



Midterm Report

Submitted by

**Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601**

To
**Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges**



Photo by Rudy Martinez

October 15, 2011

Table of Contents

	Page
Table of Contents	1
Committee Membership	2
Certification of Institutional <i>Follow-Up Report</i>	3
Statement on Report Preparation	4
Midterm Report Reference Guide	7
Recommendation 1: Institutional Effectiveness <i>(Standard I)</i>	11
Recommendation 2: Student Learning Outcomes <i>(Standard II)</i>	17
Recommendation 3: Student Support Services <i>(Standard IIB)</i>	19
Recommendation 4: Human Resources <i>(Standard IIIA)</i>	20
Recommendation 5: Leadership <i>(Standard IVA)</i>	21
Recommendation 6: Governance <i>(Standard IVB)</i>	23
Standard I	26
Standard II	27
Standard III	32
Standard IV	36

Committee Membership

Executive Committee:

Dr. Ted Martinez Jr.,	Superintendent/President
Dr. Paul Parnell	Vice-President, Academic Affairs
Henry Gee	Vice-President, Student Services
Teresa Dreyfuss	Vice-President, Finance & Business

ART Membership

Co-Chair	JoAnna Downey	Dean, Arts & Cultural Programs
Co-Chair	Katie O'Brien	Faculty - Coordinator Staff Development/Flex
Staff Support	Angie Tomasich	Confidential, President's Office
	Russell Castañeda- Calleros	Director, Government & Community Relations
	Marie Eckstrom	President, Academic Senate
	Yolanda Emerson	Director, Human Resources
	Zeus Galindo	President, ASB, 2011-2012
	Kats Gustafson	Dean, Library & Instructional Support
	Susan Herney	Director, Marketing & Communications
	Dr. Robert Holcomb	Assistant Dean, Student Success and Retention (Basic Skills)
	Dr. Walter Jones	Dean, Counseling & Student Development
	Karen Koos	Dean, Math & Sciences
	Matt Koutroulis	Faculty, Chemistry
	Howard Kummerman	Dean, Institutional Research & Planning
	Moises Mata	Faculty, Communications & Languages
	Sandra Rivera	President, CSEA
	Andrea Rivera-Ringo	Classified, Disabled Students Program & Services
	Lisa Sandoval	Classified, District Computer Lab
	Jodi Senk	Faculty, Physical Education
	Dr. Adam Wetsman	Faculty, Anthropology
	Sally Willsey	Classified, Learning Assistance Center Instructional Assistant

Certification of Institutional *Midterm Report*
Rio Hondo College
October 15, 2011

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601

This institutional *Midterm Report* is submitted to fulfill the requirements detailed in the January 31, 2011, letter to the Superintendent/President of Rio Hondo College, Dr. Ted Martinez, Jr.

We certify that there were opportunities for broad participation by the campus community, and we believe that the *Midterm Report* accurately reflects the nature and substance of the actions Rio Hondo College has taken in response to the report submitted by WASC.

Signed

Maria-Elena Martinez, President, Board of Trustees, Rio Hondo Community College District

Ted Martinez, Jr., Ph.D., Superintendent/President, Rio Hondo Community College District

Paul Parnell, Ph.D., Vice President of Academic Affairs, Rio Hondo Community College District

Marie Eckstrom, President, Academic Senate

Sandra Rivera, President, California School Employees Association

Zeus Galindo, President, Associated Student Body

Statement on Report Preparation

Response to ACCJC Communication on January 31, 2011

On January 31, 2011, Rio Hondo College (RHC) received a letter from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) noting the progress made by Rio Hondo College in addressing Recommendation 2 in the *Follow-Up Report* submitted on October 15, 2010. The letter also noted that Rio Hondo College was to file a Midterm Report by October 15, 2011, as required, the third year after each comprehensive evaluation (Self Study).

Upon receipt of this 2011 letter, the Accreditation Response Team (ART) convened to prepare the planning agenda for the Midterm Report. Their work is detailed in the following sections.

Accreditation Response Team (ART)

The Accreditation Response Team (ART) at Rio Hondo College was comprised of the Executive Committee whose members include the Superintendent/President of the College, the Vice President of Academic Affairs, the Vice President of Student Services, and the Vice President of Finance and Business. Two co-chairs represented the administrators and faculty, the Dean of Arts and the Staff Development Coordinator, respectively. The remainder of the ART members, representing all campus constituencies, were either selected by the Vice President of Academic Affairs or self-selected to serve on a subcommittee.

In an effort to keep the campus community informed, the RHC Accreditation website is updated as internal changes are implemented or information is communicated to the College by WASC.

The [website](#) features the following sections and links:

Overview

Committee Membership

Meeting agendas

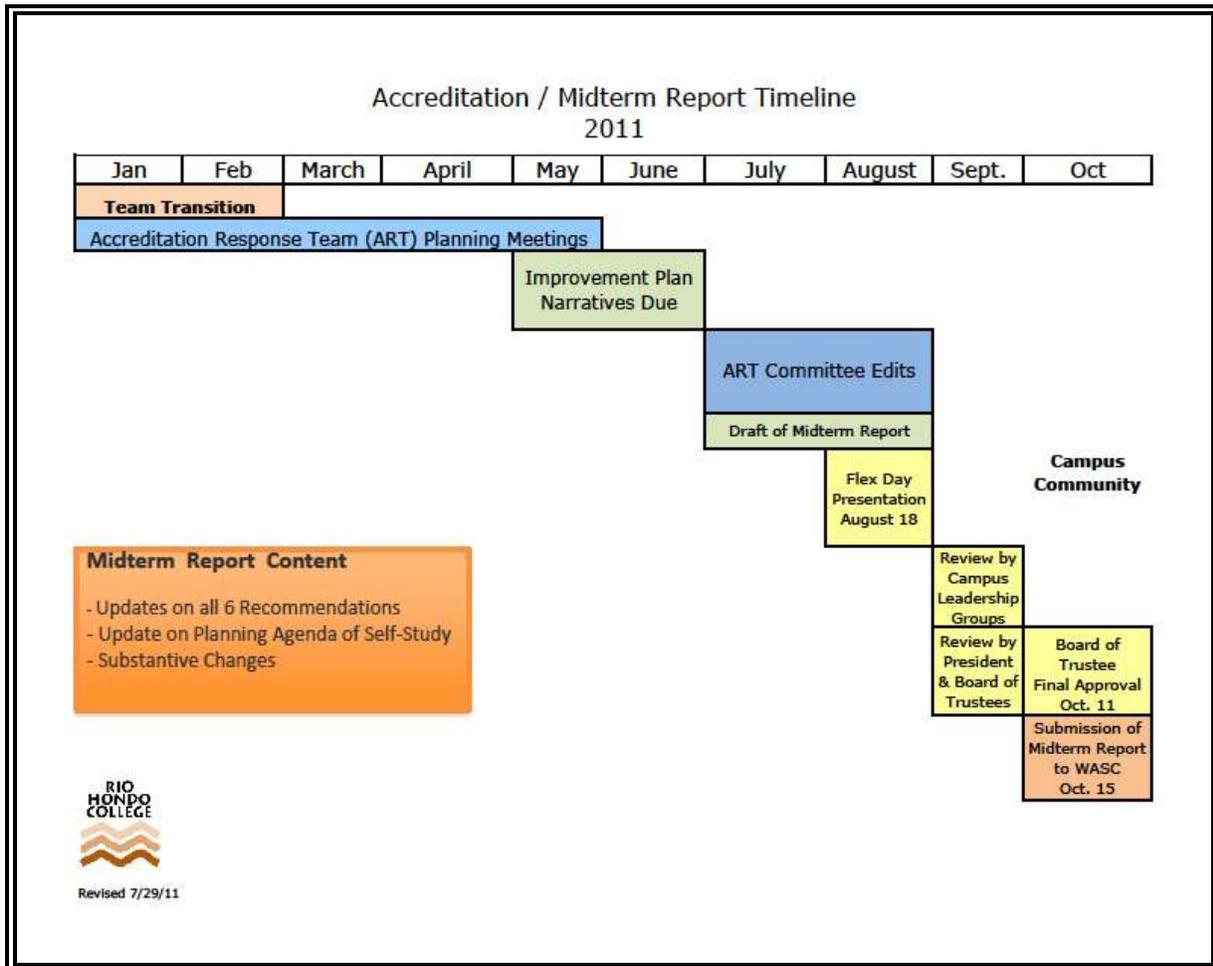
Communication from WASC

Links

FAQs

Accreditation Response Team Planning Process

A timeline was established delineating four distinct phases for the work ART members would accomplish. This timeline was shared with, and approved by, RHC administrators, Academic Senate, California School Employees Association (CSEA), and the Planning and Fiscal Council (PFC) before implementation. The planning process followed the timeline below.



The Content of Midterm Report

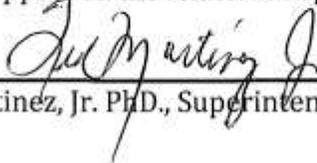
The following report details the progress made by Rio Hondo College since the 2008 *Self Study*, and 2009 and 2010 *Follow-Up Reports*. The activities outlined in the timeline informed the content of the *Midterm Report*.

This Midterm Report is divided into nine chapters. The first section provides a review and update of the six (6) recommendations covered in the 2009 *Follow-Up Report*; three (3) additional chapters detail the self-identified "Plans for Improvement" written into the 2008 Self-Study that were not already addressed in the previous chapters. (Note: no plans for improvement in Standard I are included in this report because all plans were subsumed into Recommendation 1 of the 2009 *Follow-Up Report* and updates are reviewed in that chapter).

Contributions to the text of the *Midterm Report* came from the chairs and members of the subcommittee groups, the Executive Team, Planning and Fiscal Council (PFC), Academic Senate, California School Employees Association (CSEA), and the staff and faculty of Rio Hondo Community College District.

The Presidents of Academic Senate, Associated Student Body, and California School Employees Association, as well as the Planning and Fiscal Council and the chairs and members of ART, reviewed and approved the *Midterm Report* as stated above.

The Board of Trustees, the Superintendent/President of Rio Hondo College, and Executive Council approved the *Midterm Report* at the October 11, 2011 Board meeting.



Ted Martinez, Jr. Ph.D., Superintendent/President, Rio Hondo Community College District

MIDTERM REPORT REFERENCE GUIDE

Standards and Improvement Plans Referenced in the 2008 Self Study

Standard	2008 Identified Plans for Improvement	Addressed in Midterm Report
<i>IB.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</i>	Support course and program level SLOs Develop and support institutional level SLOs	Recommendation 1
<i>IB.3 - The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</i>	Data analysis will be used in strategic planning.	Recommendation 1
<i>IIA.1c - The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes, and uses assessment results to make improvements.</i>	Develop timelines for program SLOs	Recommendation 2
<i>IIA.2f - The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for course, certificate, and programs, including general and vocational education and degrees. The institution systematically strives to improve those outcomes and make the results available to appropriate constituencies.</i>	Continue to assess SLOs and evaluate the assessments	Recommendation 1
<i>IIA.2i - The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</i>	Continue to assess program SLOs	Recommendation 2
<i>IIA.4 - All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</i>	Implement new Title 5 regulations	Standard II

Standard	Plans for Improvement	Addressed in Midterm Report
<p>IIIA.1.a. - Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	<p>Finalize hiring procedures for academic employees.</p>	<p>Standard III</p>
<p>IIIA.4.c - The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.</p>	<p>Development of clear modes of evaluation</p>	<p>Standard III</p>
<p>IIIA.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	<p>Create professional development plans for managers and provide for skills upgrades</p>	<p>Standard III</p>
<p>IIIA.6 - Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the assessments as the basis for improvement.</p>	<p>Develop new staffing committee.</p>	<p>Recommendation 1</p>
<p>IIIC.1.a - Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</p>	<p>Continue to evaluate and update technology needs</p>	<p>Standard III</p>
<p>IIID.3 - The institution systematically assesses the effective use of financial resources and uses the results as the basis for improvement</p>	<p>Improve communication within the College</p>	<p>Recommendation 1</p>

Standard	Plans for Improvement	Addressed in Midterm Report
<i>IVA.1- Institutional leaders create an environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</i>	Analyze outcomes and objective	Recommendation 1
<i>IVA.2.a - Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</i>	Continue to update policies and procedures	Recommendation 6
<i>IVA.3 - Through established governance structures, processes, and practices, the governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</i>	Publicize Board meetings, disseminate "President's Update"	Recommendation 5
<i>IVA.5 - The role of leadership and the institution's governance and decision making and effectiveness are evaluated. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</i>	Create, distribute, analyze, and communicate surveys of Governance effectiveness	Recommendation 5
<i>IVB.1 - The institution has a governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing Board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the College or the district/system.</i>	Review CEO selection process; Review CEO evaluation instrument	Recommendation 6 Standard IV

Standard	Plans for Improvement	Addressed in Midterm Report
<i>IVB.1.f - The governing Board has a program for Board development and new member orientation. It has a mechanism for providing continuity of Board membership and staggered terms of office.</i>	Develop Board orientation procedures	Standard IV
<i>IVB.1.g - The governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies and bylaws.</i>	Revise self-evaluation instrument	Standard IV
<i>IVB.1.i - The governing Board is informed and involved in the accreditation process.</i>	Develop process for Board participation	Recommendation 6
<i>IVB.1.j - The governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-College district/system or the College chief Administrator (most often known as the president) in the case of a single College. The governing Board delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference and hold him/her accountable for the operation of the district/system or College respectively. In multi-College districts/systems, the governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the College.</i>	Develop Administrative Procedure for hiring of President	Recommendation 6

Recommendation 1

In the 2009 Follow-up Report, Rio Hondo College was asked to address the following from the Commission:

Develop and implement an institutional planning process that includes: measurable institutional goals and objectives with a timeline for the implementation and achievement of these goals, and a schedule for when the achievement of these will be assessed; more clearly defined links between the college's program review, unit planning and resource allocation processes as parts of an integrated process for continuous improvement; communication more broadly across the campus of the purposes and intended outcomes of each component of the planning process as well as the integrated planning process as a whole; an examination of institutional effectiveness through a broad-based dialogue that centers around clearly defined measures of effectiveness and the assessment of the effective use of resources; the opportunity for members from all constituency groups to fully participate in the process at all levels; a staff development program that permeates the institution to promote the effective use of data, including identification of where data are available; and clearly defined processes for assessing the effectiveness of the planning process as a whole, as well as each of the components, that includes timelines for evaluation, assigned responsibilities, and expected outcomes (Standards IB.1, IB.2, IB.3, IB.4, IB.5, IB.6, IB.7, IIA.2, IIIA.6, IIID.1.a, IIID.3).

Overview of Results

In response to ACCJC's recommendations, Rio Hondo College formed the Institutional Effectiveness Committee (IEC) in 2009 to address all institutional goals and objectives; plan a schedule for implementation; and ensure integration among planning, resources, and learning at the district. The IEC also took steps to implement a planning survey, which offers all campus constituents an opportunity to provide feedback on planning and developed website tools to assist with and improve the planning process. The college is currently in the process of developing the Institutional Effectiveness Model which integrates all processes at Rio Hondo that support students from the point of first contact to transfer, graduation, and/or employment. This model will be used in conjunction with the planning process and resource allocation to identify key indicators of student success, and will be utilized to assess the effectiveness of our college-wide effort. The chart below outlines our progress in implementing a comprehensive institutional planning process.

Activity	2007-08	2008-09	2009-10	2010-11	2011-12
INSTITUTIONAL GOALS, OBJECTIVES, AND KPI	GOALS 08-09	GOALS 09-10	GOALS 10-11	GOALS 11-12	GOALS 12-13
PROGRAM, UNIT, AND AREA PLANS DEVELOPED		PLANS 09-10	PLANS 10-11	PLANS 11-12	PLANS 12-13
IMPLEMENTATION OF PLANS			IMPLEMENT 09-10	IMPLEMENT 10-11	IMPLEMENT 11-12
EVALUATION				EVALUATION 09-10	EVALUATION 10-11

Progress Made since 2009

The following sections detail how the College has progressed in the areas of planning since the 2009 Follow-Up Report.

Continuous Institutional Improvement

Since 2009, Rio Hondo College Institutional Planning Process has implemented steps to improve SLOs and continuous institutional improvement.

- Student Learning Outcome information is included in each program plan and program review submitted through the planning software. Information required for this section is included in the training materials. (Ref. 1.1)
- The college is in the process of creating an Institutional Effectiveness Model (formerly called the Student Success Model) that will measure student and institutional success. The main categories covered in the model are in draft form. (Ref. 1.2)
- Annual evaluation of the Institutional Planning Process and the Campus Climate Survey.

Analysis and Use of Data to Inform the Institutional Planning Process

Analysis of both quantitative and qualitative data is utilized throughout the entire Institutional Planning Process. This includes the following:

- Insertion of data into the planning software template for all program plans and program reviews. Program plan teams discuss and provide a written analysis of data directly in the plans prior to submission. The Characteristics, Performance, and Trends (CPT) section in the online planning template includes this information. (Ref. 1.3)
- Assessment of Institutional Goals and Objectives. A written assessment is included as a document for Leadership Retreat participants to review and then discuss during the event. (Ref. 1.4)
- Climate Survey Data – This data is shared during our annual Leadership Retreat as part of our comprehensive planning process.

- Assistance with data analysis for Program Review.
- Discussion and utilization of Accountability Reporting for Community Colleges (ARCC) data -- information shared with Board, administrators, and faculty in order to improve services and programs that are prioritized by the ARCC data.

Resource Allocation

The College has implemented a process to tie resources to planning. Assessments of equipment and technology, facilities, personnel, and additional budget needs are included in the Institutional Planning Process through a detailed template in the planning software. Program and Unit plan teams discuss, and provide, quantitative and qualitative data to support the requests. Resource requests are discussed and ranked through resource allocation committees. Committee ranking recommendations are distributed for review to more than 80 participants of the College-wide Leadership Retreat held each spring. (Ref. 1.5, 1.6, 1.7)

Progress Made since 2009

Staffing needs are assessed during the Institutional Planning Process. Faculty, classified, and administrative positions are requested through a detailed template in the planning software program and unit plans. At each stage in the planning, the plan teams discuss and then provide quantitative and qualitative data to back up the requested position. Positions are then discussed, scored, and ranked through the various resource allocation staffing committees. Committee ranking recommendations are distributed for review to more than 80 participants at the College-wide Leadership Retreat; the most recent retreat was held on April 29, 2011.

Future Plans

- The Institutional Effectiveness Committee is continually evaluating new methods of conducting the resource allocation scoring process. Any new scoring process, if put into place, would be implemented in the 2013-2014 Institutional Planning Process.

Strengthening of Plan Teams

The Institutional Planning Process includes planning at three levels: Program, Unit, and Area (Ref. 1.21). A vital improvement to the planning process included strengthening of the Plan Teams at all planning levels.

- Plan Teams improved constituency involvement, data analysis, plan quality, and included more robust dialog among respective participants in the process of creating the plan.

Program Review (References 1.8 – 1.15)

- Additional support was provided for plan teams during the Program Review process. This was the first year that special Program Review orientation meetings were held in addition to the training offered to all plan teams.
- The Co-Chair of the Institutional Effectiveness Committee met with plan teams desiring additional support with analysis of program review data.
- The Program Review Chair provided plan teams with a preliminary review for those plan teams seeking additional editing of their plan.
- The Dean of Institutional Research and IEC Co-Chair facilitated meetings with plan teams to create content for the program review online template. This included providing support for the creation of the mission statement, a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis, and the goals and objectives.

Leadership Retreat (References 1.4, 1.7, 1.16-1.20)

The Leadership Retreat is the culmination of the planning process where participants discuss assessment of data from the previous year's goals and objectives, campus issues, and update the goals and objectives for the upcoming academic year. Leadership Retreat improvements include the following:

- Improved participation and focus on key campus issues through roundtable discussions.
- Improved assessment and communication of the prior year goals and objectives.

Overall Planning Process Improvements

- Improved communication about the planning process took place during the 2010-2011 academic year with additional emails, updates, and reminders to staff, improved communication to departments by the IEC, and website resources to assist staff (Ref.s 1.22 – 1.24).
- Training sessions were improved over the previous year by holding these sessions at more convenient times and including content that was suggested by the IEC and other key campus leaders (Ref.s 1.25 – 1.27).

- The online software template was improved to provide fewer log-in problems, more reliability, enhanced text assistance integrated into the system, and more specific program review sections.

Survey Instruments

The Institutional Planning Survey and the Campus Climate Survey were both updated to ensure reliability and provide the opportunity for a full discussion of the results.

- The Institutional Effectiveness Committee, along with staff from Institutional Research and Planning, worked to improve the Institutional Planning Survey questions. An improved response rate was also achieved through greater marketing of the survey through campus meetings and emails. Results from the Planning Survey were reviewed by the IEC, and, as a result of the discussion, improvements were made to the planning software and to the process in general. (Ref. 1.31)
- Improvements to the Campus Climate survey took place over a two year period and focused on improving the survey instrument and discussion of results. (Ref.s 1.28-1.30)

Future Plans

The college has made a concerted effort to implement and refine a measurable, time sensitive, planning process. Future steps towards improvement include a better operational link between the SLOlutions software and the PlanBuilder software to include data about SLO assessment.

Institutional Effectiveness Model – Measuring Institutional and Student Success

- The Institutional Effectiveness Model is currently in the design phase. The proposed model is designed to measure the effectiveness of all aspects of the college from first contact with students through completion and/or transfer and facilitate discussion for improvement toward Rio Hondo’s stated institutional goals. (Ref.s 1.2 & 1.32)

Evidence of Results

Ref. 1.1 – [SLO-SAO Planning Process Template Information.pdf](#)

Ref. 1.2 – [Institutional Effectiveness Model Categories - DRAFT 7-11.pdf](#)

Ref. 1.3 – [CPT - Data & Analysis Section English Program Review.pdf](#)

Ref. 1.4 – [RHC Leadership Retreat Participant Packet 4-29-11.pdf](#)

Ref. 1.5 – [RA Staffing Committee Meeting Agenda 2011.pdf](#)

Ref. 1.6 – [2011-2012 Planning Process Resource Allocation Staffing Committee.pdf](#)

Ref. 1.7 – [RHC Leadership Retreat Packet 4-29-11.pdf](#)

Ref. 1.8 – [Program Review 6 year Schedule Final.pdf](#)

- Ref. 1.9 – [Program Review Committee Meetings – Sign Up 10-13-10.pdf](#)
- Ref. 1.10 – [Program Review Orientation 2010.pdf](#)
- Ref. 1.11 – [Program Review Orientation Schedule 2011-2012 Planning Process.pdf](#)
- Ref. 1.12 – [RHC Planning Process Program Review Orientation - Agenda.pdf](#)
- Ref. 1.13 – [Program Review Committee Worksheet.pdf](#)
- Ref. 1.14 – [2011-2012 Program Review Executive Summaries.pdf](#)
- Ref. 1.15 – [PR Institutional Recommendations 2011-2012.pdf](#)
- Ref. 1.16 – [Leadership Retreat Memo 2011.pdf](#)
- Ref. 1.17 – [Leadership Retreat PowerPoint 2011.pdf](#)
- Ref. 1.18 – [RHC Leadership Retreat 4-29-11 – Agenda Final.pdf](#)
- Ref. 1.19 – [RHC Leadership Retreat 2011 Table Assignments.pdf](#)
- Ref. 1.20 – [RHC Leadership Retreat Notebook 2011.pdf](#)
- Ref. 1.21 – [Program, Unit, Area Manager – Outline 9-14-10.pdf](#)
- Ref. 1.22 – [RHC Planning Process Memo's 2010-2011.pdf](#)
- Ref. 1.23 – [Rio Hondo College - Strategic Planning Webpage.pdf](#)
- Ref. 1.24 – [Rio Hondo College – Institutional Research & Planning Webpage.pdf](#)
- Ref. 1.25 – [Training Schedule 2011-2012 Planning Process.pdf](#)
- Ref. 1.26 – [RHC Planning Process Training – Agenda 2011-2012.pdf](#)
- Ref. 1.27 – [Institutional Planning Process Training 2010.pdf](#)
- Ref. 1.28 – [RHC - IRP - Survey Memo 2011.pdf](#)
- Ref. 1.29 – [RHC - IRP - Survey Memo Follow-up - Links.pdf](#)
- Ref. 1.30 – [RHC Campus Climate Survey Report 2010 Final.pdf](#)
- Ref. 1.31 – [RHC Institutional Planning Process Survey Report 2010 Final woutappendices.pdf](#)
- Ref. 1.32 – [Institutional Effectiveness Model DRAFT presentation.pdf](#)

Recommendation 2

In the 2009 Follow-up Report, Rio Hondo College was asked to address the following from the Commission:

The college is at the developmental level on the ACCJC rubric for student learning outcomes and has established an initial framework and assessment strategy at the course level. In order to meet the ACCJC standard of proficiency of student learning outcomes by 2012, the college needs to: create an implementation timeline; regularly evaluate the effectiveness of the SLO assessment process; facilitate college wide discussions; develop and implement training for all constituencies integrating college wide efforts between Instruction and Student Services; create a special emphasis on identifying valid and reliable data and use of authentic assessment; and implement a system of quality control to ensure meaningful and accurate assessment of student learning throughout the college. (Standards II.A.1, 2, 3)

In the 2010 Follow-up Report, Rio Hondo College was asked to provide an update on progress since 2009.

Overview of Results

The College continues to make progress in the development and assessment of SLOs in the months since Rio Hondo submitted the last response to ACCJC. Through the use of SLOutions content management system RHC has been able to monitor SLO progress closely at all levels.

Progress Made since the 2010 Follow Up Report

Since the 2010 Follow-Up Report, the following actions have been completed:

- Proficiency timelines were updated (Ref. 2.1).
- The institution is on track with its SLO timeline, and will achieve “proficiency” status (according to ACCJC rubric) by Fall 2012.
- As of May 30, 2011, 98.7% of actively offered courses have associated SLOs (Ref. 2.2).
- All student services programs have developed and regularly assess student learning outcomes and/or service area outcomes (See Standard III/Student Services update).
- Degree SLOs and General Education SLOs have been, or are being, developed in all departments.
- Several major tasks have been completed on proposed timeline, including:
 - Design and implementation of training on SLOs and authentic assessment.
 - Implementation of a computerized system to record and disseminate assessment results.
 - Development of a process for quality review of SLOs.

Future Plans

- Continued emphasis will be placed on strengthening the relationship between SLOs and resource requests through the planning and program review processes.
- The College is reviewing extant course SLOs on a regular cycle to ensure a uniform level of quality and utility throughout the institution. A third of all courses will undergo an SLO review annually, so all SLOs will undergo review on a 3- year cycle.
- Training will continue to be offered in coming year to both new and current faculty (Ref. 2.3).
- Assessment is to commence in spring 2012 on selected General Education outcomes.
- Degree/certificate SLOs continue to be refined and will be assessed commencing in spring 2012.
- Results of assessments of degree/certificate and General Education SLOs will be more thoroughly integrated with planning procedures and distribution of district resources by fall 2012.

Evidence of Results

Ref. 2.1 – [PDF of SLO Timeline](#)

Ref. 2.2 – [Course SLO Report](#)

Ref. 2.3 – [Training PPT](#)

Recommendation 3

In the 2009 *Follow-up Report*, Rio Hondo College was asked to address the following from the Commission:

The team recommends that the catalog include the college's official web site address, the current academic calendar, the program length for the academic year the catalog covers, and a clear communication of the educational cost for non-resident students (Standard II.B.2.b)

Overview of Results

The College continues to include its college's website address in all publications and communicates the educational/tuition costs for residents and non-residents in its annual catalogs. The College addressed this recommendation and was fully compliant by October 2009, as detailed in the *Follow-Up Report*.

Progress Made since 2009

The official website address, academic calendar and the program length of each academic year continues to be readily available on college publication; the educational costs are clearly communicated in each annual catalog. Cited information is included as follows in 2010-2011 catalog:

- College official web site address (Ref. 3.1);
- The current academic calendar (Ref. 3.2);
- Program length for the academic year the catalog covers (Ref. 3.1);
- Educational cost for non-resident students (Ref. 3.3).

Future Plans

The College will continue to include this information in future communications, ensuring potential and current students, campus constituents, and community members can access this information in all campus publications, website, and annual catalogs.

Evidence of Results

Ref. 3.1 – [Catalog Website Listing](#)

Ref. 3.2 – [FLEX Calendar/Catalog p. 5](#)

Ref. 3.3 – [Tuition cost for non-resident students/Catalog p. 11](#)

Recommendation 4

In the 2009 Follow-up Report, Rio Hondo College was asked to address the following from the Commission:

The team recommends the college develop and approve a code of ethics for all employees (Standard III.A.I.d)

Overview of Results

This recommendation was addressed on August 12, 2009, when the RHC Code of Ethics was approved by the Board of Trustees. The following publications include the code of ethics:

- College website (Ref. 4.1)
- Faculty handbook (Ref 4.2)
- Governance Manual (Ref. 4.3)
- New employee materials (Ref. 4.4)

Progress Made since 2009

Many publications are now available as electronic copies only and those resources include the Code of Ethics. Paper copies of the new employee training materials also include the Code of Ethics, as does the governance manual and the 2011-2012 Faculty Handbook.

Future Plans

The College will continue to update its faculty and new employee materials, ensuring the Code of Ethics is included and emphasized for all campus constituents.

Evidence of Results

Ref. 4.1 – [Mission & Values Webpage](#)

Ref. 4.2 – [Faculty handbook](#)

Ref. 4.3 – [Governance Manual p. 58](#)

Ref. 4.4 – [New Employee Materials PDF](#)

Recommendation 5

In the 2009 Follow-up Report, Rio Hondo College was asked to address the following from the Commission:

The College should employ methods to assess campus climate across all constituencies, leading to the continual improvement of communications and programs that promote empowerment, trust, and innovation. (Standard IV.A.3)

Overview of Results

This recommendation was addressed in the 2009 *Follow-Up Report* submitted to ACCJC on October 15, 2009. The College has committed to reviewing the campus climate survey process annually via a participatory governance process, involving representatives of all campus constituent groups. The College has also committed itself to conducting staff and student climate surveys on an annual basis, and disseminating the “President’s Update” to the campus community.

Progress Made since 2009

Rio Hondo College implements an annual Campus Climate Survey each May. The survey is distributed to a random sample of students and employees who are asked to assess satisfaction levels in a variety of campus topics. Student climate assessment topics include the following areas: physical environment and safety, diversity and equity, student academic needs, campus relationships, and inclusion and campus life. Employee climate assessment topics include physical environment and safety, diversity and equity, personal job satisfaction, communication and campus relationships, and governance.

The results of the second annual Campus Climate Survey, implemented in May 2010, were presented to campus leadership groups throughout the academic year and at the Leadership Retreat on April 29, 2011. The Campus Climate Survey Report is also available on the college website (Ref. 5.4).

The third annual Campus Climate Survey was distributed in May 2011 (Ref. 1.30). Results of this climate survey have been presented to the President’s Council, Administrative Council, and on Flex Day, 2011.

In addition to the campus climate survey the following initiatives have been implemented to address this recommendation:

- The e-messenger updates and Q & A from President’s office is sent to campus community on a weekly basis (Ref. 5.1).
- Monthly “President Updates” newsletters are sent to internal and external campus communities (Ref. 5.2).

- The annual leadership retreat provides the opportunity to review and update campus goals with representation from all campus constituencies (Ref. 1.4).
- Facilitated stakeholders meetings were held in spring 2011 to improve communication and working relationships across constituency groups (Ref. 5.3).
- A new value (Integrity and Civility) was added to the Rio Hondo College values statement (Ref.4.1). This value is included on the website, in the 2011-2012 college catalog, as well as the Organizational Structures in Governance manual (Ref. 4.3).

Future Plans

The College plans to continue the above initiatives and evaluate their effectiveness.

Evidence of Results

- Ref. 5.1 – [E-messenger](#)
- Ref. 5.2 – [Presidential updates](#)
- Ref. 1.4 – [Leadership retreat agenda](#)
- Ref. 5.3 – [Facilitator meeting agenda](#)
- Ref. 4.1 – [Mission & Values Webpage](#)
- Ref. 4.3 – [Values statement/Governance Manual p. 59](#)
- Ref. 1.30 – [Campus Climate Survey Report](#)
- Ref. 5.4 – [Campus Climate Survey PPT](#)

Recommendation 6

In the 2009 *Follow-up Report*, Rio Hondo College was asked to address the following from the Commission:

The team recommends the college develop a formal and cyclical review of governance committees and processes to ensure integrity and effectiveness, and communicate the results as a basis for improvement of campus decision-making; the college administration develop a plan to clarify the reporting pathways for the various governance bodies exemplifying the linkages between the unit plans, program review, and the resource allocation process. (I.B.6, IV.A.5); the Board of Trustees participate immediately in professional development that introduces Board members to best practices regarding board/campus relations, ethics, trusteeship, accreditation process, and strategic planning; the Boards review and, if necessary, revise the Presidential hiring process established in 2002 to prevent potential disagreements with future Presidential search committees (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j); and the college and the Board of Trustees immediately reach agreement on policies and practices that govern the development of accreditation materials. (Standards IV.A.4, IV.B.1.i)

Overview of Results

This recommendation was addressed in the *Follow-Up Report* submitted to ACCJC on October 15, 2009. Each of the subsequent sections is broken into three categories for organizational purposes: Governance, Accreditation and Professional Development, and CEO Selection. The following section details the continued progress made addressing this recommendation.

Progress Made since 2009

Governance

- The Institutional Effectiveness Committee (IEC) was created in 2009 to create and implement the Institutional Planning Process. The IEC includes faculty, classified staff, and administrators in a working committee to provide innovative methods for conducting institution-wide planning including resource allocation, program review, and assessment of these processes. This committee continues to define and implement programs focused on supporting Rio Hondo College's educational master plan, institutional effectiveness, student success, and using data to inform the planning process.
- A campus-based Leadership Academy was inaugurated in 2010-2011. This Academy is open to staff, faculty and managers and focused on deepening and broadening opportunities for leadership and empowerment. Fifteen employees finished the

first year-long program, and 17 more have been accepted for the 2011-2012 cohort. (Ref 6.5).

- The Governance Manual has been updated and was distributed July 2011 (Ref. 4.3).
- The Planning Fiscal Council (PFC) has established a task force (Ref. 6.3) and is working to clarify its processes and purview as a recommending body; the task force is relying on Administrative Procedure 3250 which details the process for planning at the College, including how the Planning and Fiscal Council approves and recommends to the Superintendent/President (Ref. 6.2).

Accreditation and Professional Development

- Board Policy 3200 was adopted at the October 14, 2009, Board Meeting; this policy outlines Board involvement in the accreditation process (Ref. 6.2).
- Regular accreditation updates are agendaized and provided at all Board Meetings, as applicable (Ref. 6.4).
- As noted in the 2009 *Follow-Up Report*, the Board will continue to report out all professional development activities under “Board Reports” at subsequent Board meetings.
- The Board will continue to be engaged in professional development activities in the ACCJC recommended areas and in other areas as necessary.
- The Board will continue evaluating the effectiveness of the new policy regarding board reports on professional development activities each year.

CEO Selection

- The College developed Administrative Procedure 2431 establishing procedures for the hiring of the Superintendent/President. AP 2431 was approved by the Board on October 10, 2009 (Ref. 6.2).

Future Plans

Governance

- The College continues to implement revisions of the Governance manual (Organizational Structures & Governance) with cross-representational participation.
- The PFC will continue to discuss and adopt, as appropriate, the findings from the task force established to review governance policies and procedures.

Accreditation and Professional Development

- The Board will review Board Policy 2740, which focuses on ongoing development of the board and trustee education, and revise as appropriate (Ref. 6.2).

CEO Selection

- There has not been a CEO search since adoption of this policy, so no review has been implemented.
- The Board will evaluate the effectiveness of the updated administrative procedures after the first implementation.

Evidence of Results

Ref. 6.1 – [List of 2010-2011, 2011-2012 Leadership Academy Cohort Members](#)

Ref. 6.2 – [Board Policy and Administrative Procedures Webpage](#)

Ref. 4.3 – [Revised Governance Manual](#)

Ref. 6.3 – [PFC Taskforce Minutes](#)

Ref. 6.4 – [Board Agenda – sample of accreditation update](#)

As detailed on the chart provided on pages 7-10, the 2008 *Self-Study* included 22 *Plans for Improvement*. Fourteen of those plans were addressed in the previous six recommendation chapters. The remaining plans are addressed in the following sections.

Standard I

All plans for improvement from the 2008 Self Study were addressed in Recommendation 1 of this Midterm Report.

Degree Programs

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core (Standard, IIA.4, Self Study, 2008).

2008 Self-Study Plan for Improvement

Implementation of new Title 5 regulations.

Progress Made since 2008

- The Associate of Arts degrees in Liberal Arts and General Education Transfer were discontinued and removed from the catalog offerings in Spring 2008. These degrees lacked the requirements established in Title 5 (§55063) of having a minimum of 18 units in a major or area of emphasis (Ref. II.1).
- Curriculum committee members, Academic Senate members, Faculty and Academic Deans were informed of the change in Title 5 requirements for Associate Degrees via Flex Day workshops, stand-alone training workshops, and regular Academic Senate and Curriculum committee meetings. This training is done on an annual basis and follows a PowerPoint produced by the Chancellor's Office outlining recent Title 5 changes that affect curriculum procedures. This training is attended by Curriculum committee members, academic deans and discipline faculty (Ref. II.2, 3).
- Degree proposal forms were modified to include the new degree requirements (Ref. II.4).
- As of May 26, 2011 the Rio Hondo faculty has developed, and the Chancellor's Office has approved, 13 new degrees that adhere to the new Title 5 requirements for Associate Degrees (Ref. II.5, 6).

Associate of Science in Alternative Energy Technology

Associate of Science in Alternative Fuels & Advance Transportation
Technology

Associate of Science in Automotive Technology – Heavy Equipment
Maintenance

Associate of Science in Biology

Associate of Arts in English & Literature

Associate of Science in Environmental Sciences

Associate of Arts in General Studies – Arts and Human Expression Emphasis

Associate of Arts in General Studies – Science and Mathematics Emphasis

Associate of Arts in General Studies – Social Behavior & Self-Development
Emphasis

Associate of Arts in General Studies – Social Sciences Emphasis

Associate of Sciences in Mathematics
Associate of Arts in Philosophy
Associate of Science in Automotive Technology – Honda Professional Career
Training Program

- All Associate Degrees require 18 or more semester units of study which must be taken in a single discipline or related disciplines in a major or area of emphasis, the completion of the CSU GE Breadth or IGETC GE pattern and a balance of elective units to reach a minimum of 60 total units.
- The College is participating in the C-ID faculty groups to develop AA-T and AS-T transfer model curriculum (TMC) degrees in accordance with legislation passed at the state level (SB 1440). Three new transfer degrees have been developed and approved by the Curriculum Committee (Ref. II.6) and Board of Trustees; the new TMC degrees will be offered Fall 2011; a fourth TMC degree is being developed for implementation in Spring 2012. These degrees meet all the requirements outlined in California Education Code §66746.
 - Associate in Arts in Sociology for Transfer
 - Associate in Arts in Psychology for Transfer
 - Associate in Arts in Communication Studies for Transfer
 - Associate in Science in Math for Transfer

Future Plans

The plan of implementing new Title 5 regulations has been completed.

Evidence of Results

Ref. II.1 – [Curriculum minutes for May 28, 2008](#)

Ref. II.2 – [Curriculum minutes highlighting the conduction of stand-alone training](#)

Ref. II.3 – [FLEX Day agenda for August 2009](#)

Ref. II.4 – [Transfer Degree Proposal Form](#)

Ref. II.5 – [Catalog page showing all degrees and certificates currently offered at Rio Hondo College](#)

Ref. II.6 – [Curriculum minutes showing approval of new “transfer degrees”](#)

Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs as consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services, using student outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services (Standard IIB, Self Study, 2008).

2008 Self-Study Plan for Improvement:

Continue to analyze and improve delivery of services.

Progress Made since 2008

Student Services

Since the last Self Study, Student Services has continued to improve its offerings in order to assist our students. Some of the additions to our services include the following:

- Created and implemented the Rio Hondo Partnership for College, (El Monte Union HS > RHC > UCI).(Ref. II.7) and signed pledge compacts with El Monte Union High School District, University of Irvine, and California State University, Los Angeles (Ref. II.8).
- Enhanced Outreach and Matriculation Activities (Ref. II.9).
- Conducted SLO workshops for Student Services and completed at least one cycle (Ref. II.10).
- Aligned Early Alert with Access Rio MIS System for Basic Skills courses.
- Developed and implemented computerized assessment scores for English and Reading placement. Required students to take the Math pre-assessment (Ref. II.11).
- Established a Veterans Service Center in September 2008, and launched a Web page which allows veteran students to more easily access program services and staff (Ref. II.12).
- Created and launched a Student Ambassador Program (Ref. II.13).
- Implemented a new series of Annual Financial Aid Information Sessions (Ref.II.14).
- Implemented a new disbursement process through a student debit card (myRHCCard) (Ref.II.15).
- Partnering with Follett, launched a new Textbook Rental Program which has grown from 10 book titles in 2008, to now over 100 titles. (Ref.II.16).

Basic Skills Initiatives

As part of the larger *California Community College Basic Skills Initiative* (BSI), Rio Hondo's local basic skills efforts have been developed to improve educational attainment among students who assess at pre-collegiate levels of English, reading, and/or math. During the fall of 2009, the Basic Skills Committee developed a comprehensive action plan that would utilize on-going state BSI funding. This plan called for the implementation of several new best practice program models, policy recommendations, professional development, and on-

going data inquiries. In 2010, an updated action plan was created amid BSI funding cuts, which brought Rio Hondo's yearly BSI allocation from \$438,000 to \$240,000 (Ref. II.17).

In anticipation of these budget cuts, Rio Hondo applied for a five-year, \$3.2 million, Title V HSI grant, which was awarded to the college in October 2010. The Title V (IDEAS) grant has served to provide funding to enhance and expand the basic skills action plan in spite of state cuts. In addition to basic skills, components of the Title V (IDEAS) grant include professional development, instructional technology, and assessment (Ref. II.18).

Since 2009, the basic skills action plan has continued to develop through the Office of Student Success and Retention in collaboration with the Basic Skills Committee. Since then, the following programs have been implemented, assessed, and expanded.

- The Gateway Tutoring Program is based on an integrated tutoring model in which trained tutors are assigned to specific instructors to attend class and facilitate group study sessions outside of class. Since 2009, more than 50 Gateway tutors have served over 100 sections of basic skills courses. Preliminary data has shown a 73% passing rate among students who utilize Gateway tutoring services for the target course; this is well above college averages (Ref. II.19).
- The First-Year Experience Program is a learning community that involves counseling and basic skills math courses. The program is designed to promote academic achievement among entering college students in a supportive, integrated, and innovated learning environment. During the 2010/11 academic year, 60 students participated in the program. The data revealed mixed results between the two cohorts. One cohort outperformed a sample group while the other did not. Inferences were drawn and the two 2011/12 FYE cohorts have been structured to resemble the successful FYE cohort from the previous year (Ref. II.20).
- The Summer Bridge Program is an extended orientation geared toward entering full-time students with academic goals of completion. The week-long program provides academic review (math/English), campus tours, team building, educational planning, and overall student empowerment. Eighty-seven students completed the program during summer of 2010, and more than twice that amount completed the program during the summer of 2011. Quantitative data is still being analyzed to capture the effectiveness of this program while preliminary qualitative data has shown increased student motivation and engagement (Ref. II.21).

Other current basic skills and Title V efforts include: Early Alert, Fast Track/Accelerated Learning, on-line tutoring, and an intensive academic review program.

Future Plans

- Utilize AARC data for analysis
- Measure completion, certificates attainment, and transfer
- Expand Early Alert system across college by 2013

- Degree Works program in place by Spring 2012
- Mandatory Assessment/Orientation process by 2012

Evidence of Results

- Ref. II.7 – [Rio Hondo Partnership for College-Meeting and retreat agendas](#)
- Ref. II.8 – [El Monte Union Pledge Compacts](#)
- Ref. II.9 – [Outreach-List of workshops and presentations](#)
- Ref. II.10 – [SLO-SSPLC agendas related to SLO training and discussion. SLO status grid](#)
- Ref. II.11 – [Computerized Math assessment/pre-assessment policy on website](#)
- Ref. II.12 – [Veterans Service Center](#)
- Ref. II.13 – [Student Ambassador Program Brochure](#)
- Ref. II.14 – [Financial Aid Information Sessions](#)
- Ref. II.15 – [Student Debit Card \(MyRHCCard\)](#)
- Ref. II.16 – [Textbook Rental Program](#)
- Ref. II.17 – [Basic Skills Action Plan 2010-2011](#)
- Ref. II.18 – [Title IV \(IDEAS\) Grant](#)
- Ref. II.19 – [Gateway Tutoring 2011](#)
- Ref. II.20 – [First Year Experience Program](#)
- Ref. II.21 – [Summer Bridge Program](#)

Standard III

The following section details the areas for improvement identified in the 2008 *Self Study* for Standard III.

Academic Hiring

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established (Standard IIIA.1a, Self Study, 2008).

2008 Self-Study Plan for Improvement

Finalize hiring procedures for academic employees.

Progress Made since 2008

The Senate discussed the issues pertaining to the hiring process at their regular meeting on May 17, 2011 (Ref. III.1). The Faculty Hiring Committee, a sub-committee of the Academic Senate, met with Administration to discuss the matter on May 23, 2011. The Academic Senate is awaiting the written response from Administration regarding that meeting. Until the Faculty Hiring procedures are amended and/or revised, the current College Procedure (CP) 5070, last revised in May 1991, will be in effect (Ref. III.2).

Future Plans

Future plans include the finalizing and implementation of the faculty hiring procedures.

Evidence of Results

Ref. III.1 – [Academic Senate Minutes of May 17, 2011.](#)

Ref. III.2 – [College Procedure \(CP 5070\)](#)

Campus Climate

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students (Standard IIIA.4.c, Self Study, 2008).

2008 Self-Study Plan for Improvement

Development of clear modes of evaluation.

Progress Made since 2008

Upon reflection of the intent of this standard, it was determined that the plan identified in the Self-Study did not address the necessary issues. Instead, the college is providing evidence of steps to ensure more integrity in its treatment of college personnel through the following actions.

The College continues to include its Code of Ethics in all new employee packets and in faculty and staff materials. The College has also developed a Values statement which addresses respect and integrity in the treatment of all individuals on campus and in the community. The following is the progress made to address this goal:

- Adoption of a Code of Ethics statement for all employees. (Ref. 4.1)
- Addition of integrity statement in the current mission and values statement (Ref. 4.1)
- Continued assessment of feedback provided by climate survey (Ref. 1.30)

Future Plans

The College continues to re-evaluate its treatment of all staff at the College through the climate survey, the established evaluation processes, and the policies and procedures that reinforces the integrity of its employees and the students who attend classes here.

Evidence of Results

Ref. 4.1 – [Mission and Values Webpage](#)

Ref. 1.30 – [RHC Campus Climate Survey Report 2010 Final.pdf](#)

Professional Development

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (Standard IIIA.5.b, Self Study, 2008).

2008 Self-Study Plan for Improvement

Create professional development plans for managers and provide for skills upgrades.

Progress Made since 2008

Upon reflection it was determined that the intent of this plan was to encourage more broad based planning for, and participation in, professional development activities by both managers and classified staff. To that end, the following efforts have been made since the 2008 Self-Study:

- During the 2011-2012 planning cycle, instructions were added to the planning software asking that staff development needs to be identified and linked to program plans (Ref. III.3).

- In 2010-2011, additional staff development activities were expanded to include staff and managers as part of the target audience:
 - SanFACC Mentor Program – a collaborative mentorship program that includes pairing mentors and mentees from a consortium of community colleges (Ref. III.4)
 - Rio Hondo College Leadership Academy (Ref. 6.1)
 - A three-part leadership lecture series co-sponsored by the Management/Confidential Council and Staff Development (Ref. III.5)
 - A Conflict Resolution workshop for campus constituents (Ref. III.6)

Future Plans

Program Planning software, used campus-wide, will upgrade from an “instruction” to a “field” that asks for Staff Development needs to be identified– October 2011.

Evidence of Results

Ref. III.3 – [Screenshot – 2012-2013 Planning Software](#)

Ref. III.4 – [SanFACC Mentor program participants](#)

Ref. 6.1 – [Leadership Academy cohort members](#)

Ref. III.5 – [Leadership Lecture Series Topics](#)

Ref. III.6 – [Conflict Resolution Workshop](#)

Technology

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution (Standard IIIC.1.a, Self Study, 2008).

2008 Self-Study Plan for Improvement

Continue to evaluate and update technology needs

Progress Made since 2008

Since the last self-study in 2008, Rio Hondo has made progress in upgrading its technology needs for all campus constituents. In Spring 2009, RHC moved from an older MIS system to Access Rio (Banner). This has resulted in a wholesale shift in how we manage, utilize, and deliver technology at RHC. In August 2010, Rio Hondo College hired an interim Director of Information Technology Services and began an analysis of the technology needs in each area. Below are some of the implementations that have occurred in 2010-2011; all of these initiatives are detailed below (Ref.III.7).

Governance/Committees

- Technology Committee Changes
- Enterprise Software Advisory Committee Formation
- Instructional Technology Committee Formation

Application Systems Upgrades

- Banner Student Information System Implementation
- Conversion to CCCApply
- Financial Aid Electronic Funds Disbursement
- AccessRIO Portal Implementation
- Blackboard Connect Emergency System Rollout
- Lumens Fee-Based Student System Rollout
- DegreeWorks Degree Audit System Implementation
- Blackboard Upgrade (Version 9.1)
- Access to National Student Clearinghouse degree verification online
- Online transcripts available July 2011
- Student email accounts established in 2010

Technology Infrastructure

- Core Router Upgrade
- Server Virtualization Project
- Upgrade of Campus Phone System
- Desktop Technology Computer Refresh

Future Plans

Ongoing changes include annual equipment updates, software consolidation between departments, a proposed website re-design and overall management of resources through ongoing improvements and strategic planning.

Evidence of Results

Ref. III.7 – [Detailed update of IT initiatives](#)

CEO Evaluation

The institution has a governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing Board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the College or the district/system. (Standard IVB.1 Self-Study, 2008)

2008 Self-Study Plan for Improvement

Review CEO Evaluation instrument

Progress Made since 2008

Upon review of the CEO evaluation instrument it was determined that an electronic version should be utilized

Future Plans

The Superintendent/President will go through the evaluation process on an annual basis. The Board will review and assess the evaluation instrument prior to the next evaluation to determine if any changes are needed.

Evidence of Results

Ref. IV.1 – [Current CEO Evaluation Instrument](#)

Board Development

The governing Board has a program for Board development and new member orientation. It has a mechanism for providing continuity of Board membership and staggered terms of office (Standard IVB.1.f, Self Study, 2008).

2008 Self-Study Plan for Improvement

The College will develop Board orientation procedures

Progress Made since 2008

- New Board Member Orientation held November 2009 (Ref. IV.2).
- A Board Member Orientation Binder is in the process of being updated

Future Plans

An updated agenda and materials will be developed for the next Board Orientation which will take place in November 2011.

Evidence of Results

Ref. IV.2 – [Board Agenda for November 2009 when last Orientation was held](#)

Board Evaluation

The governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies and bylaws. (Standard IVB.1.g, Self Study, 2008).

2008 Self-Study Plan for Improvement

Revise self-evaluation instrument

Progress Made since 2008

Board Policy 2745, which focuses on Board self-evaluation, describes the process by which the members of the governing Board evaluate Board performance (Ref. IV.3). This policy identifies June as the customary time of self-evaluation so that Board members can evaluate performance for the previously concluded academic year. Although this BP has not been revised since 2003, it should be noted that the Board recently reviewed a series of guidelines at a board retreat in Fall 2010, introduced by the Superintendent/President for the Board's consideration. The Board of Trustees reviewed this policy in July 2011 at the Board's annual retreat, and these guidelines may provide some ideas for slight revisions that could be made to the instrument (Ref.IV.4).

Future Plans

The Board plans to implement a survey instrument to assess and evaluate its progress and ability to govern effectively.

Evidence of Results

Ref. IV.3 – [Board Policy 2745](#)

Ref. IV.4 – [Current Board Self-Evaluation Instrument \(Board Health Snap Shot\)](#)