Academic Senate ad Hoc Committee on the Evaluation of Dr. Mark Rocha, President of Pasadena City College: April 2014

TABLE OF CONTENTS

Board Summary Report with Summary Tabulations

Summary of Quantitative and Qualitative Data

Transcribed Faculty Comments

Ad Hoc Committee Report
Academic Senate ad Hoc Committee on the Evaluation of Dr. Mark Rocha,
President of Pasadena City College: April 2014

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Board Summary Report With Summary Tabulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Quantitative and Qualitative Data</td>
</tr>
<tr>
<td>Transcribed Faculty Comments</td>
</tr>
<tr>
<td>Ad Hoc Committee Report</td>
</tr>
</tbody>
</table>
BOARD SUMMARY REPORT

The ad Hoc Committee of the Academic Senate used a 32 question survey employed by the College District's Board of Trustees in the evaluation of the president. The words "From a neutral position" were added to question 31. An additional comment area at the end of the survey listed three open-ended questions allowing respondents to answer using their own words.

Faculty received the evaluation survey document in their divisional mailboxes in January with instructions to return the survey to an off-campus mailbox in a pre-stamped envelope with no identifying marks. 160 responses were received with 158 respondents that answered the questions. This number represents 45% of the current full-time faculty and serves as a significant sample. Of the 158 evaluation surveys, 44 did not respond to the open-ended questions.

The ratings ranged from a very low (1) to very high (5). There was also a "not applicable" choice.

The responses to the survey/evaluation were tabulated at a neutral location in the Pasadena area by members of the ad Hoc Committee. A neutral observer (not employed by PCC) was present during the tabulation process.

The data were calculated by comparing the combined "Low/Very Low" ratings with the High/Very High ratings. Measures of central tendency (the mean and median scores) were used to further analyze the comparisons of ratings. Low/Very Low ratings indicate that the president lacks effective performance in the area questioned. Conversely, "High/Very High" ratings indicate the president is effective in the area questioned.

The ratings for all questions were analyzed using this comparison.

An overall statistical analysis, called a t-test, was performed. This test found that the percentage of Very low/Low ratings for all items to be significantly greater than the percentage of ratings for all items in the High/Very High category.

In other words, this test indicates that President Rocha is severely lacking in his performance, in ALL areas of the evaluation.
Open-ended Questions: The open-ended questions asked simply: “What is working?” “What is not working?” And, “What are suggestions for positive change?” A content analysis of the respondent’s written statements revealed salient areas.

What is working? Most common response areas:

- Nothing
- Technology
- Faculty/staff/students/Academic Senate/Faculty Association/Facilities
  Less frequent responses:
- Innovation
- Presidents’ email/persona
- New CFA/Performing Arts Center/Campus appearance/Fixing Sculpture Garden stream
- Smoking Ban
- Some support for undocumented students

What is not Working? Most common response areas:

- President’s leadership
- Relations with faculty
- Shared governance
- Technology
- Calendar
- Top heavy administration
- Work environment
- Negotiations

What are suggestions for positive change? Most common response areas:

- Suggestions as to what current leadership should do
- President should be removed
- Restore shared governance
- Transparency
- Reinstatent winter
- Administration (too many)
Academic Senate ad Hoc Committee on the Evaluation of Dr. Mark Rocha, President of Pasadena City College

April 2014

In January, 2014 the Academic Senate of Pasadena City College created an ad hoc committee to evaluate the actions of Dr. Mark Rocha, President/Superintendent of the college. The committee consisted of eight tenured professors from various departments of the college.

Methods, Materials, and Procedure

The committee used a 32-question survey employed by the College District’s Board of Trustees (BOT) in their evaluation of the president. Two areas were modified. The words “From a neutral position” were added to question 31. An additional comment area at the end of the survey listed three open-ended questions allowing respondents to answer using their own words. The questions were: What is working? What is not working? And, What are your suggestions for a positive change?

Faculty received the evaluation/survey document in their division mailboxes in January with instructions to return the survey to an off-campus mail box in a pre-stamped envelope with no identifying marks. Thus, the responses could not be linked back to any specific person or division. 160 responses were received with 158 responses that answered the questions. This represents approximately 45% of the current full-time faculty and serves as a significant sample. Of the 158 evaluation surveys, 44 did not respond to the open-ended questions.

The ratings ranged from very low (1) to very high (5). The “not applicable” (N/A) option was available for areas in which respondents had no knowledge or position.

The survey/evaluation responses were tabulated at a neutral location in the Pasadena area by the members of the ad hoc committee. A neutral observer (not employed by Pasadena City College) was present during the tabulation process.

The data was gathered and the findings are reported on the following pages.
Findings and Discussion

A 32-item survey was distributed to the divisional mailboxes of full-time faculty with the instructions to return through an off-campus mailbox. A total of 160 (45%) surveys were returned and tabulated.

The survey contained six areas with a range of 3 to 8 items within each of the six areas. The six areas were:

(1) Student Learning and Services
(2) Faculty, Staff, and Administrative Relations
(3) Public and Community Relations
(4) Governance and Institutional Leadership
(5) Budgetary and Fiscal Management
(6) Board of Trustees Relations

A total of three open-ended questions allowed respondents to write comments related to:

(1) What is working?
(2) What is not working?
(3) What are your suggestions for positive change?

The data were calculated using combined Low/Very Low ratings which indicates the president’s lack of effective performance in the area questioned; and, the combined High/Very High ratings, which indicates the president’s effective performance in the area questioned. For complete ratings see graphs for all of the questions following the report. Measures of central tendency (median and mean) were calculated for each of the questions. The items having the largest percentage of faculty Low/Very Low ratings were selected, as were the largest percentages of faculty High/Very High ratings for items within each area.

Results revealed the following:

(1) Student Learning and Services

These items dealt with promoting academic and instructional excellence, innovation, technology, effective student services, diverse student learning needs, learning-centered focus, etc. With regard to this area Dr. Rocha’s evaluation scores ranged from 22.3% to 62.4% in the Very Low/Low category; the median and mean Very Low/Low percentages were 46.6% and 41.1%, respectively. The items with the largest percentages rated by faculty in the Very Low/Low category were ‘Fosters the learning-centered focus of curriculum and instructional programs’ (62%) and ‘Promotes academic and instructional excellence’ (57.7%). These findings indicate that Dr. Rocha generally lacks faculty support in terms of student learning and services and particularly lacks support in terms of ‘Promoting instructional excellence’ and ‘Fostering a learning-centered focus of curriculum and instructional programs’.
Dr. Rocha’s evaluation scores ranged from 13.5% to 50.8% in the High/Very High category; the median and mean High/Very High percentages were 21.3% and 26.7%, respectively. The items with the largest percentages rated by faculty in the High/Very High category were ‘Encourages use of technology to support access of services for students’ (50.8%) and ‘Encourages use of technology to support quality teaching’ (40.8%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are between 1.5 and 2.2 times larger than the percentages of faculty rating Dr. Rocha as High/Very High which indicates that many more faculty view Dr. Rocha’s performance in terms of student learning and services as lacking.

(2) Faculty, Staff, and Administrative Relations

These items dealt with issues related to the working environment. Items covered issues such as harmonious employee relations, treating employees with fairness and respect, providing necessary resources to carry out quality instruction and managerial and classified duties, promoting recruitment of highly qualified personnel, and supporting an environment conducive to productive collective bargaining negotiations. With regard to this area Dr. Rocha’s evaluation scores ranged from 50.9% to 91.0% in the Very Low/Low category; the mean and median Very Low/Low percentages were 72.1% and 69%, respectively. The items with the largest percentages of faculty ratings in the Very Low/Low category were ‘Fosters environment conducive to productive collective bargaining negotiations’ (91.0%) and ‘Fosters an environment conducive to harmonious employee relations’ (90.5%). These findings indicate that Dr. Rocha generally lacks faculty support in terms of faculty, staff, and academic relations and particularly lacks support in terms of ‘Fostering an environment conducive to productive collective bargaining negotiations’ and ‘Fostering an environment conducive to harmonious employee relations’.

Dr. Rocha’s evaluation scores ranged from 1.9% to 12.3% in the High/Very High category; the mean and median High/Very High percentages were 7.3% and 7.7%, respectively. The items with the largest percentages of faculty ratings in the High/Very High category were ‘Promotes recruitment of highly qualified personnel’ (12.3%) and ‘Within Board’s budget guidelines, supports college’s managers with resources’ (10.8%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are nearly 10 times greater than the percentages of faculty rating Dr. Rocha as High/Very High, thus, more faculty view Dr. Rocha’s performance in terms of faculty, staff, and administrative relations as severely lacking.

(3) Public and Community Relations

These items dealt with issues related to promoting community involvement, advocating for the college’s programs and students to the community, state and federal agencies, and
developing effective relationships with K-12 districts, colleges, universities, businesses and civic and community agencies. With regard to this area Dr. Rocha’s evaluation scores ranged from 30.2% to 48.5% in the Very Low/Low category; the mean and median Very Low/Low percentages were 36.3% and 35.9%, respectively. The items with the largest percentages of faculty ratings in the Very Low/Low category were ‘Promotes community involvement and ensures that the college is responsive to the needs of the community’ (48.5%) and ‘Advocates for the college’s programs and students to the community’ (36.3%). These findings indicate that Dr. Rocha generally lacks faculty support in terms of public and community relations and particularly lacks in the areas of support in terms of ‘Promoting community involvement and ensuring the college is responsive to the needs of the community’ and ‘Advocating for the college’s programs and students to the community’.

Dr. Rocha’s evaluation scores ranged from 16.1% to 22.9% in the High/Very High category; the median and mean High/Very High percentages were 18.6% and 18.78%, respectively. The items with the largest percentages of faculty ratings in the High/Very High category were ‘Advocates for the college’s programs and students to the community’ (22.9%) and ‘Advocates for the college’s programs and students to state and federal agencies and officials’ (18.6%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are nearly twice as high as the percentages of faculty rating Dr. Rocha as High/Very High which indicates that more faculty view Dr. Rocha’s performance in terms of Public and community relations as severely lacking. It is interesting to note that the identical question ‘Advocates for the college's programs and students to the community' had the second highest percent of faculty rating this question as Very Low/Low (36.3%) and the highest percent of faculty rating this question as High/Very High (22.9%). The faculty are not evenly divided, however, as there is a spread of percentage ratings of 13.4% between the Very Low/Low and the Very High/High.

(4) Governance and Institutional Leadership

These items dealt with issues related to fostering a campus environment that values integrity, fairness and ethical conduct, promoting a campus climate that value the cultural and ethnic diversity of students, faculty, and staff, promoting a long-range plan that provides an effective vision for the college and promoting effective participation by all groups in planning and shared governance. With regard to this area Dr. Rocha’s evaluation scores ranged from 48.7% to 90.5% in the Very Low/Low category; the median and mean Very Low/Low percentages were 80.3% and 75.0%, respectively. The items with the largest percentages of faculty ratings in the Very Low/Low category were ‘Promotes effective participation by all groups in planning and shared governance structures’ (90.5%) and ‘Fosters a campus environment that values integrity, fairness, and ethical conduct’ (88.5%). These findings
indicate that Dr. Rocha generally lacks faculty support in terms of governance and institutional leadership and particularly lacks support in terms of ‘Promoting effective participation by all groups in planning and shared governance structures’ and ‘Fostering a campus environment that values integrity, fairness, and ethical conduct’.

Dr. Rocha’s evaluation scores ranged from 4.5% to 19% in the High/Very High category; the median and mean High/Very High percentages were 8.3% and 10.0%, respectively. The items with the largest percentages in the High/Very High category were ‘Promotes a campus climate that values cultural and ethnic diversity of students, faculty, and staff’ (19.0%) and ‘Promotes long-range planning that provides an effective vision for the college’ (12.1%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are **between 7.5 and 10 times higher** than the percentages of faculty rating Dr. Rocha as High/Very High which indicates that more faculty view Dr. Rocha’s performance in terms of governance and Institutional Leadership relations as severely lacking.

(5) **Budgetary and Fiscal Management**

These items dealt with issues related to supporting a comprehensive program of research and accountability that regularly monitors the needs and effectiveness of the college’s instructional programs and services for students, actively seeking funding in support of the college, effectively managing the college’s financial resources, and maintaining an appropriately prudent reserve for the college. With regard to this area Dr. Rocha’s evaluation scores ranged from 23.0% to 64.9% in the Very Low/Low category; the median and mean Very Low/Low percentages were 50.3% and 45.4%, respectively. The items with the largest percentages of faculty ratings in the Very Low/Low category were ‘Effectively manages college's financial resources’ (64.9%) and ‘Supports a comprehensive program of research accountability regularly monitors the needs and effectiveness of the college’s services for students’ (50.3%). These findings indicate that Dr. Rocha generally lacks faculty support in terms of budgetary and fiscal management and particularly lacks support in terms of ‘Effectively managing the college’s financial resources’ and ‘Supporting a comprehensive program of research accountability regularly monitoring the needs and effectiveness of the college’s services for students’.

Dr. Rocha’s evaluation scores ranged from 8.2% to 16.6% in the High/Very High category; the median and mean High/Very High percentages were 8.9% and 11.7%, respectively. The items with the largest percentages of faculty ratings in the High/Very High category were ‘Maintains an appropriately prudent reserve for the college’ (16.6%) and ‘Actively seeks outside funding in support of college’ (16.5%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are **3.9 and 5.7 times higher** than the percentages of faculty rating Dr. Rocha as
High/Very High which indicates that more faculty view Dr. Rocha’s performance in terms of Budgetary and Fiscal Management as severely lacking.

(6) Board of Trustees Relations

These items dealt with issues related to providing support to the Board in carrying out their responsibilities, providing accurate and complete information on college operations and programs from a neutral position, and carrying out Board policies in a conscientious manner. With regard to this area Dr. Rocha’s evaluation scores ranged from 29.9% to 76.6% in the Very Low/Low category; the mean and median Very Low/Low percentages were 51.3% and 50.3%, respectively. The items with the largest percentages of faculty ratings in the Very Low/Low category were ‘From a neutral position, provides accurate and complete information on college operations and programs’ (76.6%) and ‘Carries out Board policies in a conscientious manner’ (47.4%). These findings indicate that Dr. Rocha generally lacks faculty support in terms of Board of Trustees relations and particularly lacks support in terms of ‘Providing accurate and complete information on college operations and programs from a neutral position’ and ‘Carrying out Board policies in a conscientious manner’.

Dr. Rocha’s evaluation scores ranged from 6.3% to 24.7% in the High/Very High category; the median and mean High/Very High percentages were 8.9% and 13.7%, respectively. The items with the largest percentages of faculty ratings in the High/Very High category were ‘Provides support to Board in carrying out their responsibilities’ (24.7%) and ‘Carries out Board policies in a conscientious manner’ (10.2%).

The measures of central tendency for the percentages of faculty rating Dr. Rocha as Very Low/Low are 3.75 and 5.7 times higher than the percentages of faculty rating Dr. Rocha as High/Very High which indicates that more faculty view Dr. Rocha’s performance in terms of Board of Trustees relations as severely lacking.

Overall Analysis

Across all items, the mean percentage of faculty ratings in the Very Low / Low category was 53.73% (SD = 20.75) and the mean percentage of faculty ratings in the High / Very High category was 15.31% (SD = 10.38). A t-test revealed the percentage of ratings for each item in the Very Low / Low category to be significantly greater than the percentage of ratings for each item in the High / Very High category, t(62) = 9.37, p < 0.001. The final test indicates that President Rocha is severely lacking in his performance in all areas of the evaluation.
Open-Ended Questions

What is working?
What is not working?
What are your suggestions for a positive change?

44 (36%) evaluation surveys had no response to the last three questions.

A content analysis of responses to the three questions was performed for the main areas of focus. For the sake of space limitations, and the repetitive nature of comments, only some remarks were used as samples to represent what was generally written by the respondents.

Question #1: What is working? Most common response areas:

- **Nothing** (not much; I do not see much, if anything working better under regime; very little; faculty staff and students are continuing to persevere in the toxic climate)
- **Technology** – (e.g. upgrades; smart classrooms/ website improved/ Lancer Point/ laptops/ computers)
- **Faculty/staff/ students/ Academic Senate/ Faculty Association/Facilities** (faculty and staff are! Most of us working hard to help our students succeed; faculty communication; the amazing students; great instructors; hard-working staff and facilities personnel)

**Less frequent responses:**

- **Innovation** (push for innovation; support for innovation and program development)
- **President’s email/persona** (uplifting messages; positive; smile)
- **New CFA/ Performing Arts Center/ Campus appearance/ Fixing Sculpture Garden stream**
- **Smoking ban**
- **Some support for undocumented students**

Question #2: What is not working? Most common response areas:

- **Leadership** – (e.g. Lacks fiscal and strategic planning; unethical leadership; lacks honesty and integrity; decisions made unilaterally without input from key campus stakeholders; needs to listen; Too many changes without time to adjust and integrate smoothly; No stability in managerial structure; Lacks trust, faculty hiring was compromised by Rocha’s interference in the process)

- **Relations with faculty** – (e.g. Attitude towards faculty is adversarial; poor working relationship; disrespectful of faculty; no support for faculty; communication breakdown; autocratic imposition is not effective, it has alienated faculty and created a stressful and unhealthy work environment and an administrative merry-go-round; too much distrust; fear, finger pointing and lack
of open dialogue are the primary reasons for the wide divide between faculty and administration; bullying the faculty and seeking retribution of those opposed to his policies

- **Shared Governance** – (e.g. No collegial consultation that is genuine; lacking across entire campus, students, faculty, staff, student services, registration, counseling, admissions, enrollment, services of instruction, college calendar, block scheduling; shared governance is a joke; too many unilateral changes in a short period of time; no respect for faculty voice; lack of transparency; B of T is at the root of the problem; the senate was never consulted regarding changes, for example the block schedule not only imposes starting times, but also reconfigures the pedagogical structure that has been determined as best by faculty who teach the courses. No one was consulted; academic realignment now in place received no review by the interested groups on campus; implement the changes (or not) that shared governance committees have spent many hours in studying, collecting and ultimately reaching a consensus)

- **Technology** – (e.g. Kronos filled with errors; constant change from Canvas to Lancer Point to Banner – takes time away from teaching to navigate and relearn; little opportunities for faculty/staff to properly train; posting so many on-line courses and having sections without trained faculty; Banner implanted in a short time, although good in long term, in short term difficult, chaotic, and confusing to students, faculty and staff)

- **Calendar** – (e.g. Elimination of winter leads to decrease in number of students; negative impact on students to remove winter; President needs to respect shared governance and work with this process, esp. for the calendar that faculty and students want/need)

- **Administration** – (e.g. Too many managers and associate deans; job positions come out of nowhere; top-down administration; top heavy and expensive; lacking transparency; President Rocha prioritizes to build an administration that suits him and his wrong agenda; creating top administrative positions and not filling critical staff needs through the college)

- **Work Environment** – (e.g. Toxic; campus climate morale low; fearful environment; hostile work environment; unhappy, tense atmosphere; morale at a 25 year low; bullying the faculty and seeking retribution of those opposed to his policies; I fear eradication of divisions into larger schools. The campus increasingly feels like a business, similar to mergers of airlines and banks, and only aimed a profit rather that a transformative life experience for students)

- **Negotiations** – (e.g. Fair pay/salary negotiations taking too long; President not interested in doing real listening; Rocha, Bell, the Board and the Union in that order, equal blame; unworkable position for Rocha; no COLA; no contract for years, faculty has not received a raise in seven years; the president can get a raise yet all full time faculty have worked without a contract or raise for years)
Question #3: What are your suggestions for a positive change? Most common response areas:

- **What Current Leadership Should Do** – (e.g. Start administering and teaching with honesty and responsibility or resign; honestly, earnestly explain goals and motivations; more centered on students; listen to needs and feedback from stakeholders. Rocha needs to actively demonstrate and have admiration for the work faculty perform every day; restore winter intersession; allow for all of the COLA, by honoring a truly fair compensation as articulated by the Faculty Union, by allowing “free speech,” by not taking any unilateral decisions that impact the entire campus community, and by reinstating the winter intersession; the President should truly listen to the faculty and students concerns before making major decisions and not merely give the appearance of inclusion using his strong public propaganda machine; President needs to start heeding the good advice and input that he receives; needs to improve relationships across campus; President and Board Members must come and observe classrooms – working, learning condition; STOP expensive and poorly written advertisements in local newspapers, settle all law suits, negotiate with faculty, reverse mindset apparent even on website of campus and the President. The campus and courses are what are important. A total mind shift in leadership is required, current situation is not working, the President and Board need to see themselves, not as the “elite,” but as the **support**; Take president’s name off the banner….Welcome to **Pasadena City College**. Period President should be a servant-leader…)

- **President Should be Removed** – (e.g. The relationship is so badly damaged, it cannot be repaired; new president, new Board of Trustees; cut our losses; three votes of no confidence; I don’t know if he is capable of healing the breaches he helped create)

- **Restore Shared Governance** – (e.g. Genuine interest in dialogue; view diverse components of PCC as important participants; listen to us when it comes to teaching; teaching should not be secondary to money or bodies; treat faculty and staff with respect; stop corporate thinking get back to the mission of education to help grow the minds of our students)

- **Transparency** – (e.g. All meetings/negotiations between Rocha and Senate/Union should be videotaped; we need a vision for the campus, no one has a clue what to do; Academic senate should both have banners on the PCC website, this would insure transparency and give voice to faculty are misrepresented – a gesture of good will to the faculty by administration;

- **Reinstate Winter Intersession** - (e.g. Restore winter, quit breaking the law)

- **Administration** – (e.g. Does the campus truly benefit from being what appears to be so top heavy in administrators? too much of us vs them; split Bell’s position – Student Affairs needs stand-alone V.P.; less hiring for additional administrators)
Student Learning and Services

1. Promotes academic and instructional excellence in the teaching-learning process.

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Question 1

2. Promotes academic and instructional innovation

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Question 2
3. Fosters the learning-centered focus of the curriculum and instructional programs of the college.

4. Encourages the use of technology, where appropriate, to support quality teaching and learning.

5. Encourages the use of technology, where appropriate to support quality teaching and learning. (e.g. grades on-line)
6. Promotes student-friendly and effective services to support student success.

7. Supports the diverse learning needs of the students.

8. Fosters cultural inclusiveness in the college curriculum.
9. Fosters an environment conducive to harmonious employee relations.

1  79.7
2  10.8
3  5.7
4  0.6
5  1.9

10. Treats all personnel with fairness and respect.

1  67.5
2  15.9
3  4.5
4  3.2
5  4.5

11. Fosters an environment conducive to productive collective bargaining negotiations.

1  81.4
2  9.6
3  4.5
4  0.6
5  1.3

N  2.6
12. Within the Board's budget guidelines, supports the college's bargaining negotiations.

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N    7

Question 12

13. Within the Board's budget guidelines, supports the college's managers by providing the necessary resources to carry out their responsibilities.

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N    26.8

Question 13

14. Within the Board's budget guidelines, supports the college's classified staff by providing the necessary resources to carry out their responsibilities.

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N    28.5

Question 14
15. Promotes the recruitment of highly qualified personnel.

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Question 15

Public and community Relations

16. Promotes community involvement and ensures that the college is responsive to the needs of the community.

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Question 16
17. Advocates for the college's programs and students to the community.

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N 16.6

18. Advocates for the college's programs and students to state and federal agencies and officials.

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N 35.3

19. Develops effective relationships with K-12 districts, colleges and universities.

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N 37.8
20. Develops effective relationships with businesses, civic and community agencies.

Question 20

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N 33.8

Governance and Institutional Leadership

21. Fosters a campus environment that values integrity, fairness and ethical conduct.

Question 21

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N 3.2
22. Promotes a campus climate that values the cultural and ethnic diversity of students, faculty and staff.

| 1 | 38.6 |
| 2 | 10.1 |
| 3 | 25.9 |
| 4 | 12.7 |
| 5 | 6.3 |

N: 6.3

23. Promotes long-range planning that provides an effective vision for the college.

| 1 | 54.4 |
| 2 | 17.7 |
| 3 | 12 |
| 4 | 7 |
| 5 | 5.1 |

N: 3.8

24. Promotes effective participation by all groups in planning and shared governance structures.

| 1 | 82.9 |
| 2 | 7.6 |
| 3 | 3.8 |
| 4 | 3.2 |
| 5 | 1.3 |

N: 1.3
Budgetary and Fiscal Management

25. Supports a comprehensive program of research and accountability that regularly monitors the needs and effectiveness of the college’s services for students.

Question 25

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Question 26

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26. Supports a comprehensive program of research and accountability that regularly monitors the needs and effectiveness of the college’s services for students.

Question 26

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27. Actively seeks outside funding in support of the college.

Question 27

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</table>
28. Effectively manages the college's financial resources.

Question 28

29. Maintains an appropriately prudent reserve for the college.

Question 29
30. Provides support to the Board in carrying out their responsibilities.

Question 30

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31. From a neutral position, provides accurate and complete information on college operations and programs.

Question 31

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32. Carries out Board policies in a conscientious manner.

Question 32

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**PASADENA CITY COLLEGE**  
**FACULTY EVALUATION OF SUPERINTENDENT/PRESIDENT – ACADEMIC SENATE**

Directions:  
1. Use a pen to bubble in your answers.  
2. If you make a mistake, use correction fluid or correction tape to erase your answer.  

Print any additional comments on Page 2.  
Illegible writing will not be considered.  
Do NOT submit any attachments.  
Do NOT include your name.

Please rate the President’s *effectiveness* in each of the areas listed below. Use the 1 to 5 scale on the right to indicate your rating.

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**Student Learning and Services**

1. Promotes academic and instructional excellence in the teaching-learning process.
   - 48.0 4.7 4.2 5.8 3.7 0.5

2. Promotes academic and instructional innovation.
   - 35.0 4.6 2.0 1.8 0.6 0.8

3. Fosters the learning-centered focus of the curriculum and instructional programs of the college.
   - 46.2 4.2 2.3 1.8 0.8 0.5

4. Encourages the use of technology, where appropriate, to support quality teaching and learning.
   - 70.0 2.0 2.0 2.3 2.0 0.4

5. Encourages the use of technology, where appropriate, to support access to services for students (e.g., grades on-line).
   - 12.1 4.2 2.0 1.2 0.5 0.6

6. Promotes student-friendly and effective services to support student success.
   - 40.4 4.4 1.9 1.0 0.5 0.5

7. Supports the diverse learning needs of the students.
   - 26.9 4.7 2.2 1.6 0.5 1.7

8. Fosters cultural inclusiveness in the college curriculum.
   - 26.5 4.2 1.9 1.0 1.0 1.8

**Faculty, Staff, and Administrative Relations**

9. Fosters an environment conducive to harmonious employee relations.
   - 74.7 4.6 0.7 0.6 0.9 0.3

10. Treats all personnel with fairness and respect.
    - 62.5 4.4 4.5 3.2 4.5 0.5

11. Fosters an environment conducive to productive collective bargaining negotiations.
    - 84.5 4.4 4.5 3.6 1.8 0.6

12. Within the Board’s budget guidelines, supports the college’s faculty by providing the necessary resources for quality instruction.
    - 40.4 4.6 1.6 5.1 0.4 0.0

13. Within the Board’s budget guidelines, supports the college’s managers by providing the necessary resources to carry out their responsibilities.
    - 35.0 4.5 1.5 1.7 0.5 2.0

14. Within the Board’s budget guidelines, supports the college’s classified staff by providing the necessary resources to carry out their responsibilities.
    - 38.0 4.3 1.6 1.5 1.9 1.9

15. Promotes the recruitment of highly qualified personnel.
    - 48.4 4.4 1.8 1.5 5.5 0.4

**Public and Community Relations**

16. Promotes community involvement and ensures that the college is responsive to the needs of the community.
    - 26.8 2.7 2.7 8.2 0.5 1.4

17. Advocates for the college’s programs and students to the community.
    - 28.9 4.4 2.4 1.2 1.9 1.6

18. Advocates for the college’s programs and students to state and federal agencies and officials.
    - 26.4 4.2 1.6 0.8 3.5 0.8

19. Develops effective relationships with K-12 districts, colleges, and universities.
    - 13.3 1.6 1.6 1.0 1.9 1.9

20. Develops effective relationships with businesses, civic, and community agencies.
    - 16.3 1.5 1.8 0.9 0.9 3.5

**Governance and Institutional Leadership**

21. Fosters a campus environment that values integrity, fairness, and ethical conduct.
    - 76.4 4.3 3.4 0.3 0.5 0.2

22. Promotes a campus climate that values the cultural and ethnic diversity of students, faculty, and staff.
    - 38.6 4.1 2.5 0.4 0.4 0.1

23. Promotes long-range planning that provides an effective vision for the college.
    - 54.3 4.7 1.2 1.0 1.1 1.8

24. Promotes effective participation by all groups in planning and shared governance structures.
    - 32.9 0.6 3.2 2.7 1.3 0.3

**OVER**
Directions:
1. Use a pen to bubble in your answers.
2. If you make a mistake, use correction fluid or correction tape to erase your answer.
Print any additional comments below.
Illegible writing will not be considered.
Do NOT submit any attachments.
Do NOT include your name.

Please rate the President’s effectiveness in each of the areas listed below. Use the 1 to 5 scale on the right to indicate your rating.

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<thead>
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<td>25. Supports a comprehensive program of research and accountability that regularly monitors the needs and effectiveness of the college’s instructional programs.</td>
<td>337</td>
<td>128</td>
<td>157</td>
<td>67</td>
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<td>52.4</td>
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<td>26. Supports a comprehensive program of research and accountability that regularly monitors the needs and effectiveness of the college’s services for students.</td>
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<td>130</td>
<td>156</td>
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<td>157</td>
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<td>30. Provides support to the Board in carrying out their responsibilities.</td>
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<tr>
<td>31. From a neutral position, provides accurate and complete information on college operations and programs.</td>
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**Journal Comments:**

Include any comments below. Please print. Illegible answers will not be considered.

What is working?

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1. WHAT IS WORKING?
2. WHAT IS NOT WORKING?
3. WHAT ARE YOUR SUGGESTIONS FOR A POSITIVE CHANGE?

RESPONSES

1. A charming front. Great smile!

2. Fascist approach to leadership.

3. He should leave.

1. Students, staff and faculty have continued to perform admirably in the face of the most unethical, and hostile working conditions at PCC in 40 years! [probably ever]

2. Most unethical educational leader I have ever worked with. No respect for students, staff or faculty. No integrity or collegiality.

3. Remove President Rocha. Follow policies and past practice. Respect students, staff and faculty.

No comments.

1. Support of innovative programs for students.

2. Poor working relationship with faculty; disrespectful.


1. Smoking ban; reactivating the stream in the sculpture garden.

2. Most administrative decisions have been in direct contradiction of PCC's core values [ESP “A commitment to integrity,” “a recognition of collegiality,” and “An appreciation for our heritage.”]. The President seems to delight in scrapping all of it.

3. The relationship is so badly damaged that it cannot be repaired. [After 3 votes of No Confidence, nothing has changed – note the ramming through of realignment and block scheduling]. I wish the BOT would cut its losses instead of doubling down on Rocha.

NO COMMENT.

1. Individuals.

2. Shared governance. Any process on campus... hiring, training, etc. No stability in managerial structure.

3. Rein in Dr. Rocha’s avalanche of new ideas and programs and people – which replaced other “new” ideas, programs and people.... Too much change everywhere. Who is in charge of this mess?

1. Upgrades in technology seem to be working, although the constant change of websites from Canvas to LancerPoint and now Banner takes time away from teaching in order to navigate and relearn. I do not see an effort from faculty, staff and students to come together to work for positive change in spite of this negative climate.

2. The campus climate is still very negative and it seems how decisions are made keeps faculty constantly having to adjust with no time to integrate smoothly the changes. For example, the initiation of “schools” from divisions that has been talked about for over a year but with no clear guidelines how it should proceed. Now it’s a fact and we have to deal with it without input in the process.

3. Maybe the College Council needs more influence for a change and to include all of the college stakeholders, the students, faculty, staff, administrators, BOT and community-at-large so everyone’s voice is heard, considered when decisions are made.

NO COMMENT

NO COMMENT

1. Nothing!

2. Rocha is destroying PCC – after the elimination of winter there is a steady decrease of students. He plans to increase the number of students per class and cancel classes to weeks before the beginning of the semester – He doesn’t have any respect for faculty.

3. Change the president and the trustees. He manipulated the BOT to the point that they gave him an increase in salary after the vote of No Confidence of faculty and students – trustees are puppets in his hands.

Ad Hoc Academic Senate Evaluation Committee of the President -- Evaluation pg 1
1. Me ☺
2. Too many to mention. Why the hell does everything constantly need to be revamped.

1. The steady progression toward a top-heavy admin-heavy expensive college structure.
2. Where shall I begin? Shared governance. Failure to consider serious consequences of changing the calendar plus changing it unilaterally. Ignoring the facts (the sound process of research before conclusions.

1. What happened to “student success”? He needs to be replaced along with some of the Board members.
2. The President/Superintendent and the Board of Trustees.
3. Hire a new President & Board.

1. Honestly cannot think of one positive thing.
2. Collective bargaining – toxic work environment – shared governance – collegiality – no basic respect for faculty or staff.
3. Pres. Mark Rocha must resign or the faculty must do whatever it can to remove him from office.

1. None
2. None
3. Cut our losses!

1. Image of college on technology based media, i.e. web improved.
2. Working as a team to actively seek outside funding to support major donors.
3. View the diverse components of PCC as important participants – alumni, faculty, staff, students, administrators, Board of Trustees, and community (i.e., business & government) if solving a structure for long-term strength.

1. Technology is getting better – supported better.
2. Faculty relations and respect lacking. We are not hourly employees – we have expertise and are professionals.
3. Needs to treat faculty as peers – different functions -- equal importance.

1. None.
2. Campus climate morale.
3. None

1. The main campus – not CEC.
2. Health Sciences faculty do not feel supported by the president. We have inadequate facilities – such as working out of cheap, noisy trailers.
3. Listen to us!

1. None.
2. Dr. Rocha. He’s destroying PCC. No respect to faculty.
3. Need a new president.

1. Mark Rocha is working on his career.
2. There isn’t a shred of respect between the faculty and administration.
3. Replace the president with a person who cares about PCC more than about his career. Replace the Board members who value the leadership of president Rocha.

1. None.
2. I have never met Dr. Rocha. I can only comment that removing winter had a negative impact on my students. However, I am now able to make the necessary changes to help that. It is very sad to see how unhappy everyone is. I am still proud to work at PCC and I hope things can change for the better soon.
3. None.
<table>
<thead>
<tr>
<th>No Comment</th>
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<tbody>
<tr>
<td>1. Nothing.</td>
</tr>
<tr>
<td>2. This president is a player. He never answers a question but rather creates an evasive illusion and then adores himself and tells us how much he loves us. Give us a break.</td>
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<tr>
<td>3. Start treating his faculty and staff with respect and step down from his dictatorship.</td>
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<tr>
<td>No Comment</td>
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<tr>
<td>1. Not much.</td>
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<td>3. Either improve shared governance or dismiss him.</td>
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<tr>
<td>No Comment</td>
</tr>
<tr>
<td>1. None</td>
</tr>
<tr>
<td>2. None</td>
</tr>
<tr>
<td>3. Respect for the hardest working constituency of PCC/instructors.</td>
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1. [For him or for the college, faculty or students?] Some support for undocumented students (That is progress!) |
2. There is no support for faculty when it comes to teaching. "Professional" development is just about bureaucratic and administrative work. No funding for conferences! Class sizes are about to increase despite faculty's concerns. I cannot assign the quality written assignments with feedback when my class sizes might increase from 35 to possibly 50. |
3. Listen to faculty when it comes to teaching. Teaching should not be secondary to dollars and bodies. Stop corporate thinking and let's get back to the mission of education: To help grow the minds of our students. |
1. None |
2. Shared governance, collegiality across the entire campus, students, faculty, staff, administration, student services, registration, counseling administration, Enrollment Services, Office of instruction, college calendar, block scheduling. |
3. Resignation of the President or firing of the President by the Board/replace vice superintendents and the new administrative caste of clowns. |
1. I had high hopes for Dr. Rocha when he began here. He seemed enthusiastic. He seemed he would be a good spokesman for the college, and maybe he is. I do appreciate that he encourages innovation. Unfortunately, the areas in which I gave him a "1" overshadow BY FAR any good he might have done here. |
2. Simply - Rocha, Bell, the Board and the Union. In that order. Faculty relations and shared governance have become a joke. Moral is at a 25-year low and yet it feels like the president and the board are turning a blind eye and blaming the faculty for being whiners. I am a good, loyal, valued faculty member who has never voiced any complaints until this regime. Besides the hard relationship is a lack of competence and planning. Changes are made without proper planning and they come back to embarrass us as an institution. |
3. I have spent a lot of time over the last few years contemplating this question. I have met with Dr. Rocha and talked with colleagues and I have come to the rather frustrating and hopeless conclusion that positive change is not possible while Dr. Rocha and Dr. Bell are in their positions. Dr. Rocha is an egotistical bully and Dr. Bell is incompetent. PLEASE - SOMEBODY - HEAR OUR COMMENTS AND HELP. |
1. New CFA building and facilities involvement is excellent. Schedule of two summer sessions and spring / fall terms. |
2. Too many changes in a short period of time. Not enough time or consideration to faculty to adjust to administrative decisions. No respect for faculty or faculty voice. |
1. Some technology updates are desirable. |
2. Shared governance. |
3. Carefully consider policy change before implementation. Actually use faculty input when solicited. Increase or reinstate shared governance. |
1. None |
2. None |
3. Do what you campaigned to get elected: Dues of .6% or less – not 1%. You are typical reneging politicians it seems.
1. None
2. None
3. Remove Superintendent/President Mark Rocha ASAP.

1. Nothing.
2. Everything.
3. A new president.

1. Positive attitude, uplifting messages via e-mail to encourage faculty. Slight improvements in transfer systems. 
2. Please come to the nursing, physically visit to see the issues down here at the CEC and address them. No physical visits to nursing to see or hear our concerns.
3. Call a meeting with nursing faculty down here at the CEC. Not just the dean or director. Come chat with us! Thanks.

1. Many positive changes. The new Performance Arts Center, the move towards contextualized learning, the Pathways Program, and all the excitement around developing new ways of reaching students.
2. Lack of shared governance, lack of authentic transparency. Very little opportunities for faculty and staff to be properly trained on new systems and at approaches to pedagogy.
3. Give every teacher release time and provide a ＿＿＿＿＿(see clip) design class all faculty take to properly train them on accreditation procedures.

1. None
2. The lack of fiscal and strategic planning. There are so many initiatives and decisions that negatively impact our students. (taking winter off the table, putting so many online course sections without trained faculty). These decisions seem to be made unilaterally – without input from key campus stakeholders.
3. Reinstate winter intersession.
   Involve all levels of a department/school in decision making/planning process.
   Have all schools and departments create a reasonable and obtainable five-year plan.

NO COMMENT

1. None
2. None
3. More transparency: all meetings/negotiations between Rocha and Senate/union should be videotaped.
   Replace the Board of Trustees; Rocha will continue to disregard the will of faculty/students as long as he has their unconditional support. The board of Trustees is at the root of the problem with our broken shared governance. We should focus our attention on them, instead.

1. None
2. Dr. Rocha needs to really listen and learn from his productive staff. He needs to encourage hiring faculty who are student-centered. We have too many who are self-centered and distracted by the need for power.
3. We still have faculty who are racially prejudiced. We still have faculty who won't even see students during their instructional hours. We still have too many staff who don't realize they work for the college and not the other way around.

1. Advancing technology and hopefully a new website.
2. Implementing Banner in such a short time has created a mess. Making decisions and changes that are implemented so quickly and although they are good for a long term, in the short term they are difficult, chaotic and confusing for students/faculty/staff.
3. SLOW DOWN. When making changes so that everything isn't happening at once and so the students don't actually know we are changing so much behind the scenes. Currently they see that PCC has become disorganized during this process of change/particularly Banner.

NO COMMENT

1. None
2. None
3. Get a new president.

1. The college is a better place without a president like you. You have brought our reputation, morale down.

Ad Hoc Academic Senate Evaluation Committee of the President — Evaluation pg. 4
2. Fair pay. Salary negotiation is taking too long. He is not interested in doing real listening. Makes decisions and then informs us. The new org. chart was made without the faculty’s input.

3. Need more budget to hire more counselors for the additional responsibilities that SB1546 brought on.

NO COMMENT

1. Not much.
2. Shared governance is not in use. Dr. Rocha seems to feel that the faculty and staff are cogs in a machine. This is not a for-profit school nor a factory. He needs to follow the law on shared governance. Promote better culture on campus for employees. Doesn’t negotiate intelligently and is only able to see his view and no one else.
3. Constant reminder that this is a public education institute and not for profit. Real negotiations/with open approach to improving campus culture and employee morale and relations. Reorganize for a more equal distribution of power and resources.

1. Access for students new on line courses. Increase in student support services.
2. Shared governance. Needs to be more receptive to faculty and supportive of faculty. Ideas to promote student success now downplay role of adjunct faculty and allow adjunct a voice.
3. Positive attitude toward all PCC campus employees, not only those who agree with his ideas. Be respectful of new ideas for student success. Need to be a (clip) friendly campus. Too much negativism. Makes for unhappy campus community.

NO COMMENT

1. None.
2. None.
3. Shared governance.

1. Open door policy for faculty.
2. Too many managers and associate deans. Too many job positions that come out of nowhere. Faculty did not have the input or opportunities to apply for positions.
3. More involvement with divisions and departments.

1. I like that the president wants to upgrade and increase use of technology at PCC but I find our current resource as too often not functioning.
2. Observed that there is a great communication breakdown between the President versus faculty and students.
3. He needs to start heeding the good advice and input that he receives. He also needs to improve his relations across campus.

1. Campus appearance. Stipends and reassign time for the same favored few.
2. No shared governance. No good will intention faculty union negotiations.
3. More honesty and truth when dealing with the public and Board trustees.

Less hiring for additional administrators.
Stop creating jobs for Yes people.

1. None
2. The fact that full-time teaching faculty has not received a raise in seven years! Also the fact that they have discontinued the intersession is problematic.
3. None.

NO COMMENT

1. None
2. Top down administration
3. None

NO COMMENT

1. Nothing is working, faculty is not involved in any decision-making related to academics.
2. (Realignment) “schools” have added an unnecessary layer of red tape to distract PCC from its maintain purpose that is to reach.
3. We need a new president and a new group as board of trustees.

1. None
2. We do not have a contract for many years. No COLA, terrible classroom space for nursing, inadequate computer lab, no skills lab.

Ad Hoc Academic Senate Evaluation Committee of the President -- Evaluation pg. 5
3. Build a simulation computer lab for nursing. Provide computers with wi-fi access for 80 students at one time so all students can take online testing. We are promised the above with no movement!

NO COMMENT

1. No much.
2. Relations with faculty and staff. Insulated and top-heavy administration.
3. None.

1. He sends out weekly email.
2. His attitude toward faculty is adversarial.
3. He might organize social events/or campus-wide mixers.

1. None
2. There is no shared governance.
3. None

1. Technology is being upgraded and implemented.
2. Morale is down. (students, staff, etc.). Contentious, tense atmosphere. No consultation on what is needed for students/with respect to calendar, type of technology, basic skills support, financial support, resources to support learning, etc.
3. Honestly, earnestly explain goals and motivations. More centered on students. Listen to needs and feedback from stakeholders. Earnestly consider needs and feedback. When decisions seem counter to what stakeholders need, earnestly explain motivations. Be willing to accommodate concerns of students, staff, etc.

NO COMMENT

1. I participated in one of his lunch sessions last spring to open communication with faculty. He did listen to my problem and he worked with me to find the solution. He went out of his way to help mitigate an unfair policy.
2. None
3. None

1. School functions. Enrollment has become smoother.
2. Very hostile working environment. The President, along with Board member, have created a fearful, uncomfortable school environment. Decrease in our income, elimination of winter intercession.
3. We need a change in either leadership or either a change in the leadership tactics and attitude.

1. Support for innovation in teaching and program development.
2. Shared governance.
3. Get some outside help to heal our institution and bring together the stakeholders in shared governance in an open dialog with commitment on all parts.

NO COMMENT

NO COMMENT

1. Dr. Rocha is very energetic and enthusiastic to provide leadership in support of the mission of the college. He has directed and overseen much needed changes/modernization at PCC, examples include information services and program review/assessment.
2. "Dr. Rocha does not listen to others well." I have observed this and have heard this commentary directly from others in various leadership positions at PCC. As a result, needed changes intended to help PCC are implemented in a manner that is inflammatory and divisive. (Note—lowest marks on this evaluation are in the area of faculty, staff, and administrative relations.)
3. Dr. Rocha needs to work more effectively with his management team and listen to them (as well as other key college stakeholders) to improve his leadership at PCC.

NO COMMENT

1. Push for innovation.
2. Refusal to shared governance.
3. Negotiate with union.

1. None
2. We need a contract—negotiate!
3. Negotiate! President/Academic Senate/FAI

Ad Hoc Academic Senate Evaluation Committee of the President -- Evaluation pg. 6
Cut the B.S.

1. None
2. Campus climate is hostile, not just because of decisions by the president and BOT, equal blame should go to the FA and Academic Senate. Parties need to communicate in a civil manner.
3. Administration, FA, Academic Senate, time to stop acting like Congress and start talking to each other to work toward resolution, everyone needs to be willing to talk, listen and find common ground.

NO COMMENT

NO COMMENT

1. Pleasant and affable presence. Projects a positive image.
2. Shared governance mishaps.
3. Be honest in future dealings with faculty. Don’t say one thing and then present something different to the Board.

1. There have been some positive strides toward modernizing the process of registration and grading.
2. Faculty and staff have been disempowered, kept off balance and thoroughly demoralized. “Not working” describes most aspects of PCC now. The source of most of the failure is the administration. The evidence is clear: Mr. Rocha is a pathological narcissist, willing to spend any amount of the District’s resources to flatter his own vanity.
3. If the Trustees were to arrange private, candid meetings with full-time faculty members, it might have benefits: both groups seem mystified by the behavior of the other group.

1. None
2. None
3. Spend time walking around the campus. Talk to students, faculty and staff. Ask questions. Listen to answers. Visit classrooms.

1. Most Not
2. Increase the teacher’s Pay
3. Change leadership

NO COMMENT

1. The faculty and staff are! Most of us are working hard to help our students succeed.
2. Dr. Rocha is doing so many things wrong – lack of transparency! He appears to be making decisions without consulting stakeholders. It feels like it is his way or the highway. He does not share his vision. He does not inform us on his motives. I realize that our union and Faculty Senate are obstructionistic, but I have also lost any faith! (sentence finished in 3.)
3. One had in Dr. Rocha. I don’t know if he is capable of healing the breaches he helped create.

NO COMMENT

1. Nothing.
   Classes cancelled before the deadline suits Rocha’s interests.
2. No acceptance of the President Rocha to listen what the faculty has to say.
   President Rocha prioritizes to build an administration that suits him and his wrong agenda.
3. Change the President. Take away Rocha. –No more money to administrative positions. –The Board has to listen to the faculty. –The money should go to the students’ academic programs.

1. It seems he has been successful at convincing the board that he is doing a good job when in fact he has not. In other words, it is working for him but not for faculty or students. We finally have new technology and new computers, but the programs are very problematic.
2. LancerPoint, Canvas, shared governance, faculty hiring was compromised by Rocha’s interference in the process. His dictatorial ways interfere with shared governance. He always presents himself in self-agendizing manner to the Board instead of saying what is really going on. Faculty and students are constantly undermined and compromised. It is as if he wants to divide and conquer us. In a word, we don’t trust him any more.
3. Rocha should give up his annual salary raises until things improve. Faculty have not had a raise in many years. Rocha should stop hiring so many administrators and lawyers and focus on the needs of faculty and students. Faculty need a decent contract that includes full COLA and no increase in class sizes. Students do not need more bodies in a room; they need good faculty to help them succeed. If faculty are stressed out and overworked, students suffer.
1. Technology has improved, especially LancerPoint. Good product. Who are working? Faculty and students are heart & soul of college. CFA is beautiful. Other buildings are not.

2. Website is way too busy. Kronos is filled with errors. Top-down or “trickle down mentality” with too many administrators. Valued individuals have been let go. Absolutely no shared governance. Overloading classes with students to make FTE from summarily cancelled winter. Wasteful expenditures of resources – no clear vision.

3. President and Board members must come and observe classrooms – working, learning condition. STOP expensive and poorly written advertisements in local newspapers. Settle all lawsuits. Negotiate with faculty. Reverse mindset apparent even on website of campus and the President. The campus and courses are what are important. Take President’s name off the Banner – “Welcome to Pasadena City College – President ___” No! Welcome to Pasadena City College. Period. President should be a servant – leader, not an individual who has little understanding of difficulties of most students and faculty and staff, and constantly positions himself in all photos and news events. I fear the creation of Rosemead, weekend college and other venues cannot be adequately managed or supported. We should aim for quality, not quantity. Adjunct salary is terrible and attracts only desperate individuals to teach. Climate must improve. Our collective atmosphere must improve, especially as we approach accreditation. I fear eradication of divisions into larger schools. The campus increasingly feels like a business, similar to mergers of airlines and banks, and only aimed at profit, rather than a transformative life experience for students.

The faculty, staff and students are the heart and soul of the campus. A total mind shift in leadership is required. I always strive to be positive, but the current situation is not working. The President and Board need to see themselves, not as the “elite,” but as the support.

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1. Some of Dr. Rocha’s general goals are laudable – meeting needs of underprepared students, creating more workable schedules.

2. The process used to implement change at PCC – autocrat Imposition is not effective. It has alienated faculty, created a stressful and unhealthy work environment and an administrative merry-go-round.

3. Board of Trustees should visit campus and engage in dialogue with faculty and staff; BOT should participate in technical visit with goal of truly restoring shared governance on campus.

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1. More and more complicated organization charts. It is working to let me know that the college does not care about my input. All decisions will be made within those organization charts.

2. Faculty do not have any opportunity to participate decision making related to academic curriculum and program developments, let alone governing the college.

3. Give faculty power to make decision about the Academic Affairs and all administration should be working for faculty and students. That is name faculty as VP, administrator as employee.

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1. No shared governance.

2. Creating top administrative positions and not filling critical staff needs throughout the college – bullying the faculty and seeking retribution of those opposed to his policies.

3. Real shared governance.

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1. Better What was working? But is lacking now such as: Winter Session works – Division Deans work – Shared Governance works.

What is not working? 1) having so many administrators makes the college top heavy and (did not work in the past). Further, it appears to students, faculty and voting public that there is a priority placed on Dr. Rocha and his administration and their, Dr. Rocha’s needs or what is convenient for them; Dr. Rocha and when Dr. Rocha’s priorities and interests should be on the students, student learning and student fulfillment of their educational plans for graduation and transfer.

2. There is a serious lack of communication and shared governance which removes the communities (students, faculty, classified, non-classified facilities) that are vital to the functioning of this learning institution. Major decisions for the functioning of the college are made unilaterally by Dr. Rocha and administration. Who do not teach, who do not clean restrooms, who do not support those in the trenches of the education and student-learning process – with no input.

3. Restore Winter. Restore original alignment (quit breaking the law). Restore morale of the real workers – students, faculty, facilities, classified now. People need to have a say in areas that they understand at a higher
level than Dr. Rocha and administration when making the changes. Accurately read the pulse of the community
that Rocha is opposed to serve – AND tell the truth not the truth that is convenient for whatever group you are
speaking to. Dr. Rocha needs to be accountable for $$ spent.

1. It’s nice that we actually have a No Smoking Policy now. I am thankful for the laptop and smart room program.
Office Services has been doing a good job of quick duplicating.
2. President Rocha promotes his own agenda. The creation of superfluous VP and other administrative positions –
you say we need to get out of our slots but the chain of command now has way more layers than before. This
has turned into a massively expensive re-alignment that was sold as a cost saving plan. Hiring of manager
positions has been a joke. These people were chosen behind closed doors against Title 5 reqs I’m sure. And you
have the nerve to say that you took faculty input into account.
3. Instead of each department having a mailroom, why not have a centralized reception/mailroom. This way mail
distribution is centralized and faculty and staff can really interact. This would also open up so much space for
much needed office space. It would ben ice to have defined duties – maybe standing committees instead of so
many ad-hoc committees.

NO COMMENT

NO COMMENT

1. The faculty, staff and students are continuing to persevere in the toxic climate this administration has created.
2. The administration has made numerous mistakes in managing the college because it ignores input from faculty,
staff, and students. The six vice president reorganization, the elimination of winter intersession, the shutting
down of the U building, and stalled labor negotiations are all examples of this.
3. As a first step, the administration should begin to adhere to Title 5 requirements and the policies of the college in
regard to shared governance.

1. None
2. Mutual understanding.
3. Effective and sincere willingness to build a bridge between administration and PCC community.

NO COMMENT

NO COMMENT

1. Corruption and backstabbing have overtaken our college under this President. He does not know how to lead,
just how to dictate and mandate.
2. Focus on supporting basic needs (instructional materials) over publicity. Conduct an audit of stipends and
reassigned time and reform that system appropriately.

NO COMMENT

1. Increased class sections offered benefits students.
2. Shared governance – I am convinced that “my” union is an unmitigated disaster with no comprehension of
negotiation. This makes an unworkable position for Dr. Rocha. Also, I feel that the Board is not processing any
faculty input.
3. Dr. Rocha needs to move the calendar committee forward, even if he doesn’t like what they conclude.

NO COMMENT

NO COMMENT

1. I am working I have been on faculty 12 years and have never had a raise. The President gets them regularly.
2. A lot of things!
3. New President. New board!
1. None
2. Full-time faculty are being asked to take over administrative duties through “reassignment,” however Title 5
guidelines for maintaining 75% of all instruction by full-time professors are being further eroded through this
process.
3. Hire more full-time faculty! We need them for our student success, to share the ever-increasing administrative
load, and to restore the 75% balance that will undoubtedly be scrutinized during Accreditation.

1. None
2. None
3. New president

Ad Hoc Academic Senate Evaluation Committee of the President -- Evaluation pg 9
1. None
2. The President habitually either deliberately withholds information from the Board of Trustees or lies to them and to faculty and students.
3. Get a new, honest CEO who cares about our faculty, staff and students and not his/her own self-grandizing plans.

1. Teaching.
2. Things are poison on this campus. President is losing it. The entire campus is.
3. We need a vision for the campus. No one has a clue what to do.

1. A system of favoritism for select employees.
2. All employees are not given same opportunities. The policies are applied and interpreted in unorthodox manner. Communication with groups (i.e., BOT) is blocked, not open.
3. Board must come to life and begin to manage college – they cannot continue to accept president’s version of events as the only version.

1. None
2. The President continues to pretend he is ignorant of state law with respect to shared governance. The President thinks the college is a kingdom.
3. Return college to its pre-Rocha configuration. Remove his cronies. Retire the President.

1. The Academic Faculty Senate and Union courageously speaking up for students and faculty and PROVING yet again and again why such independent faculty institutions are critical to maintain the high quality and reputation of the college.
2. The President is tone deaf. The calendar fiasco, blatantly ignoring supposed “shared” governance committee recommendations, forced radical structural changes without due process and the list goes on. Hiring more vice presidents while other needs go unmet.
3. Reset everything and just start over. Restore the winter calendar, freeze the divisions to show good faith. Spend the next two years showing faculty respect by first respecting the Faculty Senate, then earning faculty trust and focusing on accreditation.

1. Board relations.
2. Very poor morale due to lack of shared governance and little concern with the work of day-to-day teaching (e.g. by shifting calendars more than once, reorganizing the division structure), lying.
3. None

1. NOTHING!!
2. None
3. Impeach Rocha!!

1. Rocha – he is insulting – he refuses to answer the questions asked during meetings and instead repeats the same old talking points we’ve had to listen to since he started (ruining) PCC.
2. Shared governance; the system of reassigned time and stipends; the restructuring of our divisions – obviously a move to weaken faculty.
3. Get rid of Rocha; get rid of the Board; get rid of Rocha’s “yes-people”, enabling who have gained power in the absence of any real leadership.

NO COMMENT

1. Board and President work together.
2. President has his agenda. No self governance. Not interested in department programs.
3. None.

1. Dr. Rocha is good at fooling the Board and letting them know what they want to believe. This administration is also adept at pitting the students against faculty. How soon the Associated Students forget once they too are bought off.
2. Everything. Mark Rocha ruining this school. These obstinate and oblivious and biased Board members, that do not acknowledge what teachers have been saying and that don’t hold Mark Rocha accountable.
3. Fire Rocha IMMEDIATELY! And VP BELL! Start repairing the school, which will take years to recuperate from. If Rocha hasn’t learned by now, he never will.

1. The faculty are working too hard.

Ad Hoc Academic Senate Evaluation Committee of the President – Evaluation pg. 10
2. The administration at PCC. The manager should not get the top salary in the state while the faculty are in the bottom 10th percentile. The priorities of such a manager must be questioned critically.
3. Rocha is not an effective manager. All facts should be vetted prior to making statements that are untrue.

1. Very little.
2. The President has no regard for student or faculty concerns. Administers school like a dictator.
3. Remove the President from office.

1. Better tech support and structure.
2. Communication and respect of shared governance. Respect for faculty input (via Academic Senate). Rapidly implemented changes that don’t allow discussion or adequate transition hires.
3. More Trustee attention to actual campus. More consideration of manner of management.

NO COMMENT

1. Nothing that is promoted by this president seems to work.
2. Everything that this president supported/enforced.
3. More communication on the President’s part with staff and faculty.

1. Faculty communication; Classroom time spent with students; Academic Senate allowing for this evaluation shows empathy toward faculty voices.
2. Shared governance; fairness, respect, collegiality, integrity; trustfulness to BOT; responsibility for one’s actions at an administrative level.
3. Rid the campus of Rocha. He is a liar that promotes favoritism versus integrity. He hires professors to work as administrators to do his “bidding.” Firing Rocha may allow the college to once again gain community support.

1. Much of the new technology – smart classrooms.
2. Treatment of faculty is despicable; no respect of needs for process and development. Likes quick, flashy changes that are not founded on solid research and planning. Little concern for faculty buy-in.
3. None

NO COMMENT

1. This Evaluation.
2. Shared governance, trust, inability to make sound decisions, making decisions, then finding that they don’t work, circumventing committee recommendations, moral..., a very top heavy administration staff, violation of the Brown Act, hiring staff of questionable integrity, ignoring the state of California’s full time to adjunct faculty ratio, below the cap enrollment.
3. The current President cannot lead. Whatever his abilities, he cannot convey them in a collegial manner. He changes his mind or lies constantly from the time he began his tenure. I recommend that he and his staff be replaced.

NO COMMENT

NO COMMENT

1. Marginal attempts to improve technology on campus.
2. Relationship with faculty: most (or all but a few) faculty hate mark Rocha because he is petty and very disrespectful to faculty and our faculty union reps. He has been vicious in contract negotiations! He hides behind lawyers and in his actions is dismissive of the great work faculty perform! We used to be a “happy” campus now this is an “angry” campus (because of him!)
3. Rocha needs to actively demonstrate respect and admiration for the work faculty perform everyday: by allowing for all of the C.O.L.A., by honoring a truly fair compensation as articulated by the Faculty Union, by allowing “free speech”, by not taking any unilateral decisions that impact the entire campus community, and by REINSTATING the WINTER INTERSESSION!

1. He has a charming public smile. His weekly email “State of The Campus” blasts are informative.
2. There is no apparent connection between the “State of The Campus” email blasts and the activities and needs in my classroom.
3. Does the campus truly benefit from being what appears to be so top heavy in administrators? As a community college, how are we serving our population’s educational needs by going global?

1. None
2. None

Ad Hoc Academic Senate Evaluation Committee of the President – Evaluation pg. 11
1. Shared governance committee work. Academic Senate. Faculty Association. The faculty are this institution's best asset.
3. End the administrative greed, which is systemic. Support the faculty by giving them what they deserve: 100% COLA plus 5% raise. That's a start.

1. I do not see much, if anything working better under his regime. Very sad.
2. The President's shortsighted approach appears to be, to fight any shared governance, to make a display of his power. The disrespect and fear of his wildcard ways has destroyed campus morale. This and his not supporting faculty wage increase, even trying to steal our % COLA. Making PCC even lower wage than it was relative to other community colleges. This will only draw only desperate replacement faculty to the institution for our students. A very sad loss.
3. Fire The President! Simple.

1. He is bringing the infrastructure into fruition. Very helpful. He has a vision for the Master Plan.
2. Peaceful, thoughtful, forgiving and cooperative relations with the Academic Senate and the FA. The calendar needs a winter intercession, instead of two summer sessions.
3. He needs to respect shared governance and work with this process, esp. for the calendar that faculty and students want/need.

NO COMMENT

1. The President allows faculty to be innovative. He supports their ideas and programs.
2. No one seems to care about CEC leadership. We have none.
3. Administration should be asking us (faculty) this question.

1. None
2. None.
3. Less top-down decision making.

NO COMMENT

1. None
2. The administration repeatedly imposes its will on all campus employees. There is no shared governance. This is my way or the Highway Administration. Until Dr. Rocha implements the recommendations from shared governance committees this college will continue to decline.
3. Implement the changes (or not) that shared governance committees have spent many hours in studying, collecting and ultimately reaching a consensus.

1. The current structure of studio/lab classes meeting 2x a week for 3hrs and 10 minutes.
2. There is no collegial consultation that is genuine. For example, the imposition of the "Block Schedule" for summer and the plan to impose for the Fall. The senate was never consulted and the block not only imposes starting times, but also reconfigures the pedagogical structure that has been determined as best by faculty who teach the courses. No one was consulted.
3. Academic Senate and the Union should both have Banners on the Home Page of PCC's website. This would insure transparency and give voice to faculty who are often misrepresented. This could be a gesture of goodwill to the faculty by the administration.

1. None
2. Lack of respect for faculty and lack of cooperation with faculty (this is the worst campus environment I have ever experienced).
3. None

1. Much-needed technological upgrades are finally being done.
2. The human element is missing completely. Under his tenure, the PCC campus climate has deteriorated. The technological upgrades have been rolled out in a terrible manner Lancer Point should have been tested for 12 months and then simultaneously with the old one.
3. Fire him. He has made the PCC community a very unhappy, paranoid and stressed-out one!

Ad Hoc Academic Senate Evaluation Committee of the President -- Evaluation pg. 12
1. I appreciate his attempt to make changes in order to move PCC forward. He is correct when he says that things were not working and hopefully we can make a positive impact on how our students are.
2. There is something about his attitude that seems a bit haughty. He does what he wants and has hired administrators that go along with him. He says he is open to ideas/suggestions, but I don’t really think so.
3. There are too many administrators but not enough help for faculty. There is too much an us vs. them attitude on all sides.

1. None
3. Elect new Board members – but need to get good candidates. Split Robert Bell’s position – Student Affairs needs stand along VP.

1. Upgrade in technology in the classroom and across the campus.
2. Intended re-alignment of the college. Rather than present a “new” organization for comment and suggestions, we have had discussions. Ander, after discussions, a structure for the college has emerged and been approved. The actual realignment structure now in place received no review by the interested groups on campus.
3. Trust between the faculty and the administration is very damaged. I do not know if it can be recovered. I find President Rocha completely disingenuous when he speaks publicly.

1. None
2. Fear, finger-pointing and lack of open dialogue are the primary reasons for the wide divide between faculty and administration. As a result, not only the students but also the faculty and administration suffer.
3. Raise salaries and show genuine interest in dialogue. When instructors are content the students will succeed. The instructors will be more involved in all on and off campus activities; committees, and professional learning opportunities.

1. I love my job am dissatisfied that the President can get a raise yet all full time faculty have worked without a contract or raise for years. Does not foster being valued.
2. None
3. None

NO COMMENT

1. Not much. Too much turbulence. He has potential that is wasted by relying on trickery and lawyers.
2. No shared governance. Too much distrust. Too many minions and sycophants as administrators. Too much PR and little benefit for students.
3. Start administering and teaching with honesty and responsibility or resign. Show respect for others.

NO COMMENT

1. The amazing students on this campus! The Great instructors on this campus. The hard-working staff and facilities personnel on this campus.
2. Rocha and his band of horrible associates – these associates include all faculty and staff who have sold their values and integrity for a seat next him when he ends up in the 9th Circle of Hell. On second thought, the 8th circle may be more appropriate for Frauds who are strategically attempting to wrest power from stakeholders of PCC through manipulation and under the guise of social justice.
3. Get a new leader, bring transparency to the college, find leaders who are actually academies, create a way to protect faculty from witch hunts. We need a Jesus, a Mohammed, a Buddha—someone with following and being led by.
In January, 2014, the Ad Hoc Committee of the Academic Senate of Pasadena City College was tasked to conduct an evaluation of the college president, Dr. Mark Rocha. The committee consisted of eight full-time faculty members from various departments of the College.

Methods, Materials and Procedures

- The committee chose to utilize the Board of Trustees’ 32 question evaluation survey instrument. This instrument is well known to both the Board of Trustees (BOT) and Dr. Rocha. There were two alterations to the form: Question 31 has the inclusion of the words “from a neutral position”; and the addition of a new open-ended comment category “What are your suggestions for a positive change?”

- Survey forms were distributed through the division offices in individual mailboxes. The return envelopes were sent to an off campus site obtained by the Academic Senate for this purpose. There were no individual return addresses on the envelopes; thus, the surveys were random in that there was no way to track the names of the respondents.

- Results were totaled by the committee members under the supervision of an independent, non-PCC affiliated civic leader on February 21, 2014, in Pasadena. 160 forms were received, 2 were submitted without comment or marking. Thus, all totals equal 158. 44 of the forms did not include open-ended comments. Approximately 45% of the full-time faculty responded which represents a significant sample.

- Ratings in the survey ranged from very low (1) to very high (5). The “not applicable (N/A) option was available to cover those areas of which the respondents had no knowledge or position. In addition, the data combined the Very Low and Low ratings indicating the president’s lack of effective performance; the same procedure was used in determining the value of the Very High and High options. Measures of central tendency (median and mean) were then calculated for each question with the largest percentages representing the lowest and highest evaluations.

- Appendix 1 is the form used in the Survey. Appendix 2 is the aggregate data developed from the raw responses. Appendix 3 is a graphic analysis of the survey.

SURVEY FINDINGS

- The responses are grouped according to the areas in the Survey Instrument: six subject areas plus three comment areas. These areas reflect the various components of college operations
with an emphasis on students, faculty and staff relations, budget and management, and lastly, relations between the President’s office and the Board of Trustees. The three open-ended questions were: 1) What is working? 2) What is not working? 3) What are your suggestions for positive change?

- **Student Learning and Services:** This area’s focus is on student learning and support services, promotion of academic and instructional services, diverse student learning needs, technology, innovation, etc. Dr. Rocha received ratings that ranged from 22.3% to 64.4% on “Fosters the learning-centered focus of curriculum and instructional programs” (62%), and “Promotes academic and instructional excellence” (57.7%). These findings indicate that Dr. Rocha lacks significant faculty support in these areas.

- Dr. Rocha’s high and very high scores in the Student Learning Services area ranged from 21.3% to 50.8%. The median and mean in this section were for encouraging the use of technology to support access for students (50.8%) and encourages the use of technology to support quality teaching (40.8%).

- The measures of central tendency for the percentages of faculty rating Dr. Rocha in this section are between 1.5 and 2.2 times higher for the low ratings than the high ratings. This indicates that more faculty view the President’s performance as lacking effectiveness.

- **Faculty, Staff and Administrative Relations:** This component deals with the working environment in the college. Areas involved in this category include harmonious employee relations, treating employees with respect and fairness, providing necessary resources to provide quality instruction, managerial and classified duties, and recruiting highly qualified personnel.

- Dr. Rocha’s scores in this area ranged from 50.9% to 91.0% in the very low/low categories with the median and mean percentages at 72.1% and 69% respectively. Items with the very low/low percentages dealing with fostering an environment conducive to productive collective bargaining negotiations (91%), and fostering an environment conducive to harmonious employee relations (90.5%) indicate a major lack of faculty support in the President’s performance.

- The two components receiving the highest ratings in this section are promoting recruitment of highly qualified personnel (12.3%) and, within the BOT guidelines, supports college managers with resources (10.8%). Again, the measures of central tendency show the low and very low areas are ten times higher than the percentages of faculty supporting Dr. Rocha’s performance. Faculty, again, lack faith in Dr. Rocha’s actions in this critical component.

- **Public and Community Relations:** This component deals with the issues of community involvement, advocating and promoting the college to the public as well to state and federal agencies, developing effective relationships with K-12 districts, colleges, universities and business and civic leaders.
The faculty’s responses seem to be split on the question of community involvement and promoting the college’s public relations. The low ranges are 30.2% to 48.5% on the questions of promotes community involvement; yet on the identical question regarding advocating for the college’s programs on the state and federal levels, the responses range from 16.1% to 22.9% in the high/very high categories. This split in perception of Dr. Rocha’s performance is tempered by a 13.4% difference between the lows and the highs.

**Governance and Management:** Fostering a campus environment which promotes integrity, fairness, and ethical conduct, valuing the cultural diversity of the students, faculty and staff, while planning for the future are the basis of good governance. All parties on the campus must be involved in planning and shared governance.

In this area, Dr. Rocha’s evaluation scores ranged from 48.7% to 90.5% in the very low/low category; the median and mean are 80.3% and 75.0% respectively. The question regarding shared governance and planning involving all parties produced very low/low ratings of 90.5% while fosters a campus environment that values integrity, fairness and ethical conduct resulted in ratings of 88.5%. Based on these results, Dr. Rocha clearly lacks significant support for his performance in these crucial categories.

The evaluations in the high/very high area ranged between 4.5% and 19% supporting his performance in promoting the cultural and ethnic diversity of the campus community (15%) and long range planning with an effective vision for the college (12.1%).

The median and the mean in this area for the low/very low ratings are 7.5 and 10 times higher than for the high group. More faculty have firmly indicated that they view the president’s performance as significantly lacking.

**Budgetary and Fiscal Management:** These are the traditional components of financial and operational accountability sectors of the college. This includes the monitoring the effectiveness of the college’s programs, services, needs, and a prudent financial reserve for the college. In this category, the largest percentage of very low/low scores focused on the question of effective management of the college’s financial resources (64.9%) coupled with support for a comprehensive program of research accountability regularly monitoring the needs and services for students. Again, the very low/low scores (50.3%) reflect a lack of faculty support for Dr. Rocha’s performance in this field.

The very high/high ratings in this field ranged from 8.2% to 16.6% primarily on the issues of maintaining a prudent reserve for the college and actively seeking outside funding in support of the college (16.5).

**Board of Trustees Relations:** Providing accurate and complete information to the BOT and supporting their roles and responsibilities is essential to the college’s operations. In this area, Dr. Rocha received scores ranging from 29.9% to 76.6% in the very low/low category. The largest percentage of responses centered on the issue of “From a neutral position, provides accurate and complete information on college operations and programs” (76.6%) in the low ranges. The view of most of the faculty is that the president’s performance is severely lacking.
• The high/very high responses ranged from 6.3% to 24.7% with providing support to the BOT in carrying out their mission (24.7%), and carrying out BOT policies in a conscientious manner (10.2%). The overall perception is that the faculty lack confidence in Dr. Rocha's relations with the Board.

• Overall Statistical Analysis: The mean percentage of faculty ratings in the very low/low categories was 53.73% (SD=20.75) while the mean percentage in the very high/high categories was 15.31% (SD=10.38). A t-test revealed that each item in the very low/low category to be significantly higher than the percentage of ratings in the very high/high category (t(62) = 9.37, p <0.001). This final test indicates that Dr. Rocha's performance in all areas of the evaluation is severely lacking.

SUMMARY OF OPEN-ENDED QUESTIONS

• The open-ended questions center on three questions: 1) what is working, 2) what is not working, 3) what are your suggestions for a positive change? 44 evaluation surveys contained no answers to these questions (36%).

• 1) What is working? The most common responses for the what is working center on the idea that nothing is working, technology via up-grades to the campus such as smart classrooms, website improvements, Lancer Point, and newer computer equipment. Support for innovative programs and the President's weekly e-mails are very popular. Other items viewed as working well are the new CFA/Center for the Performing Arts Center, the smoking ban on campus, fixing the Sculpture Garden stream. Groups in the campus community seen as working well are the Faculty, staff, students, the Academic Senate and the Faculty Association (Faculty Union).

• 2) What is not working? Eight specific areas are cited for not working which cover the majority of the college's operations and interactions between the president and the employees. These areas are: leadership, faculty relations, shared governance, technology, Calendar, administration, work environment, and union negotiations.

• Leadership critiques include a lack of honesty and unethical practices, decisions made unilaterally and without adjustment time to integrate their effect, no stable management structure, and interference in faculty hiring practices. To sum, the faculty lacks trust in Dr. Rocha's leadership and integrity.

• Relations with the faculty are crucial to the successful operation of the college. In this area, Dr. Rocha's attitude toward the faculty is adversarial - illustrated by a lack of respect for the faculty, communication breakdowns, the autocratic imposition of policies which are ineffective without consideration of other stakeholders in the college. Complicating reactions in this arena is a sense of fear, distrust, bullying and retaliation, an expanded administrative merry-go-round, finger pointing, and a resultant lack of open dialogue between Dr. Rocha and the faculty. Opposition to the president's policies are perceived as being met with derision and retaliation.
- Shared governance requires the open interaction between all stakeholders in the college. Issues with shared governance center on operational concerns such as student services, registration, counseling, enrollment, instruction, block scheduling, and a sense of collegial consultation. Transparency in management and general operations of the college are considered lacking by the respondents.

- Imposition of block schedules, unilateral decision making without consultation in a short period of time, and a new academic college-wide realignment reinforce the idea that the president has no respect or concern for the faculty or other staff input or suggestions. The Academic Senate is not consulted on issues which directly impact the pedagogy of the college which is an area in their purview. The lack of involvement of all groups in the college has created a feeling of insecurity about the direction of the college.

- The confidence that the faculty needs and expects from shared governance is missing under Dr. Rocha’s direction. His failure to listen to the faculty and staff undermines the need for shared governance.

- Technology improvements were cited as a strength for Dr. Rocha in the survey evaluation, yet this area received comments depicting the problem with the president’s administrative style. Issues reflect a lack of adequate planning as evidenced by an inability to get the new systems of Lancer Point, Canvas and Banner running without errors, too short a training period for faculty with little practice time before full implementation.

- The Banner system as implemented in the short term is confusing, chaotic, and difficult for students, faculty and staff. Similar issues surfaced in the Kronos system as well as the shift from Canvas to Lancer Point to Banner. Implied in these responses is the need to assess the amount of time required to address the training needs of staff, faculty and students before implementation.

- Calendar issues are the result of the elimination of the Winter Intersession and its negative impact on students, the resulting decrease in the number of students, and the transfer problems for graduating students. Dr. Rocha chose to ignore the work the shared governance that would have kept the Winter Intersession in place. The Intersession was and is wanted by students and faculty.

- Administration problems fall in two distinct categories: the expansion of the number of administrators with no indication of the need for such positions linked to the increased cost to the college of this class of employees; not filling critical lower-level staff positions needed for the smooth operation of the college.
- The new administrative structure is viewed as top heavy and expensive while lacking transparency. The Rocha style prioritizes an administrative structure that suits him while not considering the impact on the institution.

- Work environment issues indicate a toxic campus climate, low morale, an unhappy and tense environment. Morale is cited as being at a 25 year low illustrated by a perception of faculty being bullied by the administration. Retribution for having opposing views is common. The perception is that the college is increasingly being run like a business and aimed only at profit rather a transformative life experience for the students.

- Negotiations with the union are a sore point. The faculty has not had a raise in seven years while the administrators have had several over the last three years. Salary negotiations are perceived as taking too long, there is a need for a fair contract without the effort to cut the COLA as is currently under discussion. In addition, senior administrators are seen as not interested in listening to faculty concerns.

- 3) What are your suggestions for a positive change? The most frequent answer to this question started with removing Dr. Rocha and finding a new president. The relationship between the faculty and the president is so badly damaged that it cannot be repaired. Additionally, the BOT should be replaced as they are seen as too reliant on Dr. Rocha. The breaches created recently are felt as too deep to heal without radical changes in personnel.

- What should the current leadership do is a multipart series of replies starting with administering and teaching fairly, honestly, and with an open mind. Goals and motivation for actions must be explained earnestly while remembering that students are the center of our world. The president needs to actively demonstrate and have an admiration for the faculty and what they do daily. Restoration of the Winter Intersession is seen by students and faculty as essential.

- The administration needs to negotiate fairly with the union, allow all of the COLA to be allocated to the faculty, and honor a fair compensation as articulated by the Faculty Association.

- The president and the members of the BOT need to visit the classrooms in order to observe what they are responsible for to the people of the District. The observation of the classrooms is critical for the BOT and the president to understand their respective charges. The president must start listening to faculty and student concerns prior to making decisions, and then take into consideration the value of those recommendations.

- The number of lawsuits need to be settled soon resulting in a new collegial mindset. Public relations issues need analysis, and the expensive, poorly written advertisements in local newspapers should be stopped.
• The courses and the campus are most important and a renewed mindset is required in order to benefit all. The BOT should see themselves as supporters of the college, not as the “elite” of the city. The BOT seems too isolated from the operation of the college. In addition, the president’s name does not belong on the college banner. Presidents are most effective when they are servant leaders.

• Restore shared governance with a genuine interest in what all the components of the college say. Recognize that teaching is the primary focus and purpose of the college; it is not secondary to money or enrollment counts. Corporate thinking belongs in corporate boardrooms where money making is the priority, not in a public college’s board meeting. Respect the faculty and return to expanding young minds.

• Transparency can be improved by videotaping all meetings and negotiations between Dr. Rocha and the Academic Senate and the Faculty Association. We need an inclusive vision for the campus. The Academic Senate and the Faculty Association should both have banners on the PCC website. Placing these items on the website would serve as a gesture of good will toward the faculty.

• Reinstate the winter intersession, stop breaking the law, and provide students the session they need.

• Administrative improvement will come if Dr. Bell’s position is split so that there is a free-standing Vice President for Student Services. Trimming the current top heavy administrative structure and eliminating their “us vs. them” attitude should help.

Conclusion

• Dr. Rocha’s performance as president of Pasadena City College has produced a lack of faculty support over the past several years in all categories essential for evaluation. In addition, the Board of Trustees have also been criticized for their role in the current operations of the college under Dr. Rocha’s leadership.