - B. Assure Board participation at on-campus activities.
  - C. Review CCLC Trustee Handbook annually.
- VI. Support implementation of campus-wide training for sexual harassment, code of ethics, and emergency preparedness.
- VII. Establish budget guidelines to ensure Rio Hondo Community College District financial stability.
- VIII. Support and participate in campus process to create new Rio Hondo College Educational Master Plan.

**RIO HONDO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
AGENDA  
Special Meeting, February 1, 2014, 11:30 a.m.**

**III. INFORMATION ITEMS**

**3. Board Ethics Policy – BP 2715**

The Board reviewed BP 2715 at the Board Retreat on August 10, 2013. The proposed changes went through the review process and were adopted by the Board at the January 15, 2014 Meeting as attached.

CODE OF ETHICS/STANDARDS OF PRACTICEBP No.  
2715Board Adopted: 11/12/03; 5/14/08 (Reviewed at Board Study Session on  
6/14/13 and Board Retreat on 8/10/13)Page 1  
of 2

- 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 the policy Standard 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** appoint 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**

**CODE OF ETHICS/STANDARDS OF PRACTICE**

<b>BP No. 2715</b>
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Board Adopted: 11/12/03; 5/14/08 (Reviewed at Board Study Session on  
6/14/13 and Board Retreat on 8/10/13)

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of 2

**Board's official business (Board Study Session 6-14-13 and reaffirmed  
at the Board Retreat on August 10, 2013).**

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

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

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