

## **RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING FISCAL COUNCIL MINUTES**

**Tuesday, April 26, 2016, 2:30 p.m., Board Room**

---

**Members Present:** Joanna Schilling (VPAA & Co Chair), Robert Bethel (Co-Chair and President, AS), Henry Gee (VPSS), Myeshia Armstrong (VPFB), Dr. Kevin Smith (1<sup>st</sup> VP, AS), Katie O'Brien (2<sup>nd</sup> VP, AS), Sheila Lynch (Parliamentarian), Dr. Adam Wetsman (Past President, AS), Dr. Sergio Guzman (President, RHCFA), Jeannie Liu (Faculty), Mark Littrell (Faculty), Sandra Rivera (CSEA), Suzanne Frederickson (CSEA), René Tai (CSEA), Sean Burton (ASRHC), , Dr. Vann Priest (Mgmt. AA), Dr. Mike Muñoz (Mgmt. SS)

**Members Absent:** Michelle Bean (Secretary, AS), John Frala (ASCCC Rep.), Julius B. Thomas (Faculty), William Ashby (ASRHC), Javier Cano (ASRHC)

**Staff Members:** Howard Kummerman (Dean, IRP), Ruthie Retana (Dir. Mktg.), Juana Mora (SE Coord.), Cecilia Rocha (Project/Grant Mgr., SE), Marie Eckstrom (Program Review Coord.), Barbara Salazar (Asst. Dean, SSR), Reneé Gallegos (Recorder)

- I. **Call to Order** – Robert called the meeting to order at 2:31pm.
- II. **Acceptance of Minutes** – April 12, 2016 consensus with edits on pages 4 and 5.
- III. **Co-Chair's Report** – Robert gave kudos to the Human Resource's staff who have been doing double duty lately. We have hired quite a few new faculty and staff in the last 10 months. They are to be commended for their diligence over the last year.

JoAnna reported that the District Assigned Personnel (DAP) Coordinator release time positions were announced for Staff Development (SD), Student Learning Outcomes (SLOs) and Basic Skills. Applications are due Friday, April 29th.

Katie reported that there is a Non-Credit Retreat coming up in June. Will there be time to talk about that?

JoAnna responded that many in this room have been invited to the retreat that is scheduled for Friday, June 24<sup>th</sup> in the Board Room. The goal of the retreat is to discuss a strategy for non-credit programs at Rio Hondo, especially those that qualify for enhanced funding. There will be a small stipend of \$250 for faculty participants. Senate Exec was invited and we are in the process of reaching out for additional faculty.

Sheila reported that the incoming Senate Exec should be invited as well.

#### **IV. New Business**

- **Student Equity (SE) Funding** – Juana Mora reviewed the application process for SE funding. A rubric was developed and new proposals were collectively reviewed and scored. The recommendations were forwarded to President Dreyfuss who made the final allocations. Now we are in implementation and evaluation mode. We are putting a system in place to gather data and report progress to the state on an annual basis. We are developing an instrument to ensure we are collecting the proper data. This will be in full effect in the fall semester. More faculty involvement is needed to have equity discussions. To date we are having honest and sincere
-

conversations here at the college and putting practices into place. There are additional funds available from the state and we are hoping to gain \$200,000. If we receive additional funds, we will look at applications already in the queue that were not funded. It was clarified that the time to spend funds is June 30<sup>th</sup>. Equity runs on the fiscal year July 1 to June 30.

Henry further clarified that last year the Chancellor's Office gave us an extension of December. The majority of recipients spent all of the funds in September and October. We are asking people to spend funds before June 30. At some point there will not be an overlap. We will start again July 1<sup>st</sup>.

Robert asked when will you open up applications for the new year?

Juana responded that we have made a commitment for 3-5 years to the current proposals. Come July 1<sup>st</sup> we will continue funding existing proposals. We have to look at the data and if there is no progress made, then the committee will reconvene and discuss options. We appreciate the patience as we put processes in place. Again, we have to strengthen the data collection.

Suzanne inquired if the DSPS development workshops is for staff?

Cecilia responded that the training is for DSPS Counselors.

Adam stated two things; one is to close the gap in success and to raise everyone's awareness to have increased success. Much of the funding looks similar to things that we are already doing. Pathway to Law School is something that we are already doing. Do you have the percentages available of the new things that will help close the gap? Is it broken down that we are going above and beyond? That is the concern here.

Juana replied that one of the things was to be specific on the indicators. We evaluated course completion. As of now, we do not have the data to provide a solid answer. We want to be innovative and want to leverage the monies. We will keep everyone informed as things progress.

Mike responded that it is about addressing the disproportionate impact. We have to be cautious when you see names and services it is not just about creating new programs it is also about strengthening and scaling up services, increasing numbers, etc. It could be activities that did not exist before in a program or something that could be completely new. Some of the funding will help staff connect with potential internship sites to help shore up programs and gain new opportunities for students.

Cecilia reported that she and Juana will shore up funding and the indicators. They will share that information when it is available. The proposal summaries are not yet accessible on the website. This is another item that they are hoping to accomplish in the near future.

Mark voiced his concern about being so transparent and posting everything on the web we might have other colleges who help themselves to our new ideas.

Mike reported that out of SSSP we did fund items in the MSC, purchasing ALEX codes for the Assessment Center and Summer Bridge.

JoAnna thanked those who submitted requests. There was a lot of discussion at the Spring CIO Conference and she asked many questions in regards to how SE is integrated into overall planning. We need to prioritize funding, look for overlap, and if there are additional sources such as Basic Skills or SSSP funds that can be used. What we grapple with now is how to develop a chart, what our institutional priorities and when can we fund from different pots. This may be

something that we are bringing to PFC in the fall. We are looking at what other colleges do that we can apply here. It would also be helpful to have a funding list from SSSP too.

**Program Review Executive Summaries** – Marie Eckstrom provided an overview of Program Review as well as the new rubric that was used this year. The committee had a good discussion last year and found ways to improve the process. The rubric is for the committee to take a holistic look at components of a program including data analysis, SAOs, SLOs, etc.

If revision is needed, the Program Review Committee asks that it be done before the annual Institutional Planning Retreat. If significant revision is needed, that does not mean a program is bad, but they have to take a more serious look at what they are doing and present in a more meaningful way. Programs have up to one year to complete this. Instead of doing the program plans a year from now they have to submit the review again. Those who are tasked with significant revision are aware and have been receptive to the need for improvement. No one felt it was punitive.

Katie asked a question that came up at Academic Senate. For those that have to do significant revision will they be doing that on the new software?

Howard responded that he will provide an update on the software at the end of the meeting today. As for the committee, we had several discussions and it was interesting when someone didn't do their Program Review to meet the rubric, the participant(s) were telling us before they even began their presentation. Significant revision is given for specific reasons. A better effort has to be made. Marie and Howard are here throughout the year for assistance.

Marie called the committee's attention to the Institutional Planning Summary it shows you what the groups thought were the most important topics. Safety was the first one that rose to the top. In particular, improvements to the Wray Theater. Also, there was some institutional support for Banner and training in general. If you leave your current position, how will the next person know how to pick up where you left off? There is a need for "Legacy Manuals of Operation." Continuing Education has come up year after year. It is a potential money maker and we have to invest money to grow the program. It is an Institutional decision, are we poised to do this? Another item is classroom space and lab resources. Who owns them? How do we use the space? Certain programs do not have ample lab time. We need to look at this and continue the discussion on scheduling.

Robert responded that the Program Review has completed its cycle and evaluation. These programs will come back to us in the context of the Institutional Planning Retreat. How do we proceed now that it has passed?

Howard responded that we have the table groups come up with their top items. This is the first place this is shared. We are to create the Program Plans and Reviews for next year and the Institutional Goals, Objectives and action plans. This helps us update those plans. If something stands out, such as last year with the Articulation Officer position, then it becomes a funding issue and/or can be in the Program Review for the following year. Program reviews are also used during resource allocation meetings especially in staffing. Howard references the summary and if there was a top priority that is what is highlighted in red. The other ranking is determined by the number of dots that a particular item received.

Katie asked if users will be able to roll over (copy and paste) info from the Planning Software to the TK20 software?

Howard responded that when we get to the point of moving to TK20 for the SLO portion, our goal is to move anything that is in text files within the alignment of templates. If there was a rubric in SLOutions we may not be able to move it over. It will be similar to the migration from Santa Rosa to Banner. We are not going to turn off the old planning software.

Shelia reported that she thinks it is great that there has been improvement. It is great to see problems addressed and solutions put into action right away.

- **AVANCÉ Priority Registration** – Barbara Salazar went to the Priority Registration Task Force and is now here before PFC asking for consensus in support of the essential components as we target first year students. We are building the AVANCÉ program. The goal is to build upon the previous Title 5 Grant. We realize there are still gaps in the services provided to students who are in the Gateway Tutoring and Summer Bridge Programs. Services were not on going. In AVANCÉ we are trying to improve rates of persistence, basic skills, math sequencing, the summer math academy, providing a prescribed first year schedule, integrated success center and utilizing the LAC for academic support. All of this is mentored by a strong support network for students. For regulations, we are asking for the first cohort of students to have priority registration. It is essential for the students to get into these classes to stay on a prescribed schedule.

The following concerns were raised by members of PFC:

- a.) There has been a significant increase over the years in the number of students who are now receiving priority registration.
- b.) At some point we need to have the larger conversation about the 15-20% jump in these numbers.
- c.) How is Multiple Measures going to affect this?
- d.) What assessment tool will be used?
- e.) Is there an evaluation piece to this?

Mike responded that Multiple Measures and Accuplacer will be used for assessment. This is not a first year program and will also help with completion, that is going to free up seats because students will not be here 4 or 5 years. Mike has been tracking the El Monte Pledge students, who are completing 60 units and transferring.

Joanna reported that the goal through a strong enrollment management plan is that we have classes for everyone who needs them. We can improve to get cohort students on track. What about all the students who are not in a cohort? The real rub is when students say I can only come from 9am -1pm. Hopefully, as we get better, in cohort needs and high demand classes, the goals will align. Right now it is the first ones out of the gate who get the classes they need.

Katie responded that when a student is in a cohort they make the commitment and follow through. There was another request that came before the Priority Registration Taskforce and the committee did not recommend moving forward on that.

Kevin reported that most of these programs require full-time students so maybe the students who can't commit because they have jobs and outside obligations, so there is an issue for the groups who can't necessarily take the classes we may be giving to students who do not need it in that way.

Sheila stated that the prescribed schedule for the 1<sup>st</sup> and 2<sup>nd</sup> year if it is possible to make more use of the time in the afternoon for those who do not have the time constraints? There is more availability with classroom space.

Recommendation that AVANCÉ students receive priority registration – [Consensus reached](#).

- **Multiple Measures** – JoAnna reported that these recommendations have been presented to Senate Exec and Academic Senate and these are recommendations that have come out of these bodies. Reviewed the RHC expectations on English and Math levels. The Math placement percentage change (38% v. 1.1 % currently) is truly surprising.

Mike clarified that the 38% is broken out by Statistics and then it breaks out my category. The percentage is still high and this will change things for our faculty and students.

Robert asked of the 1800 students how many do you not expect to be on Cal Pass?

Mike reported that we got about 45% of the students we can verify on Cal Pass plus and the rest will be self-reported. The state is working with Cal PADS and it sounds like by October that we will be able to pull from Cal PADS. This will be an interactive process and things will get shored up.

Katie reported that because have the nine year recency, if for some reason a student is not in the system, will students be required to supply a transcript? This was recently discussed at Senate Exec if we are going to require transcripts to current students.

JoAnna reported that the Counselors will conduct spot checks on transcripts to review. This will not happen at the time of enrollment.

Mike responded that the model school is Sierra College. Placement recommendation is based on a student's own self-reporting. Sierra requires their students to request transcripts. Would probably want that on file anyway so as not to penalize students. For students that have started a sequence, the state says it is a local decision. Mike's only sense is that we have to fine tune how quickly we scale up, be thoughtful in what we offer at the Educational Centers, everything should tie to completion.

JoAnna thinks that this is all related to scheduling as well as priority enrollment, we are moving so fast. She thinks for fall that we should focus on new students and then scale upward. The Scheduling issue is a big one.

Kevin voiced his concerns when you have two students and one is in remedial classes and one is in a college level class. If the students talk to each other and compare how are we going to answer that question as far as a student's placement.

Mike responded that students are in their second year and they did not start the sequence are we talking about both? You never attempted Math and are you going to be able to jump to Stats.

Mark believes that we need a procedure or an appeals process in place along with steps to outline the process. We do not want to extinguish hope. If a student gets a better deal someplace else, they will go to that other school and we don't want that.

Mike responded that he is seeking consultation from other colleges to create a benchmark. This is catching on like wild fire. The difference is we are on the forefront to set the tone because we are an early adopter school. Students at Sierra College fill out a self-reported form online and they are given the green light based on what they provided. Irvine Valley College is being very conservative. Mike agrees with Mark's suggestion and Dr. Smith in that we do not want to create a system that will have adverse impact.

JoAnna and Robert requested that Mike bring back a recommendation back to this group. It will be helpful to know how many students are affected so we know how to schedule classes. We don't want to create a tiered system.

Mike reported there is two parts to this initiative. We have to discuss how we communicate to students; Counselor level. Let me do multiple measures screen shots or do you open up the flood gate, how do we promote it, it should be through Counseling then we have more control.

Mike reported that he attended their first presentation today, he thinks now we are on the forefront. Using the Sierra College model, Mike thinks that the equity issue is raised. Do we want to deny opportunity to students? IVC faculty were pushing back a bit. One of the faculty brought up if you have students who earn a "C" then they are less likely to transfer. So IVC faculty studied those students and the outcome was those with a C grade had a higher level of transfer versus those who received an A. This changed their assumptions. IVC faculty got to the point that this is a better predictor.

Mike will come back in the fall with some recommendations along with a marketing plan.

Robert announced that due to time constraints, we will return all of the BP and APs listed below to our next meeting on May 10, 2016.

• **BP's and APs (7 Items)**

- AP 3510 Prevention of Workplace Violence and Disruption (PFC Sub-committee / Senate)
- AP 3540 Sexual and Other Assaults on Campus

The following APs were pulled and reviewed by Senate with suggested language in green:

- AP 4021 Program Discontinuance (Senate)
- AP 4025 Philosophy and Criteria for Associate Degree and General Education (Senate)
- AP 4050 Articulation (Senate)
- AP 4240 Academic Renewal (Senate)
- AP 7211 Faculty Service Area, Minimum Qualifications and Equivalencies

**V. Unfinished Business** – No items.

**VI. Committee Reports**

**PFC Sub-Committees**

- Safety – No report.
- Staffing – No report.
- IEC – Report below.
- Program Review – Report above.
- Facilities – No report.
- Equipment & Technology – No report.

**Other Committees**

- Staff Development – No report.
- Basic Skills – Report below.
- SLO – No report.
- Distance Education (DEC) – No report.
- Student Equity – Report above.

**IEC** - Vann reported that the TK20 transition for SLOs is slated for this summer. Faculty will finish SLOs on SLOutions and next year will work with in the TK20 software. Most of the data will migrate but Howard us unsure about the rubrics. Howard wants to make the transition as smoothly as possible. There will be certain groups that will pilot the software and others will be using the old planning software for another year.

**Basic Skills** - JoAnna reported that the Basic Skills Initiative Grant was not funded as reported at our last meeting. There were 19 colleges that were eligible but were not funded. The state is reconsidering funding those 19 colleges out of \$30 million they have available. More information to come next few weeks. The BSI CSU Grant is in the works. We met with representatives from CSULA who is very interested. This grant will provide Basic Skills to CSU students who are in jeopardy of being dis-enrolled. 75% of students have to remediate and have one year to do it.

**VII. Announcements** – None.

**VIII. Public Comment** – None.

**IX. Adjournment** – The meeting was adjourned at 3:58 p.m. The next meeting of PFC will be held on May 10, 2016, 2:30 – 4:00 p.m., Board Room.

**Important Dates:**

Friday, May 6, 2016, 5:30 pm, Mid-Quad – A Taste of Rio

## 15-16 Student Equity Funded Applications

Activity Title	Funding Amount Awarded (15 - 16)
2.7 Revised: Math and Science Support and Expansion to non-MESA Students	\$ 40,000
CalWorks Student Success Project	\$ 45,000
College/Financial Aid Information Workshops in the Community	\$ 62,329
DSPS Counseling	\$ 97,400
DSPS Professional Development	\$ 7,000
EOP&S/CARE Counseling/Classified Support	\$ 36,100
Financial Aid Support Services	\$ 156,250
Foster Youth (Guardian Scholars Program) Transportation Services (GoRIO TAP Bus Pass)	\$ 2,000
Freshman Welcome Days and First Year Family Night	\$ 5,000
Fusion - An Adult School Outreach and Connection Effort	\$ 2,000
Gateway Tutoring for G.E. Courses	\$ 60,000
Guardian Scholars Program (Foster Youth) Counselor/Coordinator	\$ 117,000
LAC Tutoring for Basic Skills	\$ 55,000
Pathway to Law School	\$ 93,000
PUENTE PROJECT - STUDENT ADVANCEMENT	\$ 4,000
Self-Discovery Assessment Program	\$ 6,000
Springboard (Math) Program	\$ 20,000
Summer Scholars Transfer Institute	\$ 40,000
Transfer Academy	\$ 29,000
Transfer Support Services for Disproportionate Student Groups	\$ 40,000
TRIO Tutoring and Study Skills Project	\$ 10,000
Tutoring for Special Programs	\$ 75,000
Veterans Services Center Adjunct Counseling	\$ 25,000
Writers' Resource Center	\$ 160,000
<b>Total Student Equity Funds Awarded</b>	<b>\$ 1,187,079</b>



PROGRAM REVIEW RUBRIC (DRAFT)

	Written Discourse	Content	SLOs/SAOs	Data Analysis	Goals & Objectives
Accepted as submitted  Or Accepted with suggested revision	The document is relatively free of surface-level (sentence-level) errors, and exhibits acceptable grammar and mechanics.	The document thoroughly addresses the Help Text prompts.	The document thoroughly responds to all prompts related to SLOs/SAOs.	The document exhibits thoughtful analysis of available data.	The goals and objectives reflect the trends, strategic direction, and data analysis of the program.
	The written discourse is coherent, cogent, and demonstrates unity	The document includes many relevant details and thorough analysis.	All SLOs/SAOs are addressed within the six-year program review cycle.	Inferences and conclusions drawn from the data are logical and cogent.	The goals and objectives include rationale in support of resource allocation requests.
	The discourse addresses a collegiate audience, with the commensurate tone	The document exhibits depth and is comprehensive in scope.		The data is used to substantiate assertions.	The Goals & Objectives are Specific, Measurable, Achievable, Relevant, and Time Bound.
Revision Required	The document contains several surface-level (sentence-level) errors, and several errors in grammar and mechanics.	The document adequately addresses the Help Text prompts.	The document responds to some of the prompts related to SLOs/SAOs.	The document exhibits some analysis of available data.	The goals and objectives somewhat reflect the trends, strategic direction, and data analysis of the program.
	The written discourse is generally coherent, cogent, and unified.	The document includes several relevant details and some analysis.	Some of the SLOs/SAOs are addressed within the six-year program review cycle.	There are some inferences and conclusions drawn from the data analysis.	The goals and objectives include some rationale in support of resource allocation requests.
	The discourse generally addresses a collegiate audience, with the commensurate tone.	The document exhibits an adequate depth and scope.		The data is sometimes used to substantiate assertions.	The Goals & Objectives are somewhat Specific, Measurable, Achievable, Relevant, and Time Bound.
Significant Revision required	The document contains many surface-level (sentence-level) errors, and many errors in grammar and mechanics.	The document does not (or does in a limited way) address the Help Text prompts.	The document does not adequately respond to the prompts related to SLOs/SAOs.	The document exhibits little analysis of available data.	The goals and objectives do not address the trends, strategic direction, and data analysis of the program.
	The written discourse lacks coherence, cogency, and unity.	The document includes few relevant details and little analysis.	None or few of the SLOs/SAOs are addressed within the six-year cycle.	Inferences and conclusions are not (or rarely) drawn from the data analysis.	The goals and objectives do not (or rarely) include rationale in support of resource allocation requests.
	The discourse does not address a collegiate audience, with the commensurate tone.	The document lacks in depth and scope.		The data is not (or rarely) used to substantiate assertions.	The goals and objectives are not, rarely, or are otherwise inappropriately Specific, Measurable, Achievable, Relevant, and Time Bound.

(this space intentionally left blank)



INSTITUTIONAL RESEARCH AND PLANNING  
2016-2017 PLANNING PROCESS  
INSTITUTIONAL PLANNING RETREAT  
APRIL 15, 2016



PROGRAM REVIEW ACTIVITY RESULTS

- Review and discuss Program Review recommendations in your table group
- Agree on the top five (5) recommendations and list in order of importance
- Report out the number one choice and why it was the most important

<sup>1</sup>Number one choices are listed in orange

Group 1		
Program	Recommendation	Votes
Theatre	ILR: Address the serious safety issue plaguing the Wray Theatre (i.e. fire code violations, student safety hazards, water damage, rigging system damage, etc.)	3
Cont. Ed	ILR: The college needs to invest considerably in the program in order to make it relevant, viable, income-producing, and competitive.	3
Risk Mgmt./ Emergency Prep.	ILR: Initiate a campus wide campaign to ensure all employees and students know the protocol for each emergency scenario: active shooter, fire, earthquake, loss of power, etc.	6
Instructional Operations	ILR: Institute a campus-wide initiative to improve the quality and accuracy of the Banner data system.	6
Theatre	ILR: Augment budget to address maintenance and safety inspections.	0

Group 2		
Program	Recommendation	Votes
Instructional Operations	ILR: Institute a campus-wide initiative to improve the quality and accuracy of the Banner data system.	1
Instructional operations	PLR: Develop appropriate SAOs and collect data to begin appropriate and ongoing assessment.	3
Bookstore	PLR: Continue to emphasize the importance for faculty to submit their textbook adoptions in a timely manner. Consider incentivizing the process in various ways.	4
Economics	PLR: Consider innovative ways to include the needed lab component in economics classes: online lab, increase in unit value of courses, co-requisite lab course, etc. Or reduce class size to 35 students	1
Risk Mgmt./ Emergency Prep.	ILR: Initiate a campus wide campaign to ensure all employees and students know the protocol for each emergency scenario: active shooter, fire, earthquake, loss of power, etc.	4

Group 3		
Program	Recommendation	Votes
Instructional Operations	PLR: In order to ensure continuity and consistency (regly winning), create a manual of instructional operational responsibilities, including explanations and positions of the support personnel's duties.	2
Risk Mgmt./ Emergency Prep.	ILR: Initiate a campus wide campaign to ensure all employees and students know the protocol for each emergency scenario: active shooter, fire, earthquake, loss of power, etc.	11
DSPS	PLR: Increase hours of operation/availability to accommodate all hours of classroom instruction.	6

Group 4		
Program	Recommendation	Votes
Theatre	ILR: Address the serious safety issue plaguing the Wray Theatre (i.e. fire code violations, student safety hazards, water damage, rigging system damage, etc.)	11
Risk Mgmt./ Emergency Prep.	ILR: In light of recent and increasing violence on school campuses, the college should consider a blended security program, with a permanent armed security guard, who, in turn, would be responsible for training other campus security personnel.	5
Risk Mgmt./ Emergency Prep.	ILR: Initiate a campus-wide campaign to ensure all employees and students know the protocol for each emergency scenario: active shooter, fire, earthquake, loss of power, etc.	3
Accounts Payable	ILR: Consider moving toward integrated financial software processing for efficiency and compliance with the increasing number of businesses that prefer e-transfer of funds.	0
Chicano/a Studies	ILR: Survey students about their preferences concerning the scheduling of classes. Use that information across all curricular areas to increase enrollment while responding to students' needs.	2

1 of 2



INSTITUTIONAL RESEARCH AND PLANNING  
2016-2017 PLANNING PROCESS  
INSTITUTIONAL PLANNING RETREAT  
APRIL 15, 2016



Group 5 (did not make a poster)		
Program	Recommendation	Votes
Chicano/a Studies	ILR: Survey students about their preferences concerning the scheduling of classes. Use that information across all curricular areas to increase enrollment while responding to students' needs.	0
DSPS	PLR: Provide campus-wide opportunities for instructors and classified staff to learn about better supporting students with disabilities.	0
Instructional Operations	ILR: Institute a campus-wide initiative to improve the quality and accuracy of the Banner data system.	0
Cont. Ed	ILR: The college needs to invest considerably in the program in order to make it relevant, viable, income-producing, and competitive.	0

Group 6		
Program	Recommendation	Votes
Economics	ILR: Consider a large-scale, campus-wide effort in offering 8-week classes to increase access and persistence.	0
Risk Mgmt./ Emergency Prep.	ILR: In light of recent and increasing violence on school campuses, the college should consider a blended security program, with a permanent armed security guard, who, in turn, would be responsible for training other campus security personnel.	8
DSPS	ILR: Purchase camera surveillance equipment for the DSPS testing area.	4
Economics	Establish a computer lab for large class size (i.e. 45 students).	4
Accounts Payable	ILR: Consider limited use of credit/debit cards for employee convenience.	5

Group 7		
Program	Recommendation	Votes
Cont. Ed	ILR: The college needs to invest considerably in the program in order to make it relevant, viable, income-producing, and competitive.	3
Chicano/a Studies	ILR: Survey students about their preferences concerning the scheduling of classes. Use that information across all curricular areas to increase enrollment while responding to students' needs.	8
Instructional Operations	ILR: Hire a 100% secretary to work with the curriculum chair, articulation officer, faculty, administration, and current Instructional Operations staff to ensure curriculum data is uploaded to the Chancellor's Office and is in compliance with Education Code and Title V regulations.	0
Theatre	ILR: Address the serious safety issue plaguing the Wray Theatre (i.e. fire code violations, student safety hazards, water damage, rigging system damage, etc.)	1
Instructional Operations	ILR: Institute a campus-wide initiative to improve the quality and accuracy of the Banner data system. (Banner training/refresher for staff)	6

Group 8		
Program	Recommendation	Votes
Economics	Establish a computer lab for large class size (i.e. 45 students).	5
History	ILR: Allocate a specific adjunct faculty office for Behavioral and Social Sciences, separate from that of the Communications and Languages Division.	4
Instructional Operations	ILR: Seriously (re)consider the efficacy of moving the office of the Articulation Officer to the Office of Instructional Support in order to address the volume and magnitude of curricular processes more efficiently so that students receive maximal articulation and curricular benefits.	7
Risk Mgmt./ Emergency Prep.	ILR: Initiate a campus wide campaign to ensure all employees and students know the protocol for each emergency scenario: active shooter, fire, earthquake, loss of power, etc.	11
Theatre	ILR: Address the serious safety issue plaguing the Wray Theatre (i.e. fire code violations, student safety hazards, water damage, rigging system damage, etc.)	6

Group 9		
Program	Recommendation	Votes
DSPS	PLR: Provide campus-wide opportunities for instructors and classified staff to learn about better supporting students with disabilities.	6
Cont. Ed	PLR: Formalize and widely distribute a survey instrument to determine needs and desires of the community.	1
Cont. Ed	ILR: The college needs to invest considerably in the program in order to make it relevant, viable, income-producing, and competitive.	2
Risk Mgmt./ Emergency Prep.	ILR: In light of recent and increasing violence on school campuses, the college should consider a blended security program, with a permanent armed security guard, who, in turn, would be responsible for training other campus security personnel.	0
Theatre	ILR: Address the serious safety issue plaguing the Wray Theatre (i.e. fire code violations, student safety hazards, water damage, rigging system damage, etc.)	5

2 of 2



**PFC, April 26, 2016**  
**Enrollment Priority Consideration for AVANCE**

The Enrollment Priority Task Force met on 4/14/16 and has the following recommendation:

In an effort to ensure that AVANCE Students are successful in persisting and completing during their first year it is recommended that RHC provide Tier 2 priority registration status to all AVANCE students. AVANCE students must have completed the requirements for Fall and Spring as outlined on the attached "Priority Registration Recommendation: AVANCE" handout.

The priority will be for one year for each annual cohort. The recommendation is to begin in Fall 2016 registration and pilot for 5 years.

**Enrollment Priority Groups by Tier**

**Enrollments on the first day for each priority group.**

Group	Tier	SP16 Day1	FA15 Day1
Veterans	1	82	102
Foster Youth	1	42	37
CalWORKs	1	85	103
DSPS	1	255	320
EOPS	1	491	365
Graduation Transfer Certificate <sup>1</sup>	1.5	44	-
Athletes	2	188	194
Honors	2	30	46
ASRHC	2	7	8
MESA	2	89	68
TRIO	2	29	33
PUENTE	2	22	21
Pathway to Law <sup>1</sup>	2	11	-
HS Service Area <sup>2</sup>	2	n/a	454
HS Non-Service Area <sup>2</sup>	3	n/a	419
<b>TOTALS</b>		<b>1375</b>	<b>2170</b>

<sup>1</sup>GTC and Pathway to Law received priority for the first time in Spring 2016.

<sup>2</sup> Services Area and Non-Services Area HS receive priority in Fall only.



## Priority Registration Recommendation: *Avance*

**Program:** Title V Grant - *Avance* Program

### Timeframe:

- Priority recommendation to begin with Fall 2016 registration as a 5-year pilot
- One-year priority registration (Tier 2) for each annual cohort

### Program Summary:

Rio Hondo College's new *Avance* Program is funded by the recent (2015-2020) Title V Developing Hispanic-Serving Institutions (HSI) award from the U.S. Department of Education and is designed to significantly build upon the work already established by the previous (2010-2015) Title V grant.

In providing a comprehensive and integrated first-year (opt-in, pilot) program, *Avance* aims to achieve these four overarching objectives to improve the rates of student success and completion:

- Increased persistence during first Fall-Spring-Fall sequence of semesters
- Increased completion of the basic skills Math sequence within first three semesters
- Increased degree/certificate/transfer completion
- Targeted professional development for faculty

### Benefits for Students:

The *Avance* Program's key activity components include:

- **Summer Bridge – Math Academy** (*college acculturation, campus networking, intensive math preparation, and math re-assessment for potential higher math placement*)
- **Prescribed/Guaranteed First-Year Schedule** (see Table 1 below)\* (*ensures students enroll/complete/persist in required and guaranteed courses during first-year*)
- **Student Success Center** (*integrated instructional and student service support*)
- **Faculty Professional Development** (*enrichment for addressing high-risk populations*)

\*Table 1: The Prescribed First-Year Schedule:

Fall Term		Spring Term	
<b>Math</b>	4.0 units	<b>Math</b>	4.0 units
<b>English</b> (035 minimum level)	3.5 units	<b>English</b>	3.5 units
<b>Counseling 101</b> (or other Lifelong Learning course, as advised)	3.0 units	General Education course (2017 only)	
		<b>First-Year Seminar Course</b> (NEW = beginning 2018)	3.0 units
<b>General Education</b>	3.0 units	<b>General Education course</b>	3.0 units
	<b>13.5 units</b>		<b>13.5 units</b>

## Student Requirements:

Table 2: Student Requirements for Priority Registration through *Avance* Program:

Fall Registration	Spring Registration
<b>SSSP Core Requirements</b> (application, assessment, orientation, and educational plan)	<b>4 SSSP Follow-up Appointments</b> (with Counselor or Success Coach)
<b>English Assessment</b> (English 035 or higher)	
<b>Summer Bridge – Math Academy</b> (program registration and ½ day Pre-Session attendance)	<b>Summer Bridge – Math Academy</b> (two-week program participation)
<b><i>Avance</i> student contract</b>	<b><i>Avance</i> student contract</b> (renewed)
<b>Prescribed Schedule</b> (Full-time enrollment)	<b>Prescribed Schedule</b> (Full-time enrollment)
	<b>“Course Performance” Checks by Faculty</b> (“satisfactory” progress on initial Fall courses)
	<b>2 Success Workshops</b> (facilitated by FYSC – LAC Success Center)

## Number of *Avance* Students:

Table 3. Fall and Spring Priority Registration Projections for *Avance* Program:

Data Sources: RHC\_A&R (Spring 2016 Registration Dates), RHC\_IT (Registration Code Data for Fall 2015 and Spring 2016), Banner/Cognos (Fall 2015 and Spring 2016 Course Enrollment Data). Prepared by Carolina Lepe 3/15/2016.

<i>Avance</i> Cohort	# of Students	Priority Fall Registration		Priority Spring Registration	
		Projected %	Projected #	Projected %	Projected #
2016-2017	200-275	42%	<b>84-116</b>	45.3%	<b>91-125</b>
2017-2018	300-375	42%	<b>126-156</b>	45.3%	<b>136-170</b>
2018-2019	400-475	42%	<b>168-200</b>	45.3%	<b>181-215</b>
2019-2020	500-575	42%	<b>210-242</b>	45.3%	<b>227-260</b>
2020-2021	600-675	42%	<b>252-284</b>	45.3%	<b>272-306</b>

The data (Table 3 above) indicates that there will be *minimized impact on all other student populations* in providing (one-year) priority registration for *Avance* students because the majority of *Avance* students would receive priority registration for Tier 2 or higher without *Avance*. On the other hand, *priority registration for Avance will be essential for those students who will not qualify through any other means*; this will ensure that they are able to enroll in the prescribed course schedule, which is a critical component of the program.

### Data Methods:

- Because *Avance* will recruit from Summer Bridge students, the 2015 Summer Bridge students served as the proxy group of similar students. For analysis, the group was limited to those 2015 Summer Bridge students who registered for at least 12 units in fall 2015 since full-time enrollment is a requirement for *Avance* participation. This reduced the list of students from 310 to 183.
- The next step was to identify those students among the 183 who received priority registration on Tier 2 or higher status (e.g., DSPS, Foster Youth, feeder high school) for the fall 2015 and/or spring 2016 semesters. These students would not need priority registration from *Avance* and were separated out to avoid duplication. The remaining students would need to qualify for priority registration through *Avance* (Table 3).

Rev. B.S. 04/19/2016

## Discussion Points- Multiple Measures Pilot Program

### Overview

- Current Practice places the majority of students below college level
- Our first interaction with students conveys mistrust and the message of inadequacy
- Cut scores are inconsistent and impacts students of color disproportionately
- LBCC data- Accuplacer is a good predictor of placement or how a student will test. Not necessarily a good predictor of what a student knows.
- Takeaways - GPA a better predictor because it is based on longitudinal data, not just a snapshot in time.
- Success rates in college level courses about the same without the long cycle of basic skills classes (and costs)
- Transfer rates also affected data results
- Statewide Academic Senate recommends using multiple measures - students identified through MM are more likely to succeed
- RHC expectations:
  - College level English – using MM: 47.8% (current RHC assessment: 36.5%)
  - College level Math - using MM 38.4 (current RHC assessment: 1.1%)

### Questions/Recommendations

1. How many students will this apply to? (all incoming students or just district high school students?)
  - a. District students approx. 570 students/all new students would be closer to 3000 (but not all students will enroll in math or English so closer to 1800)
  - b. *Executive Board recommendation – all incoming students*
2. Recency of GPA
  - a. Data supports 9 years
  - b. *Executive Board recommendation – accept 9 years*
3. Accept Self-reported transcripts?
  - a. Reviewing all transcripts a challenge for counselors due to volume
  - b. Data supports students self-report honestly
  - c. *Executive Board recommendation – accept self-reported transcripts and do spot checks next year to check for accuracy*
4. One-year Pilot Program
  - a. Propose to re-assess all students placed using MM in fall 2016 in spring 2017
  - b. *Executive Board recommendation – re-assess Fall 2016 success rates in spring 2017 to determine if changes will be made*

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 1 of 7

**Proposed revisions made by Board sub-committee at July 11<sup>th</sup> sub-committee meeting in red print**

## I. Purpose.

Rio Hondo Community College District ("District") is committed to **providing** and maintaining a safe work and learning environment.

The purpose of this Administrative Procedure is to provide a means to quickly address behavior that is disruptive of or threatens the safety of the workplace.

## II. Definitions.

Workplace violence includes, but is not limited to: bullying, intimidation, stalking, threats, unwanted physical contact, property damage, physical attack, or violent behavior. This includes acts of violence committed by or against district employees. Such incidents may also involve students, visitors or vendors.

The following definitions are provided to assist individuals in identifying disruptive or violent behavior that should be reported to allow the District to promptly address such behavior.

A. Disruptive Behavior consists of persistent, intentional behavior or conduct, whether in person, in writing, by telephone, or by other electronic means, that may seriously **disturb**, interfere with **or prevent normal work functions or activities** of the workplace, including, but not limited to, the following:

1. Bullying - **unwanted** offensive or malicious behavior which **includes an element of vindictiveness, and is intended to** undermine, **patronize, humiliate**, intimidate or demean the recipient **through persistently negative attacks. Examples include but not limited to: yelling, using profanity, waving arms or fists, verbally abusing others, derogatory remarks, insults, and epithets.**

a. In cases of reported bullying, a subcommittee will be formed composed of the District's Title IX officer, and a CSEA designee, RHCFA designee, and administrative designee, all of whom must be trained in Title IX requirements, ~~will be formed to~~ determine ~~review~~ whether the action meets the definition of bullying.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 2 of 7

2. Intimidation - **unwarranted** behavior intended to frighten, coerce, or induce duress. **Examples include but not limited to: making statements which are false, malicious, disparaging, derogatory, rude, disrespectful, abusive, or which have the intent to hurt others' reputations.**
    - a. In cases of alleged intimidation, a subcommittee will be formed composed of the District's Title IX officer, and a CSEA designee, RHCFA designee, and administrative designee, all of whom must be trained in Title IX requirements ~~with equal representation of administrators, classified staff, and faculty will be formed to review to determine~~ whether the action meets the definition of intimidation.
  3. Stalking - behavior involving harassing or pestering an individual, **in person, in writing, by telephone or by electronic format**, including following, spying on, alarming the individual, **or causing them distress, which may involve physical violence or the fear of physical violence.**
  4. Threat - expression of intent to cause physical or mental harm, which may be direct, indirect, conditional, or contingent, regardless of whether the individual has the present ability to carry out the threat.
- B. Violent Behavior consists of behavior or attempted behavior of a violent nature in the workplace including, but not limited to, the following:
1. Unwanted Physical Contact - behavior such as grabbing, hitting, kicking, pushing, tripping, shoving, throwing objects, or the use of a weapon against an individual, or any other conduct or attempted conduct of a person that endangers the physical health or physical safety of an employee.
  2. Property Damage - behavior that **intentionally** damages an individual's work area, an individual's property, or other District property.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**

<b>AP No. 3510</b>
------------------------

Board Reviewed: NEW

Page 3 of 7

3. Threat of Violent Behavior - expression of intent to engage in unwanted physical contact (**e.g., moving closer aggressively**), or property damage including a threatening statement or threatening behavior that gives an individual reasonable cause to believe that the individual is at risk of injury. Examples include, but not limited to: "You better watch your back" or "I'll get you" as well as implicit threats "you'll be sorry" or "this isn't over". A threat of violent behavior **also** includes bringing a firearm, knife or other weapon of any kind onto campus property, unless such possession or use is a job requirement.
  4. **Physical attack - unwanted or hostile physical contact including but not limited to hitting, fighting, shoving, restraining, or throwing objects.**
  5. **Violent behavior - any physical assault, with or without weapons; behavior that a reasonable person would interpret as being potentially violent [e.g., throwing things, pounding on a desk or door, or destroying property].**
- IV. Procedures.
- A. Roles.
    1. All persons on campus are expected to respect the rights and welfare of others in the workplace and on District property. Individuals who experience or witness Disruptive Behavior or Violent Behavior are encouraged to report such behavior pursuant to this Administrative Procedure.
    2. Supervisors are responsible for training and implementing sound practices to ensure a safe and secure workplace, and shall implement appropriate corrective action in accordance with applicable District policies and procedures.
    3. All supervisors and managers have a mandatory duty to report violent and disruptive behavior.
  - B. Reporting.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**

AP No. 3510
----------------

Board Reviewed: NEW

Page 4 of 7

1. Emergency - Violent or Disruptive behavior that is of a criminal nature that requires immediate intervention and/or assistance from police, fire or medical personnel shall be reported by calling 911.
2. Non-Emergency - Violent or Disruptive behavior that is not an emergency shall be reported to any of the following:
  - The supervisor or appropriate department head
  - Human Resources Department [Director of Human Resources]
  - Dean of Student Affairs/Compliance Officer
  - Campus Security

**An employee should normally report violent or disruptive behavior to the employee's supervisor or appropriate department head. If the employee (complainant) is uncomfortable doing so, due to extenuating circumstances or a conflict of interest, the employee may report the violent or disruptive behavior to any of the above. A conflict of interest may exist when the accused is the complainant's supervisor/department head, which may directly influence the accused's own interests or interests treated as the accused's own (perceived or actual), such as interests relating to the accused's spouse or friend, or personal gain.** (Edit made by Loy/Kenn P following Board sub-committee on 11/13/15)

- C. No person who in good faith initiates a complaint or reports an incident under this policy shall be subject to retaliation or harassment.
- D. Restraining Orders/Court Orders: An employee shall notify the District of any restraining orders/court orders when named as a plaintiff, and provide a copy of the order to the Compliance Officer, Room SS-204. In the event the supervisor is informed by an employee of a restraining order, the supervisor will contact the Compliance Officer, ensure he/she is aware of it, and that he/she has a copy of the restraining order on file.
- E. **Prohibition On Retaliation**

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**

<b>AP No. 3510</b>
------------------------

Board Reviewed: NEW

Page 5 of 7

1. **All employees are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, visitors or vendors and shall report all acts of violence and threats of violence to the employee's supervisor or appropriate department head as provided in this procedure.**
  2. **This procedure prohibits retaliation against any employee who, in good faith, reports a violation of this policy. All reports of violence will be handled in a confidential manner, with information released on a need-to-know basis. District supervisors and administrators shall be sensitive and responsive to fears from the reporting employee of reprisal.**
- F. District's Response.
1. Disruptive Behavior: The District supervisor, appropriate department head or Compliance Officer shall take appropriate action to promptly investigate and review the factual information gathered to determine the validity of the complaint and/or the extent and nature of the problem, and, if the report is substantiated after investigation, the District supervisor, appropriate department head, or Compliance Officer shall take reasonable steps to ensure that the disruptive behavior in the workplace stops by undertaking efforts to address the behavior by, including but not limited to: mediation, rearrangement of work/academic schedules; reassignment; obtaining apologies; providing informal counseling and/or training, etc. and shall report the behavior to the Director of Human Resources or appropriate official.
  2. Violent Behavior: Any supervisor, department head or other District official who receives a report of alleged Violent Behavior shall call Campus Security or 911 immediately.
  3. If Violent or Disruptive Behavior occurred in violation of BP 3510 or this procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. Disciplinary actions against faculty, staff and students will conform to all relevant

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 6 of 7

statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

4. The District shall also take reasonable steps to protect the complainant from further Violent or Disruptive Behavior, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation.
5. The District will make efforts to protect victims of workplace violence by offering all feasible security measures. Victims may also need support, special accommodations or adjustments to their work schedule, work location or working conditions in order to enhance their safety. The District will accommodate these requests and needs whenever possible and appropriate.

G. Education and Prevention

The District shall provide education and prevention information about workplace violence and disruption to all of its employees, which shall include: **diversity and cultural awareness in the workplace, conflict resolution**, definitions of violent and disruptive behaviors, preventative steps to maintain a safe workplace, identifying problem behavior, how to respond to violent or disruptive behavior, reporting protocol, and record keeping. This information shall be disseminated to all employees and posted on the college website. Targeted on-going training will be provided to those employees responsible for responding to workplace violence incidents.

V. Reference and Related Policies:

A. Board Policies and Procedures.

1. BP & AP 3410, BP & AP 3430, BP & AP 3500, BP & AP 3505, 3515, BP & AP 3530, BP & AP 3540, BP & AP 5500, and AP 7365
2. District Collective Bargaining Agreements.
3. District Code of Ethics Statement.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**

<b>AP No. 3510</b>
------------------------

Board Reviewed: NEW

Page 7 of 7

---

4. District Mission and Values Statement.

B. Legal References:

Cal/OSHA; Labor Code Sections 6300 et seq., Title 8,  
Section 3203, Code of Civil Procedure Section 527.8,  
Penal Code Sections 273.6; 626.9; 26.10; and 12021.



OFFICE OF THE PRESIDENT

---

April 19, 2016

**TO:** President's Council  
Administrative Council  
Planning Fiscal Council

**FROM:** Sandy Sandello

**SUBJECT:** Revision of BPs / APs

*TH 4/21/16*

The following APs have been revised:

AP 3510	Prevention of Workplace Violence and Disruption (PFC Sub-committee / Senate)
AP 3540	Sexual and Other Assaults on Campus
AP 7211	Faculty Service Area, Minimum Qualifications and Equivalencies

The following APs were pulled and reviewed by Senate with suggested language in green:

AP 4021	Program Discontinuance (Senate)
AP 4025	Philosophy and Criteria for Associate Degree and General Education (Senate)
AP 4050	Articulation (Senate)
AP 4240	Academic Renewal (Senate)

**Should you have any changes to these BPs and APs as presented, please forward to your appropriate Vice President. This will begin the review process.**

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 1 of 7

**Proposed revisions made by Board sub-committee at July 11<sup>th</sup> sub-committee meeting in red print**

## I. Purpose.

Rio Hondo Community College District ("District") is committed to **providing** and maintaining a safe work and learning environment.

The purpose of this Administrative Procedure is to provide a means to **quickly** address behavior that is disruptive of or threatens the safety of the workplace in a timely manner.

## II. Definitions.

Workplace violence includes, but is not limited to the following : bullying, intimidation, stalking, threats, unwanted physical contact, property damage, physical attack, or violent behavior. This includes acts of violence committed by or against district employees. Such incidents may also involve students, visitors or vendors.

The following definitions are provided to assist individuals in identifying disruptive or violent behavior that should be reported to allow the District to promptly address such behavior.

A. Disruptive Behavior consists of persistent, intentional behavior or conduct, whether in person, in writing, by telephone, or by other electronic means, that may seriously **disturb**, interfere with **or prevent normal work functions or activities** of the workplace, including, but not limited to, the following:

1. Bullying - **unwanted** offensive or malicious behavior which **includes an element of vindictiveness, and is intended to** undermine, **patronize, humiliate**, intimidate or demean the recipient **through persistently negative attacks. Examples include but not limited to the following: yelling, using profanity, waving arms or fists, verbally abusing others, derogatory remarks, insults, and epithets.**

a. In cases of reported bullying, a subcommittee with equal representation of administrators, classified staff, and faculty will be formed to review whether the action meets the definition of bullying. (Academic Senate 3-15-16)

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 2 of 7

2. Intimidation - **unwarranted** behavior intended to frighten, coerce, or induce duress. **Examples include but not limited to the following : making statements which are false, malicious, disparaging, derogatory, rude, disrespectful, abusive, or which have the intent to hurt others' reputations.**
    - a. In cases of reported intimidation, a subcommittee with equal representation of administrators, classified staff, and faculty will be formed to review whether the action meets the definition of intimidation.

(Academic Senate 3-15-16)
  3. Stalking - behavior involving harassing or pestering an individual, **in person, in writing, by telephone or by electronic format,** including following, spying on, alarming the individual, **or causing them distress, which may involve physical violence or the fear of physical violence.**
  4. Threat - expression of intent to cause physical or mental harm, which may be direct, indirect, conditional, or contingent, regardless of whether the individual has the present ability to carry out the threat.
- B. Violent Behavior consists of behavior or attempted behavior of a violent nature in the workplace including, but not limited to, the following:
1. Unwanted Physical Contact - behavior such as grabbing, hitting, kicking, pushing, tripping, shoving, throwing objects, or the use of a weapon against an individual, or any other conduct or attempted conduct of a person that endangers the physical health or physical safety of an employee.
  2. Property Damage - behavior that **intentionally** damages an individual's work area, an individual's property, or other District property.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 3 of 7

3. Threat of Violent Behavior - expression of intent to engage in unwanted physical contact (**e.g., moving closer aggressively**), or property damage including a threatening statement or threatening behavior that gives an individual reasonable cause to believe that the individual is at risk of injury. Examples include, but not limited to the following: "You better watch your back" or "I'll get you" as well as implicit threats "you'll be sorry" or "this isn't over". A threat of violent behavior **also** includes bringing a firearm, knife or other weapon of any kind onto campus property, unless such possession or use is a job requirement.
  4. **Physical attack - unwanted or hostile physical contact including but not limited to hitting, fighting, shoving, restraining, or throwing objects.**
  5. **Violent behavior - any physical assault, with or without weapons; behavior that a reasonable person would interpret as being potentially violent [e.g., throwing things, pounding on a desk or door, or destroying property].**
- IV. Procedures.
- A. Roles.
    1. All persons on campus are expected to respect the rights and welfare of others in the workplace and on District property. Individuals who experience or witness Disruptive Behavior or Violent Behavior are encouraged to report such behavior pursuant to this Administrative Procedure.
    2. Supervisors are responsible for training and implementing sound practices to ensure a safe and secure workplace, and shall implement appropriate corrective action in accordance with applicable District policies and procedures.
    3. All supervisors and managers have a mandatory duty to report violent and disruptive behavior.
  - B. Reporting.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 4 of 7

1. Emergency - Violent or Disruptive behavior that is of a criminal nature that requires immediate intervention and/or assistance from police, fire or medical personnel shall be reported by calling 911.
2. Non-Emergency - Violent or Disruptive behavior that is not an emergency shall be reported to any of the following:
  - The supervisor or appropriate department head
  - Human Resources Department [Director of Human Resources]
  - Dean of Student Affairs/Compliance Officer
  - Campus Security

**An employee should normally report violent or disruptive behavior to the employee's supervisor or appropriate department head. If the employee (complainant) is uncomfortable doing so, due to extenuating circumstances or a conflict of interest, the employee may report the violent or disruptive behavior to any of the above. A conflict of interest may exist when the accused is the complainant's supervisor/department head, which may directly influence the accused's own interests or interests treated as the accused's own (perceived or actual), such as interests relating to the accused's spouse or friend, or personal gain.** (Edit made by Loy/Kenn P following Board sub-committee on 11/13/15)

- C. No person who in good faith initiates a complaint or reports an incident under this policy shall be subject to retaliation or harassment.
- D. Restraining Orders/Court Orders: An employee shall notify the District of any restraining orders/court orders when named as a plaintiff, and provide a copy of the order to the Compliance Officer, Room SS-204. In the event the supervisor is informed by an employee of a restraining order, the supervisor will contact the Compliance Officer, ensure he/she is aware of it, and that he/she has a copy of the restraining order on file.
- E. **Prohibition On Retaliation**

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 5 of 7

1. **All employees are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, visitors or vendors and shall report all acts of violence and threats of violence to the employee's supervisor or appropriate department head as provided in this procedure.**
2. **This procedure prohibits retaliation against any employee who, in good faith, reports a violation of this policy. All reports of violence will be handled in a confidential manner, with information released on a need-to-know basis. District supervisors and administrators shall be sensitive and responsive to fears from the reporting employee of reprisal.**

## F. District's Response.

1. Disruptive Behavior: The District supervisor, appropriate department head or Compliance Officer shall take appropriate action to promptly investigate and review the factual information gathered to determine the validity of the complaint and/or the extent and nature of the problem, and, if the report is substantiated after investigation, the District supervisor, appropriate department head, or Compliance Officer shall take reasonable steps to ensure that the disruptive behavior in the workplace stops by undertaking efforts to address the behavior by, including but not limited to the following: mediation, rearrangement of work/academic schedules; reassignment; obtaining apologies; providing informal counseling and/or training, etc. and shall report the behavior to the Director of Human Resources or appropriate official.
2. Violent Behavior: Any supervisor, department head or other District official who receives a report of alleged Violent Behavior shall call Campus Security or 911 immediately.
3. If Violent or Disruptive Behavior occurred in violation of BP 3510 or this procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. Disciplinary actions against faculty, staff and students will conform to all relevant

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**AP No.  
3510

Board Reviewed: NEW

Page 6 of 7

statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

4. The District shall also take reasonable steps to protect the complainant from further Violent or Disruptive Behavior, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation.
5. The District will make efforts to protect victims of workplace violence by offering all feasible security measures. Victims may also need support, special accommodations or adjustments to their work schedule, work location or working conditions in order to enhance their safety. The District will accommodate these requests and needs whenever possible and appropriate.

G. Education and Prevention

The District shall provide education and prevention information about workplace violence and disruption to all of its employees, which shall include: **diversity and cultural awareness in the workplace, conflict resolution**, definitions of violent and disruptive behaviors, preventative steps to maintain a safe workplace, identifying problem behavior, how to respond to violent or disruptive behavior, reporting protocol, and record keeping. This information shall be disseminated to all employees and posted on the college website. Targeted on-going training will be provided to those employees responsible for responding to workplace violence incidents.

V. Reference and Related Policies:

A. Board Policies and Procedures.

1. BP & AP 3410, BP & AP 3430, BP & AP 3500, BP & AP 3505, 3515, BP & AP 3530, BP & AP 3540, BP & AP 5500, and AP 7365
2. District Collective Bargaining Agreements.
3. District Code of Ethics Statement.

**PREVENTION OF WORKPLACE VIOLENCE AND  
DISRUPTION**

AP No. 3510
----------------

Board Reviewed: NEW

Page 7 of 7

---

4. District Mission and Values Statement.

B. Legal References:

Cal/OSHA; Labor Code Sections 6300 et seq., Title 8,  
Section 3203, Code of Civil Procedure Section 527.8,  
Penal Code Sections 273.6; 626.9; 26.10; and 12021.

## AP 3510 Workplace Violence

### References:

Cal/OSHA; Labor Code Sections 6300 et seq.;  
Title 8 Section 3203;  
Code of Civil Procedure Section 527.8;  
Penal Code Sections 273.6, 626.9, and 626.10

**NOTE:** *This procedure is **legally required**. Local practice may be inserted. Safety in the workplace is addressed in AP 6800. Districts may merge the two procedures if desired.*

The District is committed to providing a safe work environment that is free of violence and the threat of violence.

### Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping, or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching, or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been

authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

***[List the names of those in the chain of command with a contact number for each person. Included would also be the contact number for the local law enforcement or indicate 911.]***

No one, acting in good faith, who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

Any employee reported to be a perpetrator will be provided both due process and representation before disciplinary action is taken.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, ***[District police] [appropriate law enforcement personnel]*** will be called.

**Revised 4/15, 10/15**



**SEXUAL AND OTHER ASSAULTS ON CAMPUS**AP No.  
3540

Board Reviewed: 8/12/09; 10/9/13

Page 1 of 5

This procedure is legally required.

- I. **For additional information and resources on sexual assault, domestic violence, dating violence, and stalking in the educational/campus environment, the Department of Justice has established a clearinghouse of resources geared towards colleges and universities, which can be accessed at the California Attorney General's website. (CCLC)**

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with any of the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures.

- II. "Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault. The following definitions should be applied in the context of this administrative procedure:
- "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
    - a current or former spouse of the victim;
    - a person with whom the victim shares a child in common;
    - a person who is cohabitating with or has cohabitated with the victim as a spouse;
    - a person similarly situated to a spouse of the victim under California law; or
    - any other person against an adult or youth victim who is protected from that person's acts under California law.
  - "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

**It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or**

**SEXUAL AND OTHER ASSAULTS ON CAMPUS**

<b>AP No.</b> <b>3540</b>
------------------------------

Board Reviewed: 8/12/09; 10/9/13

Page 2 of 5

**resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between them should never by itself be assumed to be an indicator of consent.**

**“Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. (CCLC)**

- III. These written procedures and protocols are designed to ensure that victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515).
- IV. All students, faculty members, or staff members who allege they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the District Compliance Officer, who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the District Compliance Officer or designee is authorized to release such information.
- V. The District Compliance Officer, or designee, shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following, ~~upon request~~:
- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
  - A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents; District Compliance Officer, Director of Facilities Services, Evening College Supervisor, Security Office, and Weekend College Coordinator should be notified.
  - **Information about the importance of preserving evidence and the identification and location of witnesses; (CCLC)**
  - A description of available services and the persons on campus available to provide those services, if requested. Services and those responsible for providing or arranging them include the following:
    - Sexual Assault Counseling and Hospitals
 

○ East Los Angeles Rape Hotline (bilingual)	800-585-6231
○ Pasadena Rape Crisis Center	626-793-3385
○ Project Sister Sexual Assault Crisis Center Claremont	909-623-1619
○ Santa Monica Rape Treatment Center	310-319-4000
    - Hospitals (Transportation is available to a hospital, if necessary)
 

○ Presbyterian Intercommunity Hospital	562-698-0811
--	--------------

**SEXUAL AND OTHER ASSAULTS ON CAMPUS**AP No.  
3540

Board Reviewed: 8/12/09; 10/9/13

Page 3 of 5

- o Whittier Hospital 562-945-3561
- o Greater El Monte Hospital 626-579-7777
- o Queen of the Valley, West Covina 626-962-4011

VI. The District Compliance Officer, or designee, should provide victims with information about the victim assistance resources:

- Some financial assistance may be available to victims through the Los Angeles County District Attorney's Office. Under California law, some victims of crime may receive financial assistance for unreimbursed medical and income losses as a result of the crime. For information on this program, call Los Angeles County Victim/Witness Assistance Program, 562-807-7212;
- Counseling by District Psychological Services, Student Services Building 562-463-7302, or referral to a counseling center;
- Notice to the police, if desired;
- Other available campus resources or appropriate off-campus resources.

A description of each of the following procedures may be provided upon request:

- Criminal prosecution;
- Civil prosecution (i.e., lawsuit);
- District disciplinary procedures, both student and employee;
- Modification of class schedules;
- Tutoring, if necessary.

VII. The District Compliance Officer should be available to provide assistance to District Security Office regarding how to respond appropriately to reports of sexual violence.

VIII. The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of sexual assault on District property shall be kept informed, through the District Compliance Officer, of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

**IX. A complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.**

**SEXUAL AND OTHER ASSAULTS ON CAMPUS**AP No.  
3540

Board Reviewed: 8/12/09; 10/9/13

Page 4 of 5

- X. In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:**
- **The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused;**
  - **The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.**
- XI. In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances.**
- **The complainant was asleep or unconscious;**
  - **The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.**
  - **The complainant was unable to communicate due to a mental or physical condition. (CCLC)**
- IX.XII.** The District shall maintain the identity of any alleged victim or witness, **or third-party reporter** of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim, or witness, **or third-party reporter** specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the District's Director of Marketing and Communications, who shall work with the District Compliance Officer to ensure that all confidentiality rights are maintained.
- XIII.** Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:
- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses;
  - Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
  - Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests;

**SEXUAL AND OTHER ASSAULTS ON CAMPUS**AP No.  
3540

Board Reviewed: 8/12/09; 10/9/13

Page 5 of 5

- Information for students about existing on- and off-campus counseling, mental health, or other student services for victims of sex offenses;
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sex offense, or stalking including a clear statement that:
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

**XIV.** Education and Prevention Information

The District Compliance Officer or designee shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, **and** or stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations **and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.**
- Post sexual violence prevention and education information on the campus internet Website regarding domestic violence, dating violence, or stalking.

**XIVXV.** References / Sources:

Education Code Sections 67385 **and 67386**;  
20 U.S.C. § 1092(f);  
34 C.F.R. § 668.46(b)(11)

## AP 3540 Sexual and Other Assaults on Campus

### References:

Education Code Sections 67385, 67385.7, and 67386;  
20 U.S. Code Section 1092(f);  
34 Code of Federal Regulations Section 668.46(b)(11)

**NOTE:** *This procedure is **legally required**. Local practice may be inserted. The following are the minimum requirements contained in the Education Code and in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“the Clery Act,” 20 U.S. Code Section 1092(f)). The requirements of the Clery Act are broader than those found in California’s Education Code, and apply to all institutions of higher learning that receive federal aid. Districts may insert local procedures: the following example may be used as a guide.*

*In addition, the District may wish to include procedures on responding to domestic violence, dating violence, sexual assaults, or stalking at District sponsored activities on non-District property.*

*This sample procedure addresses domestic violence, dating violence, sexual assaults and stalking. Board Policy 3540 addresses both sexual and physical assaults. Districts may wish to cross reference the administrative procedures related to other physical assaults, including AP 3500, 3510, and 3515 [or insert local numbers].*

*For additional information and resources on sexual assault, domestic violence, dating violence, and stalking in the educational/campus environment, the Department of Justice has established a clearinghouse of resources geared towards colleges and universities, which can be accessed at the California Attorney General’s website.*

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- a person with whom the victim shares a child in common;
- a person who is cohabitating with or has cohabitated with the victim as a spouse;
- a person similarly situated to a spouse of the victim under California law; or
- any other person against an adult or youth victim who is protected from that person’s acts under California law.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or to suffer substantial emotional distress.

It is the responsibility of each person involved in sexual activity to ensure that he/she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

“Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515 **[or insert local numbers]**.)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the **[designate office]**, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the **[designate position]** is authorized to release such information.

The **[designate position]** shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;

- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents; **[List who should be notified]**
- Information about the importance of preserving evidence and the identification and location of witnesses;
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include: **[list person or office responsible after each item]**
  - transportation to a hospital, if necessary;
  - counseling by **[designate]**, or referral to a counseling center;
  - a list of other available campus resources or appropriate off-campus resources;
- The victim's option to:
  - notify proper law enforcement authorities, including on-campus and local police;
  - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - decline to notify such authorities;
- The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
- Information about how the district will protect the confidentiality of victims; and
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
- A description of each of the following procedures:
  - criminal prosecution;
  - civil prosecution (i.e., lawsuit);
  - District disciplinary procedures, both student and employee;
  - modification of class schedules;
  - tutoring, if necessary.

The **[designate position]** should be available to provide assistance to District law enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the **[designate office]** of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

A complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim, witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the District's **[designate office]**, which shall work with the **[designate office]** to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the

standard of evidence that will be used during any in any district proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims;
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance, or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
  - Such proceedings shall provide a prompt, fair, and impartial resolution;
  - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault, or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any chances to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

## **Education and Prevention Information**

The ***[designate position]*** shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, and stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

**Revised 2/03, 2/06, 8/06, 3/12, 6/13, 11/14, 4/15. 10/15**



**PROGRAM DISCONTINUANCE**

AP No. 4021
----------------

Board Reviewed: 8/15/07; 5/13/15

Page 1 of 4

## I. Initiation of Program Discontinuance

Program discontinuance is an academic and professional matter. Considerations that are integral to this procedure include its effects on students, curriculum, budget and planning, and regional labor needs in the case of career and technical disciplines.

The procedure for program discontinuance should have no adverse effect on current students, involve the creation of a timeline for review and recommendations for improvement and action, and ensure the responsibility for program discontinuance is the shared function of faculty and administration.

The Program Review Committee, the administration, or the faculty, in consultation with the Vice President of Academic Affairs and the Academic Senate, can request an analysis for the discontinuance of a program. This does not need to occur within the planning or program review period, which shall be every two years for vocational programs and every six years for academic programs.

## II. Initial Analysis

Elements in the program discontinuance analysis may include, but are not limited to:

Qualitative data

1. Effects on students
2. Balance in the college curriculum
3. Education and budget planning
4. Issues of regional coordination for occupational programs
5. Quality of the breadth and depth of the curriculum
6. The teaching and learning process
7. Student satisfaction
8. Perception of the program at articulating universities, local businesses and/or industry, and the community
9. Factors of employment in business and industry
10. Goals and objectives in the Educational Master Plan

Quantitative Data

1. Enrollment trends (e.g., lack of demand) over a sustained period of time
2. Frequency of course section offerings to assure reasonable availability for students
3. Retention rates
4. Success rates
5. Term-to-term persistence for those in courses in the major
6. Student completion rates
7. Demand in the local and regional workforce
8. Availability of transfer major (CCLC)
9. Cost to develop and maintain program.

## III. Program Discontinuance Task Force

**PROGRAM DISCONTINUANCE**

**AP No.  
4021**

Board Reviewed: 8/15/07; 5/13/15

Page 2 of 4

The Vice-President of Academic Affairs, in consultation with the Academic Senate, will form the Program Discontinuance Task Force. The task force will be co-chaired by the Vice President and the Academic Senate President or their designees. Members shall include a faculty member in the division containing the program, the dean of the affected division, one other dean, and one faculty member who is not in the affected division. Faculty are appointed by the Academic Senate. Where appropriate, program support staff, student services personnel, and the community may be invited to participate. Meetings of the task force shall be public.

The charge to the Program Discontinuance Task Force is:

1. Gather and evaluate all qualitative and quantitative evidence
2. Recommend to the Superintendent/President, the Academic Senate and the Planning Fiscal Council that a program should
  - a. Continue
  - b. Continue with Qualifications
  - c. Discontinue

The task force will review the materials related to the program analysis, as well as data supporting the following criteria:

Vocational Programs

- Declining market/industry demand
- Advisory Committee recommendation
- Decreasing numbers of students enrolled
- Low or decreasing WSCH/FTEF
- Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates, job placement)
- Decline in importance of service to related disciplines (applies only when discipline does not offer degree or certificate).

Academic Programs

- Declining university transfer trends
- Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
- Lack of available resources
- Poor retention within courses
- Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates)
- Unavailability of the transfer major
- Poor term-to-term persistence for students in the major

PROGRAM DISCONTINUANCEAP No.  
4021

Board Reviewed: 8/15/07; 5/13/15

Page 3 of 4

Within 90 days of being convened, the task force will determine which recommendation shall be forwarded to the Superintendent/President, the Academic Senate, and the Planning and Fiscal Council.

- A. Recommendation to Continue – A recommendation for a program to continue must contain a documented argument based on the qualitative and quantitative data.
- B. Recommendation to Continue With Qualifications – A recommendation for a program to continue with qualifications must contain a documented argument based on the qualitative and quantitative data. Qualifications may consist of requirements of an external regulatory, governing, or licensing body to which the program is subject.

The task force will create a timeline not longer than 18 months that incorporates actions to be undertaken by the program faculty and division dean and the expected outcomes. The Vice President of Academic Affairs will monitor the program's progress. At the end of the specified time, the task force will reevaluate the program.

- C. Recommendation to Discontinue - A recommendation for a program to be discontinued must contain a documented argument based on the qualitative and quantitative data. Should an external regulatory, governing, or licensing body order the discontinuance, the recommendation shall be considered mandated.

In the event of a recommendation to discontinue, the task force will create a timeline for phasing out the program. The plan must include procedures to allow currently enrolled students to complete their plans of study as outlined below.

#### IV. Completion of Plans of Study

In the event a program is discontinued, the Vice President of Academic Affairs and the dean of the affected program will devise a plan that allows currently enrolled students in the program can complete their plan of study in accordance with the College Catalog. ~~These plans may include selection of alternative courses at Rio Hondo College or allowing students to complete their education at another community college.~~ **The plan will include the following actions:**

1. Identify and contact students in the affected major, degree, and or certificate program.
2. Award degrees and certificates to students who have already completed but not petitioned.
3. Identify courses at the college and at area colleges that each student must complete.
4. Confirm which faculty teach the college's courses identified in 3.

**PROGRAM DISCONTINUANCE**

AP No. 4021
----------------

Board Reviewed: 8/15/07; 5/13/15

Page 4 of 4

5. Appoint a faculty member as program coordinator during the discontinuance process.
6. Confirm sufficient counseling support exists for each student.
7. Develop Admissions and Records procedures to ensure students enroll in the college's courses identified in 3.
8. Identify similar programs at area colleges.
9. Determine if completed courses will transfer so that a student may complete the program, degree, and/or certificate at the area college.
10. Establish the length of time needed for each student to complete.
11. Develop a schedule for each student so that he/she is ensured of timely completion.
12. Create a program-wide timeline for final discontinuance of the affected program.
13. Communicate the action plan to affected students as well as program faculty.
14. Communicate the action plan to the community and external agencies and licensing groups where appropriate.

## V. Conclusion of the Process

The Program Discontinuance Task Force will forward its recommendation to the Superintendent/President, the Academic Senate, and the Planning and Fiscal Council. As program discontinuance is an academic and professional matter, mutual agreement is required.

Upon mutual agreement after receiving the recommendation, the Superintendent/President will forward the recommendation to the Board of Trustees. Any program that receives a recommendation to discontinue can be terminated by the Board within a year.

## VI. Collective Bargaining

As this procedure impacts employment, it is a matter of collective bargaining in all cases. The Rio Hondo College Faculty Association and the California School Employees Association will be notified and given the necessary time to resolve the issues of collective bargaining.

## VII. Source/ Reference:

~~Education Code 78016; Title 5, 51022, 55130~~  
Education Code Section 78016;  
Title 5 Sections 51022 and 55130;  
ACCJC Accreditation Standard II.A.15

## AP 4021 Program Discontinuance

### References:

Education Code Section 78016;  
Title 5 Sections 51022 and 55130;  
ACCJC Accreditation Standard II.A.15

**NOTE:** *A procedure for discontinuance of career and technical programs is **legally required**. Procedures for discontinuance of other programs are **suggested as good practice**. Insert local practice.*

The procedure for discontinuance of career and technical programs should include a process for:

- Reviewing such programs every two years to ensure they meet legal standards.
- Terminating programs by the Governing Board if legal and other District standards are not met.

**New 8/04, Revised 4/15**



**PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION**AP No.  
4025

Board Reviewed: 8/15/07

Page 1 of 2

**Approved Senate language in green*****Note: This procedure is legally required. Local practice may be inserted here.***

- I. ~~The philosophy and criteria for the associate degree and general education at Rio Hondo College District shall address the following considerations contained in the references listed below. These include, but are not limited to:~~

The philosophy and criteria for the associate degree and general education **in the Rio Hondo College District addresses the following considerations. These include but are not limited to the following:**

- A. The programs of the **Rio Hondo College District** are consistent with the institutional mission, purposes, demographics and economics of its community.
- B. The philosophy and **criteria shaping the associate degrees of the Rio Hondo College District shall include learning experiences that lead to the specific capabilities and insights**, ~~regarding the associate degree shall references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including~~ **the following:**
1. ~~The ability to~~ **To** think and communicate clearly and effectively **both** orally and **in** writing;
  2. **To** use mathematics;
  3. **To** understand the modes of inquiry of the major disciplines;
  4. **To** be aware of other cultures and ~~times~~ **eras**;
  5. **To** achieve insights ~~gained through experience in thinking about~~ **regarding** ethical problems; and
  6. To develop the capacity for self-understanding.
- II. The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including **the following:**
- A. General Education is designed to introduce students to the variety of means through which people comprehend the modern world.
- B. General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

**PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION**

<b>AP No. 4025</b>
------------------------

Board Reviewed: 8/15/07

Page 2 of 2

---

III. ~~The procedures should also include the process used to determine which courses implement the District's philosophy on the associate degree and general education.~~

III. **The District ensures that its philosophy on associate degrees and general education is maintained through the processes and procedures of the Curriculum committee, articulation agreements, and through the reaffirmation of local, regional and national accreditation.**

IV. Sources/References:

Title 5 Section 55061

**ACCJC** Accreditation Standard **II.A (formerly II.A.3)**

## AP 4025 Philosophy and Criteria for Associate Degree and General Education

### References:

Title 5 Section 55061;  
ACCJC Accreditation Standard II.A (*formerly II.A.3*)

**NOTE:** *This procedure is **legally required**. Local practice may be inserted here.*

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
  - the ability to think and communicate clearly and effectively orally and writing;
  - use mathematics;
  - understand the modes of inquiry of the major disciplines;
  - be aware of other cultures and times;
  - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

**NOTE:** *The procedures should also include the process used to determine which courses implement the District's philosophy on the associate degree and general education.*

**Revised 2/08, 11/14**



ARTICULATIONAP No.  
4050

Board Reviewed: 8/15/07

Page 1 of 2

**Approved Senate language in green**

- I. Articulation is the responsibility of the **Rio Hondo College District** Articulation Officer.
- II. Articulation requests may come from faculty **of the District** at the college or from four-year institutions. All course outlines must be current (revised within the last five years) before an articulation request can be made. Baccalaureate institutions reserve the right to approve or deny any articulation request. **The following processes shall ensure equitable and correct articulation agreements.**
  - A. **CSU transferability shall be determined locally through the proceedings of the District's Curriculum Committee. UC transferability shall be determined by a yearly UC Transfer Course Agreement (UC TCA) process. Faculty must submit a request in writing to the Articulation Officer for it to be submitted during the annual process.**
  - B. **The requests for CSU GE and/or UC IGETC articulation must be submitted by faculty using the "Request for GE Submission" form (found on the Curriculum Committee website). The form shall be reviewed by the Articulation Officer and vetted through the Curriculum Committee. IGETC requests for major preparation courses may be submitted to the Articulation Officer in an on-going basis.**
- III. Articulation information is **shall be** disseminated to faculty, **and** deans **and** counselors when established and on an on-going basis.
- IV. All articulation agreements for four-year public institutions in California can be found on ASSIST. Courses submitted for UC approval as transferable to all UC's (UC TCA), Intersegmental General Education Courses (IGETC), and CSU General Education breadth courses are submitted through OSCAR to UC or CSU.
  - A. **All articulation agreements, requests and MOUs from regionally accredited private, or out-of-state institutions shall be reviewed by the Articulation Officer.**
- V. Emphasis on establishing articulation is with proximate baccalaureate institutions.
- VI. The Tech Prep Coordinator is responsible for articulation with local high schools.

ARTICULATION

AP No. 4050
----------------

Board Reviewed: 8/15/07

Page 2 of 2

---

VII. Sources/References:

Title 5, Section 51022(b)

**ACCJC** Accreditation Standard **II.A.10** (formerly II.A.6.a.)

## AP 4050 Articulation

### References:

Education Code Section 66720-66744;  
Title 5 Section 51022(b);  
ACCJC Accreditation Standard II.A.10 (*formerly II.A.6.a*)

**NOTE:** *This procedure is **legally required**. Districts may insert local practice here, which, as good practice, should address designated responsibility and processes for the development, maintenance, and distribution of articulation agreements.*

*Procedures may also identify schools and baccalaureate-level institutions with which the institution articulates that are not geographically proximate (as required by law) but that are determined to be appropriate and advantageous for the college.*

**Revised 2/07, 11/14**



**ACADEMIC RENEWAL**AP No.  
4240

Board Reviewed: 2/17/10; 12/8/10; 5/14/14

Page 1 of 2

- I. ~~Students may petition only once to have their academic record reviewed~~ **Students may petition to have their academic record reviewed (Senate)** for academic renewal of substandard academic performance under the following conditions:
  - Students must have achieved a grade point average of 2.0 in 30 units and
  - At least two years must have elapsed from the time the course work to be removed was completed.
- II. ~~Up to 30 units of course work may be eliminated from consideration in the cumulative grade point average.~~ **Students may apply for academic renewal multiple times. Up to 30 units of course work, in total, may be eliminated from consideration in the cumulative grade point average (Senate).**
- III. Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.
- IV. Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.
- V. Academic Renewal Guidelines (RHC Catalog)

The academic renewal procedure permits the alleviation of a student's previously recorded substandard academic performance that is not reflective of a student's present demonstrated ability and level of performance. Academic renewal may gain for students the benefits of their current level of ability and performance and not permanently penalize them for poor performance in the past.

Therefore, within the regulations listed, Rio Hondo College may disregard particular, previously recorded substandard work from a student's cumulative grade-point average.

1. Students may petition to have their academic record reviewed for academic renewal through the Admissions and Records Office to remove previous substandard work (any course in which a grade below 2.00 has been recorded) taken at Rio Hondo College. The District Superintendent/President, or designee, may grant permission.
2. Up to 30 units may be alleviated.
3. A student's current demonstrated ability may be the basis for alleviating previous substandard work.
4. From the last substandard work to be alleviated, the following 30 consecutive

**ACADEMIC RENEWAL**

<b>AP No. 4240</b>
------------------------

Board Reviewed: 2/17/10; 12/8/10; 5/14/14

Page 2 of 2

---

units from any accredited college or university must average at least a 2.00 GPA in order to qualify.

5. Two years must have elapsed since the most recent work to be alleviated.
  6. The student's academic record will be appropriately marked indicating those courses that have been alleviated.
- VI. When academic work is alleviated, grades are not removed; they are noted and subtracted from the grade point average. All entries remain legible so that a true and complete record is maintained. There is no assurance that alleviated courses will be treated similarly by other educational institutions outside the District.
- VII. Source / Reference:  
Title 5, Section 55044 and 55046.

## AP 4240 Academic Renewal

### Reference:

Title 5 Section 55046

**Note:** *This procedure is **legally required**. Local practice may be inserted but should comply with the following:*

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have achieved a grade point average of [**set a minimum of at least 2.0**] in [**set minimum number of units**], and
- At least [**set time limit**] must have elapsed from the time the course work to be removed was completed.

Up to [**set unit limit**] units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

**Note:** *Additional local procedures should be inserted, which **must** include:*

The procedures to be followed by the student in requesting academic renewal.  
Designated authorities.

Revised 8/06, 2/08, 9/08, 4/09



**FACULTY SERVICE AREA, MINIMUM QUALIFICATIONS AND EQUIVALENCIES**AP No.  
7211

Board Reviewed: 6-8-94, 2016

Page 1 of 5  
Formally CP  
5165I. Criteria

~~Only infrequently will candidates who do not meet the minimum qualifications qualify through the equivalency process. Candidates do possess equivalent qualifications who have all the appropriate courses for a particular degree but not possess the specific degree named on the Disciplines List. Very rarely, a candidate who is obviously highly qualified, who indeed may be the best qualified of all the candidates, will be able to demonstrate through publications or similar achievements that he or she has qualifications equivalent to those specified on the Disciplines List. However, the one who claims equivalent qualifications will have to provide conclusive evidence, evidence as clear and reliable as the college transcripts being submitted by the other candidates, that he or she has qualifications that are at least equivalent to what is required by the minimum qualifications. Specifically, the one making the claim must provide conclusive evidence in regard to each of the following:~~

- ~~A. For establishing the equivalent of the required degree, possession of a Master's degree and at least the equivalent in the level of the achievement and breadth and depth of understanding for each of the following as separate and distinct criteria:~~
- ~~1. The general education required for that degree; and~~
  - ~~2. The coursework required for that degree as defined by each discipline.~~

~~A candidate who does not provide conclusive evidence in regard to either 1 or 2 does not pass the equivalent of the degree in question when the minimum qualifications is a Master of Arts or Master of Science degree.~~

- ~~B. For the equivalent of required experience, possession of thorough and broad skill and knowledge for each of the following as separate and distinct criteria:~~
- ~~1. Demonstrated mastery of the current skills of the discipline thorough enough for the proposed specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline.~~
  - ~~2. Extensive and diverse knowledge of the working environment of the specific discipline.~~

**FACULTY SERVICE AREA, MINIMUM QUALIFICATIONS AND EQUIVALENCIES**AP No.  
7211

Board Reviewed: 6-8-94, 2016

Page 2 of 5  
Formally CP  
5165

~~A candidate who does not present conclusive evidence in regard to either 1 or 2 does not possess the equivalent of the experience in question.~~

~~6. Eminence may be the basis for granting the equivalency as determined by the criteria of each discipline.~~

~~1. The ASERC shall approve the decision for granting or denying the equivalency if it is consistent with the criteria previously adopted by the affecting discipline.~~

~~a. The ASERC shall notify the Human Resources Office whether the candidate should be added to the pool of candidates eligible for interview for the faculty position.~~

~~2. The ASERC shall overrule or remand the decision for granting or denying an equivalency if it is determined that the decision is inconsistent with the discipline's adopted criteria or that the discipline(s) committee failed to follow the procedures adopted by the affected division.~~

~~3. The ASERC shall advise the Human Resources Office within two (2) days of its deliberations that the equivalency has been granted, denied or has been referred back to the discipline(s) committee for further consideration.~~

~~E. Should the governing board determine that it intends to overrule the recommendation of the discipline(s) committee and the ASERC regarding the determination of employment on the basis of equivalency, it shall defer final action on its decision until the President of the Academic Senate or his/her designee is provided an opportunity to comment on the proposed decision.~~

~~II. FACULTY SERVICE AREAS~~

~~A faculty member requesting an additional Faculty Service Area designation shall follow the procedure outlined above, except that the faculty member will have an opportunity to meet with the ASERC before the denial of his/her request for a Faculty Service Area designation by equivalency becomes final.~~

**FACULTY SERVICE AREA, MINIMUM QUALIFICATIONS AND EQUIVALENCIES**AP No.  
7211

Board Reviewed: 6-8-94, 2016

Page 3 of 5  
Formally CP  
5165

- ~~A. An aggrieved faculty member shall be eligible to proceed to the Formal Hearing as outlined in CP 5005 at the conclusion of the meeting with the ASERC.~~
- ~~B. For purposes of an equivalency grievance, the meeting with the ASERC shall be deemed the informal meeting.~~

**I. Faculty Service Areas**

~~Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate with the Academic Senate and approved by the Board of Trustees.~~

- A. Faculty service areas have been established and are incorporated into the Collective Bargaining Agreement between the District and the Rio Hondo College Faculty Association.
- B. Any changes to those areas can only occur through the negotiations process.
- C. Any faculty member may apply to add a faculty service area by submitting the appropriate form to Human Resources. The form must be submitted by February 15<sup>th</sup> in order to take effect the following academic year.

**II. Minimum Qualifications**

~~Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors adopted pursuant to education code section 87356.~~

- A. The Board of Governors of the California Community Colleges have established minimum qualifications for faculty service areas. Faculty shall meet these minimum qualifications unless Rio Hondo College has established its own. Faculty within a discipline may establish local minimum qualifications so long as they are at least equivalent to those established by the Board of Governors. The local minimum qualifications must be approved by both the Academic Senate and the District.

FACULTY SERVICE AREA, MINIMUM QUALIFICATIONS AND EQUIVALENCIESAP No.  
7211

Board Reviewed: 6-8-94, 2016

Page 4 of 5  
Formally CP  
5165

- B. Any change in minimum qualifications shall not affect current faculty members already in a faculty service area.

### III. Equivalencies

Equivalency Committee: An Academic Senate equivalency committee shall be established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." In order to ensure that the Board of Trustees relies primarily on the advice and judgment of the Academic Senate, the Academic Senate equivalency committee shall:

- A. Be available to review and serve as a resource regarding equivalency determinations.
  - B. Recommend all equivalency determinations to the Board.
  - C. Further clarify the criteria to be used for determining equivalency.
  - D. Periodically review this procedure and recommend necessary changes to the Academic Senate and the Board.
  - E. In general, ensure that the equivalency process works well and meets the requirements of the law.
- A. Faculty within a discipline may establish local equivalencies for faculty service areas so long as they are at least equivalent to the minimum qualifications established by the Board of Governors. The local equivalencies must be approved by the Academic Senate and by the District.
- B. Any change in local equivalencies shall not affect current faculty members already in a faculty service area.

FACULTY SERVICE AREA, MINIMUM QUALIFICATIONS AND EQUIVALENCIESAP No.  
7211

Board Reviewed: 6-8-94, 2016

Page 5 of 5  
Formally CP  
5165

## IV. Determination of Equivalencies.

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

- A. All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.
- B. The District employment application forms for faculty positions will ask applicants to state how whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence demonstrate how they meet the equivalency required. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

- V. The Human Resources Department will first screen all qualified applicants. Those claiming equivalency will have their claims examined and approved by a division committee. and then a final review by the Senate President prior to being interviewed will be required. Only applicants who are found to meet the test of equivalency shall be selected for interview forwarded to the selection committee.

(Senate suggests that the procedures involved in equivalency determination, IV and V, be removed here and inserted into AP 7217 Faculty Employment where it would be more appropriate)

## VI. Sources / Reference:

Education Code Sections 87001, 87003, 87743.2, 87356, 87359; Title 5, Section 53400 et seq.

# AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

## References:

Education Code Sections 87001, 87003, and 87743.2;  
Title 5 Sections 53400 et seq.;  
ACCJC Accreditation Standard III.A.2-4

**NOTE:** *This procedure is **legally required**. Local practice may be inserted. The following is provided as an illustrative example only. The equivalency examples are provided in some detail, but in any event must be developed and jointly agreed upon by representatives of the District and the academic senate.*

## Faculty Service Areas

Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

## Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

## Equivalencies

Equivalency Committee – An academic senate equivalency committee shall be established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." In order to ensure that the Governing Board relies primarily on the advice and judgment of the Academic Senate, the academic senate equivalency committee shall:

- Be available to screening and selection committees as a resource regarding equivalency determinations.
- Review the decisions of the screening committees as described below.
- Recommend all equivalency determinations to the Governing Board.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that careful records are kept of all equivalency determinations.
- Periodically review this procedure and recommend necessary changes to the Academic Senate and Governing Board.
- In general, ensure that the equivalency process works well and meets the requirements of the law.

**Determination of Equivalencies** – The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

The **[designate authority]** will first screen all qualified applicants, assuming that those claiming equivalency are in fact equivalent. Once applicants have been selected for interview, those claiming equivalency will have their claims examined by the **[designate authority]** prior to being interviewed. Only applicants who are found to meet the test of equivalency shall be selected for interview.

The **[designate authority]** shall send its decisions concerning equivalency and non-equivalency to the **[designate authority]** to the academic senate equivalency committee before candidates are notified of interviews. The equivalency committee will review the decisions of the screening, asking the following questions:

- Was the decision made in accord with this procedure?
- Specifically, did the screening committee follow the criteria for evidence of equivalency stated in this procedure?
- Are the Committee's decisions consistent with similar decisions made by earlier committees in this discipline or similar disciplines?

The academic senate equivalency committee shall employ the following procedures in emergencies or special circumstances:

- In case a candidate to be offered an adjunct or temporary position is also an equivalency claimant, the screening committee shall determine the equivalency status immediately following the interview and make a recommendation to the department chair or appropriate area administrator if there is no chair. This recommendation shall be forwarded to **[designate authority]**.
- **[Designate authority]** will review the recommendation and either accept or reject it. If the candidate is acceptable, the department is free to extend

the job offer; if unacceptable, the selection committee may request a review by **[designate authority]**.

- For the purposes of this procedure, an emergency or special circumstance is defined as a situation in which the full hiring process cannot be carried out in a timely manner. Such situations may include, but are not limited to the following:
  - Vacancies that occur shortly before the beginning of a session in which there is not sufficient time for the full equivalency process to take place.
  - Additional sections of a class added shortly before the beginning of a session or after the session begins.
  - An unforeseen opportunity, occurring shortly before the beginning of a session, to staff sections in locations, venues, or subject matter specialties for courses which previously have been difficult to schedule (certain off-campus sites, contract education, short courses, etc.).

The District may elect to award equivalency for faculty teaching in vocational disciplines that do not require the master's degree.

- **Semester units/occupational experience:** 120 semester units AND two years of occupational experience in the discipline; or, 60 semester units AND six years of occupational experience in the discipline; or, 30 semester units or industrial certification AND eight years of occupational experience in the discipline. Note; all semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.
- **Related occupational experience:** May be substituted by teaching experience in the discipline or related discipline on a year-for-year basis.
- **Recency:** An individual employed to teach a vocational discipline shall demonstrate a competency in the current technology of that discipline.
- **Rare exceptions:** In the rare case that an individual does not specifically meet the equivalency provisions as stated in the above Sections (#1 - #3), and the department chair, the full-time faculty in that discipline (if applicable), supervising instructional administrator and **[insert position, such as Vice President for Academic Affairs]** agree that the person is otherwise qualified to teach in that discipline, that individual's qualifications may be recommended to the academic senate equivalency committee chair as deemed "equivalent" for that discipline.

Revised 4/15

**FINANCIAL AID**

<b>AP No. 5130</b>
------------------------

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 1 of 9

**I. The District shall offer the following financial aid which may include but are not limited to:**

- A. Board of Governor's Fee Waiver (BOGW)
- B. Federal Pell Grant (PELL)
- C. Federal Student Extended Opportunity Grant (SEOG)
- D. Federal Work Study (FWS)
- E. Cal Grant B
- F. Cal Grant C

**G. Federal Direct Student Loan Program (CCLC)****II. ~~How to~~ Applying for Financial Aid**

- A. **U.S. citizen or eligible non-citizen** students who are interested in any type of financial aid assistance will complete a FAFSA application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as early as January 1 but no later than June 30.
- B. **Non-resident California high school graduate students who are AB 540 eligible who are interested in applying for BOG Fee Waivers, Cal Grants, and Chafee Grants will complete a California Dream Act application at [www.csac.ca.gov/dream\\_act.asp](http://www.csac.ca.gov/dream_act.asp).**
- C. Students who meet Cal Grant eligibility with a 2.0 GPA or greater must also submit a GPA Verification Form on or before March 2.
- D. Students who miss the March 2 deadline have another opportunity to submit their GPA Verification Form no later than September 2.
- E. Students who are interested in applying for a Federal Direct Loan Program must attend a mandatory loan workshop and complete a Loan Application.

**III. Federal Eligibility Requirements****The District will abide by federal eligibility requirements which require students to:**

- A. Enroll in an eligible program to obtain a degree or certificate offered by the college;
- B. Have a high school diploma or equivalent or have been home schooled;

FINANCIAL AIDAP No.  
5130

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 2 of 9

- C. Be a U.S Citizen or eligible non-citizen;
  - D. Meet enrollment status requirements;
  - E. **Not** have drug related convictions while receiving financial aid;
  - F. Be enrolled in a minimum of six (6) units to be eligible and maintain a 2.0 cumulative GPA if the student is receiving Federal Work Study.
- IV. Cal Grant Eligibility Requirements
- A. **U.S. citizen or eligible non-citizen students** must be California residents, meet requirements for federal grants, and submit a GPA verification form to the California Student Aid Commission (CSAC) in addition to completing the FAFSA by March 2. Cal grant recipients are selected by CSAC.
  - B. **Non-resident eligible students must submit a GPA verification form to the California Student Aid Commission (CSAC) in addition to completing the California Dream Act application by March 2 and meet the following requirements:**
    - 1. **Have attended a California high school for three (3) or more full academic years between grades 9 through 12;**
    - 2. **Have graduated or will from a California high school, attained a GED, or received a passing mark on the California High School Proficiency Exam (CHSPE);**
    - 3. **Register or be currently enrolled at an accredited institution of higher education in California;**
    - 4. **Not hold a valid non-immigrant visa i.e. (F, J, H, L ,A, B, E, etc.);**
    - 5. **Demonstrate financial need and meet all other Cal Grant eligibility requirements;**
    - 6. **Shall fill out an affidavit stating that they have filed or will file an application to legalize their immigration status as soon as they are eligible to do so if the student is without legal immigration status.**
  - C. Students must be enrolled in a minimum of six (6) units to receive Cal Grant funds.
- V. Disbursement Procedures

FINANCIAL AIDAP No.  
5130

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 3 of 9

- A. The Office of Financial Aid will disburse PELL Grant aid in ~~two~~ **three (3)** payments. Aid is awarded at twelve (12) units. If the student drops down to  $\frac{3}{4}$  time,  $\frac{1}{2}$  time, or less than half time, the student's award will be adjusted on the second ~~third~~ disbursement after 75% ~~60%~~ of the semester to reflect enrollment status.

## VI. Repayment Status

- A. Students who withdraw from all classes prior to completing more than 60% of the semester will have their financial aid eligibility recalculated based on the percentage of the semester completed, and will be required to repay any unearned financial aid they received. Recipients of federal programs are subject to the Return of Title IV funds requirements. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds they have received.
- B. Students will be notified within thirty (30) days of determination of withdrawal. If full payment is not submitted to Office of Financial aid within ~~45~~ **(thirty) 30** business **days**, the student will be referred to the Department of Education's Borrower Services for collection of payment.

## VII. Delinquent Financial Obligations

- A. Students who are in an overpayment situation will be notified by the Financial Aid Office via email and mail of the overpayment amount. Student will have thirty (30) days to repay in full. Failure to repay debt may lead to the student being referred to the Department of Education's Borrower Services for collection of payment.
- B. Overpayments that cannot be referred to the Department of Education for collection will result in a student hold placed on their ~~students'~~ academic records, preventing future registration, transcript issuance, and grades, or any combination thereof. **Students will may be referred to the Chancellor's Office Tax Offset Program (COTOP) for collection.**
- C. For a student or former student who has failed to pay a proper financial obligation due the District (e.g., returned check, unpaid loan, equipment breakage, unpaid library fine, etc.), Rio Hondo College will withhold grades, transcripts, diplomas, and registration privileges, or any combination thereof.
- D. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation.
- E. If a student believes that he or she does not owe all or part of any unpaid obligation, the student should contact the Rio Hondo College Cashier's

**FINANCIAL AID**

<b>AP No.</b> <b>5130</b>
------------------------------

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 4 of 9

Office. The Cashier's Office will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt. The student may be referred to the office where the obligation occurred for resolution of the debt.

**VIII. Satisfactory Academic Progress (SAP)**

- A. Satisfactory Academic Progress provides quantitative, qualitative, and incremental standards by which the College can determine whether or not a student requesting and/or receiving federal financial aid funds is maintaining the satisfactory academic progress required in his or her course of study. This standard applies to all students requesting Title IV funds.
- B. **To be eligible for federal and state aid, The Department of Education requires that all students must make satisfactory academic progress.** To comply with federal regulations established by the United States Department of Education, the following defines Satisfactory Academic Progress Standards for all students requesting and receiving Title IV aid:
1. Grade Point Average: A minimum cumulative 2.0 G.P.A. requirement exists for financial aid recipients. An academically disqualified student is not eligible to receive financial aid.
  2. ~~Minimum Unit Completion~~ **Pace of Progression:**
    - Recipients of federal financial aid are required to successfully complete a minimum of 67% of the attempted units.
    - Grades of "W", "F", "I", "NC", "IP" or "**NP**" do not signify successful completion of units for financial aid eligibility. The student must provide official notification of any grade changes to the Office of Financial Aid.
  3. Maximum Unit and Time Frame Eligibility: An Associate Degree at Rio Hondo College requires a minimum of sixty (60) units. A student can only receive financial assistance for a maximum of 150% of the school's published program length. RHC measures the progress of all students in attempted semester units. Once the student has attempted 150% of their program, he/she is no longer eligible for financial aid.
- C. **Remedial and ESL Courses**
1. **Financial Aid may be received for remedial (basic skills) courses if the remedial courses are a prerequisite for entrance into a**

**FINANCIAL AID**

AP No. 5130
----------------

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 5 of 9

**regular college program. Aid cannot be received for more than thirty (30) attempted units of remedial coursework.**

2. **English as a New Language (ENLA) coursework must be part of an eligible program of study to receive financial aid. A student enrolled in ENLA classes who is not in an eligible program of study is not eligible for financial aid funds.**
3. **ENLA and remedial coursework will count toward the 2.0 GPA and 67% units completion requirements (SAP standards). However, ENLA units will not count towards the maximum timeframe limit and a maximum of thirty (30) attempted remedial units will be subtracted from the total; when maximum time frame units are being counted.**

**D. Repetition of Courses**

1. **Federal regulations allows for classes to be repeated only once. Unauthorized repetition of classes will not receive credit for Title IV funding eligibility. Repeated semester units will count toward the 90 unit maximum allowed.**

**E. Students who fail to meet any of the Satisfactory Academic Progress standards will be considered:**

1. **Financial Aid Warning:** Failure to complete attempted units with a G.P.A. of 2.0 will result in the student being placed on financial aid warning. If the student fails to meet the terms of the warning period, he/she will be ineligible for further financial aid.
2. **Financial Aid ~~Terminated~~ **Suspension**:** Failure to meet the Satisfactory Academic Progress standard during the warning period will ~~suspend~~ **cause suspension of** the student's financial aid. The student will no longer be eligible to receive Title IV Aid, only a BOGW **if eligible**.

**F. The Office of Financial Aid will review Satisfactory Academic Progress at the end of every semester once grades are posted.****G. Reinstatement of Eligibility:**

1. **Students may submit a Satisfactory Academic Progress appeal.**
2. Once a student's financial aid is terminated due to not making satisfactory academic progress, he/she may submit a Satisfactory Academic Progress Appeal, demonstrating extenuating

FINANCIAL AID

<b>AP No.</b> <b>5130</b>
------------------------------

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 6 of 9

circumstances. The student must submit documentary evidence showing extenuating circumstance.

3. **All required documentation will be reviewed by the Financial Aid Director in consultation with the Financial Aid Appeals Committee (PFC 5-13-14) and the following decision will be taken:**
  - **Approve with probationary conditions;**
  - **Approve with educational plan conditions;**
  - **Deny.**
4. If students cannot demonstrate any extenuating circumstances, they must successfully complete attempted units and show sustained progress for two semesters before submitting a Satisfactory Academic Progress Appeal.

~~H. Repetition of Classes: Federal regulations allows for classes to be repeated only once. **Unauthorized repetition of classes will not receive credit for Title IV funding eligibility. (former BP4150)**~~

**H. General Stipulations: (former BP 4150)**

1. **All financial aid recipients must have a stated acceptable educational objective on file with the Office of Financial Aid.**
2. **Any student whose previous and/or current academic record exhibits a pattern of unsatisfactory academic progress extending beyond the standards set for the above shall be placed on financial aid probation and be subject to a reduction in aid or disqualification from participation in the financial aid program.**
3. **Financial aid will be withheld from a student when the Financial Aid Office has knowledge of a discrepancy in the information reported on the student's financial aid application.**

~~I. Appeals:~~

- ~~1. All appeals and documentation will be reviewed by the Financial Aid Director~~
- ~~2. The Financial Aid Director will make the following decisions:~~
  - ~~• Approve unconditionally~~

**FINANCIAL AID**

AP No. 5130
----------------

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 7 of 9

~~• Approve with conditions~~

~~• Deny~~

~~3. The Director of Financial Aid's decision is final~~

~~J. The Office of Financial Aid will review Satisfactory Academic Progress at the end of every semester once grades are posted.~~

**IX. Misrepresentation**

- A. Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services; makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education. (CCLC)**
- B. A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial. (CCLC)**
- C. This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services as reflected herein. (CCLC)**

**X. Loss of Eligibility for BOG Fee Waiver**

- A. A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.**
- B. The District shall notify students of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification must clearly state that two consecutive primary terms of probation will lead to a loss of the BOG Fee Waiver until the student is no longer on probation. The notification must also advise students about the available student support services to assist them in maintaining eligibility.**

FINANCIAL AIDAP No.  
5130

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 8 of 9

- C. **The District shall adopt, prominently display, and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing eligibility BOG Fee Waiver eligibility. Dissemination includes, but is not limited to, information provided in college catalogs and class schedules.**
- D. **The District shall establish written procedures by which a student may appeal the loss of a BOG Fee Waiver due to extenuating circumstances, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.**
- E. **Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).**

~~X. Student Scholarships – Administration of Scholarships~~

- ~~A. Administration of Scholarships Student Scholarships and donor funds are administered through The Rio Hondo College Foundation.~~
- ~~B. The Financial Aid Office will work closely with The Rio Hondo College Foundation to award eligible recipients.~~
- ~~C. The Rio Hondo College Foundation will provide a listing of awarded students to the Financial Aid Office [All information on Scholarships removed on 7/31/14 per President Dreyfuss with the understanding that it will be incorporated in the future after the process has been further developed.~~
  - ~~1. Student Scholarships are handled through both The Office of Financial Aid and The Foundation. All donor funds are administered through the Foundation.~~
  - ~~2. All scholarships will adhere to the Donor eligibility requirements.~~
- ~~D. Scholarship Applications~~

FINANCIAL AIDAP No.  
5130

Board Reviewed: Replaces former CP4410, CP4440 and BP 4150

Page 9 of 9

- ~~1. Students can apply for available scholarships online.~~
- ~~2. Once the deadline to apply for scholarship has passed the scholarship committee will be formed.~~

~~E. Scholarship Committee~~

- ~~1. The Director of Financial Aid will form a scholarship committee that will review all electronic applications. A rating criteria established will be followed when reviewing applications.~~
- ~~2. All applicant ratings will be reviewed by the Office of Financial Aid and determine the students that were awarded.~~

~~F. Awarding Students~~

- ~~1. Students that were awarded a scholarship will be notified via email.~~
- ~~2. A listing of students will be sent to the Foundation Office. The Foundation Office will prepare requisitions and submit to the Accounting Office.~~
- ~~3. The Accounting Office will draw warrants for awarded students and the Foundation Office will mail out checks to students.~~
- ~~4. The donor will also be notified of the award winner. (former CP4410)~~

## XI. Sources/References:

**Education Code Sections 66021.6, 66025.9 and 76300; Title 5 Sections 55031 and 58600 et seq.; 20 U.S. Code Sections 1070 et seq.; 34 Code of Federal Regulations Section 668 (U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard III.D.15. (CCLC)**

**Volume 1, Chapter 1 (p. 1-10), 2012-2013 Federal Student Aid (FSA) Handbook**