



### APPLICATION FOR MEMBERSHIP ON THE DISTRICTING COMMISSION<sup>1</sup>

*A résumé and one letter of reference must be submitted along with a completed application to be considered.*

1. First and Last Name: ( Mr.  Ms.  Mrs.  Other: ) REYNALDO MONZON

2. E-mail [REDACTED] Phone [REDACTED]

3. Home Address [REDACTED] City [REDACTED] Zip [REDACTED]

4. Do you live in the City<sup>2</sup>?  Yes  No If yes, how long? 36 YEARS

5. Are you registered to vote in the City?  Yes  No

6. Present Employer: SDSU Occupation: ADMINISTRATOR

7. Relevant Educational Background: BA, MA - PSYCHOLOGY / PH.D - HIGHER EDUCATION

8. Are you currently serving on any board or commission for the City or any other governmental agency? (If selected for the Districting Commission, you must resign from your current City board or commission position in order to serve.)

Yes  No If yes, which one(s)? \_\_\_\_\_

9. Have you previously served on any board or commission for the City or any other governmental agency?

Yes  No If yes, which one(s)? \_\_\_\_\_ Dates Served: \_\_\_\_\_

10. Please list any local, civic or community groups you have been involved with: CVESD CITIZENS

OVERSIGHT COMMITTEE, SCHOOL SITE COUNCIL, COUNCIL OF PHILIPPINE AMERICAN ORG.

11. Please describe any foreign language fluency you may have: NONE

12. Please describe any relevant knowledge or abilities you can bring to the Districting Commission that you believe would help the Commission carry out its responsibilities:

SEE ATTACHED

13. Please describe any experience you have with public communications or public outreach in the City:

SEE ATTACHED

<sup>1</sup> For more information regarding the Districting Commission, please see City Charter section 300.5.

<sup>2</sup> When used in this Application, the term "City" refers to the City of Chula Vista.

14. Please describe any experience you have had serving in a role in which you had to exercise impartiality:

SEE ATTACHED

15. Please describe any other relevant experience you have that is not described above:

SEE ATTACHED

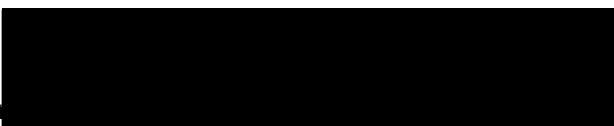
### Eligibility to Serve on the Districting Commission

City Charter Section 300.5.C.2. identifies certain persons who are ineligible to apply for and serve on the Districting Commission. Accordingly, please answer the following questions.

- Are you an elected City official, or a member of the City Charter Review Commission?  Yes  No
- Are you a relative by blood or marriage within the second degree, or a domestic partner, of an elected City official?  Yes  No
- Have you, at any time within the last four years served as an elected City official?  Yes  No
- Are you a current employee of the City or a current employee of any organization representing any employee bargaining unit for employees of the City?  Yes  No
- Have you, at any time within the last four years, worked as a lobbyist?<sup>3</sup>  Yes  No
- Are you currently an officer in any local political party organization, including, but not limited to, officers of a political party county central committee?  Yes  No
- Have you, within the last four years, served as a paid campaign worker or paid campaign or political consultant for an elected City official?  Yes  No

Please note Districting Commission members are restricted in their ability to run for the City Council, for a period of four years following the end of the member's service on the Districting Commission. (See, City Charter Section 300.5.E.2., attached.)

**I hereby certify under penalty of perjury under the laws of the State of California that the information I have provided in this application is true and correct.**

Signature 

Date 4/17/2014

**\*\* Please attach your résumé and at least one letter of reference to this application before submitting. Incomplete applications will not be considered.\*\***

<sup>3</sup> For purposes of this question, the term "lobbyist" means a person who, for compensation, has direct communication with a City official, including the Mayor, a Councilmember, or any elected City official, for purposes of influencing a municipal decision.

**OPTIONAL:** One of the City's goals in selecting Districting Commission members is to form a Commission that includes women and men who reflect the racial and ethnic diversity of the City (*see*, City Charter Section 300.5.D.3.a., attached). In an effort to meet that goal, the City requests that applicants *voluntarily* provide the following information. ***You are not required to provide this information. Responding to the questions below is optional. Any information provided will be used only in accordance with applicable law.***

Gender <input type="checkbox"/> Female <input checked="" type="checkbox"/> Male
Race (Mark One) <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Black <input checked="" type="checkbox"/> Filipino <input type="checkbox"/> Hispanic <input type="checkbox"/> White
Ethnicity (Mark One) <input type="checkbox"/> Hispanic Origin <input checked="" type="checkbox"/> Not of Hispanic Origin

## Reynaldo Inocente Monzon

### **Q12. Please describe any relevant knowledge or abilities you can bring to the Districting Commission that you believe would help the Commission carry out its responsibilities:**

The relevant knowledge and abilities that I bring to the Districting Commission was gained through the various responsibilities I had during my tenure as an educational researcher and research psychologist. A majority of these responsibilities are outlined below:

In my current position, I am responsible for:

- Conceptualizing an appropriate assessment and research agenda, particularly as it pertains to the recently implemented strategic planning goals for the Division of Student Affairs.
- Providing leadership and expertise to student services professionals and faculty in the areas of tests and measurements; program evaluation; curriculum assessment and improvement; outcomes research; and testing information access and use.
- Working closely with various academic departments in terms of advising and providing research and testing expertise in developing and assessing departmental placement exams, which include the: Writing Proficiency Assessment; Math Placement Exams; Grammar, Spelling and Punctuation Test; and the California Government Exam.

During my tenure with the San Diego Community College District (SDCCD), I accomplished the following:

- Completed a disproportionate impact study that examined the skills assessment, placement, enrollment, and success of underrepresented students and a study that examined the performance and progress of SDSU Dual Admit students who enrolled at SDCCD.
- Wrote and coordinated various reports for the Board of Trustees and district community members, which included the district's Equity Report, High School Feeder Report, Enrollment Analysis, Degrees and Certificates Report, Transfer Report, and the Prerequisite Enforcement Impact Analysis.
- Utilized mapping software and census data in order to conduct a comprehensive analysis on the district's re-districting requirements and created various re-drawn district boundaries, one of which was adopted.
- Coordinated a pilot study that evaluated the feasibility of implementing an online computer based reading and writing assessment instrument (ACCUPLACER).

As a Personnel Research Psychologist for the County of San Diego, I accomplished the following:

- Prepared and wrote the County's Equal Employment Opportunity Plan (EEO).
- Conducted a County workforce analysis for other Federal agency requirements.
- Coordinated complex personnel research and organizational assessment studies, including validity studies using content, construct, and criterion methodologies.
- Interpreted the results of statistical analysis of examination results to determine adverse impact and psychometric properties of selection procedures; training and directing other staff members in the use of statistical procedures.

Finally, throughout my doctoral studies, I conducted various types of research studies in higher education, which included secondary analysis, surveys, structured interviews, and focus groups. I've also written and presented the results of these studies at several conferences, seminars, and workshops.

**Q13. Please describe any experience you have with public communications or public outreach in the City:**

In 1998 I ran for the Chula Vista Elementary District school board. Although, I did not get elected, the experience alone gave me a better perspective and appreciation of the geographic diversity within the district and the city of Chula Vista at large. During the campaign, I visited various school communities that differed in terms of their socio-economic and demographic makeup. After months of talking with parents, teachers, administrators at various forums, committee meetings, school visits, and coffee talks, I discovered that although these communities differed in many ways, they shared the same desire for safe and welcoming school environments conducive for learning, high quality and caring teachers, and a rigorous curriculum. However, the extent to which these communities felt that these needs were being met by the district also varied considerably. This experience made me realize that the challenge for any public board or entity is how to establish policies that best utilize its resources in a way that is not only equitable and accessible, but ensures the same quality outcomes for all of its constituents. Moreover, I believe that this goal can only be achieved by recognizing and respecting the diversity of your communities.

Being involved on various committees, councils, and community based organizations have given me the opportunity to hone my public communications and public outreach skills. For example, I chaired the Citizen's Oversight Committee to the General Obligation Bond in the Chula Vista Elementary School District (from 1999 to 2006). As the chair, I was responsible for reporting to the school board during their public meetings.

In addition, I chaired the District Filipino American Education Advisory Committee for the Sweetwater Union High School District and served as a member of the School Site Council at Olympicview and Heritage elementary schools and Rancho Del Rey Middle school.

Finally, I am currently the president of the Council of Philippine American Organizations (COPAO), and umbrella group of over 60 Filipino American organizations and I serve on the Vision Action Team for the San Diego Foundation's Civic Engagement Center.

**Q14. Please describe any experience you have had serving in a role in which you had to exercise impartiality:**

Throughout my professional and personal life, I have been fortunate to have had the opportunities that required an ability to be impartial. For example, while serving on the school site council at two elementary schools and a middle school, I worked with other parents, teachers and administrators in reviewing and implementing school improvement plans, which required us to prioritize in a fair manner, the school's needs in relation to the available resources and relevant data such as student performance and staff, parent and student needs assessments.

From 1999 to 2006, I chaired the Citizen's Oversight Committee to the General Obligation Bond in the Chula Vista Elementary School District. This committee was responsible for ensuring that

the school improvement obligation bonds voted by the citizens were used specifically as they were intended for. As chairperson, it was my job to ensure that the committee maintained transparency and that every perspective was represented in the deliberation process. I also participated in the City / Schools Community Task Force, which was charged with improving the planning process between the City of Chula Vista and the Chula Vista Elementary and Sweetwater Union High School districts in building new schools. Although there were many viewpoints on the task force, it was the information and data that I relied the most on when contributing my perspective on how to improve the planning process.

I have also had the unique opportunity to serve on three juries. The first jury I served on lasted over 5 weeks and required us to evaluate an enormous amount of data and information (from testimonials and experts) and then determine a verdict as it applies strictly to the appropriate legal definition as determined by the judge. However, the best part of this experience was working alongside fellow citizens with varying opinions and perspectives, sharing our thoughts and feelings about the information, and then coming to what we felt was a fair and just decision. The other jury experiences were shorter in duration, but nonetheless, just as demanding and satisfying.

Finally, as a higher education administrator for over 10 years, it is critical that I be impartial, particularly as it pertains to personnel decisions such as resolving employee conflicts, providing professional growth opportunities, and ensuring that my staff members have the resources to be successful. Thus, it has been an utmost priority that I consistently utilize a management style and approach that ensures timely and high quality products while maintaining positive workplace morale and professional growth.

**Q15. Please describe any other relevant experience you have that is not described above:**

There are two primary reasons why I am extremely interested in serving on the Chula Vista Districting Commission. First, as a resident of Chula Vista for 36 years, it provides a unique opportunity for me to fulfill my passion and desire to make a difference in the Chula Vista community. And second, it's one of the few opportunities that specifically require the analytical skills that I've mastered throughout my 25 plus years as an educational researcher and research psychologist.

My passion to be involved in the community was the result of growing up in a large family in the southbay area where my parents and older siblings were actively involved in the community. Although my family was primarily involved in the Filipino American community, they also participated in various commissions and committees in the community at large. Thus, the value of community was instilled in me early on.

Like most of my peers, I went to college locally, got married and settled in the local area to raise our kids. When my kids were school age, I became actively involved as a parent, which led to my involvement on school site councils and eventually, a run for the Chula Vista Elementary School Board, and chair of a citizens oversight committee for the school district. However, my primary motivation for wanting to get involved was to better understand the school system in order to ensure that it provided all students access to quality education and opportunities for success.

For me, the best way to understand the complexities of a process or system is to become part of that system via the school site councils and district committees. I also believe that one of the main responsibilities of being involved is to educate and inform other community members of the system or process. Similarly, I believe a major role of the Chula Vista Districting Commission is to demystify for the general community, the districting process, a process which perhaps has the biggest impact on the residents of Chula Vista, yet, it is the least understood.

Furthermore, I believe that I have the requisite analytical skills and experience necessary to understand the complexities of the districting process. In particular, during my tenure as the Manager of Institutional Research, I had the opportunity to actually evaluate census data and develop new district boundaries for a San Diego Community College District in 2001. Also, as an educator, I've developed the ability to take complex concepts and data and present them in a way that makes common sense.

In summary, my interest in serving on the Chula Vista Districting Commission is driven by my desire to make a difference and the opportunity to utilize my analytical skills in a way that can positively impact all the residents of Chula Vista. I am very honored and excited about the possibility of serving on this historic commission! Thank you for your consideration.

# CURRICULUM VITAE

**Reynaldo Inocente Monzon**

## Personal Information

Home Address:

[REDACTED]  
[REDACTED]  
Cell: [REDACTED]  
Home: [REDACTED]  
Email: [REDACTED]

Office Address:

San Diego State University  
Student Testing, Assessment & Research  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
Email [REDACTED]  
Web: [REDACTED]

## Educational Background

Claremont Graduate University / San Diego State University  
Ph.D., 2003 – Higher Education  
Dissertation: “Integration and Persistence Among Filipino American College Students:  
The Mediating Effects of Family Obligation and Reputation”

San Diego State University  
Masters of Arts, 1984 – Psychology  
Thesis: “Effects of the Family Environment on the Academic Performance of  
Pilipino American College Students”

San Diego State University  
Bachelor of Arts, 1981 – Psychology

## Areas of Expertise

- θ Action Research
- θ Quantitative Research Methodology
- θ Interdisciplinary Research
- θ Policy Studies and Equity Education
- θ Test Equating and Validation
- θ Assessment and Evaluation
- θ Psychological Field Studies



## Academic Experience

**Employer:** San Diego State University, SDSU Ed.D., Specialization in Community College/Postsecondary Leadership, College of Education

**Tenure:** February 2009 to Present

**Title:** Doctoral Faculty

### Dissertation Committee Member For:

**Wendy Bracken (2012):** <http://eddleaders.sdsu.edu/student-biographies/111>

**Dissertation:** “Interaction between engagement and the Big Five personality characteristics on academic success of first year college students”

**Wendy Craig (2013):** <http://eddleaders.sdsu.edu/student-biographies/141>

**Dissertation:** “Euro-American Students as Solidarity Allies at Historically White Institutions: Principled Support of the Interests of African Students”

**Ana Bravo (2014 expected):** <http://eddleaders.sdsu.edu/student-biographies/140>

**Dissertation:** “Filipino American student experience in the community college”

**Employer:** San Diego State University, Policy Studies in Language & Cross-Cultural Education, College of Education

**Tenure:** September 2005 (Part Time)

**Title:** Lecturer

**Courses Taught:** ED 690 – *Methods of Inquiry*.

**Employer:** National University, Department of Psychology

**Tenure:** April 1999 to September 2005 (Part Time)

**Title:** Core Adjunct Faculty

**Courses Taught:** Psychology 434 – *Psychological Research: Philosophy, Methods, Ethics*.  
Psychology 435 – *Analysis of Data in Psychological Research*.  
Psychology 436 – *Computer Applications in Psychology*.  
Human Behavior 440 – *Organizational Development*.  
Human Behavior 500 – *Cross-Cultural Dynamics of Human Behavior*.

**Employer:** San Diego State University, School of Education, Counseling and School Psychology Department, College of Education

**Tenure:** September 1999 (Part Time)

**Title:** Teaching Associate

**Courses Taught:** ED 690 – *Methods of Inquiry*.

**Employer:** San Diego State University, School of Education, Policy Studies Department

**Tenure:** September 1997 (Part Time)

**Title:** Teaching Associate

**Courses Taught:** PLC 686 – *Seminar in Multicultural Education: Action Research in Multicultural Settings*.

### Funded Grants:

**Title:** “Closing the Achievement Gap: Four Year Graduation Rates”

**Awarded:** July 8, 2013

**Award Amount:** \$290,311.00

**Awarded by:** California State University Office of the Chancellor

## Professional Experience

**Employer:** San Diego State University  
**Tenure:** April 2004 to Present  
**Title:** Director (MPP II), Student Testing, Assessment & Research, Division of Student Affairs

**Duties:** As Director for Student, Testing, Assessment and Research I am responsible for providing leadership for all operations of the Student, Testing, Assessment and Research Department, including those involving all testing programs, research and assessment projects managed by the office and the operation of the Computer-based Testing Center. I supervise and manage five professional staff members, which includes an Assistant Director, Operations Manager, Test Coordinator, Administrative Assistant, and an Assessment and Research Analyst. In addition, my department employs a graduate assistant, two student workers, and over 80 part-time hourly test supervisors, test administrators, and proctors. I am also responsible for: (1) conceptualizing an appropriate research and assessment agenda for the Division of Student Affairs, and (2) providing leadership and expertise to student services professionals and faculty in the areas of tests and measurements; program evaluation; curriculum assessment and improvement; outcomes research; and testing information access and use. In addition, I work closely with various academic departments in terms of advising and providing research and testing expertise in developing and assessing departmental placement exams, which include the: Writing Proficiency Assessment; Math Placement Exams; Grammar, Spelling and Punctuation Test; and the California Government Exam. Finally, I currently serve on various academic committees such as the Student Learning Outcomes Committee; Undergraduate Studies Subcommittee on Graduation and Retention; and the Associated Students University Affairs Board.

**Employer:** San Diego Community College District  
**Tenure:** July 2000 to April 2004  
**Title:** Chief Researcher (July 2001 to April 2004), Manager (July 2000 to July 2001)  
Office of Institutional Research and Planning

**Employer:** San Diego State University, City Heights K-16 Educational Pilot  
**Tenure:** September 1999 to July 2000  
**Title:** Senior Educational Research Analyst

**Employer:** County of San Diego, Department of Human Resources  
**Tenure:** January 1998 to September 1999  
**Title:** Personnel Research Psychologist

**Employer:** Navy Personnel Research and Development Center  
**Tenure:** November 1984 to January 1998  
**Title:** Personnel Research Psychologist

## Publications

Rivera, E.M. & Monzon, R.I. (2013). Ensuring Latina/o college student success: A data driven approach . Metropolitan Universities Journal, V24 (2), 71-90.

Monzon, R.I. (2013). Collective self-esteem and perceptions of family and campus environments among Filipino American college students. In D.C. Maramba & R. Bonus (Ed.), The “other” students: Filipino Americans, education and power (pp. 237-258). Charlotte, NC: Information Age Publishing, Inc. (2013).

- Hanger, M.A., Goldenson, J., Weinberg, M., Schmitz-Sciborski, A., & Monzon, R. (2011). The Bounce Back Retention Program (BBRP): Academic status three semesters later. Journal of College Student Retention: Research, Theory & Practice, V13 (1), May 2011.
- Dickerson, A.M., Hoffman, J.L., Anan, B.P., Brown, K.F., Vong, L.K., Bresciani, M.J., Monzon, R. & Oyler, L. (2011). A Comparison of Senior Student Affairs Officer and Student Affairs Preparatory Program Faculty Expectations of Entry-Level Professionals' Competencies. Journal of Student Affairs Research and Practice, 48(4), 463-479.  
Available at: <http://journals.naspa.org/jsarp/vol48/iss4/art5/>
- Monzon, R.I. (2010). Welcome to the Filipino American Community: Positively no second generation allowed? In K.L. Nadal (Ed.), Filipino American Psychology: A collection of personal narratives (pp. 171-182). Bloomington, IN: Authorhouse (July 13, 2010).
- Tatum, C., Hayward, P. & Monzon, R. I. (2006). Faculty Background, Involvement, and Knowledge of Student Transfer at an Urban Community College. Community College Journal of Research and Practice , 30, 195-212.
- Zhai, L. & Monzon, R.I. (2004). Studying Community College Student Retention: Student Characteristics and Withdrawal Reason. iJournal: Insight into Student Services , Issue 7, Winter 2004. Available at: <http://www.ijournal.us/>
- Monzon, R.I., and Held, J.D. (1996) Validation of the Armed Services Vocational Aptitude Battery (ASVAB) for the Basic Electricity and Electronics (BE&E) Schools and their follow-on class "A" schools in the electronics occupational group. (NPRDC TN-96-20). San Diego: Navy Personnel Research and Development Center.
- Monzon, R.I. (1996) Development of the Automated ASVAB Analysis System (AAAS) (NPRDC TN). San Diego: Navy Personnel Research and Development Center.
- Monzon, R.I. (1996) Comparison of score distributions across ASVAB versions 15A-15B, 16A-16B, and 17A-17B for non-AFQT tests (NPRDC TN). San Diego: Navy Personnel Research and Development Center.
- Monzon, R.I. (1996) Validation of the Armed Services Vocational Aptitude Battery (ASVAB) in the Aerographer's Mate (AG) class "A" school (NPRDC TN). San Diego: Navy Personnel Research and Development Center.
- Hedge, J.W., Carter, G.W., & Monzon, R.I. (1992) Evaluation of Navy operational and alternative Armed Services Vocational Aptitude Battery (ASVAB) composites. (Institute Report No. 216). Minneapolis: Personnel Decisions Research Institutes, Inc.
- Held, J.D. & Monzon, R.I. (1992) Validation study of Armed Services Vocational Aptitude Battery (ASVAB) selector composites: Operations Control (OA) occupational group. (NPRDC TR-92-4). San Diego: Navy Personnel Research and Development Center.
- Monzon, R.I. (1989) Validation of the ASVAB selection criteria for the Opticalman (OM) class "A" school (NAVPERSRANCEN ltr NPRDC-13; FLV/rim 3900 ser 13/716 of 21 Aug 1989). San Diego: Navy Personnel Research and Development Center.

**Monzon, R.I.**, and Foley, P.P. (1988) Assessment of alternative AFQT composite definitions (NPRDC TN 62-88-25). San Diego: Navy Personnel Research and Development Center.

**Monzon, R.I.** (1988) An analysis of the planned AFQT change on the quality distribution of Navy FY-88 accessions and applicants (NAVPERSRANCEN ltr NPRDC-13; JIB/rim 3900 ser 13/525 of 2 Dec 1988). San Diego: Navy Personnel Research and Development Center.

**Monzon, R.I.** (1985) Validation of the ASVAB in the Gunner's Mate Class "A" school (NAVPERSRANCEN ltr NPRDC-62; JJP/rim 3900 ser 62/1132 of 12 Dec 85). San Diego: Navy Personnel Research and Development Center.

**Monzon, R.I.** (1984) The effects of the family environment on the academic performance of Pilipino American college students. (Masters thesis, San Diego State University).

Nice, S.D., and **Monzon R.I.** (1983) Attitudes of military health care providers towards proposed automation of outpatient medical records. Military Medicine, 148, 911-913.

## **Papers and Briefings Presented**

Rivera, E.M., **Monzon, R.I.** (2013). More than a space for commuter students: Building community and connection. (Presented at the 2013 NASPA Western Regional Conference, Salt Lake City, Utah, November 2013).

Rivera, E.M., **Monzon, R.I.**, Guerra, M., & Montoya, D. (2013). Engaging parents with a purpose. (Paper presented at the NASPA 2013 Conference, Orlando, FL. March 2013).

Rivera, E.M., **Monzon, R.I.** (2012). Using Data to Re-think What We Know About Student Success. (Paper presented at the 2012 NASPA Western Regional Conference, Waikoloa, Hawaii, November 2012).

Rivera, E.M., **Monzon, R.I.** (2012). Parent-University Partnerships and College Student Success. (Paper presented at the NASPA 2012 Conference, Phoenix, AZ. March 2012).

Rivera, E.M., **Monzon, R.I.** & Samarkos, C. (2011). Ensuring Latino college student success: A data driven approach. (Paper presented at the NASPA 2011 Conference, Philadelphia, PA. March 2011).

Rivera, E.M., **Monzon, R.I.**, Murillo, L., Skorepa, A. & Cuestas Flores, E. (2011). Casa Azteca: A civic approach to building a college going culture. (Paper presented at the NASPA 2011 Conference, Philadelphia, PA. March 2011).

Rivera, E.M., **Monzon, R.I.**, Timm, R., & Samarkos, C. (2010). Intuitive research: Student conduct as an early academic warning. (Paper presented at the NASPA 2010 Conference, Chicago, IL. March 2010).

**Monzon, R.I.** & Rivera, E.M. (2009) Effective Parent-University Partnerships: A Strategic Approach to College Student Success. (Paper presented at the 34<sup>th</sup> Annual Association for Study in Higher Education Conference, Vancouver, BC. November 2009).

- Rivera, E.M., **Monzon, R.I.**, Castro, J., & Dubord, M. (2009). College student success and parent involvement: Partnerships for lifelong learning. (Paper presented at the NASPA 2009 Conference, Seattle, WA. March 2009).
- Rivera, E.M., **Monzon, R.I.**, Castro, J., Timm, R., & Weinberg, M. (2008). Communities in Action: A Strategic Approach to Student Success. (Paper presented at the NASPA 2008 Conference, Boston, MA. March 2008).
- Monzon, R.I.** (2007). Integration and Persistence of Filipino American College Students: The Mediating Effects of Family Obligation and Reputation. (Paper presented at the AERA 2007 Annual Meeting, Chicago, IL. April 2007).
- Zhai, L., **Monzon, R.I.**, & Grimes, B. (2005). Predicting Student Retention at Community College: Developing a Causal Model. (Paper presented at the 30<sup>th</sup> Annual Association for Study in Higher Education Conference, Philadelphia, PA. November 2005).
- Monzon, R.I.**, Mun, S. & Fielden, C. (2005). The Holistic Scoring of a College Upper-Division Writing Assessment: Investigating the Reliability and Consequential Validity of the Writing Proficiency Assessment. (Paper presented at the Association for Institutional Research (AIR) Annual Forum, San Diego, CA. May 31, 2005).
- Monzon, R.I.** & Zhai, L. (2002). Utilizing Action Research Models in Assessing Student Learning Outcomes: Bridging Theory and Practice. (Paper presented at the Research and Planning Group Annual Conference, Asilomar, CA. May 3, 2002).
- Monzon, R. I.** & Zhai, L. (2001). Community College Student Retention: Investigating Student Characteristics and Reasons for Withdrawal. (Paper presented at the California Association for Institutional Research (CAIR) Conference, Sacramento, CA. November 16, 2001).
- Monzon, R.I.** & Maramba, D. D. (2001) Silent Sacrifices: Voices of the Filipino American Family. (Paper presented at the 14<sup>th</sup> Annual Conference of the Filipino American Educators Association of California, Berkeley, CA. October 11-13, 2001).
- Monzon, R.I.** (2001) San Diego County K-16 Educational Consortium. (Paper presented at the Research and Planning Group Workshop on Matriculation and Assessment, Irvine Valley College, Irvine, CA. February 9, 2001).
- Monzon, R.I.** & Maramba, D.C. (2000) The relationship between personal / collective self-esteem and perceptions of family environments, role models, and career choice behaviors among Asian American high school students. (Paper presented at the Asian Pacific Americans in Higher Education (APAHE) Conference, Long Beach, CA. March 2000).
- Monzon, R.I.** & Patacsil, J. (1999) Diversifying curriculum in higher education: Implications related to ethnic identity development and retention of Filipino American college students. (Paper presented at the 9<sup>th</sup> Annual International Conference for the National Association for Multicultural Education (NAME) , San Diego, CA. November 1999).
- Monzon, R.I.** & Maramba, D.C. (1998) The effects of campus and family environments among Filipino American college students: A path analytic application of Tinto's model. (Paper presented at the 23<sup>rd</sup> Annual Association for Study in Higher Education Conference, Miami, FL. November 1998).

- Monzon, R.I.** & Castillo, E.G. (1997) Collective self-esteem and perceptions of family and campus environments among Filipino American college students. (Paper presented at the 10<sup>th</sup> Annual Conference of the Filipino American Educators Association of California, San Diego, CA. October 17-18, 1997).
- Monzon, R.I.**, Castillo, E.G., & Ramones, C.L. (1997) The Filipino American experience in higher education: Issues and perspectives. (Paper presented at the 10<sup>th</sup> Annual Conference of the Filipino American Educators Association of California, San Diego, CA. October 17-18, 1997).
- Monzon, R.I.**, Castillo, E.G., & Ramones, C.L. (1997) Success and failure among Filipino American college students: An examination of institutional support systems and parental expectations. (Paper presented at the 10<sup>th</sup> Annual Conference of the Asian & Pacific Americans in Higher Education, San Diego, CA. April 3-5, 1997).
- Monzon, R.I.** & Flor, S.B. (1997) Profile of Filipino American college students: In the shadow of the minority “minority”. (Paper presented at the 10<sup>th</sup> Annual Conference of the Asian & Pacific Americans in Higher Education, San Diego, CA. April 3-5, 1997).
- Monzon, R.I.** & Held, J.D. (1996) Navy ASVAB selector composite history and validation methodology. (Briefing presented to the Defense Advisory Committee on Military Testing, Santa Fe, NM., November 1996).
- Monzon, R.I.** & Flor, S.B. (1996) Individual and environmental predictors of academic performance among Filipino American college students. (Paper presented at the Ninth Annual Filipino American Educators Association of California Conference, Cerritos, CA., October 1996).
- Monzon, R.I.** (1996) Armed Services Vocational Aptitude Battery (ASVAB): Operational program and NPRDC support. (Briefing presented to Admiral Watson, USN, Chief of Navy Recruiting Command, Washington, D.C., July 1996).
- Monzon, R.I.** (1996) The Filipino American college experience and the role of the family and campus environment. (Paper presented at the Filipino American Collegiate Conference, Cupertino, CA., February 1996).
- Monzon, R.I.** (1995) Armed Services Vocational Aptitude Battery (ASVAB): Research and development program. (Briefing presented to Admiral Loeffler, USN, Bureau of Navy Personnel, Assistant Chief of Navy Personnel for Military Personnel Policy and Career Progression, PERS-2, Washington D.C., November 1995).
- Monzon, R.I.** & Segall, D.O. (1995) Equating forms E & F of the paper and pencil General Aptitude Test Battery (GATB). (Briefing presented to the Department of Labor, Washington, D.C., April, 1995).
- Monzon, R.I.** (1995) Profile of Filipino American college students: In the shadow of the “model minority” myth. (Paper presented at the Eighth Annual Conference on Race and Ethnicity in American Higher Education, Santa Fe, NM., June 1995).
- Monzon, R.I.** (1994) An assessment of parent-school relations at Bethune Elementary School. (Paper presented to the Bethune Site Governance Team, San Diego, CA., December 1994).

- Monzon, R.I.** & Segall, D.O. (1993) ASVAB Norms: Navy Perspective on Current Use and Future Considerations (Briefing presented to the Military Accession Policy Working Group Committee Meeting, Washington, DC., June 1993).
- Hedge, J.W., Carter, G.W., & **Monzon, R.I.** (1993) An evaluation of Armed Services Vocational Aptitude Battery classification composites. (Paper presented at the Eighth Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco, CA; May 1993).
- Monzon, R.I.** (1993) The effects of the family environment on the academic performance of Filipino American college students. (Thesis presented at the Association of Filipino American Psychology Conference, San Francisco, CA; May 1993).
- Monzon, R.I.** (1993) Working with Filipino American students. (Seminar presented at the Poway Unified School District, Poway, CA; March 1993).
- Monzon, R.I.** & Segall, D.O. (1993) ASVAB Validation: Issues and Procedures. (Paper presented to Navy Enlisted Community Managers--PERS-234. Washington, DC., February, 1993).
- Monzon, R.I.** (1992) Cultural dynamics of the Filipino family. (Topic of Inservice Training for faculty at Deer Canyon elementary school, Poway School District, Poway, CA; November 1992).
- Monzon, R.I.** (1992) Filipino parent and student perceptions on family environment and juvenile behaviors. (Paper presented at the Filipino American Educators of California Fifth Annual Statewide Conference, San Diego, CA; October 1992).
- Monzon, R.I.** & Santiago, A.E. (1989) Development of the Automated ASVAB Analysis System (AAAS) (Seminar presented at Navy Personnel Research and Development Center, San Diego, CA; July 1989).
- Monzon, R.I.** (1988) Cultural dynamics of the Filipino family (Topic of Inservice Training for faculty at Bethune, Paradise Hills, and Zamorano elementary schools, San Diego School District, San Diego, CA; May 1988).
- Monzon, R.I.** (1987) Comparison of score distributions across ASVAB versions 15A-15B, 16A-16B, and 17A-17B for non-AFQT tests (Briefing presented to the Joint Services Selection and Classification Working Group, Washington D.C.; August 1987).
- Monzon, R.I.** (1986) The effects of the family environment on the academic performance of Pilipino American college students (Thesis presented at the National Association of Asian Pacific American Educators Convention, Los Angeles, CA; April 1986).
- Monzon, R.I.** (1984) The effects of the family environment on the academic performance of Pilipino American college students (Thesis presented at the Third World Counselors Conference, San Diego State University, San Diego, CA; April 1984).
- Butler, M.C., **Monzon, R.I.** & Nice, S.D. (1982) Organizational differences in the provision of health care (Paper presented at the APA Convention, Washington D.C., August 1982).

## **Community Involvement**

I am currently the President of the Council of Philippine American Organizations of San Diego County (COPAO) and President of the AB Samahan Filipino American SDSU Alumni Chapter. I also serve on the Board of Directors for Kalusugan Community Services, and the Filipino American Educators of San Diego County (FILAMEDA).

I chaired the Citizen's Oversight Committee to the General Obligation Bond in the Chula Vista Elementary School District (from 1999 to 2006) and I was a member of the City / Schools Community Task Force. In addition, I recently chaired the District Filipino American Education Advisory Committee for the Sweetwater Union High School District and served as chair of the School Site Council at Olympic View Elementary School.

For eight consecutive years (1992-1999), I've written grants, which were funded by the California State Department of Education to sponsor the successful Asian Pacific Islander Non-Traditional Careers Conference. As the Program Director, I coordinated this annual conference, titled "Forging Links - The New Challenge". The purpose of the conference was to educate middle/high school Asian American students and their parents about careers not traditionally sought by Asians. This conference was a joint venture with two other Asian community organizations, Operation Samahan and the Union of Pan Asian Communities (UPAC).

From 1991 to 1993, I served as President of the Filipino American Educators Association (FILAMEDA) of San Diego County with a membership of 200. During my tenure, FILAMEDA hosted the Filipino American Educators of California Fifth Annual Statewide Conference. This major effort required and received cooperation from superintendents of the San Diego area school and college districts. One of the successful components of this Conference was the Administrator's Round Table which involved Principals from San Diego County Schools and addressed the urgent needs of the Filipino community. In October 1997, FILAMEDA once again hosted the Filipino American Educators Association of California Tenth Annual Statewide Conference. For this conference, I played a major role in terms of the planning and presenting at the Administrators Roundtable. Also, during this conference, I was awarded the Certificate of Special Congressional Recognition for Outstanding and Invaluable Service to the Community. I am currently serving on FILAMEDA's Board of Directors (1998 – present).

In 1992, I co-wrote a grant (FILAMEDA & UPAC) to sponsor the Pilipino Cultural Day Camp Program. During the summer, this camp provided cultural lessons about the Filipino culture and language for elementary school Filipino American students through the use of songs, dances, language and art. This grant was funded by the Fieldstone Corporation.

I was recognized as Who's Who in the Filipino Community listed in the 1993-94 publication of the San Diego Asian Business Directory. In addition to FILAMEDA, I served as a member of the Asian Pacific Education Council (San Diego City Schools) and the Student Suspension Review Task Force (San Diego City Schools). Both groups act as advisory to the Superintendent and the San Diego School Board. I have also been an advisory board member of the Juvenile Delinquency Prevention Project for the Union of Pan Asian Communities (UPAC) and a member of the Education Committee for the Council of Pilipino American Organizations (COPAO).

## **Honors and Awards**

- o Statewide Educator of the Year, Filipino American Educators of California, October 2005
- o Who's Who Among Students in American Colleges and Universities, Summer 2002
- o Award for Outstanding Research Achievement, Claremont Graduate University, Spring 2000
- o Community Leadership Award, California Filipino American Exposition, October 18, 1998
- o Certificate of Special Congressional Recognition for Outstanding and Invaluable Service to the Community, Presented by Congressman Bob Filner, October 18, 1997



- o Citation for Outstanding Performance, Navy Personnel Research & Development Center, FY-96
- o On-The-Spot Award for "Selection and Classification Round Table," June 1996
- o Citation for Outstanding Performance, Navy Personnel Research & Development Center, FY-95
- o On-The-Spot Award for "Equating the General Aptitude Test Battery (GATB)," June 1995
- o Leadership Award, Filipino American Educators Association, May 1993
- o Filipino Community Who's Who Profile listed in the Asian Business Directory, 1993
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY-92
- o Technical Director's Special Award for Technical Accomplishment, Navy Personnel Research & Development Center, March 1992
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY91
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY90
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY89
- o Technical Director's Special Award for Technical Accomplishment, NPRDC, July 1989
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY87
- o Sustained Superior Performance, Navy Personnel Research & Development Center, FY85
- o Academic Dean's List, College of Sciences, SDSU
- o Youth of the Year Award, Unified Pilipino Association, 1980

## **Special Skills**

- o Programming Languages: FORTRAN, Pascal, C++, Visual Basic
- o Statistical Packages: SPSSX, SPSS (Windows), SAS, BMDP
- o Computer Software: Word Perfect, Harvard Graphics, MicroSoft Word, Excel, Powerpoint, Access, & Fox Pro
- o Computer Systems: PC-Pentium Based, IBM 4381, VAX 11/780, Sun SPARC Station

## REFERENCES

Dr. Alberto Ochoa  
Professor  
Policy Studies in Language and Cross-Cultural Education  
College of Education  
San Diego State University  
San Diego, CA 92182

[REDACTED]  
[REDACTED]

Mr. Bill Grimes  
Director (Retired 2008)  
Institutional Research and Planning  
San Diego Community College District  
San Diego, CA 92108

[REDACTED]  
[REDACTED]

Dr. James Tarbox  
Director  
Career Services  
Division of Student Affairs  
San Diego State University  
San Diego, CA 92182

[REDACTED]  
[REDACTED]

Dr. Tanis Starck  
Director  
Intercultural Relations/Cross-Cultural Center  
Division of Student Affairs  
San Diego State University  
San Diego, CA 92182

[REDACTED]  
[REDACTED]

Dr. Lijuan Zhai  
Director  
Institutional Research, Assessment and Planning  
Fresno City College  
1101 East University Avenue  
Fresno, CA 93741

[REDACTED]  
[REDACTED]

Alberto M. Ochoa

[REDACTED]

April 16, 2014

Mayor and City Council  
c/o Office of the City Clerk  
City of Chula Vista  
276 Fourth Avenue  
Chula Vista, CA 91910

Subject: Appointment to Districting Commission

Honorable Mayor and Members of the City Council:

Please accept my letter of reference on behalf of Dr. Reynaldo Monzon, who has applied for the newly formed Districting Commission that will recommend four City Council districts to be used in future elections, beginning in 2016.

I have known Dr. Monzon since 1994, through his doctoral research and his academic work at San Diego State University. As Co-Chair of his dissertation committee, in the Joint Claremont Graduate University and San Diego State University Doctoral Program, he completed his doctoral dissertation in December 2003.

Dr. Monzon's has produced high quality research as part of his work at San Diego State University and through his past research supported by the federal government. In his previous work with the U.S. government, the Interworks Center at SDSU, and as a researcher in the Community College system, he has consistently produced quality analytical studies and reports.

In addition Dr. Monzon is a strong advocate of educational equity, and social and educational conditions that promote a productive working climate, collegiality, respect and growth. He is fair in his judgment of people and strives to understand issues from diverse viewpoints.

Without any reservations, I give the highest support to his candidacy for newly formed Districting Commission that will be recommending four Chula Vista City Council districts. I would be happy to provide further information to assist you in your evaluation of his candidacy, if required [REDACTED]

Very truly yours,

Dr. Alberto Ochoa  
Professor Emeritus

[REDACTED]  
[REDACTED]