



INSTITUTIONAL RESEARCH AND PLANNING  
2013-2014 PLANNING PROCESS  
INSTITUTIONAL PLANNING RETREAT  
APRIL 5, 2013

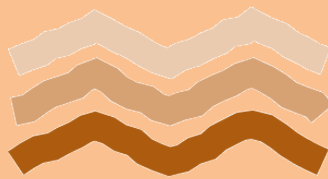


**AGENDA**

**NOTES**

- 8:00 **Continental Breakfast**
- 8:30 **Welcome**
- 8:45 **Opening Activities**
- Retreat Logistics
  - Table Group Warm-up
- 9:30 **Institutional Planning Process Reports**
- Program Review Recommendations
  - Resource Allocation Results
  - Area Strategic Directions / Accomplishments
- 10:30 **Break**
- 10:45 **Educational Master Plan Kick-off**
- Mission Statement Review
  - Educational Philosophy / Strategic Directions
  - Institutional Standards
- 12:15 **Lunch**
- 1:00 **2012-2013 Assessments**
- Institutional Goals & Objectives
  - RHC Institutional Fact Book
  - Student Success Scorecard (formerly ARCC)
  - RHC Student & Employee Climate Survey
- 1:45 **2013-2014 Institutional Goals & Objectives**
- Update Goals
  - Update/Create Measurable Objectives
- 2:45 **Wrap up & Retreat Evaluation**
- 3:00 **Adjournment & Refreshments**

**RIO  
HONDO  
COLLEGE**



**INSTITUTIONAL GOALS  
& OBJECTIVES**  
*2012-2013*

# RIO HONDO COLLEGE

## Vision

*Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state of the art campus to serve future generations.*

## Mission

*Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.*

## Values

- 1. Quality teaching and learning*
- 2. Student access and success*
- 3. Diversity and equity*
- 4. Fiscal responsibility*
- 5. Integrity and civility*



**2012-2013  
INSTITUTIONAL GOALS**

## **2012-2013 INSTITUTIONAL GOALS**

- GOAL 1: Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student AA/AS degree completion and successful university transfer.
- GOAL 2: Rio Hondo College will provide excellent instruction in career technical education, leading to increased awarding of certificates, degrees and job placement/job enhancement.
- GOAL 3: Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills.
- GOAL 4: Rio Hondo College will offer opportunities which foster life-long learning and serve community interests.
- GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.
- GOAL 6: Rio Hondo College will respond to the region's educational needs and contribute to its economic future through service to the community and partnerships with public, private, and non-profit organizations.
- GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.
- GOAL 8: Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.
- GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.
- GOAL 10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site that meets the changing needs of students, staff, and the college's instructional and student support programs while valuing and enhancing the aesthetic beauty of the campus.
- GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.
- GOAL 12: Rio Hondo College will offer increased educational opportunities for students.

# **INSTITUTIONAL GOALS & OBJECTIVES 2012-2013**

Created / Updated at Leadership Retreat 4/13/12  
Revised by IEC Co-Chairs 5/8/12  
Approved and Recommended to President by PFC 5/15/12  
Approved by President 5/16/12  
Commitment of Support by Board of Trustees 6/13/12 - Pending

**Student Success and Academic Excellence**

**GOAL 1: General Education & Degrees**

**Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.**

- Objective 1a: The College will increase by 10 the number of A.A. (T) and A.S. (T) degrees offered between April 2012 and April 2015.
- Objective 1b: The College will increase the number of degrees awarded by 5% over the previous five-year average (770) by 2015.
- Objective 1c: The College will develop General Education SLOs by Fall 2012.
- Objective 1d: The College will develop Degree SLOs for all existing degrees by Fall 2012.
- Objective 1e: The College will improve success and retention rates in online courses to match the rates of similar classroom courses by 2017.

**Student Success and Academic Excellence**

**GOAL 2: Career Technical Education**

**Rio Hondo College will provide excellent instruction in career technical education, leading to increased awarding of certificates, degrees and job placement /job enhancement.**

- Objective 2a: The College will develop 10 additional certificate and/or degree programs (both locally approved and Chancellor's Office approved) including job placement and job enhancement courses and programs to be offered by 2015.
- Objective 2b: The College will increase by 5% over the previous five-year average the number of certificates and degrees (both locally approved and Chancellor's Office approved) awarded by 2015.
- Objective 2c: The College will develop and refine certificate SLOs annually with input from advisory committees.
- Objective 2d: The College will review/renew alignment of curricula with middle, high, adult schools and ROPs by 2015.
- Objective 2e: The College will increase by 10% the number of CTE students transferring by 2015.

Student Success and Academic Excellence

**GOAL 3:**

**Basic Skills**

**Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills.**

Objective 3a: For placement purposes, the College will require and continue to build the infrastructure that is necessary to implement mandatory assessment in reading, math, ESL, and writing for all non-exempt matriculating students by Fall 2012.

Objective 3b: The College will continue to add three to five new best practice program models annually.

Objective 3c: The College will evaluate, expand, and institutionalize best practice program models by Fall 2012

Objective 3d: The College will improve success in basic skills courses sequences to match current success rates in first transfer-level courses by 2015.

Student Success and Academic Excellence

**GOAL 4:**

**Rio Hondo College will offer opportunities which foster life-long learning and serve community interests.**

Objective 4a: The College will develop and implement an assessment tool to measure community interests and needs by Spring 2013.

Objective 4b: Based on community interests and needs, the College will increase the number of public “special topics” forums and panels by Spring 2015.

Objective 4c: The College will increase and publicize the number of courses offered, based on community interests and needs, specifically including special topics courses, by Spring 2015.

Objective 4d: The College will evaluate and assess the progress of completing the implementation plan for the South Whittier Educational Center (SWEC).

Objective 4e: The College will integrate and cross market credit courses with fee based classes by Spring 2015.

Objective 4f: The College will explore revenue implications for the implementation of a process for students to repeat certain classes under a fee-based not-for-credit structure

Objective 4g: The College will offer occupational and continuing education programs through diverse, innovative delivery systems by Spring 2015.



**Increase, Manage, and Retain Student Enrollment**

**GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.**

Objective 5a: The College will develop and implement a plan to ensure access to student support services that promote student success by Fall 2012.

Objective 5b: Before Fall 2012, the College will document and evaluate the number of students who participate in activities, and evaluate services that promote student engagement and increase that number by 5% annually until 2015.

Objective 5c: The College will establish an improved student services program to identify foster youth and connect them to existing services by Fall 2013.

Objective 5d: The College will initiate a student intervention process requiring all students to meet with a counselor to identify a specific college goal and complete an education plan outlining classes needed to achieve that goal prior to their second semester enrollment.

**Foster Cooperation and Collaboration among all Stakeholders**

**GOAL 6: Rio Hondo College will respond to the region's educational needs and contribute to its economic future through service to the community and partnerships with public, private, and non-profit organizations.**

Objective 6a: The College will increase and strengthen participation with business, industry, government, and non-profit organizations within our service area to meet training, retraining, and educational needs by Spring 2015 by increasing the number of students served by:

- workforce-preparation programs
- job-placement programs
- professional-recertification-requirement programs
- apprenticeship programs

Objective 6b: The College will develop a task force to investigate the possibility of adding a service learning component at Rio Hondo College by Fall 2013.

Objective 6c: The College will increase and enhance its outreach-education programs in K-12 schools in the five service areas by Spring 2015.

**Sustain Fiscal Accountability**

**GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.**

- Objective 7a: The College will inform the public of the financial state of the College annually through means such as the Annual Report, Superintendent's Monthly Update, college website, Citizens Oversight Committee, community updates and local press releases.
- Objective 7b: The College will maintain a minimum unrestricted general fund balance of 5% annually.
- Objective 7c: The College will maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.
- Objective 7d: The annual restricted general fund including categorical and grant funds should be a balanced budget (i.e. revenues = expenses).
- Objective 7e: The Rio Hondo College Foundation will maintain a balanced, unrestricted budget annually.
- Objective 7f: The Rio Hondo College Foundation will increase its restricted and unrestricted contribution to Rio Hondo College by 5% over 3 years from fiscal years 2010 through 2013.
- Objective 7g: The College will write and submit 10 new grant proposals raising a minimum of six million dollars by 2013.
- Objective 7h: The College will establish a process to address budget reductions that is student centered and involves all constituencies by Fall 2012.

**Sustain Fiscal Accountability**

**GOAL 8: Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.**

- Objective 8a: The College will examine and revise the hiring process for administrators, faculty, and classified staff by December 2012.
- Objective 8b: The College will improve and assess the evaluation process for administrators, faculty, and classified staff to gauge the quality of candidates hired by the District and examine the issues and process for internal promotion by December 2013.
- Objective 8c: The College will review professional development needs identified in program and unit plans and produce a summary report to drive funding priorities and needs by Fall 2013.
- Objective 8d: The College will maintain funding for staff development to support administrators, faculty, and classified staff through Fall 2013.

**Sustain Fiscal Accountability**

**GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.**

- Objective 9a: The College will meet the objectives of the current plan to upgrade and replace its distribution network by the end of Spring 2012.
- Objective 9b: The College will increase the number of opportunities for all staff to access and incorporate innovative instructional technologies through staff development, sabbaticals, conferences, and research by 2015.
- Objective 9c: The College will continue to support its replacement cycle for computers and related peripherals. As part of the annual planning process, new technology needs will be assessed in each program plan.
- Objective 9d: The College will assess the costs and options for developing and implementing a technology disaster recovery plan by Spring 2013.
- Objective 9e: The College will perform a needs assessment and develop curriculum for ongoing staff training by Spring 2013.
- Objective 9f: The College will review and evaluate the software needs campus wide by Fall 2013.
- Objective 9g: The College will develop metrics to evaluate and assess technology use on campus by Spring 2013.

**Sustain Fiscal Accountability**

**GOAL10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the campus.**

- Objective 10a: The College will expand and modernize facilities based on the five-year construction plan.
- Objective 10b: The College will update the Campus Facilities Master Plan by Spring 2013.
- Objective 10c: The College will increase accessibility and safety through bond construction improvements of pedestrian ways and lighting levels by Spring 2013.
- Objective 10d: The College will identify community needs for offsite facilities through input from board members, citizens, and government and community organizations by Spring 2013.
- Objective 10e: The College will acquire Leadership in Energy Efficiency Design (LEED) certification for all new buildings that exceed construction costs of 14 million dollars by Spring 2015.

- Objective 10f: The College will develop and disseminate expanded emergency procedures for existing and future construction, including access for Special Needs population by Fall 2013.
- Objective 10g: The College will maintain a plan with metrics to increase the level of campus aesthetics and cleanliness, based on the Minimum Expectations of Services Guidelines by Spring 2013.
- Objective 10h: The College will implement phase 2 of the plan to improve visitor, student and staff way finding on and off campus by Spring 2013.
- Objective 10i: The College will create a plan to explore short term parking options and drop off areas for students by Spring 2013.
- Objective 10j: The College will assess costs and options for developing a disaster recovery plan by Spring 2013.

#### Increase, Manage, and Retain Student Enrollment

**GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.**

- Objective 11a: Based on the campus climate survey, the College will increase student satisfaction with co-curricular activities by 2015.
- Objective 11b: The College will evaluate the campus climate survey process and instrument and provide recommendations for improvement by Fall 2012.
- Objective 11c: The College will expand opportunities for classified staff, faculty, students, and administrators to participate in the governance process.
- Objective 11d: The College will increase employee satisfaction by creating more opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, and ASRHC by Fall 2013.

#### Student Success and Academic Excellence

**GOAL 12: Rio Hondo College will offer increased educational opportunities for students.**

- Objective 12a: The College will strategically address the needs of underrepresented populations within its service area by Spring 2015 by:
- providing opportunities for enrollment from underserved areas of the District
  - increasing the number of first-generation students
  - increasing the number of scholarships and financial-aid opportunities
  - increasing outreach efforts to non-traditional students
- Objective 12b: The College will offer more opportunities, such as international education and study abroad partnerships, that enhance the students' concept of "global citizenship" by 2015.



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## **Area Plan Strategic Directions 2013-2014**

### **PRESIDENT'S AREA STRATEGIC DIRECTIONS**

- ★ Manage student enrollment through effective planning, fiscal capability and enrollment strategies.
- ★ Provide and update for the safety and security of the college community through well-established emergency preparedness.
- ★ Focus on certificate and degree completion.
- ★ Continue to seek and secure external funds to enhance programs and services.
- ★ Nurture better relationships with stakeholders including community, government officials, board of trustees, faculty, staff, and students.
- ★ Review and update Educational Master Plan, Technology Plan, District/Campus Facilities Master Plan, and Institutional Strategic Plan.
- ★ Continuously plan and prepare for accreditation self-study and visit in October 2014.
- ★ Continue to create leadership opportunities for employees and students.
- ★ Increase regional community partnerships with schools, businesses, and organizations.
- ★ Develop relationships with area colleges, universities, and school districts in an effort to achieve mutual benefit for our students and the community.

### **FINANCE & BUSINESS AREA STRATEGIC DIRECTIONS**

- ★ Maintain financial stability despite current and future economic crisis.
- ★ Ensure that construction contracts, management, and expenditures comply with established regulations.
- ★ Plan and design for new bookstore location.
- ★ Monitor cash flow of general and bond funds.
- ★ Collaborate with bargaining units to better serve the college.
- ★ Improve current and prepare for future district technology needs.
- ★ Expand new technologies such as desktop virtualization.
- ★ Minimize the construction claims during and post construction of RHC building program projects.
- ★ Revisit Measure A Bond projects.
- ★ Set up cash/fee collection procedures under division/department needs.
- ★ DSA close out projects



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**ACADEMIC AFFAIRS AREA STRATEGIC DIRECTIONS**

The strategic direction of the Office of Academic Affairs is to continue serving Rio Hondo College's students with the best education possible. Our focus is on developmental education, completion, and career and transfer opportunities for students. This will be achieved in many diverse ways within each academic division, but in general our strategic direction in Academics Affairs includes our efforts to:

- ★ Continue to play an instrumental role in leading Rio Hondo's accreditation process
- ★ Increase retention and completion of all certificate and degree programs through educational development plans, peer and online tutoring, and enhancement of the basic skills programs
- ★ Increase the number of students who achieve degrees and certificates in less than 6 years
- ★ Expand number of TMC degrees (currently at six)
- ★ Strengthen the Early Alert, Summer Bridge, Gateway Tutoring, Fast-Track Accelerated Learning, Learning Community, and First-Year Experience and other developmental education programs associated with the Office of Student Success and Retention and Title V funding
- ★ Develop interactive scheduling and degree access via the Web
- ★ Increase number of internship and job placement opportunities in collaboration with the Career Center and communicate job opportunities by program across academic and CTE disciplines
- ★ Support GE certificate completion and development of new training certificates
- ★ Identify additional grant funding and expand additional Perkins funding across programs
- ★ Increase transfer rate via appropriate scheduling of GE and transfer courses by division and across instructional areas.
- ★ Align current CTE curriculum with related transfer agreements
- ★ Improved Student Learning Outcome processes and discussions
- ★ Define guiding principles for scheduling and budget cuts through use of effective enrollment strategies plan/system
- ★ Continue to enhance delivery of quality instruction through effective curriculum and articulation efforts, degree development, hiring of new faculty and support for current faculty and staff
- ★ Increase Honors/AGS opportunities
- ★ Increase Study Abroad initiatives
- ★ Promote existing programs via flyers, degree completion charts, and program brochures for all disciplines and divisions
- ★ Continue Title V implementation



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**STUDENT SERVICES AREA STRATEGIC DIRECTIONS**

- ★ To work collaboratively within the area of Student Services and outside of the area with Academic Affairs to implement over the next 2-3 years the Student Success Act (SB 1456) recommendations and the Student Success Initiative as a part of the Student Success Task Force recommendations
- ★ To work through the governance process to dissolve the current Matriculation Committee and create a Student Success and Support Program Task Force
- ★ Investigate and consider implementing a first-year student success center as a best practice to meet the growing expectations brought forth thru SB 1456
- ★ Consider and review the organizational structure due to retirements and impending retirements in administration and staff to better align services for student success
- ★ Complete the process regarding enrollment priority and early registration for Fall, 2013
- ★ Continue to work closely with our K-12 and university partners to enhance college readiness and academic preparation in order to facilitate a seamless educational pipeline



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## Area Plan Accomplishments 2012-2013

### PRESIDENT'S AREA ACCOMPLISHMENTS

- ★ Present State of the College address to each Trustee areas City Council
- ★ Continue to carry out annual Great Shake Out drill in October
- ★ Celebrating 50th Anniversary with publication of "Our History" and many events
- ★ Provided data for grant applications or reports involving TRIO Programs, Title V / HSI, STEM, NSF, TAACCCT, GO RIO, Fire Tech FEMA, and CTE / Perkins
- ★ Accreditation kick off
- ★ Organized meetings or visits with elected officials and representatives including state legislators, congress members, and hosted several networking lunch meetings with field deputies of elected officials
- ★ Ensure the BLUE LIGHT Emergency Phone System is working properly to address needed emergency response in outer campus gathering areas
- ★ Processed 3,111 employment applications; hired eight faculty members, six administrators, and 31 classified staff members

### FINANCE & BUSINESS AREA ACCOMPLISHMENTS

- ★ Both financial and bonds without any audit exceptions under Finance and Business area
- ★ Payroll Department implemented timely process based on new STRS rule
- ★ Annual audit for bond and general fund had no audit exceptions.
- ★ 5% minimum reserve general fund for 2012-2013.
- ★ VoIP Upgrade: Approximately 340 phones have been installed.
- ★ Desk Top Services & Support: Computer Refresh - Seventy five new machines have arrived to replace old machines. New machines will be installed in the next several weeks.

### ACADEMIC AFFAIRS AREA ACCOMPLISHMENTS

- ★ When faced with the task of reducing the number of class sections for budgetary purposes, the **Office of Academic Affairs** involved deans and faculty in a collaborative process that lasted over 2.5 months and resulted in the strategic reduction of 263 class sections for the 2012-13 academic year, representing a necessary \$1.3 million budget reduction
- ★ The **El Monte Educational Center** was opened Spring 2013, including the first ten class offerings and development of support staff involving counseling, assessment, and administrative support
- ★ The **South Whittier Educational Center Annex** was opened in Fall 2012, adding three classrooms to existing facility, office space, and a student/faculty lounge





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- ★ The **Division of Arts and Cultural Programs** presented 27 events throughout the year, including events in the Art Gallery and Wray Theater ranging from theater productions to variety shows to dance productions and an art exhibit featuring our own Yoshio Nakamura
- ★ The **Office of Continuing Education**, in collaboration with the **Division of Communications and Languages**, hosted a two-week international study tour from China involving 100 students learning ESL
- ★ The **Office of Student Success and Retention** provided a supportive workshop for faculty involved in the Learning Communities program to foster collegial dialogue among them.
- ★ Most of the **Title V Grant** objectives for the 2011-12 year were met, or even surpassed, and the year ended within budget
- ★ Within the **Division of Behavioral and Social Sciences**, \$139,000 in new playground equipment was installed at the **Child Development Center**, funded by both Measure A Bond funds and a grant from the California Department of Education State Preschool Program.
- ★ The **Foster Kinship Care Office** developed the **CONNECT** program (CONnections Necessary to Experience College Transition) as a way to improve student services for our foster youth. (CONNECT is a collaborative effort between the Counseling department, Financial Aid, DSP&S, EOP&S, and CalWORKs)
- ★ The **Division of Business** developed and offered the Volunteer Income Tax Assistance program to the community as part of the Accounting program.
- ★ Within the **Division of Career and Technical Education**, the Automotive Program was recertified by NATEF and ATTS, and two grants totaling 700K were submitted to the Chancellor's Office
- ★ In the **Division of Communications and Languages**, the Forensic Team experienced a stellar season when team members earned top honors in several tournaments, won a team third place sweepstakes award at the PSCFA Fall Champs, and sent ten team members to the Phi Rho Pi National Forensics Tournament; in Journalism, *El Paisano* print and online newspapers each won General Excellence awards at the JACC Southern California fall conference
- ★ The **Division of Health Sciences and Nursing** won various grants totalling \$293,000 and entered into a special grant-funded collaboration with CSULA to send 10 of our ADN students to start their BSN program in Summer 2013
- ★ In the **Division of Library & Instructional Support**, the **Virtual College** staff successfully upgraded Blackboard to version 9.1 while helping an increased number of faculty who use BB to enhance their classes, while staff in Instructional Support began implementing CurricUNET to electronically facilitate curriculum development and approval
- ★ The **Division of Math and Sciences** began implementation of the Fast-Track Math Sequence, a program designed to increase completion of developmental math students, while providing academic support for a record number of STEM students this year and awarding \$110,000 in 22 STARSS Scholarships; in addition, an AS-T degree in Physics was approved by the Curriculum Committee and is awaiting Chancellor's Office approval



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- ★ The **Division of Physical Education/Athletics** has begun moving into their beautiful new facility; last Spring, Rio's Baseball team was the state runner-up and won the most games in school history
- ★ In the **Division of Public Safety**, the AJ Program received removal from suspension on the last course under their purview that has been suspended for the last two years. With the presentation of the Requalification Course, Rio Hondo has completed all measures imposed upon it by POST. The Police Academy started and will complete one full iteration of the Basic Extended Course Spring 2013 semester
- ★ The **Office of Staff Development** played an instrumental role in offering campus-wide and cohort-specific training on the topic of Unconscious Bias.

**STUDENT SERVICES AREA ACCOMPLISHMENTS**

- ★ Student Life & Leadership continued their Student Leadership Institute this year with over 100 participants starting the program (increase from 65 in the inaugural year)
- ★ Student Affairs was able to secure a two-year Student Mental Health Grant in the amount of \$245,517 from the Chancellor's Office
- ★ Student Life & Leadership initiated the inaugural Hispanic Scholarship Fund Scholar Chapter at Rio Hondo College
- ★ Counseling and Student Development hosted the inaugural integrated Transfer and Career Conference in Fall 2012
- ★ Successfully initiated the Drop for non-payment process in Spring 2013
- ★ Successfully initiated the on-line parking process for Spring 2013
- ★ Collaboratively hosted with Academic Affairs "State of the College for Students" during the Fall, 2012
- ★ Hosted a professional development day for the classified and management team in Student Services Summer, 2012 based on StrengthsQuest and True Colors
- ★ Utilized Student Mental Health Grant to host "De-Stress Fest" and the Safe Zone training in Spring, 2013
- ★ Successfully hired and integrated into the Student Services team a new Director of Disabled Student Programs & Services
- ★ Successfully implemented AB 131, the California Dream Act in Spring, 2013



# INSTITUTIONAL RESEARCH AND PLANNING

## 2013-2014 PLANNING PROCESS



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### PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

#### SUMMARY HIGHLIGHTS

#### Facilities

- Increase financial support to Maintenance & Operations in consideration of aging infrastructure and off-site responsibilities: appropriate machinery and preventative maintenance provisions.
- Improve signage at the Student Services Building to identify location of various offices.
- Install a sound system and two way mirrors for two observation rooms in the Child Development Center/Lab School in order to enhance observational experience.
- Add three telephone lines to Veterans Services Office to assist veterans in making timely referral calls to external agencies.
- Allocate physical space on campus for mathematics computer labs.

#### Technology

- Allocate additional funds to meet the ongoing and increasing demands for campus-wide technology requirements, upgrades, replacements, and security.
- Upgrade campus distribution switches and acquire uninterruptable supplies (UPS) to replace aging units.
- Allocate funding to purchase software/technology for mathematics and accounting programs.
- Retrofit all mathematics classrooms to be “smart” (computers, LCD projector, screen, etc.).
- Purchase institutional site and individual licenses of appropriate mathematics software for the math programs.
- Supply mathematics instructors with laptops able to support mathematics software.

#### Safety

- Ensure that chemical usage/storage in the photography lab meets appropriate standards.

#### Services to Students

- Increase funding to the LAC and reading lab to maintain, improve, and segment services to students across the disciplines.
- Augment staff in the Transfer Center to accommodate the increase in student demand for services.
- Increase Marketing Department proactive assistance to advertise and develop brochures for division, programs, and departments.
- Transfer the auspices of the daily student support services of the Go Rio Program to an existing Student Service office.

#### Staffing

- Hire additional accounting instructors.
- Hire additional reading instructors
- Hire an additional part-time STEM counselor.
- Pay Child Development Center/Lab School aides a comparable rate to those at other community colleges.
- Increase the number of tutors in MSC and LAC.
- Increase financial support to Maintenance & Operations in consideration of aging infrastructure and off-site responsibilities: hire additional full-time HVAC mechanic, locksmith, and plumber.

#### Faculty Development

- Increase staff development budget to assist the mathematics programs with ongoing staff development and specialized training.



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### Program Review Executive Summary

#### Accounting

Friday, November 2, 2012

**Program Participants in Attendance:** Jeannie Liu, Mike Slavich,

**Program Review Committee Participants in Attendance:** Ruben Agus, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Accounting Program consists of fifteen courses taught by highly qualified instructors who possess extensive work experience in the field. The program prepares students for employment in business and industry in the areas of general bookkeeping, accounts receivable and payable, and payroll and auditing; and offers an Associate of Science Degree and a certificate of achievement. Their most outstanding accomplishment is a newly created Volunteer Income Tax Assistance Program (VITA) which will serve the community by providing free tax preparation services for low income qualifiers.

#### Commendations

- Commendations on recent efforts to update the curriculum and create certificates.
- Commendations of the creation, coordination, and implementation of the Volunteer Income Tax Assistance (VITA) program.
- Commendations on continually consulting with your Advisory Board about the trends and requirements in accounting and business.
- Commendations on offering courses online, developing a Cooperative Work Experience course to support and reinforce on-the-job training, and continued advisement of the business student club, Phi Beta Lambda.
- Commendations on the creation of the new Accounting Program website.

#### Program-Level Recommendations

- Delete courses that are no longer active from catalog/curriculum as appropriate.
- Continue creating more short-term certificates and courses as needed.
- Continue to recruit and retain qualified part-time accounting instructors.
- Continue to work with Rio Hondo's Articulation Officer to ensure course articulation with four-year institutions.
- Work with the Marketing Department to create an accounting brochure.
- Reconsider appropriate prerequisites and advisories for accounting courses in an effort to increase student retention and success.

#### Institutional-Level Recommendations

- Increase funding to purchase software/technology for the Accounting Program.
- Hire an additional full-time accounting instructor.
- Increase funding to Learning Assistance Center to provide tutors in accounting.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Admissions and Records

Friday, November 16, 2012

**Program Participants in Attendance:** Judy Pearson

**Program Review Participants in Attendance:** Robert Bethel, Fran Cummings, Marie Eckstrom, Matt Koutroulis, Jan La Turno, Rowena Mendoza, Jim Sass,

Admissions and Records handles the application, registration, and record maintenance for the college. It also provides a broad range of services to our international students.

#### Commendations

- Commendations on reducing the amount of time to process applications, maintaining records with limited staff, and accommodating the college's many academic schedules and terms.

#### Program-Level Recommendations

- Revise Program Review document, following suggestions outlined in Help Text: include current data and analysis of data; elaboration of Program's Strengths, Weaknesses, Opportunities, and Threats, Strategic Direction and specific plans for Staff Development.
- Update text when necessary to address current conditions.
- Address "accuracy" criterion in SLO section.
- Include staffing schedule and summary of CCC Apply data in Program's Characteristics, Performance, and Trends.
- Implement steps to track quantity and quality of services provided to students.
- Include recommendations for improvement in the section on Program's Accomplishments and Recommendations for Improvement.
- Implement or remove recommendations from the Spring 2008 Program Review panel.
- Seek funding allocations in Goals and Objectives.
- Include under Evaluation of Goal headings information on how program would know if the goal were successfully completed.

#### Institutional-Level Recommendations

- Increase staff to augment busy periods.
- Consider program's strategic direction item to "Reorganize department."



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Basic Skills Math

Friday, November 2, 2012

**Program Participants in Attendance:** Lydia Gonzalez, Leah Griffith, Karen Koos, Jan LaTurno, Mark Littrell, Greg Miller, Matt Pitassi, George Wang

**Program Review Participants in Attendance:** Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Basic Skills Math Program consists of the developmental math course sequence from basic arithmetic through intermediate algebra. Their 19 full-time and 25 part-time faculty are highly qualified, dedicated, innovative, and sensitive to the needs of their students as can be seen in the variety of course offerings in the program (traditional, online, Fast-Track, Independent Study modules).

#### Commendations

- Commendations on the implementation of the Fast-Track mathematics courses.
- Commendations recognizing the need and commencing development of a specifically designed preparatory course for statistics.

#### Program-Level Recommendations

- Work with the Marketing Department to create a brochure that delineates the various pathways through the Basic Skills Math Program.
- Continue to work with the Counseling Department to assist in appropriately placing students into math courses.

#### Institutional-Level Recommendations

- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences, bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances to the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.
  1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
  2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
  3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematica*, etc.).
  4. Support the implementation of mathematics software with ongoing staff development and specialized training.



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5. Supply all mathematics instructors with up-to-date laptops.
  6. Hire an additional instructional assistant for the Math Science Center (MSC).
  7. Hire a part-time STEM counselor.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Calculus Program

November 2, 2012

**Program Participants in Attendance:** Ryan Bronkar, Cameron English, Lydia Gonzalez, Leah Griffith, Karen Koos, Mark Littrell, Krysia Mayer, Greg Miller, Firouz Mosharraf, Matt Pitassi, George Wang

**Program Review Committee Participants in Attendance:** Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Calculus Program consists of eight courses: Trigonometry (175), Pre-calculus (180), Calculus I (190), Calculus I Honors (190H), Calculus II (191), Calculus III (250), Linear Algebra (260), and Differential Equations (270). The highly-qualified and dedicated calculus faculty continually review and improve their skills, curriculum, and teaching methods. However, the Rio Hondo College Calculus Program needs financial support to bring state-of-the-art technology into their program. With this support, the Calculus Program can be exemplary and highly competitive with our sister institutions (both two-year and four-year) and can train our students to be among the best and well-trained student mathematicians.

#### Commendations

- Commendations on the program's supportive internal Calculus instructor mentoring system, whereby seasoned calculus instructors work with those less experienced in teaching calculus at Rio Hondo. This mentor system is an exemplary model that other academic programs could adapt.
- Commendations on recognizing the needs of calculus students and increasing the contact time by approximately 30% in the classroom as a means of addressing those needs. This, in turn, has resulted in improved retention and success rates in the calculus sequence of courses.
- Commendations also are deserved for the recent realignment of the Calculus sequence course outlines in efforts to make the content more evenly distributed.
- Commendations on the Calculus Programs continuing progress in SLO formulation, assessment, and analysis.
- Commendations on the steady growth of the program, at an average rate of 5.35% per year.
- Commendations on successful efforts to win grants to support STEM and specifically mathematics programs.

#### Program-Level Recommendations

- Consider offering more calculus courses during the evening hours.
- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.





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- Continue pursuing the possibility of a “bridge course,” which aims at assisting students’ transition from computational to theoretical mathematics courses.

### **Institutional-Level Recommendations**

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.
  1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
  2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
  3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematica*, *SPSS*, etc.).
  4. Support the implementation of mathematics software with ongoing staff development and specialized training.
  5. Supply all mathematics instructors with up-to-date laptops.
  6. Hire an additional instructional assistant for the Math Science Center (MSC).
  7. Hire a part-time STEM counselor.



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### **Program Review Executive Summary**

#### **Child Development Center/Lab School**

**Friday, November 9, 2012**

**Program Participants in Attendance:** Rebecca Green, Sondra Moe

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Child Development Center /Lab School provides an educational program for preschool children for the community and Rio Hondo student/staff parents as well as an observational laboratory to observe preschool development for students in our Child Development/Education coursework.

#### **Commendations**

- Commendations on affording opportunity for students to intern on the Rio Hondo College campus and complete field work for degrees.
- Commendations on providing the highest quality nutritious homemade food for the children at the Center.
- Commendations on utilizing social networking, parent handbook, and newsletters as means to communicate with parents.
- Commendations on the Center's strong partnerships both on campus and in the community.

#### **Program-Level Recommendations**

- Work with the College's risk management team to implement safety changes.
- Consider seeking outside funding for pending projects.
- Revise Program Review document to provide a more succinct Mission Statement.
- Revise SLOs to address what students learn at the Lab and SAOs to address the services. Include assessment method(s) and rubric(s).
- Continue to partner with Child Development Program faculty to facilitate NAEYC Accreditation.

#### **Institutional-Level Recommendations**

- Support the program by paying aides a comparable rate to the aides in laboratory schools on other community college campuses.
- Install a sound system and two way mirrors for two observation rooms to enhance observational experience.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Child Development/Education

Friday, November 9, 2012

**Program Participants in Attendance:** Rebecca Green, Patricia Kepner, Sondra Moe, Carol Sigala

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Child Development Education Program strives to educate students who will become professionals in the child development field, facilitating and supporting the development of children of all ages and their families in a wide variety of venues, including educational programming, social services, and business enterprises. Toward that end, the highly qualified and experienced faculty provide 29 course offerings, various certificates, and an Associate's degree.

#### Commendations

- Commendations on well thought out SLOs, multiple pathways to certificates, and high number of awarded degrees.
- Commendations on creating an online Student Handbook.
- Commendations on collaboration with campus preschool lab and other off-campus educational sites.
- Commendations on the Perkins funded verification program which leads to employment.
- Commendations to the faculty for involvement with CCCECE, leading to state advocacy for the program.
- Commendations to program in its variety of offerings (29 courses, day/afternoon/evening, online); articulation with high schools, ROPs, and universities; and Child Development Scholarship Program.

#### Program-Level Recommendations

- Rubric and assessment methods should be included with SLOs; include data that shows if goals are being met; include analysis of data in narrative form.
- Revise Mission Statement and reorganize document as necessary.

#### Institutional-Level Recommendations

- Install a sound system and two way mirrors for two observation rooms at the Child Development Center/Lab School to enhance observational experience.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Government and Community Relations

Friday, November 2, 2012

**Program Participants in Attendance:** Mary Becerril, Russell Castaneda-Calleros, Dyrell Foster, Gloria Reyes Lieu, Melissa Serrato

**Program Review Committee Participants in Attendance:** Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Mathis, Barbara Salazar

The Government and Community Relations Program was established as a full-time program in January 2005. Prior to that date, it had been associated with the Foundation. The Program strives to maintain positive, mutually beneficial relationships among the students, staff, and various government and community leaders who represent the college's service area.

#### Commendations

- Commendations to a small program that participates in many campus and off-campus activities.
- Commendation on continuing to fund and operate the GO RIO program.

#### Program-Level Recommendations

- Work on a concrete and clear description of the characteristics, performance, and trends for the Program that addresses the workload and responsibilities of the Director and clerk.
- Delegate workload and responsibilities where appropriate to other college programs and departments to ease the burden on Government and Community Relations. For example, enlist the help of other administrators to attend or cover community events and groups in service area communities.
- Work with Institutional Research and Planning (IRP) to develop metrics for quantifying and qualifying the program through statistical data analysis.
- Work with the SLO Coordinator to improve the current draft of SAOs and create rubrics to evaluate them.
- Work with the Career Center to solidify and expand the program's internship opportunities.
- Develop strategies to increase awareness on campus of the program and its services. Consider enlisting the assistance of Marketing and Communications in development these strategies.

#### Institutional-Level Recommendations

- Provide increased opportunities for staff to enhance knowledge of technology such as GIS to support Government and Community relations efforts.
- Hire staff to support the Go Rio Program or incorporate the student services aspects of the program within the existing structure or unit in the Student Services Area.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Mailroom

Friday, November 9, 2012

**Program Participants in Attendance:** Timothy Connell

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Mailroom manages the College's incoming/outgoing mail and operates the switchboard.

#### Commendations

- Commendations on a knowledgeable and well-trained staff.

#### Program-Level Recommendations

- Revise Program Review document to reflect the suggestions in the Program Review Help Text, specifically the Mission Statement.
- Work with the Office of Institutional Research and Planning (IRP) to utilize data to show scope and needs of program.

#### Institutional-Level Recommendations

- Relocate Mailroom to a location that would accommodate the necessary pick-up and deliveries.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Maintenance & Operations

Friday, November 9, 2012

**Program Participants in Attendance:** Stephen Gabriel, George Lopez

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Maintenance & Operations Program provides outstanding heating, air conditioning, electrical, plumbing, locksmithing, and general plant maintenance service to the main campus and off-site locations. They accomplish all these tasks with only six Maintenance & Operations personnel, and as such, they are the unsung heroes of our campus.

#### Commendations

- Commendations on maintaining the comfort and safety (heating, plumbing, air conditioning, electrical, locks, and general plant maintenance) of the entire campus and its satellite locations with a very small staff.

#### Program-Level Recommendations

- Work with Office of Institutional Research and Planning to utilize in-place data collection (work order system) to show scope and needs of program.
- Develop a preventative maintenance plan, including budget needs.
- Increase staff development opportunities for staff to augment and improve expertise in the field(s) and meet/exceed safety standards.
- Revise Program Review document to address the areas outlined in the Program Review Help Text.

#### Institutional-Level Recommendations

- The College should develop ways to recognize and honor the contributions of classified staff.
- The College should increase support to Maintenance & Operations in light of aging infrastructure and off-site responsibilities: additional full-time HVAC mechanic, locksmith, plumber, appropriate machinery, preventative maintenance provisions.
- The College should provide opportunity for combining the various facilities programs (housed in various locations throughout the campus) into a centralized location.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Network/Infrastructure Support

Friday, November 9, 2012

**Program Participants in Attendance:** Huy Nguyen, Gary Van Voorhis, Van Vuong

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Network/Infrastructure Support team of two employees provides outstanding service to the College and its off-campus sites, as they work to provide fast, appropriate, and secure services while also anticipating and planning for future resource demands.

#### Commendations

- Commendations on exceeding 99% uptime for network availability and providing a solid/redundant network core.
- Commendations on completion of off-site backup, South Whittler Educational Center (SWEC), Administration of Justice (AJ), and Student Services/Student Union network installations, Wi-Fi controller and firewall upgrades

#### Program-Level Recommendations

- Increase campus awareness of “virtualization” and “cloud computing.”

#### Institutional-Level Recommendations

- The Network/Infrastructure should work with the College to acknowledge and emphasize the ongoing and increasing demands for technology requirements, upgrades, replacements, and security.
- Upgrade the College’s distribution switches and acquire uninterruptable power supplies (UPS) to replace aging units.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Photography

Friday, November 16, 2012

**Program Participants in Attendance:** Don Mason

**Program Review Participants in Attendance:** Robert Bethel, Fran Cummings, Marie Eckstrom, Jan La Turno, Rowena Mendoza, Matt Koutroulis, Jim Sass

The Photography Program provides students with the opportunity to prepare for upper-division coursework in the field, earn an Associate's degree, prepare portfolios for vocational training programs and careers, and pursue life-long learning opportunities within the foundational fine arts. They do an exemplary job and have expanded their offerings to embrace digital photography.

#### Commendations

- Commendations on plans for strategic direction: strengthening ties with professional photographers, addressing industry trends, implementing digital photography courses, and collaborating with other art instructors.
- Commendations on the increase in enrollment upon adding digital photography.
- Commendations on a high student success rate.

#### Program-Level Recommendations

- Revise Program Review document to include responses to the Program Review Help Text: Program's Overarching Outcomes; an elaboration and analysis of the data in Program's Characteristics, Performance and Trends; and expanded Weaknesses and Opportunities.
- Continue to explore alternative sources of funding: grants, partnerships in industry.
- Consider developing the career/technical aspect of the program by offering a Certificate of Achievement or partnering with the established career-oriented Arts programs (i.e., Animation, Commercial Art).
- Consider assembling an advisory board to assist in underscoring program's direction and needs.

#### Institutional-Level Recommendations

- Hire a technician that can operate the photo lab and support MAC computers.
- Increase staff in Maintenance & Operations in order to provide proper maintenance for photo faculties.
- Ensure that chemical usage/storage meets appropriate standards.





# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary Reading & Vocabulary Friday, November 2, 2012

**Program Participants in Attendance:** Sharon Bell, Karleen Curlee, Robert Holcomb

**Program Review Committee Participants in Attendance:** Ruben Agus, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Reading & Vocabulary Program consists of ten courses: Learning Strategies (READ 012), Introductory Reading (READ 020), Basic Reading (READ 021), Intermediate Reading Skills (READ 022), Reading Lab (READ 021L and READ 022L), Reading College Textbooks (READ 023), Critical Reading (READ 101), Effective Study Methods (READ 134), and Vocabulary & Etymology (VOCAB 101). The five full-time faculty, assisted by a relatively stable pool of part-time instructors and instructional assistants in the reading lab, provide quality instruction in reading to students at all levels of educational development and disability.

#### Commendations

- Commendations to the Reading Lab in its openness to assist students (as time and space permits) from all disciplines in reading and the lab's establishment of a library in conjunction with the Rio Hondo College Library Verizon Grant.
- Commendations to the Reading faculty for participating in the Fast-Track Accelerated Learning Program, training and utilization of Gateway tutors in their classrooms, and participation in Summer Bridge College Readiness Program.

#### Program-Level Recommendations

- Continue to work with Counseling and Disabled Service Programs & Services (DSP&S) to improve appropriate placement and services to students.
- Consider reducing the class size in Reading 20 and 21 to accommodate the multiple and various needs of students at that level of development in reading.
- Delete courses no longer taught.
- Work with academic disciplines across the campus to address the needs of students in reading; specifically, in following the recommendations of the Student Success Task Force (SSTF) in implementing appropriate prerequisites across the curriculum to improve student retention, persistence, and success.
- Consider renaming the program "College Reading" to reflect the collegiate nature of its offerings and delivery.
- Consider negotiating with other departments/programs for larger classrooms to accommodate the course enrollments in reading.

#### Institutional-Level Recommendations

- Hire two additional full-time reading instructors to replace retired instructors.
- Increase funding to the reading lab to maintain, improve, and augment services to reading students and students from across the disciplines.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary Transfer Center Friday, November 16, 2012

**Program Participants in Attendance:** Dianne Holcomb, Walter Jones, Jose Lara

**Program Review Participants in Attendance:** Robert Bethel, Fran Cummings, Marie Eckstrom, Jan La Turno, Matt Koutroulis, Rowena Mendoza, Jim Sass

The Transfer Center provides comprehensive assistance to students in the transfer process to four-year institutions. It provides a myriad of services in an exemplary manner.

#### Commendations

- Commendations on a comprehensive program review document.
- Commendations on tracking the impressive volume of services and contact with students.
- Commendations on the many opportunities afforded students through the Center: collaboration with UCLA's Center for Community College Partnerships; campus tours, panel discussions featuring UC and CSU campus representatives; partnership with CSU, Dominguez Hills; transfer conferences, workshops, and celebrations on campus; and other efforts to inform and assist students with the transfer process.
- Commendations on concrete plans for program improvement and increasing benefits to students.

#### Program-Level Recommendations

- Revise Program Review document: simplify Mission Statement, reorganize and move to appropriate sections.
- Collaborate more closely with the Financial Aid Office to assist students in securing funding for transfer.
- Continue to seek ways to keep the campus abreast of information, opportunities, and timelines associated with transfer.
- Continue to work with Articulation Officer to ensure course-to-course articulation with four-year institutions.
- Consider partnering with Institutional Research and Planning (IRP) for surveys and student tracking.
- Consider steps to prioritize and re-structure the work in order to emphasize more productive activities and make the work less labor intensive. This could include use of social media and other technologies.
- Include in Goals/Objectives: position upgrade for the current Student Services Assistant.
- Clarify Objectives 6.1 and 6.2 to indicate exactly the types of equipment needed.

#### Institutional-Level Recommendations

- Augment staff in Transfer Center to accommodate the increase in student demand for services.
- Improve signage at the Student Services Building (SSB) to identify location for Transfer Center.



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### Program Review Executive Summary

#### Transfer-Level Mathematics

Friday, November 2, 2012

**Program Participants in Attendance:** Cameron English, Leah Griffith, Karen Koos, Mark Littrell, Greg Miller, Matt Pitassi, George Wang,

**Program Review Committee Participants in Attendance:** Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar,

#### Commendations

- Commendations on the cooperative and collegial work ethic among the Transfer-Level Program Mathematics instructors, who initiate regular formal and informal meetings to plan, discuss, and evaluate all aspects of the program.
- Commendations on the Program's concerted efforts to identify and assist "at-risk" students early in the semester.
- Commendations on increased success and retention rates.
- Commendations on recognizing the discrete mathematics course needs between STEM versus non-STEM students.

#### Program-Level Recommendations

- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Continue to work with the Counseling Program to assist counselors in advising students toward the appropriate math course and/or course sequence.
- Consider scheduling more mathematics courses during the evening.
- Work with the Marketing Department to create a professional brochure to explain and promote the Transfer-Level Mathematics offerings and pathways.
- Work with MSC and LRC to employ tutors for statistics.

#### Institutional-Level Recommendations

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas:
  1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.



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2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
  3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (*MatLab*, *Mathematica*, *SPSS*, etc.).
  4. Support the implementation of mathematics software with ongoing staff development and specialized training.
  5. Supply all mathematics instructors with up-to-date laptops.
  6. Hire an additional instructional assistant for the Math Science Center (MSC).
  7. Hire a part-time STEM counselor.



# INSTITUTIONAL RESEARCH AND PLANNING

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### Program Review Executive Summary

#### Veterans Services

Friday, November 9, 2012

**Program Participants in Attendance:** Sylvia Duran-Katnik, Tina Caldera, Arely Rodarte

**Program Review Participants in Attendance:** Marie Eckstrom, Walter Jones, Matt Koutroulis, Howard Kummerman, Kevin Smith, Rene Tai

The Veterans Services Center provides military veterans and their dependents with a variety of assistance designed to facilitate their successful pursuit of higher education. The office staff collaborates with many campus departments and community organizations to provide quality and caring services to its clients.

#### Commendations

- Commendations on managing a 166% increase in client load.
- Commendations on collaborative efforts among community colleges statewide and among the College's departments and programs.
- Commendations on being included in the Top 100 Military-Friendly colleges list.
- Commendations on a concise Mission Statement.

#### Program-Level Recommendations

- Continue to work with other counselors and departments to assist veterans.
- Continue to seek ways to inform the college campus of the Veteran's Office services.
- Complete SLO information analysis and include SAOs related to services offered with lead to success. Tie results to needs.
- Review goals and move or duplicate in SAOs as appropriate; review and reorganize Strengths, Weaknesses, Opportunities, and Threats (SWOT) as appropriate.
- Use data to substantiate needs: counseling or administrative.

#### Institutional-Level Recommendations

- Add three telephone lines to Veterans Services office to assist veterans in making timely referral calls to external agencies (for example, Veterans Administration, AmVets, UCLA MedNet, etc.).
- Work with Marketing Department to develop a Veterans Services brochure.



## 2013 Rio Hondo College Student Success Scorecard

*Rio Hondo College serves the communities of El Monte, Pico Rivera, Santa Fe Springs, South El Monte and Whittier in Los Angeles County. The campus in the Whittier hills is complemented by the new South Whittier Educational Center and El Monte Educational Center. Almost 20,000 students enroll each semester in 100 associate degree and certificate programs. Designated a Hispanic-Serving Institution, Rio Hondo consistently ranks among the top 100 colleges in the nation for the number of degrees awarded to minority students. RHC offers many strong career-technical programs, such as nursing, fire and police academies, and automotive, as well as a full transfer curriculum and basic skills courses.*

Student Information (2011-12)				
<b>Students</b>			30,574	
GENDER		RACE/ETHNICITY		
Female	42.2%	African American	2.9%	
Male	57.3%	American Indian/Alaskan Native	0.3%	
Unknown Gender	0.5%	Asian	7.8%	
AGE		Filipino	1.7%	
Under 20 years old	23.8%	Hispanic	64.5%	
20 to 24 years old	30.4%	Pacific Islander	0.2%	
25 to 49 years old	38.5%	White	13.5%	
50 or more years old	7.3%	Two or More Races	0.9%	
Unknown Age	0.0%	Unknown Ethnicity	8.4%	

Other Information (2011-12)	
Full-Time Equivalent Students	13,904.2
Credit Sections	3,707
Non-Credit Sections	472
Median Credit Section Size	29
Percentage of Full-Time Faculty	72.1%



**2013 Rio Hondo College Student Success Scorecard Metrics**

Cohort Tracked for Six Years Through 2011-12	Completion			Persistence			30 Units			Remedial			Career Technical Education	Career Development & College Preparation
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL		
<b>Cohort</b>	63.9%	35.6%	39.9%	56.0%	70.2%	68.0%	67.1%	62.7%	63.4%	39.9%	41.7%	52.5%	51.5%	10.0%
Female	65.8%	36.2%	40.5%	49.3%	71.7%	68.5%	64.4%	64.5%	64.5%	43.3%	45.3%	54.9%	58.9%	6.5%
Male	61.8%	34.9%	39.3%	63.4%	68.2%	67.4%	70.2%	60.5%	62.1%	34.9%	38.3%	48.9%	47.7%	17.0%
Under 20 years old	66.4%	37.2%	41.8%	55.7%	71.8%	69.2%	68.4%	65.0%	65.6%	44.9%	42.9%	59.0%	64.6%	75.0%
20 to 24 years old	38.1%	28.7%	29.9%	52.4%	61.0%	59.9%	57.1%	51.5%	52.2%	37.0%	39.7%	48.5%	56.9%	50.0%
25 to 49 years old	63.6%	26.7%	29.9%	72.7%	63.8%	64.6%	63.6%	51.7%	52.8%	32.0%	39.2%	39.4%	40.8%	5.1%
50 or more years old	0.0%	40.0%	33.3%	0.0%	40.0%	33.3%	0.0%	40.0%	33.3%	23.8%	53.3%	40.0%	37.5%	6.1%
African-American	0.0%	28.6%	25.0%	100.0%	57.1%	62.5%	50.0%	35.7%	37.5%	17.6%	10.0%	57.1%	37.5%	50.0%
American Indian/Alaskan Native	0.0%	12.5%	9.1%	66.7%	62.5%	63.6%	66.7%	37.5%	45.5%	42.9%	NA	50.0%	66.7%	NA
Asian	84.4%	46.9%	56.3%	59.4%	78.1%	73.4%	65.6%	74.0%	71.9%	37.9%	51.0%	62.8%	69.6%	16.7%
Filipino	60.0%	43.8%	47.6%	40.0%	68.8%	61.9%	40.0%	56.3%	52.4%	33.3%	42.9%	55.6%	62.1%	NA
Hispanic	53.5%	32.4%	34.7%	55.0%	73.1%	71.1%	63.6%	61.4%	61.7%	40.2%	41.9%	51.1%	56.7%	6.0%
Pacific Islander	0.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	50.0%	66.7%	0.0%	66.7%	NA	37.5%	0.0%
White	58.6%	42.0%	45.7%	72.4%	70.0%	70.5%	79.3%	66.0%	69.0%	43.7%	50.0%	41.4%	51.1%	40.0%

# **2012 FACT BOOK**



**Institutional Research & Planning Office**



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# Student Enrollment & Demographics

## RHC Student Headcount

Chart 1

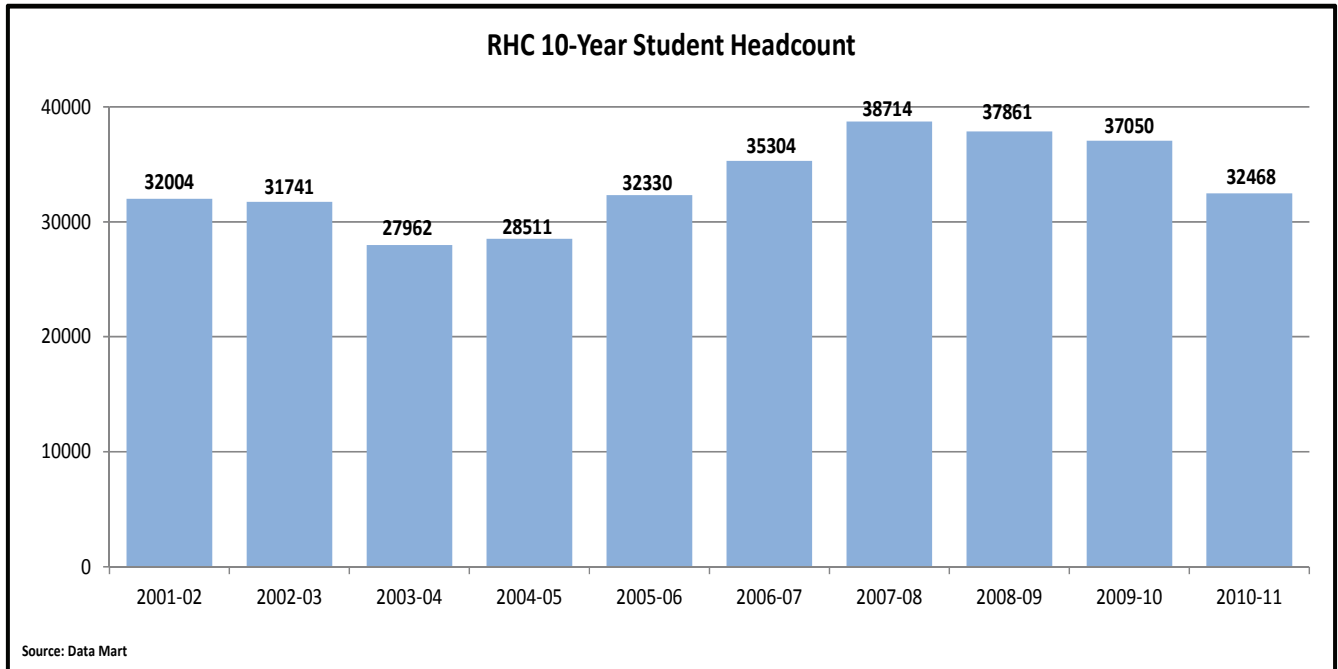
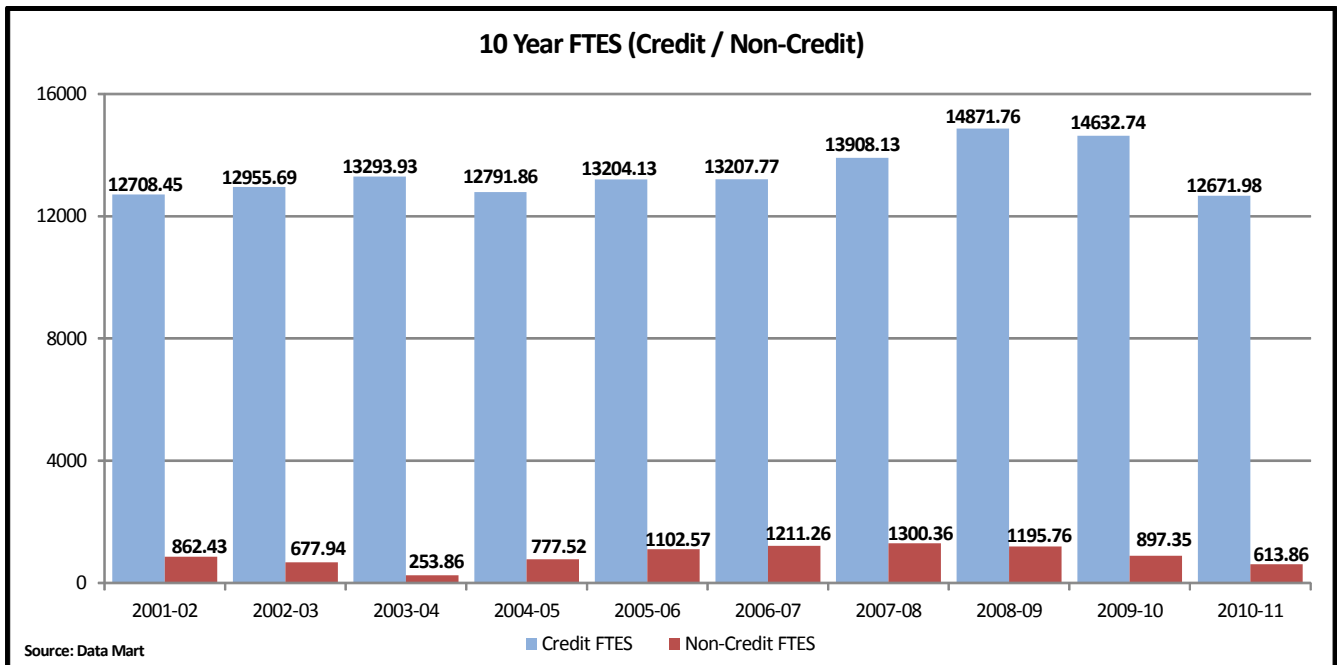
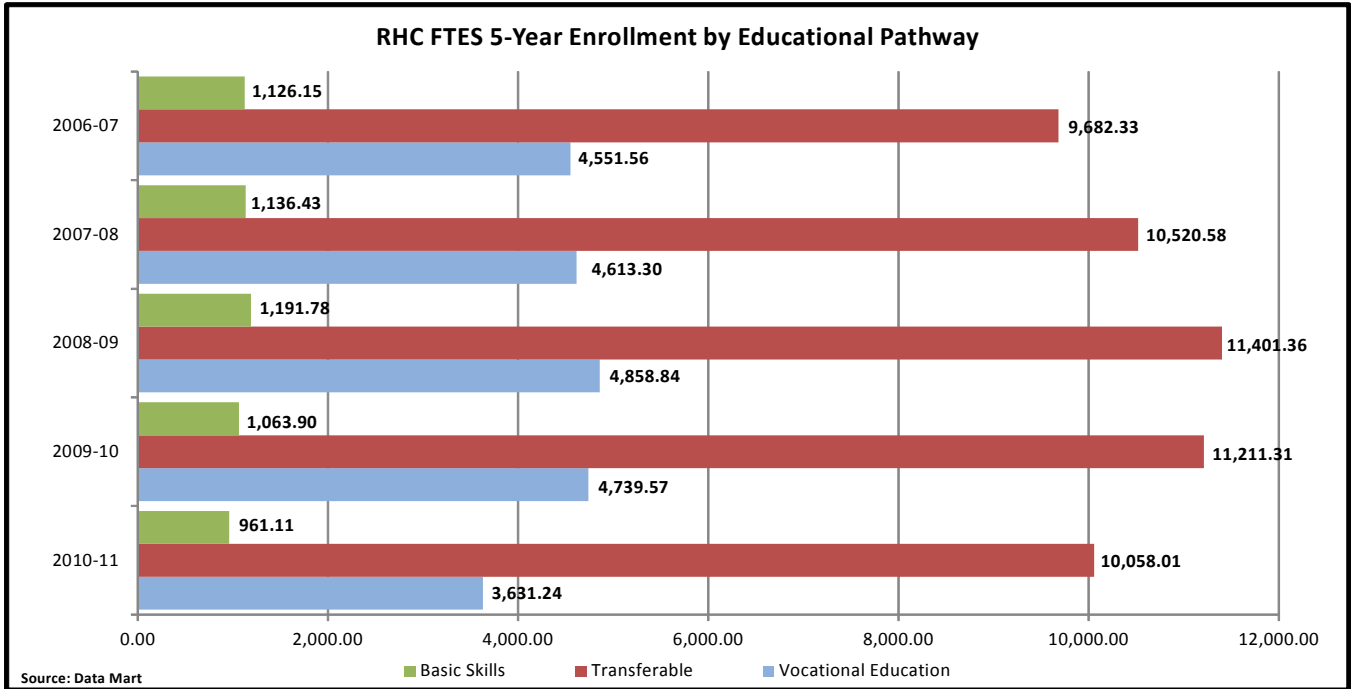


Chart 2

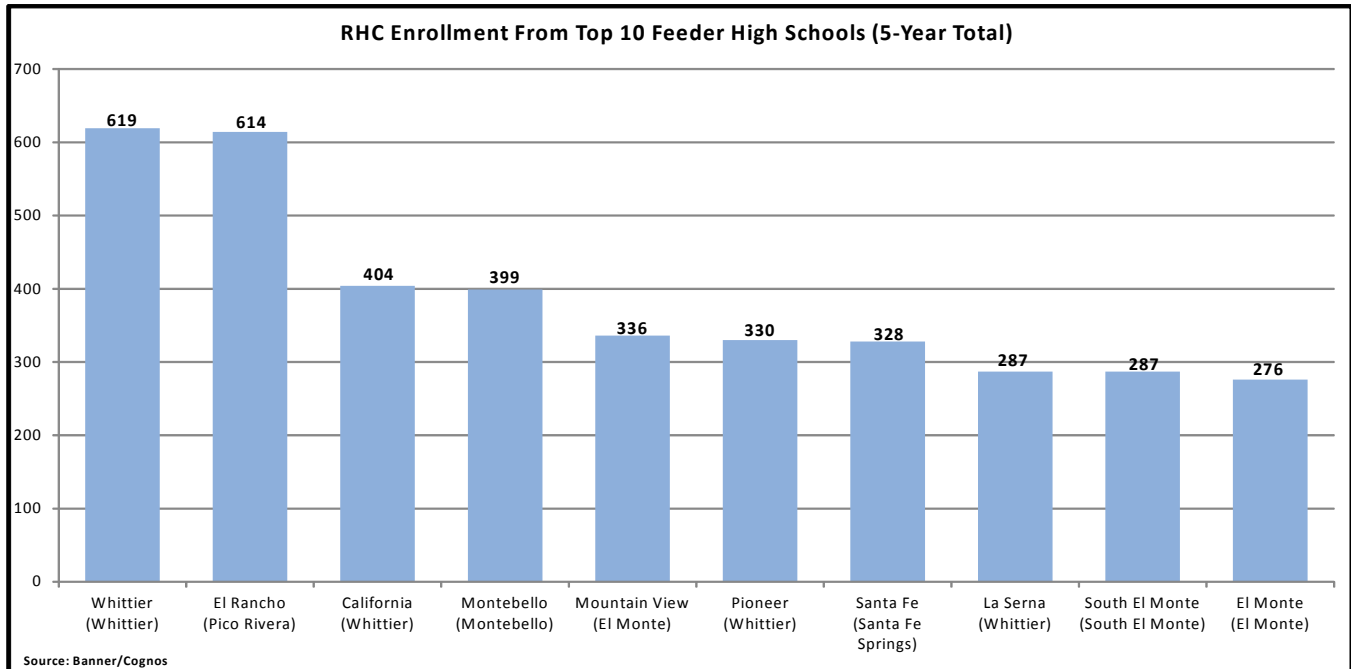


**Chart 3**



## Students Enrollment From Feeder High Schools

**Chart 4**



# RHC Demographics: Age, Gender, and Ethnicity

Chart 5

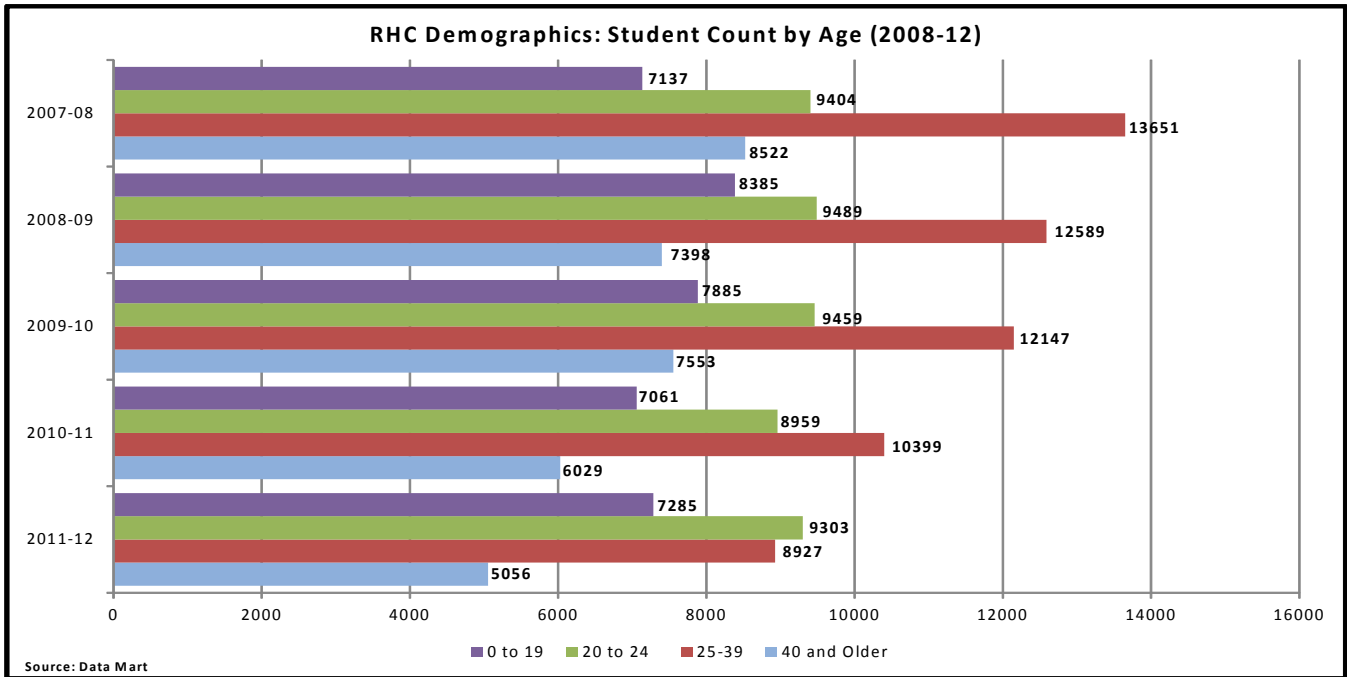
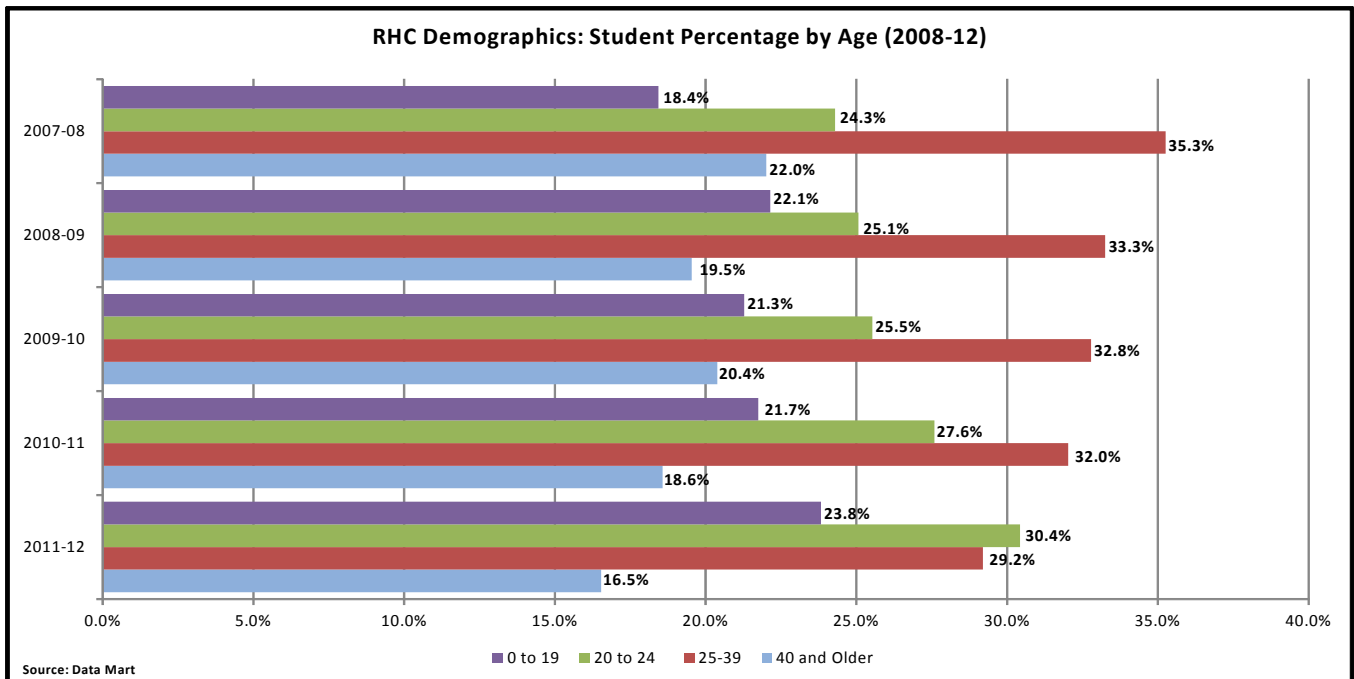
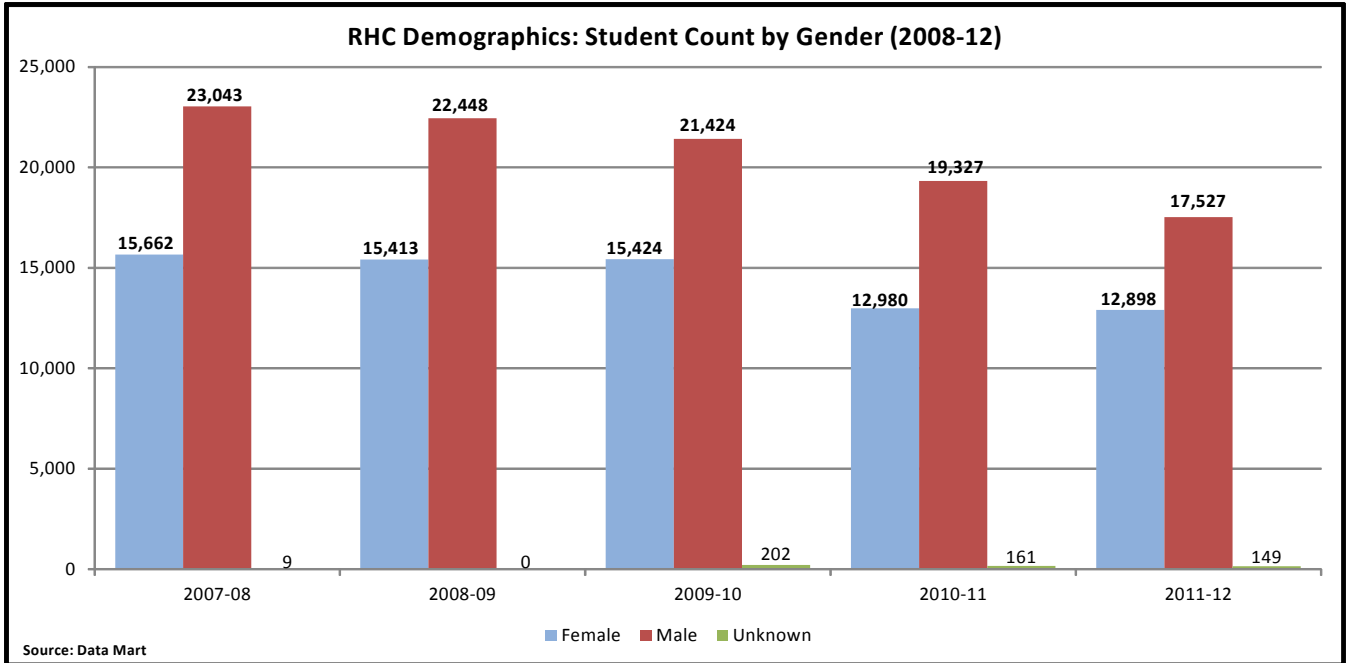


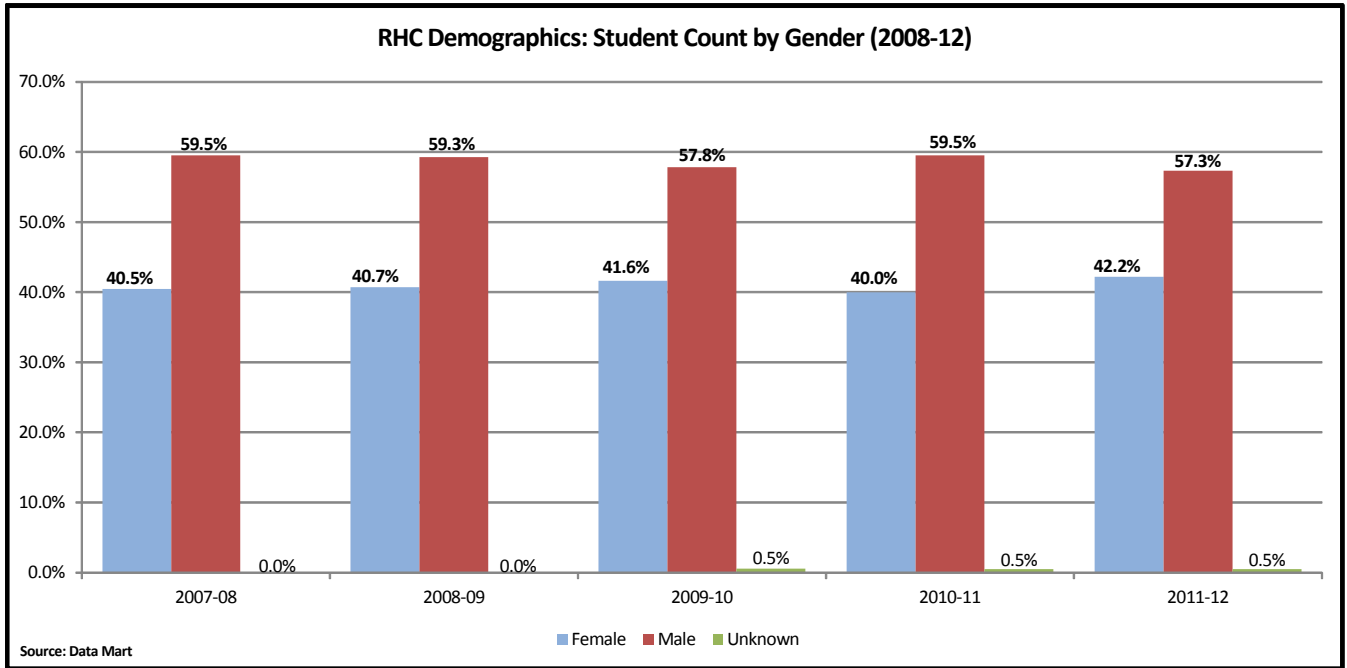
Chart 6



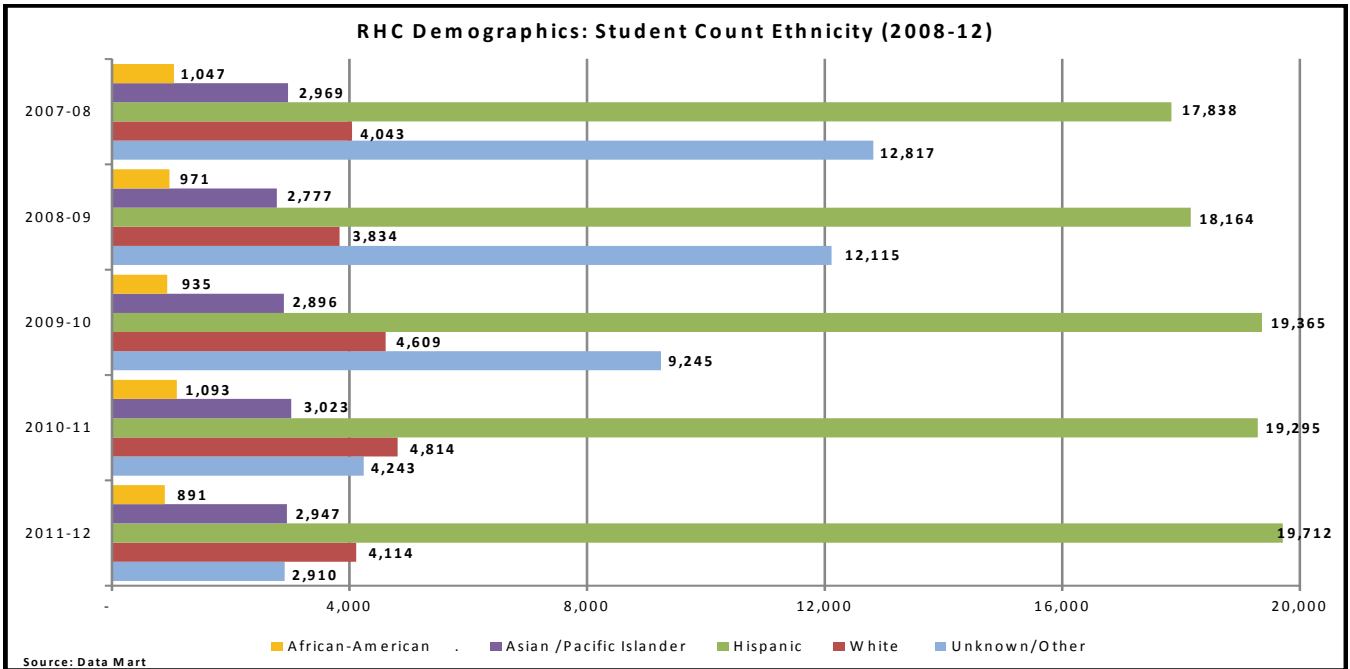
**Chart 7**



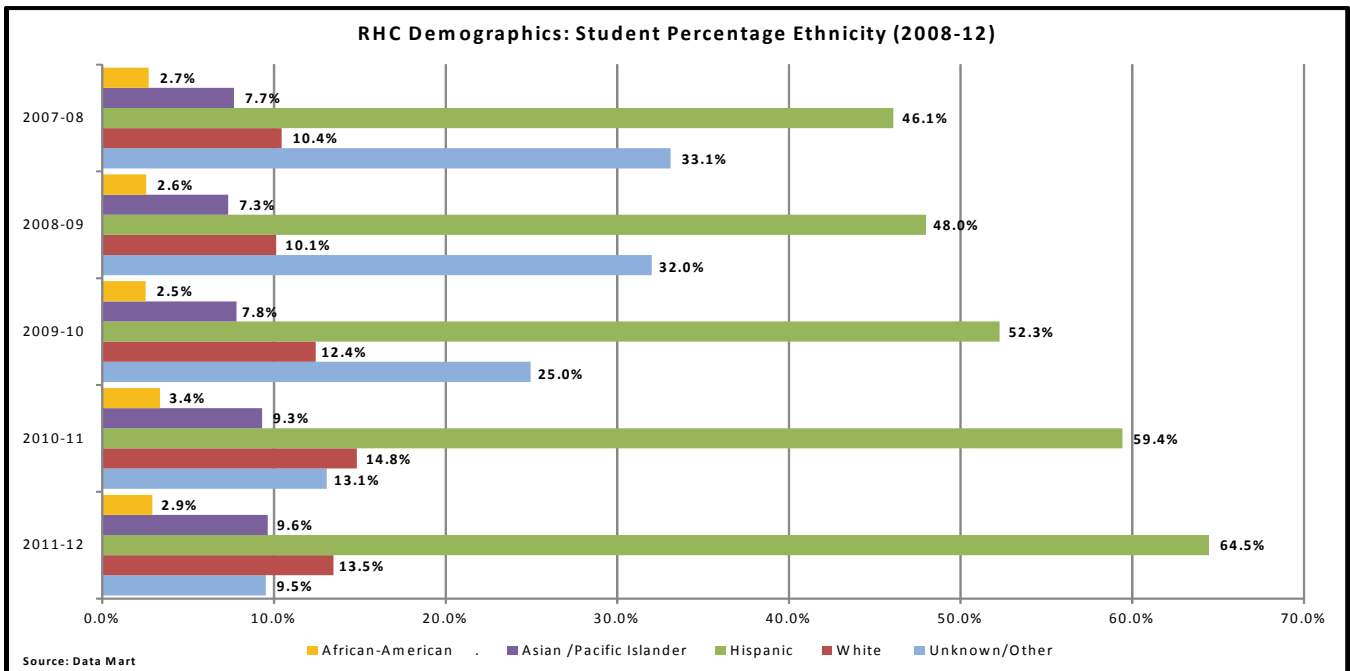
**Chart 8**



**Chart 9**



**Chart 10**



## RHC Special Populations/ Programs

**Chart 11**

### RHC Disabled Students

Disability Type	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Acquired Brain Injury	18	2%	17	2%	18	2%	18	3%	19	2%
Developmentally Delayed Learner	403	38%	472	49%	377	37%	130	19%	143	17%
Hearing Impaired	16	2%	16	2%	21	2%	20	3%	18	2%
Learning Disabled	194	18%	187	20%	229	23%	223	32%	287	35%
Mobility Impaired	4	0%	4	0%	7	1%	19	3%	21	3%
Other Disability	68	6%	84	9%	147	15%	167	24%	194	23%
Psychological Disability	348	33%	158	17%	202	20%	93	13%	122	15%
Speech/Language Impaired	3	0%	10	1%	5	0%	10	1%	12	1%
Visually Impaired	9	1%	8	1%	6	1%	13	2%	15	2%
<b>Rio Hondo CCD Total</b>	<b>1,063</b>	<b>100%</b>	<b>956</b>	<b>100%</b>	<b>1,012</b>	<b>100%</b>	<b>693</b>	<b>100%</b>	<b>831</b>	<b>100%</b>

Source: Data Mart

**Chart 12**

### RHC CalWORKS Participants

CalWORKS Programs	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
County-Referred Program Participant	58	21%	77	30%	107	37%	77	22%	134	43%
Exempt Program Participant	0	0%	0	0%	1	0%	0	0%	0	0%
Post-Employment Program Participant	6	2%	0	0%	0	0%	0	0%	0	0%
Self-Initiated Program Participant	0	0%	176	69%	178	62%	266	77%	174	55%
Self-Referred Program Participant	218	77%	3	1%	2	1%	3	1%	6	2%
<b>Rio Hondo CCD Total</b>	<b>282</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>288</b>	<b>100%</b>	<b>346</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

Source: Data Mart

**Chart 13**

### RHC EOPS Program

EOPS Status	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
EOPS and CARE Participant	136	0.4%	107	0.3%	117	0.3%	110	0.3%	110	0.3%
EOPS Participant	1476	4.2%	1,424	3.7%	1,556	4.1%	1,433	3.9%	1,154	3.5%
Not an EOPS/CARE Participant	33,858	95.5%	37,302	96.1%	36,277	95.6%	35,632	95.8%	31,395	96.1%
<b>Rio Hondo CCD Total</b>	<b>35,470</b>	<b>100.0%</b>	<b>38,833</b>	<b>100.0%</b>	<b>37,950</b>	<b>100.0%</b>	<b>37,175</b>	<b>100.0%</b>	<b>32,659</b>	<b>100.0%</b>

Source: Data Mart



Chart 14

**RHC Public Safety Program Completion**

Public Safety Academy	Academic Year					TOTAL
	2006-07	2007-08	2008-09	2009-10	2010-11	
Emergency Medical Technician	86	98	118	118	138	558
Basic Fire Academy	106	18	48	85	84	341
Wildland Fire Academy	66	57	55	50	64	228
Basic Police Recruit Class	230	181	147	192	54	804
Basic Police Recruit Class--Level III Module	32	37	81	57	0	207
Basic Police Recruit Class--Level II Module	19	26	40	109	0	194
Basic Police Recruit Class--Level I Module	38	31	37	47	67	220
<b>TOTAL</b>	<b>577</b>	<b>448</b>	<b>526</b>	<b>658</b>	<b>407</b>	<b>2616</b>

Source: Banner/Cognos

Chart 15

**RHC Public Safety Degree Awards, 2006-2011**

Award	Subject	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Associate Degree	Administration of Justice	79	88	91	94	71	423
	Corrections	7	3	5	12	6	33
	Fire Technology	58	70	59	52	69	308
	Wildland Fire Technology	0	1	0	0	0	1
<b>Total Degrees</b>		<b>144</b>	<b>162</b>	<b>155</b>	<b>158</b>	<b>146</b>	<b>765</b>

Source: Data Mart

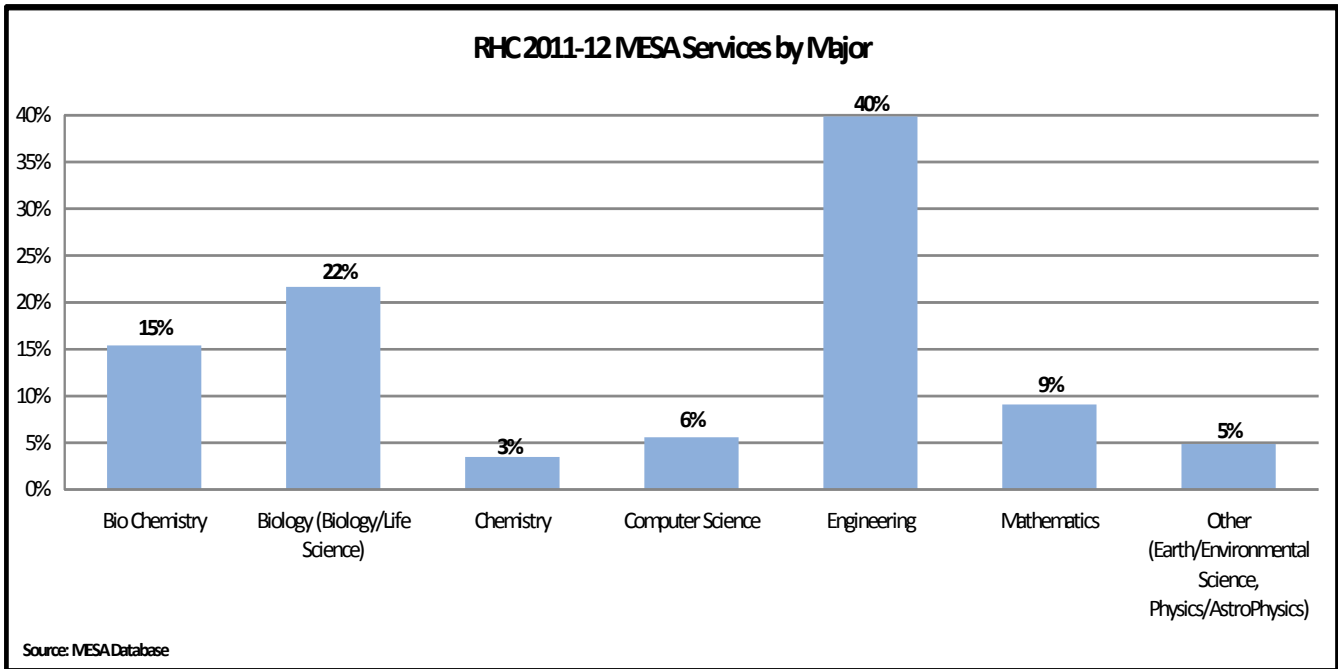
Chart 16

**RHC Public Safety Students & Sections**

Academic Year	Students Served	Course Sections Offered
2006-2007	15,543	1,211
2007-2008	19,509	1,488
2008-2009	23,109	1,564
2009-2010	17,851	1,174
2010-2011	11,951	1,043
<b>Total</b>	<b>87,963</b>	<b>6,480</b>

Source: Banner/Cognos

**Chart 17**



**Chart 18**

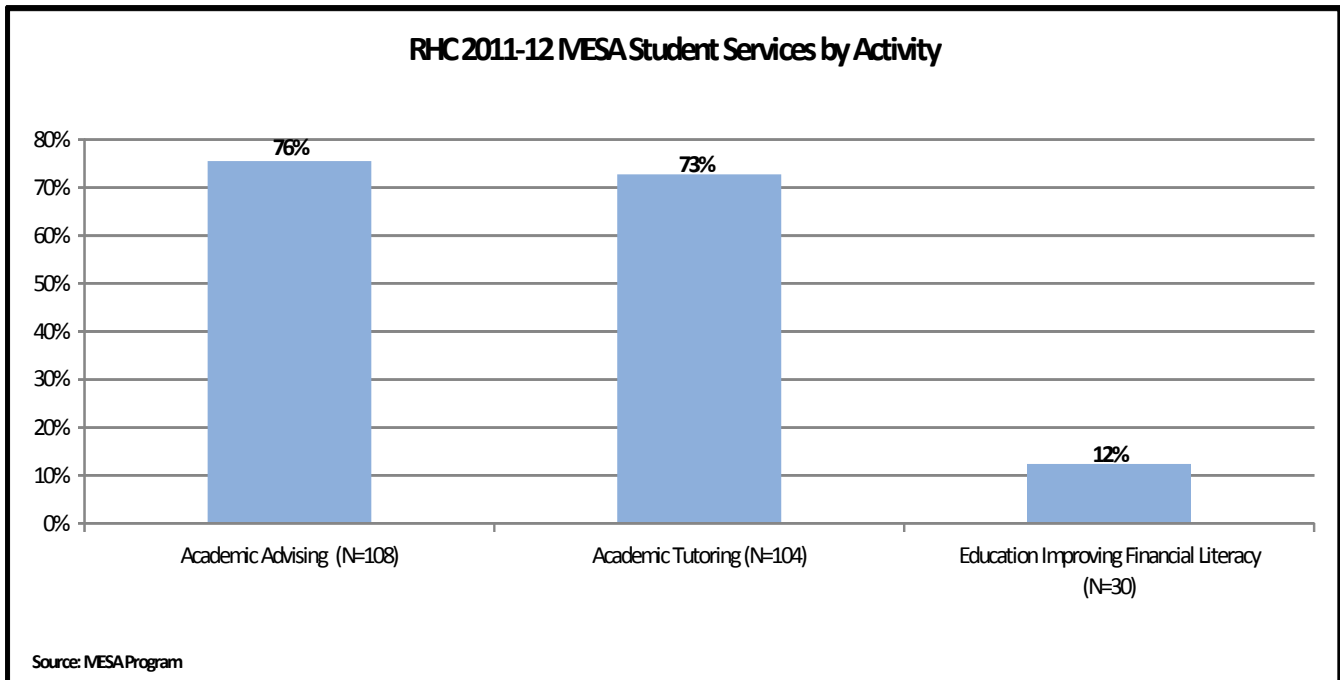
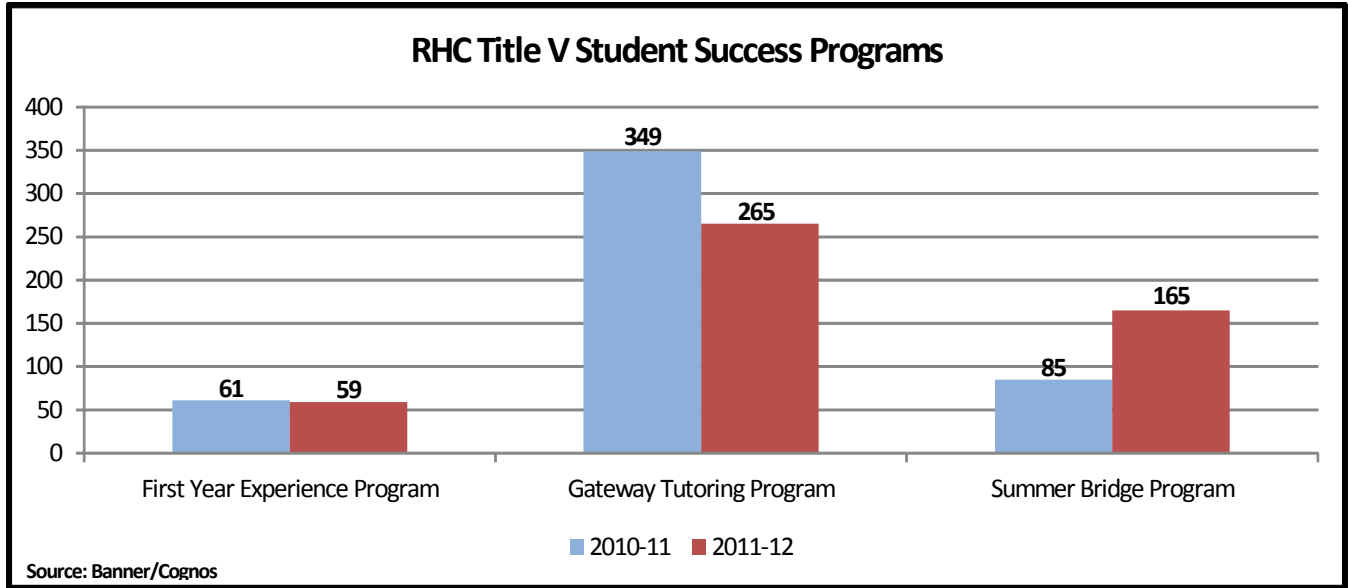
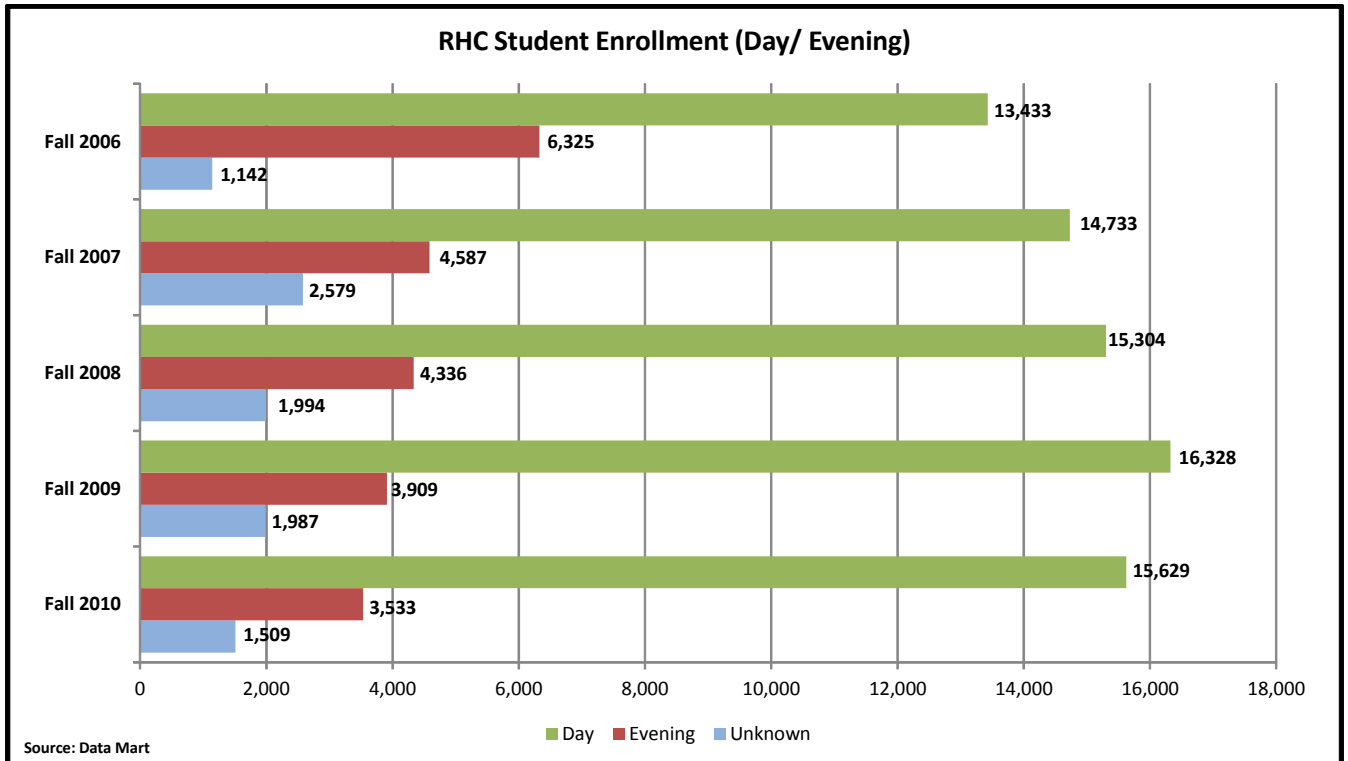


Chart 19



## Day/ Evening Enrollment

Chart 20



# RHC Student Educational Goals

Chart 21

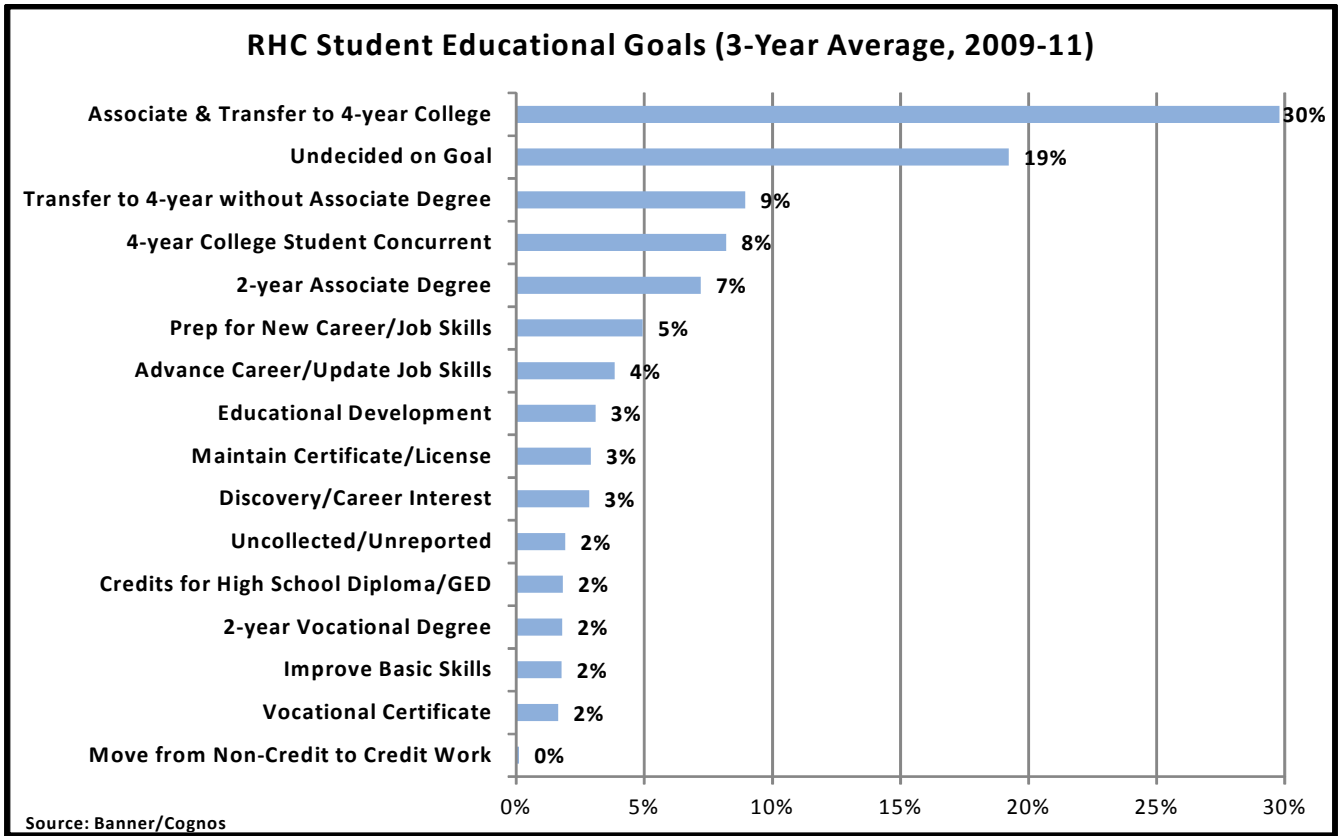
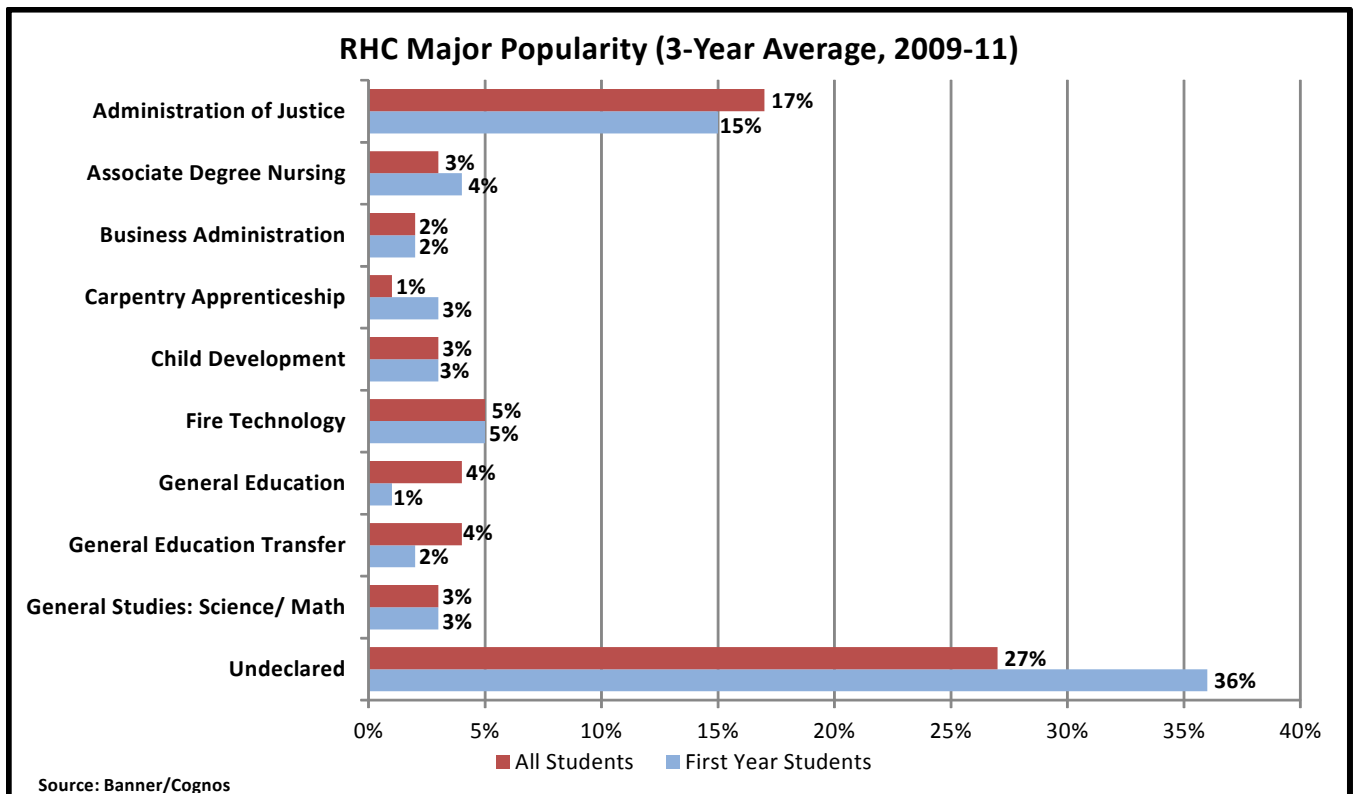


Chart 22



# Financial Aid

Chart 23

RHC 5-Year Financial Aid Disbursement

Financial Aid Type	2006-07		2007-08		2008-09		2009-10		2010-11	
	Count	Amount	Count	Amount	Count	Amount	Count	Amount	Count	Amount
Scholarship Total	123	\$199,219	103	\$114,174	115	\$99,741	83	\$59,419	44	\$73,203
Grant Total	5,345	\$8,664,106	5,314	\$9,208,636	5,731	\$11,489,071	7,819	\$17,857,314	7,420	\$19,662,849
BOG Waiver Total	6386	\$3,124,733	5597	\$2,228,863	5791	\$2,379,114	7142	\$3,433,537	10860	\$4,629,103
Loan Total	391	\$1,076,621	365	\$1,190,821	420	\$1,571,080	548	\$2,068,599	636	\$2,067,389
Work Study Total	91	\$205,327	143	\$289,276	128	\$336,884	70	\$160,496	60	\$130,794

Source: Data Mart

# RHC Student Performance

Chart 24

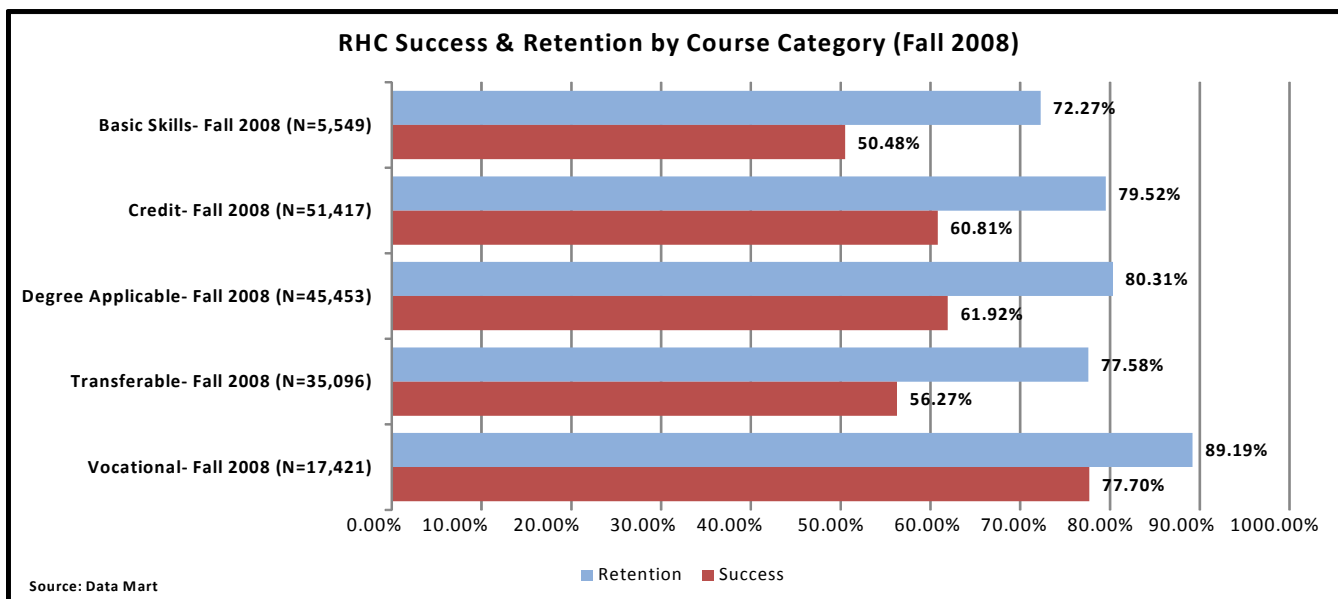


Chart 25

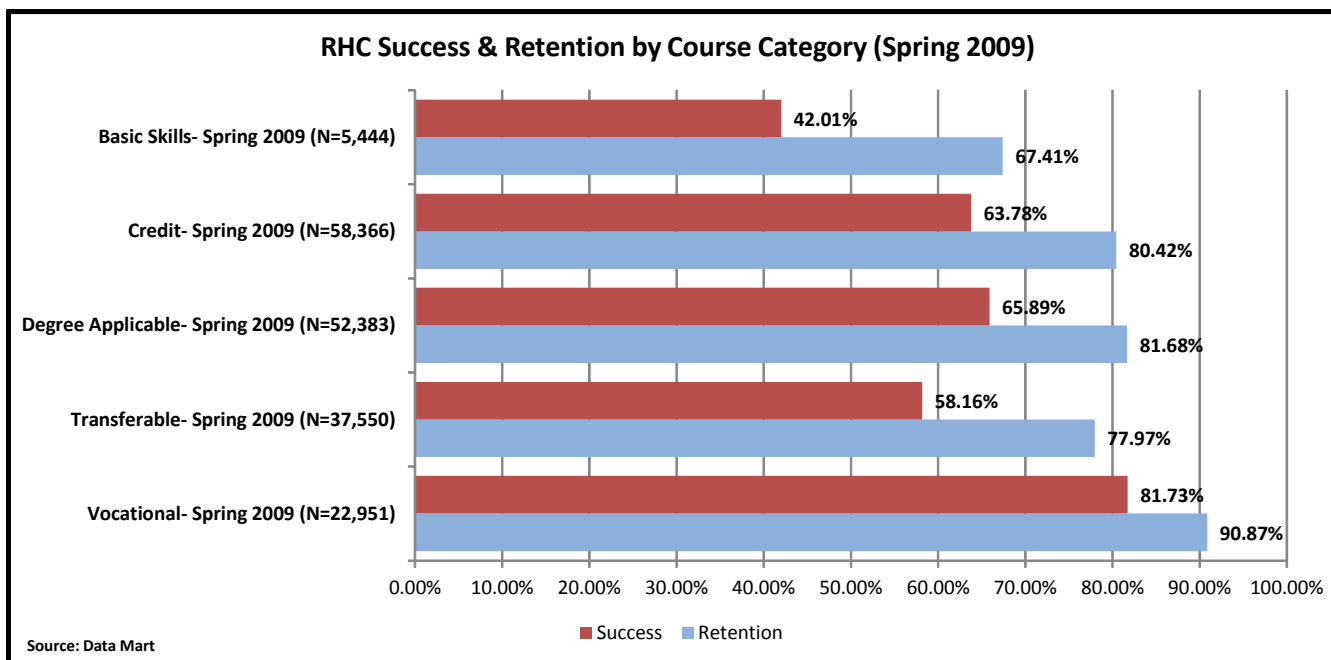


Chart 26

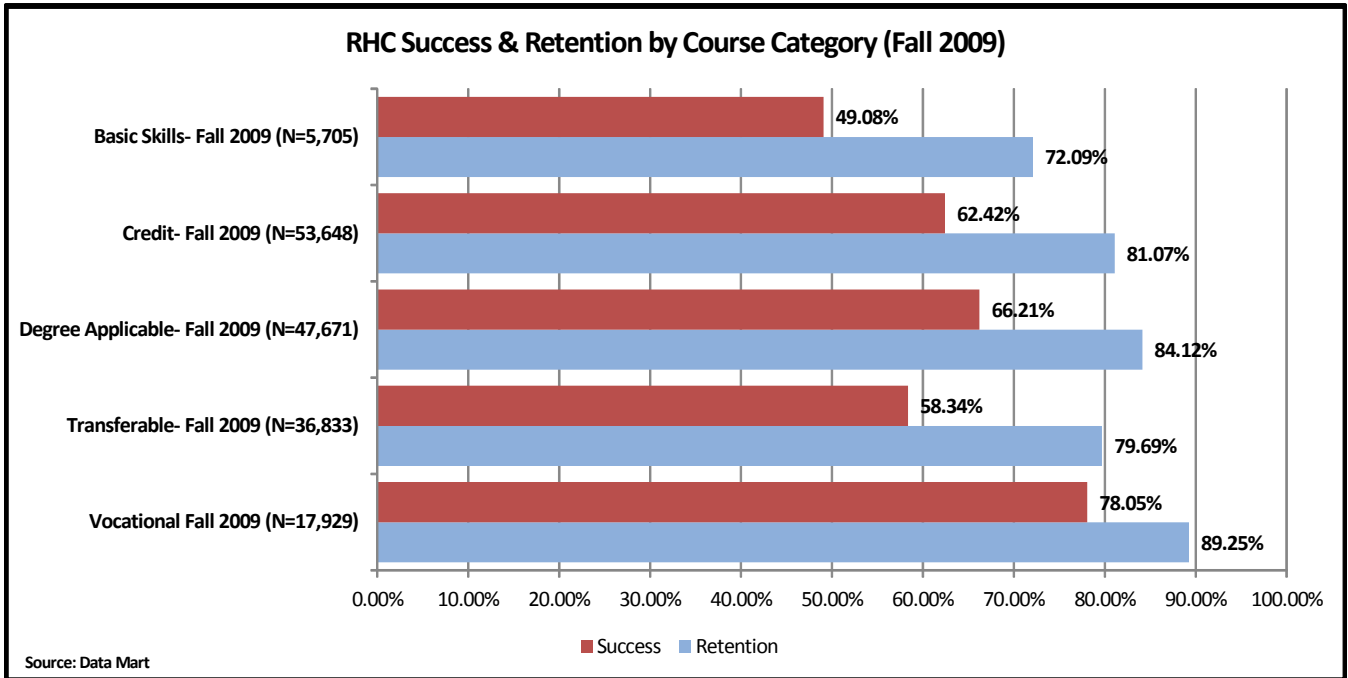


Chart 27

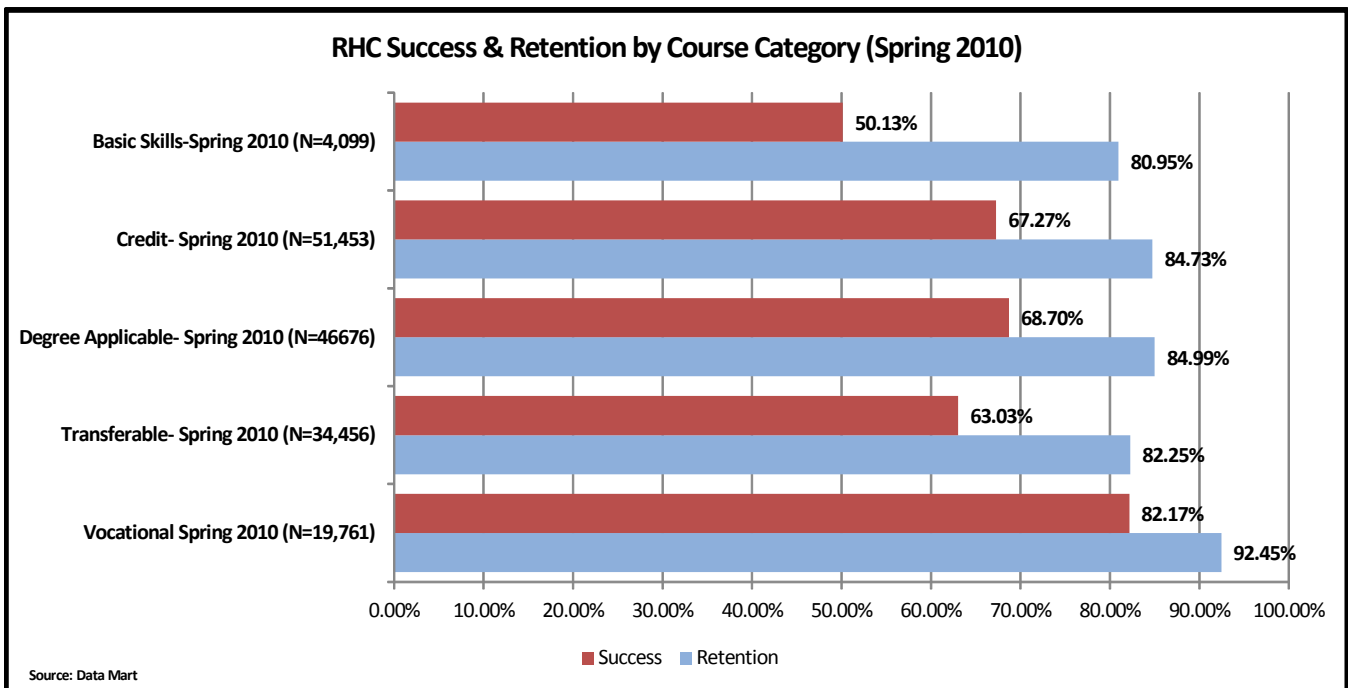


Chart 28

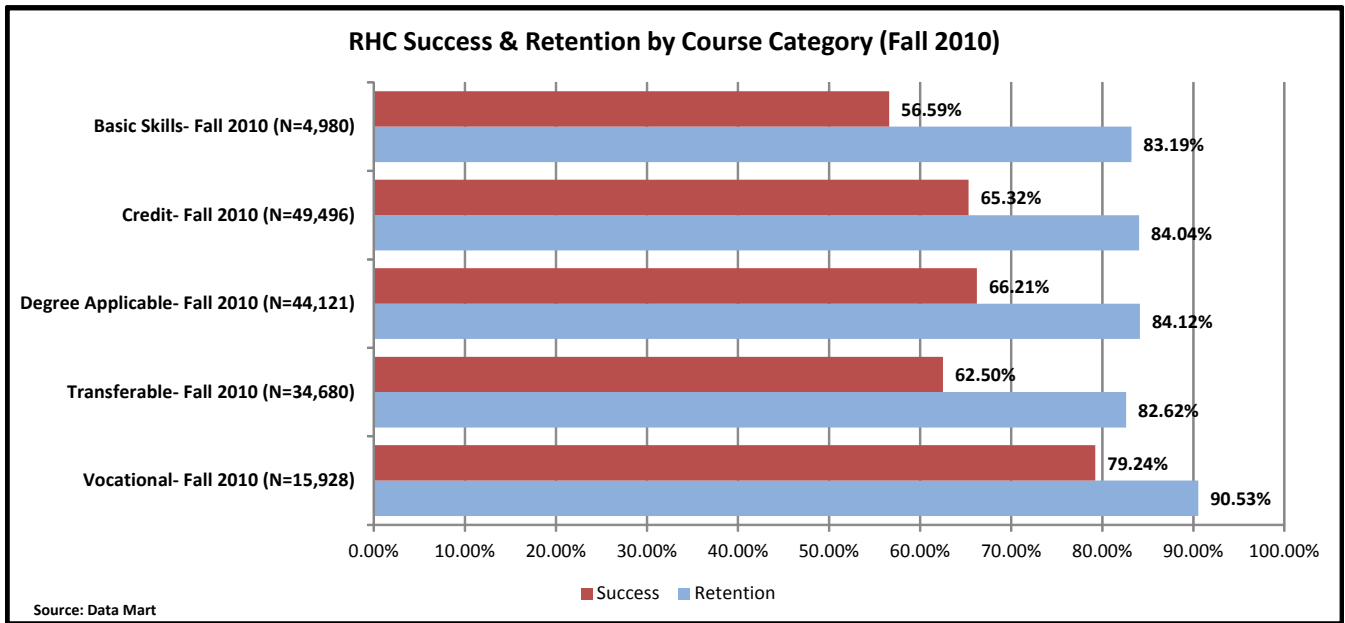
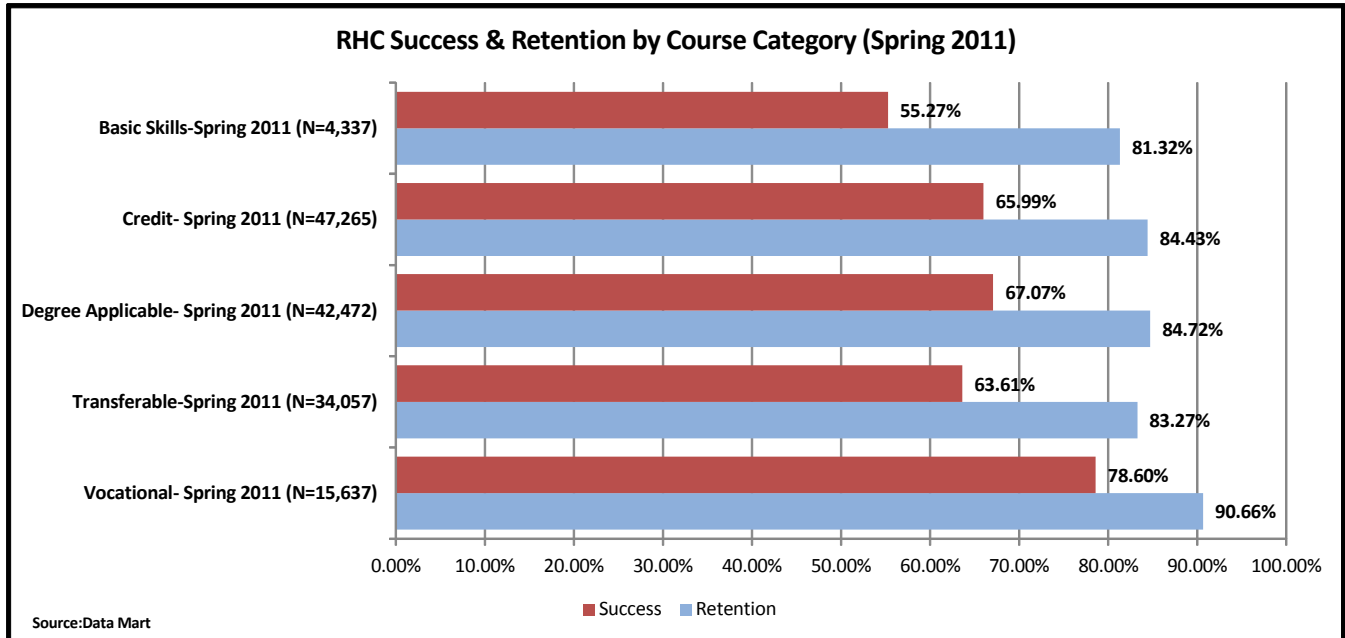
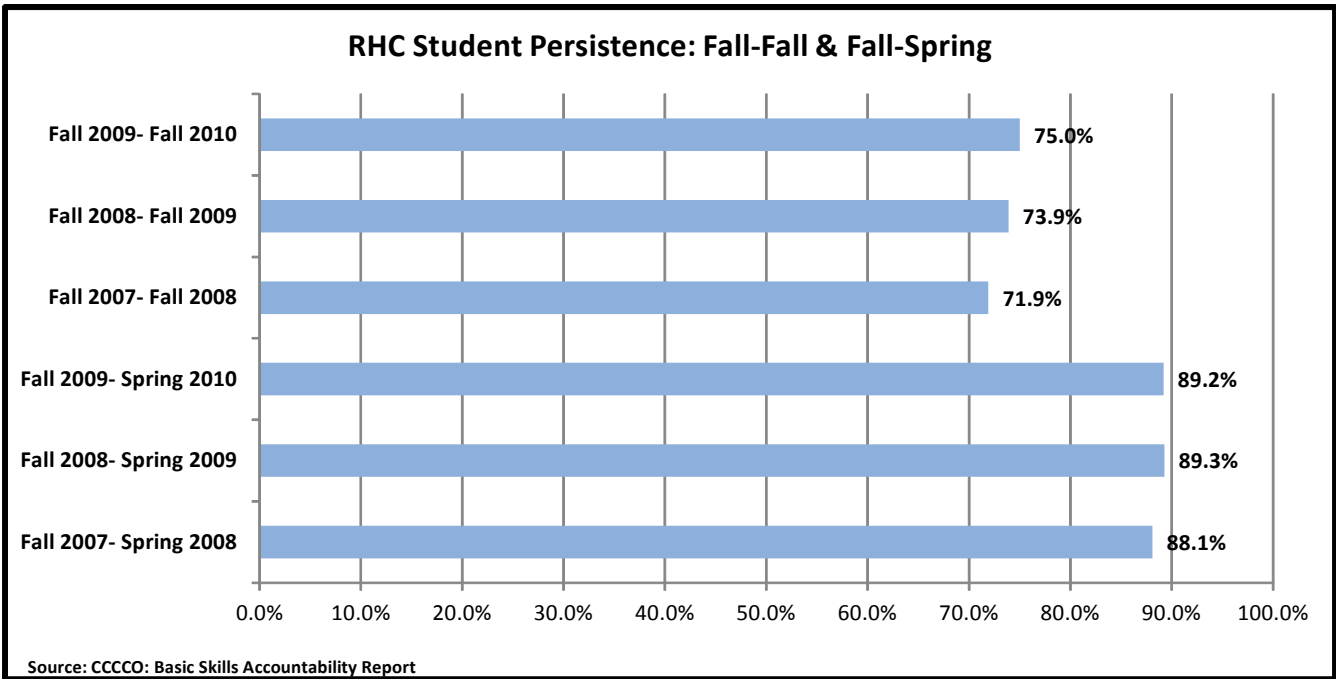


Chart 29



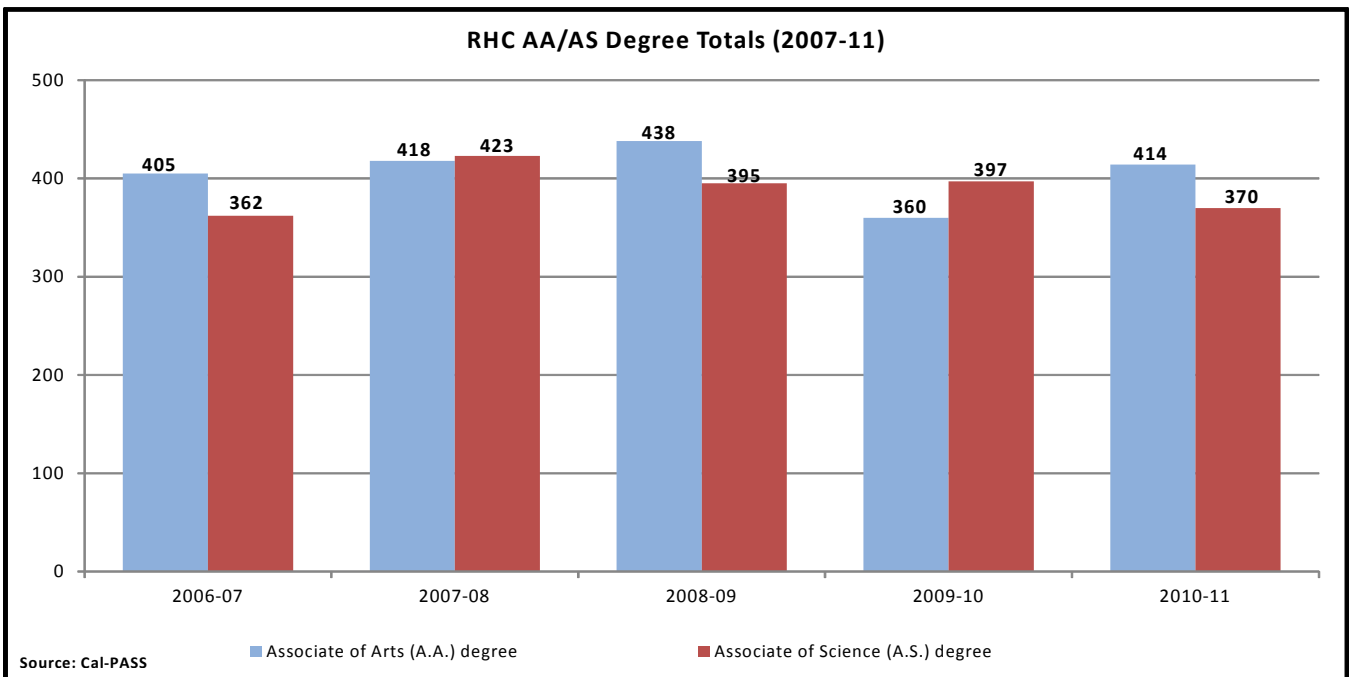
# Persistence Trends

Chart 30



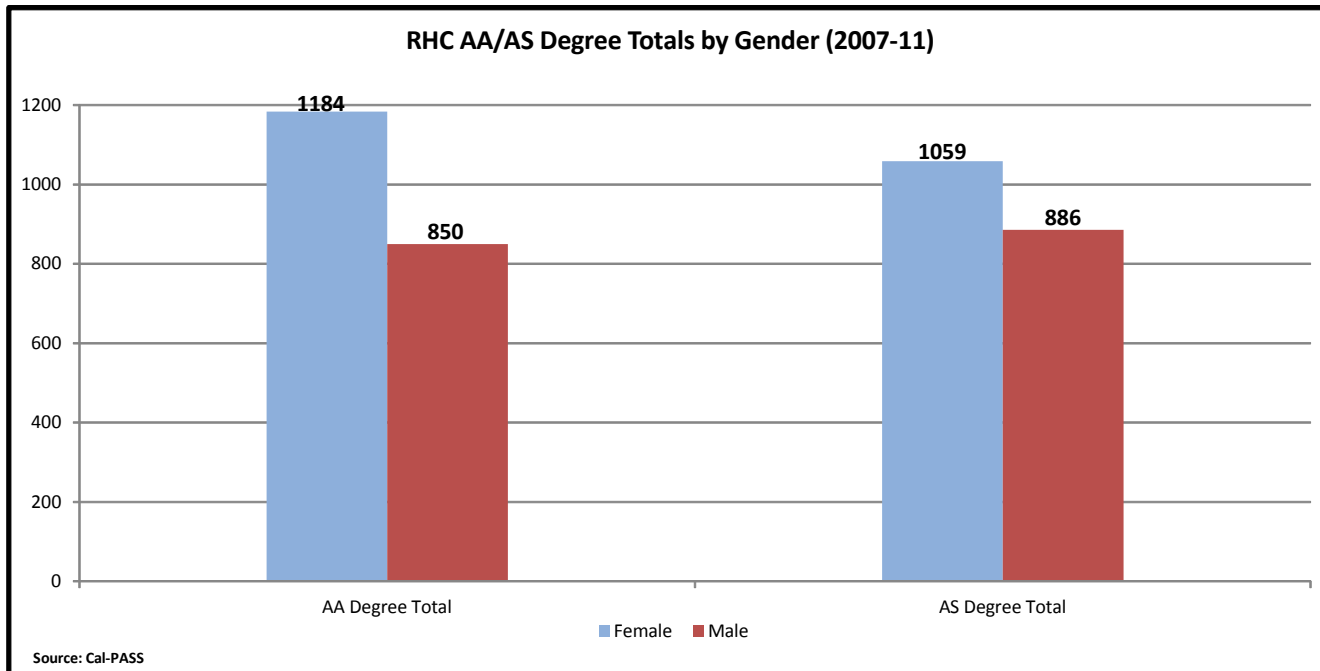
# Certificates and Awards

Chart 31





**Chart 32**



**Chart 33**

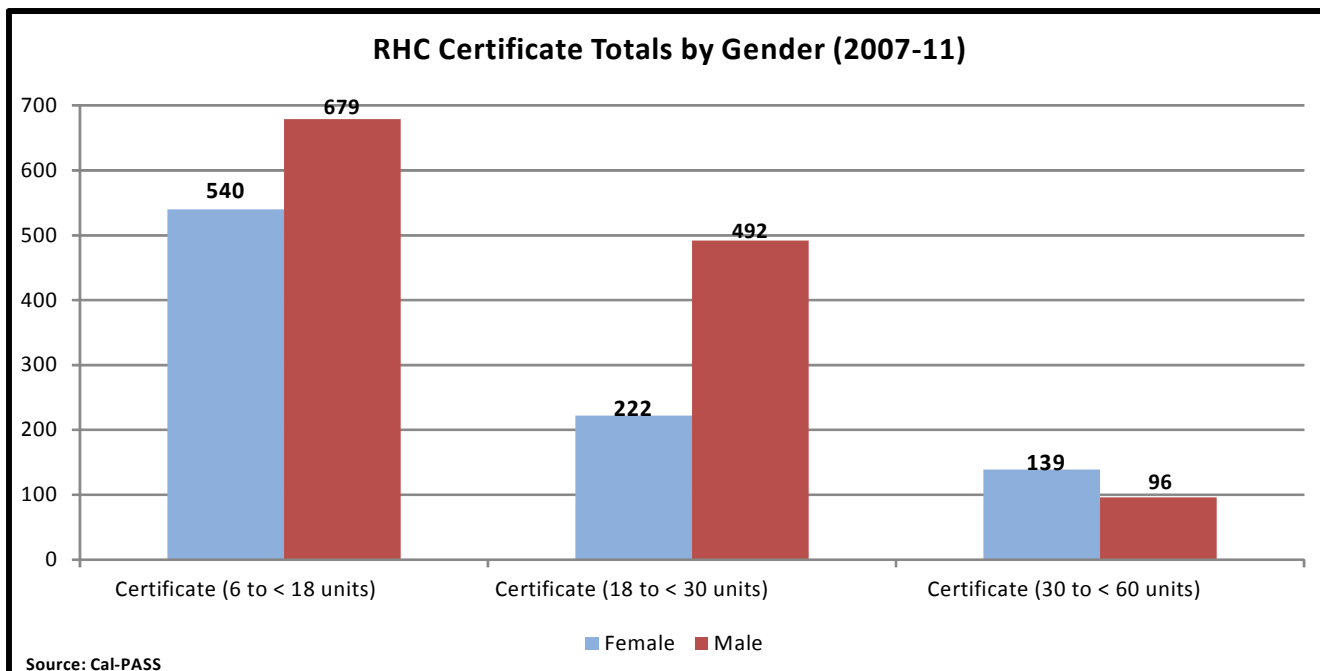
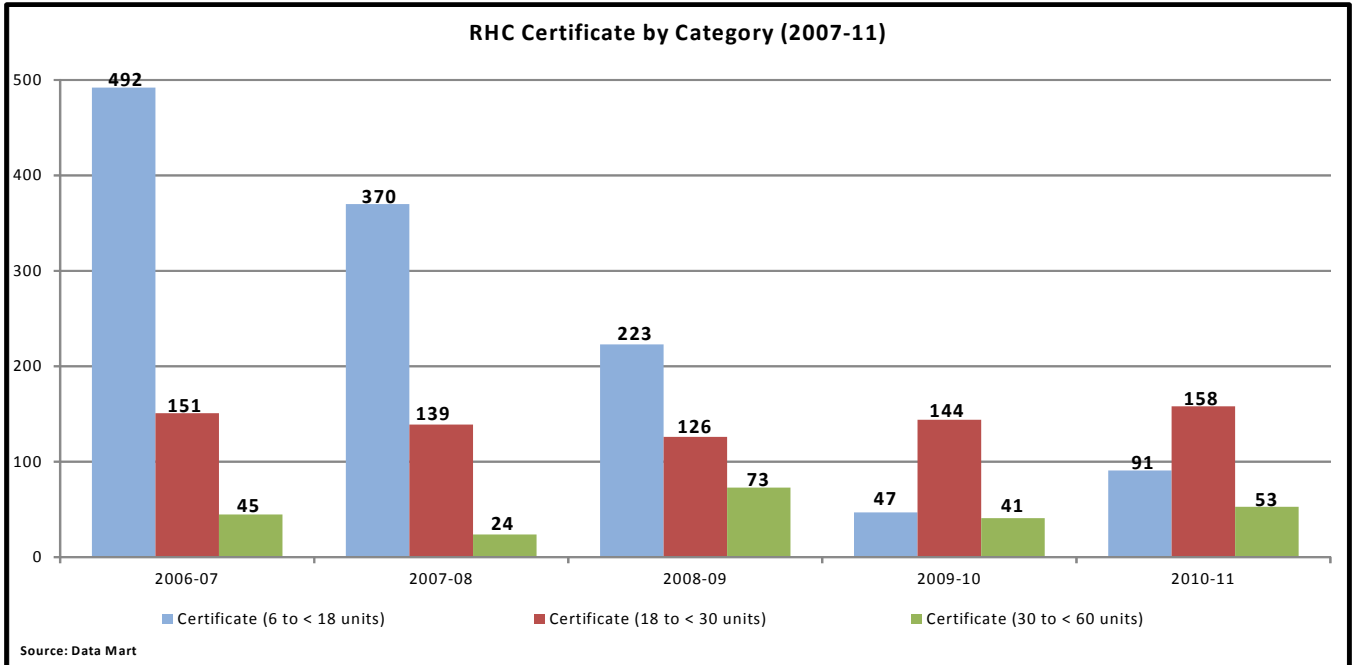
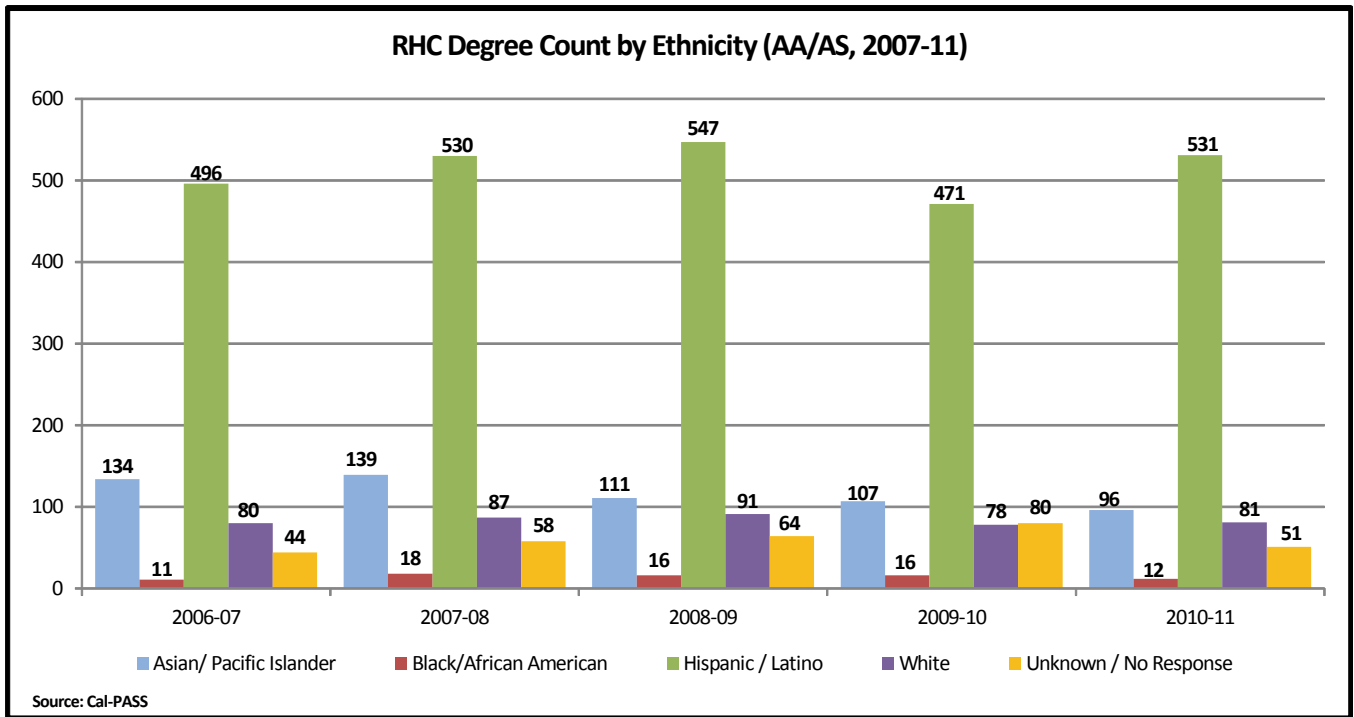


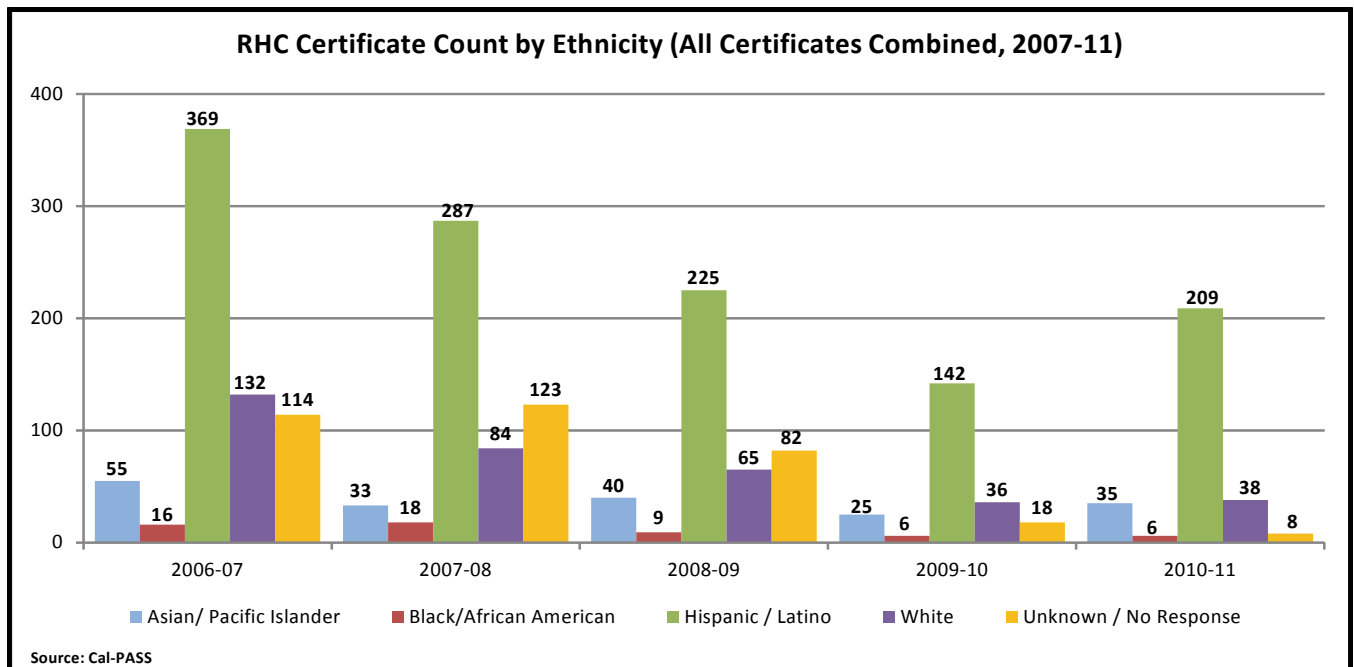
Chart 34



**Chart 35**



**Chart 36**



# RHC Transfer Trends

Chart 37

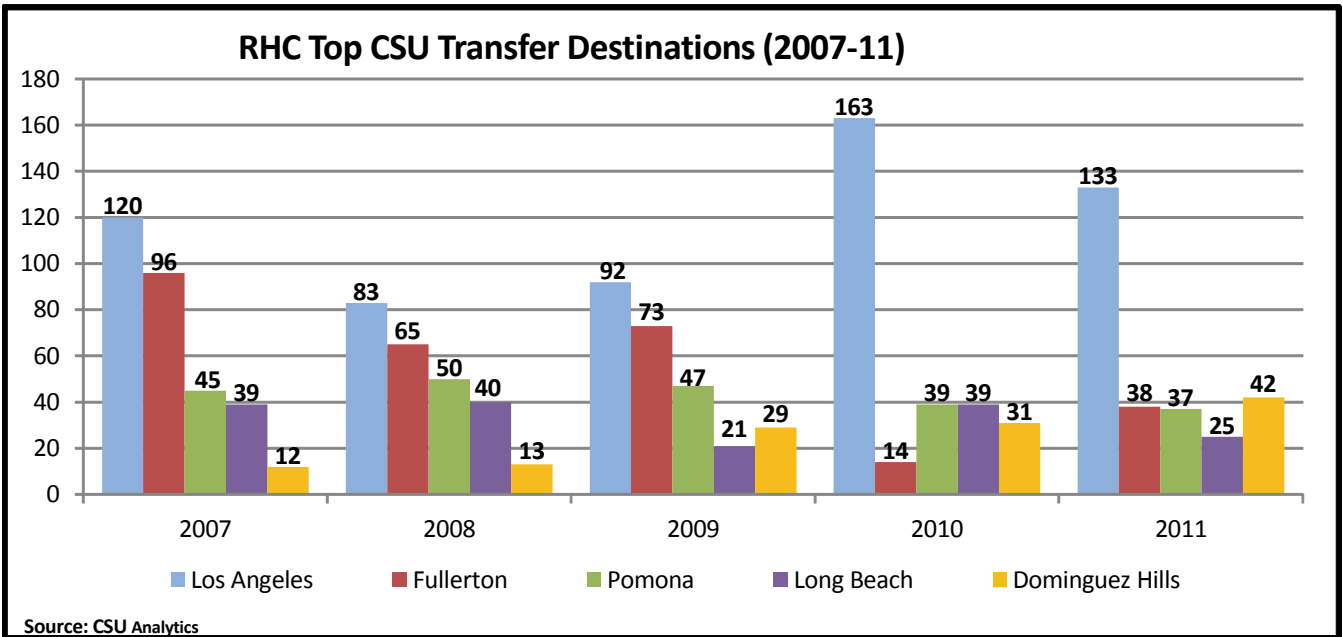
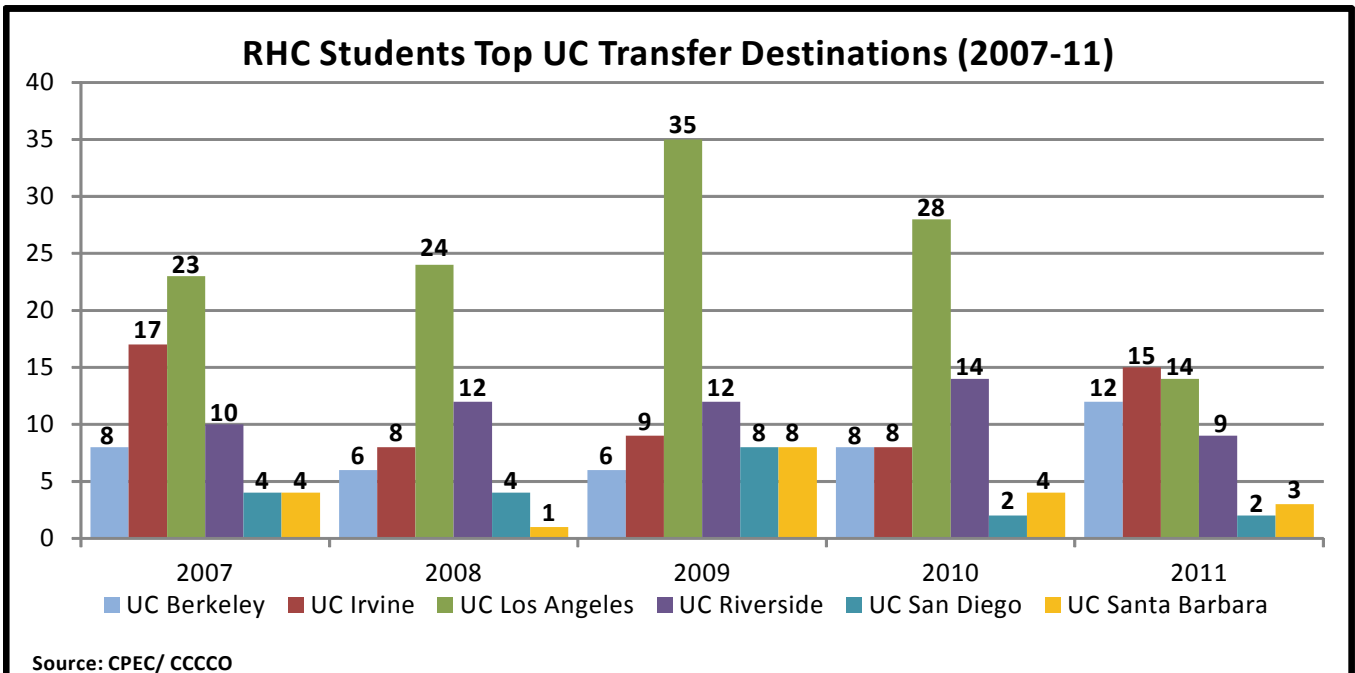


Chart 38



## Basic Skills Progression

Chart 39

Student Progression in Math from One Level Below Transfer to Transfer Level (Spring 2008-Spring 2011)

Student Category	# of Students	% Progression
Students Taking MATH 070 in Spring 2008	137	100%
Students Successful in MATH 070	84	61%
Students Taking Transfer-Level Math	62	45%
Students Successful in Transfer-Level Math by Spring 2011	52	38%

Source: CCCC0

Chart 40

Student Progression in Math from One Level Below Transfer to Transfer Level (Fall 2006-Spring 2011)

Student Category	# of Students	% Progression
Students Taking MATH 070 in Fall 2006	164	100%
Students Successful in MATH 070	120	73%
Students Taking Transfer-Level Math	102	62%
Students Successful in Transfer-Level Math by Spring 2011	86	52%

Source: CCCC0

Chart 41

Student Progression in English from One Level Below Transfer to Transfer Level (Spring 2008-Spring 2011)

Student Category	# of Students	% Progression
Students Taking ENGL 035 in Spring 2008	502	100%
Students Successful in ENGL 035	311	62%
Students Taking Transfer-Level English	214	43%
Students Successful in Transfer-Level English by Spring 2011	150	30%

Source: CCCC0

Chart 42

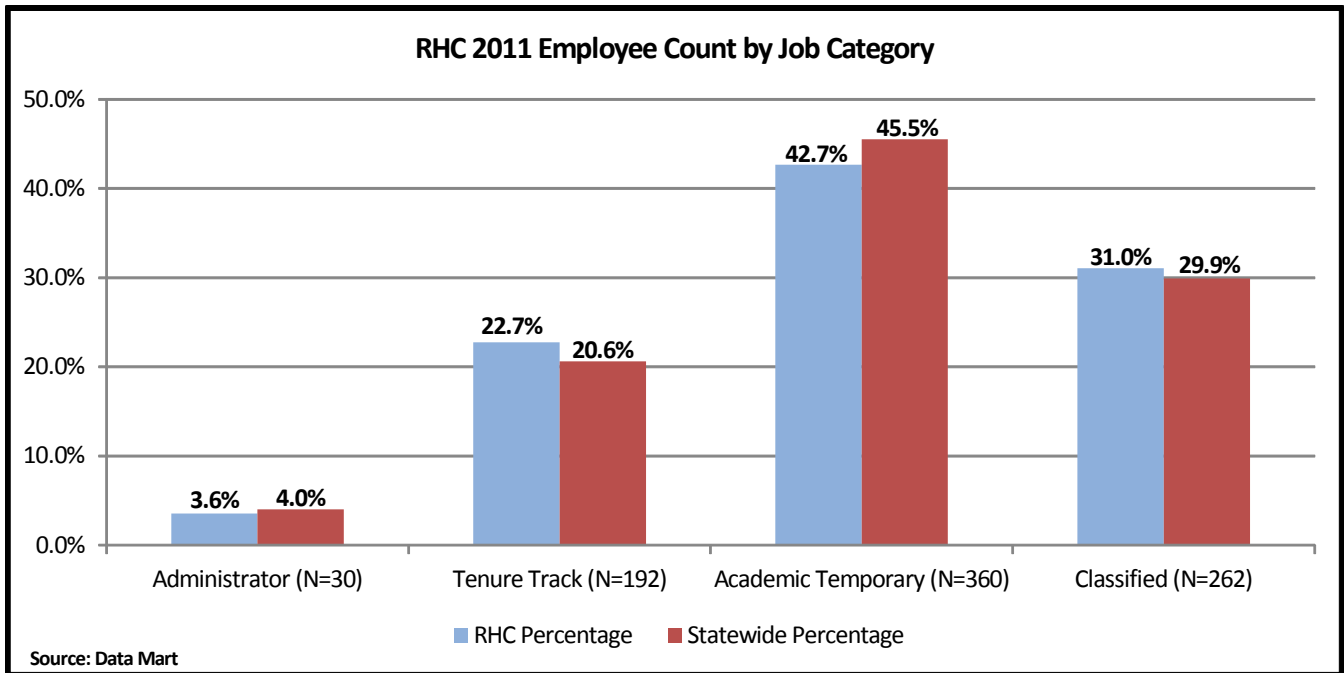
Student Progression in English from One Level Below Transfer to Transfer Level (Fall 2006-Spring 2011)

Student Category	# of Students	% Progression
Students Taking ENGL 035 in Fall 2006	621	100%
Students Successful in ENGL 035	437	70%
Students Taking Transfer-Level English	388	62%
Students Successful in Transfer-Level English by Spring 2011	290	47%

Source: CCCC0

# RHC Employees

Chart 43



## RHC Employees by Ethnicity, Gender, & Age

Chart 44

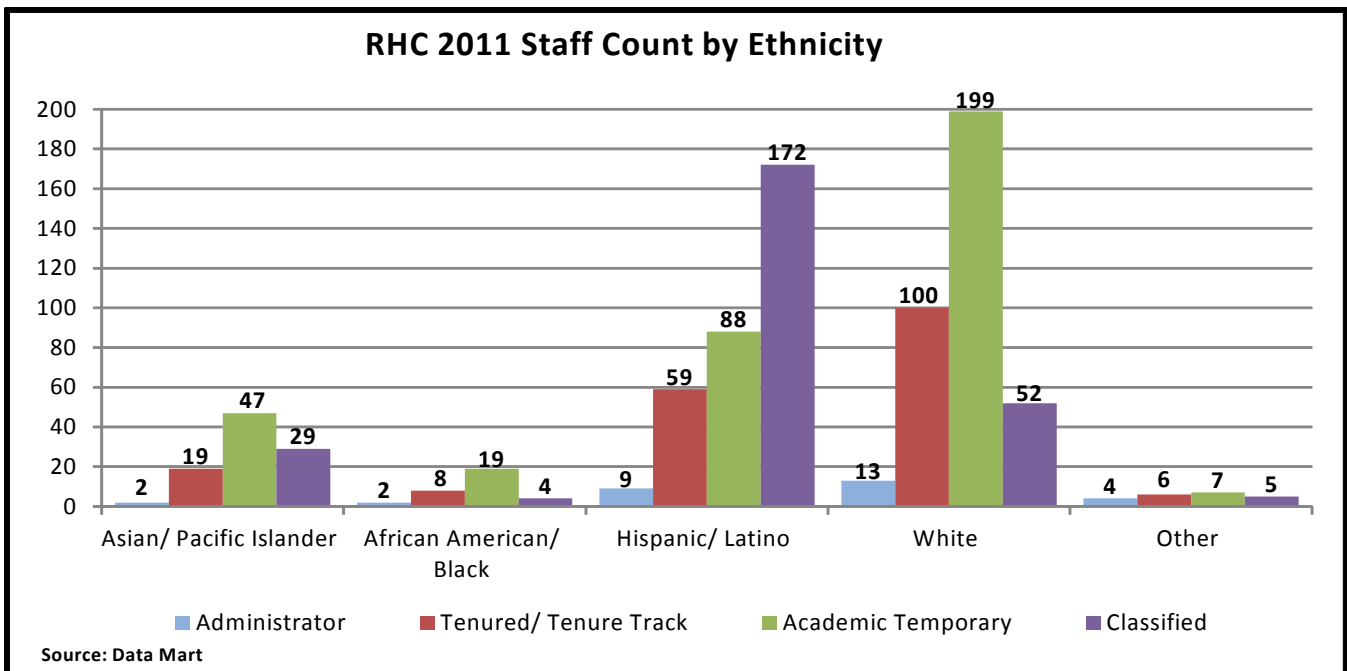


Chart 45

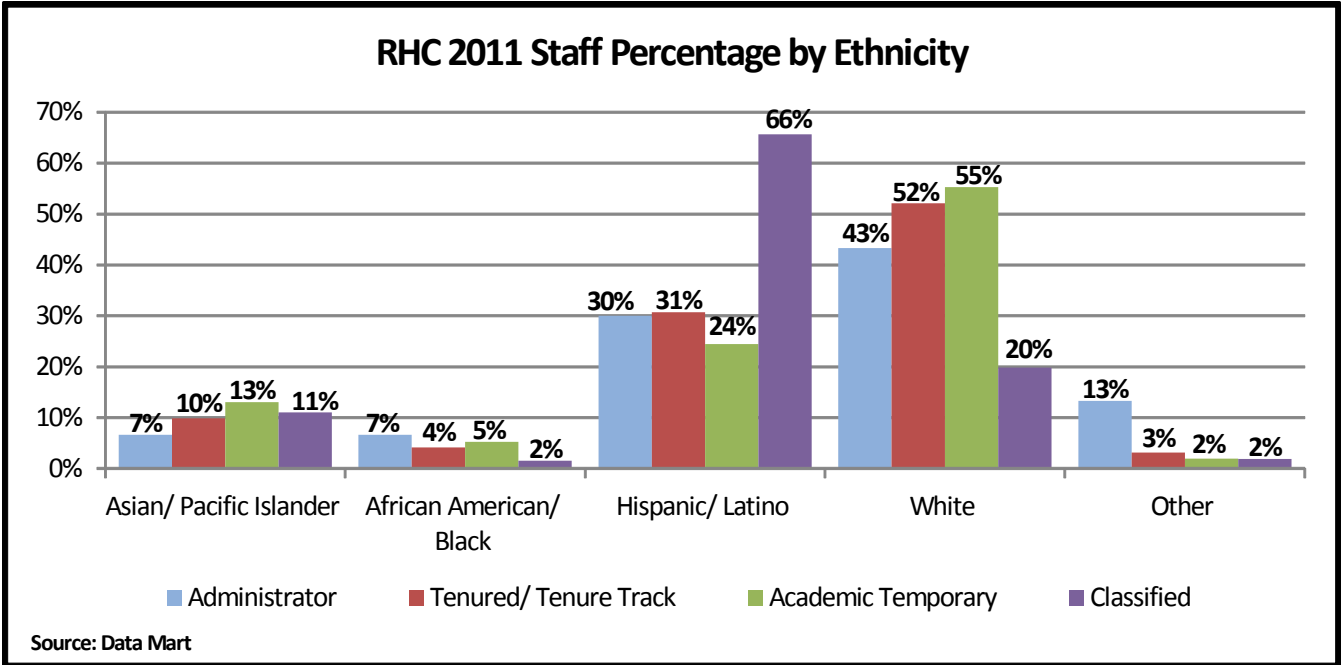


Chart 46

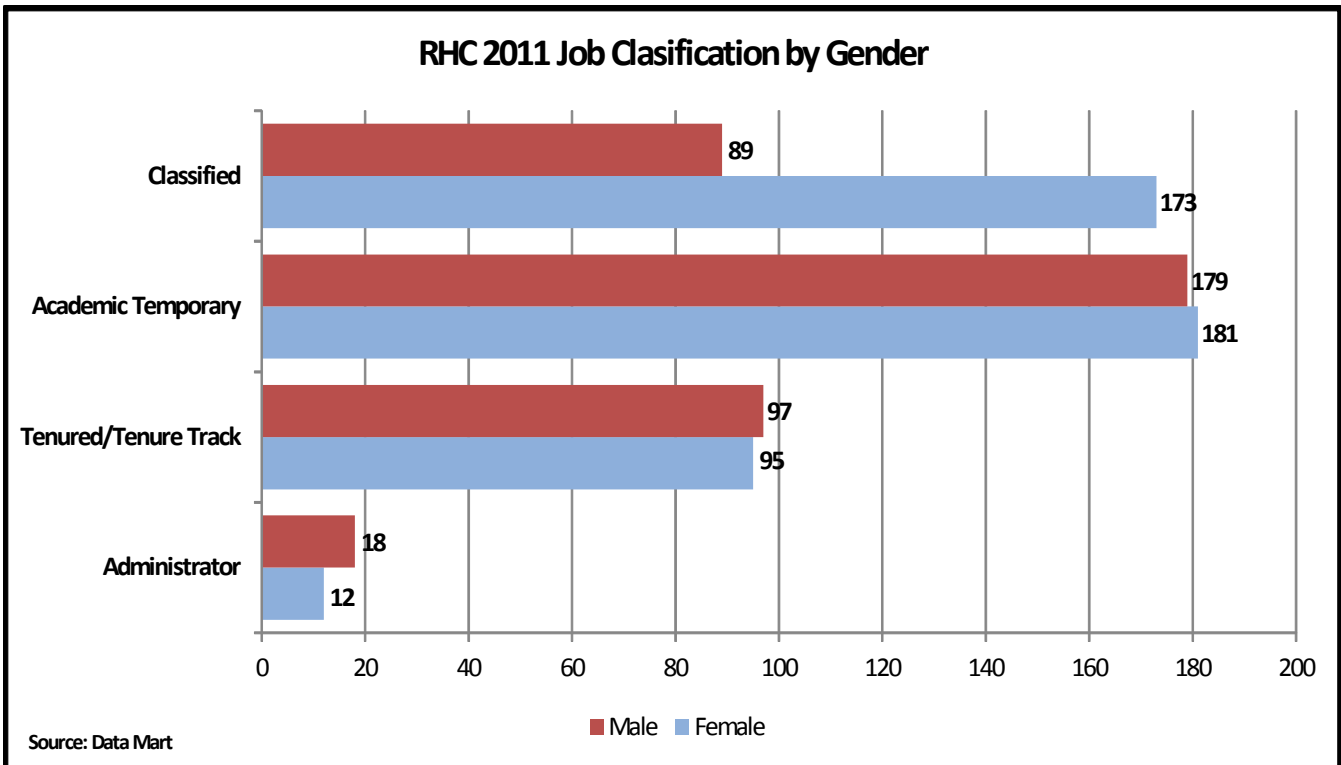


Chart 47

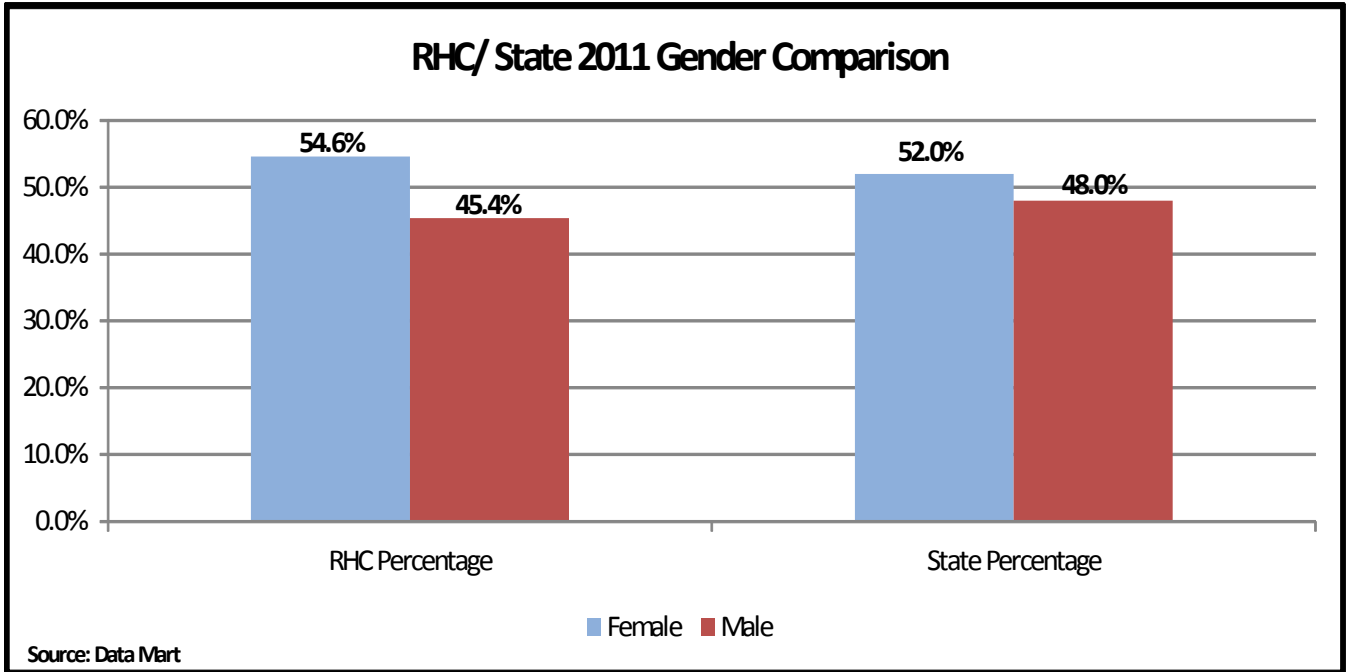


Chart 48

### RHC 2011 Employee Age Groups by Job Category

Job Category	<=34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Count by Position
Administrator	7.0%	13.0%	10.0%	7.0%	17.0%	27.0%	10.0%	10.0%	30
Tenured/Tenure Track	6.8%	13.0%	14.1%	15.1%	10.4%	18.8%	14.1%	7.8%	192
Academic Temporary	10.8%	15.6%	12.2%	10.8%	11.1%	12.2%	11.1%	16.1%	360
Classified	20.3%	14.5%	7.2%	9.6%	21.3%	16.4%	7.6%	3.1%	262
<b>RHC Headcount</b>	<b>107</b>	<b>123</b>	<b>93</b>	<b>95</b>	<b>121</b>	<b>131</b>	<b>90</b>	<b>84</b>	<b>844</b>
<b>RHC Percentage</b>	<b>12.7%</b>	<b>14.6%</b>	<b>11.0%</b>	<b>11.3%</b>	<b>14.3%</b>	<b>15.5%</b>	<b>10.7%</b>	<b>10.0%</b>	<b>100%</b>

Source: Data Mart



## RHC Community Demographics

Chart 49

<b>RHC 2000 Service Area Population by Age</b>					
<b>Service Area</b>	<b>Age Range</b>				<b>Total</b>
	<b>0 to 19</b>	<b>20 to 24</b>	<b>25 to 44</b>	<b>45 and over</b>	
<b>El Monte</b>	43,514	10,058	36,491	25,902	<b>115,965</b>
<b>Pico Rivera</b>	21,665	4,650	18,849	18,264	<b>63,428</b>
<b>Santa Fe Springs</b>	5,525	1,178	5,173	5,562	<b>17,438</b>
<b>South El Monte</b>	7,812	2,030	6,602	4,700	<b>21,144</b>
<b>South Whittier</b>	19,991	4,038	17,411	13,753	<b>55,193</b>
<b>West Whittier</b>	8,605	1,869	7,456	7,199	<b>25,129</b>
<b>Whittier</b>	26,381	5,646	25,585	26,068	<b>83,680</b>

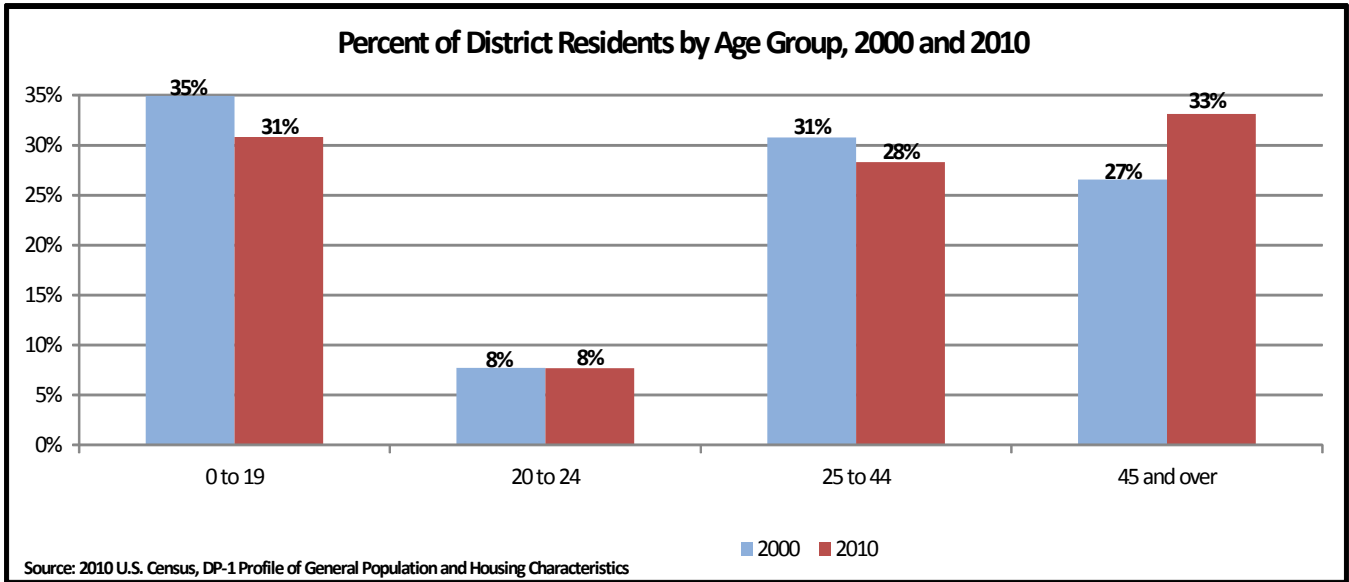
Source: 2000 U.S. Census

Chart 50

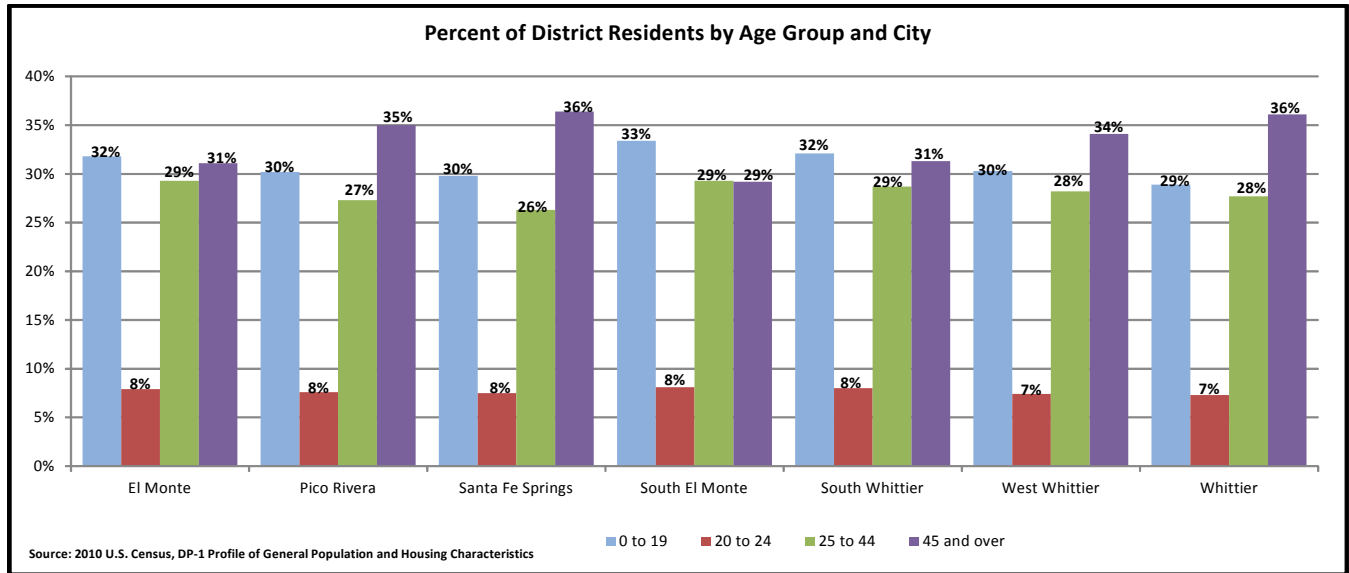
<b>RHC 2010 Service Area Population by Age</b>					
<b>Service Area</b>	<b>Age Range</b>				<b>Total</b>
	<b>0 to 19</b>	<b>20 to 24</b>	<b>25 to 44</b>	<b>45 and over</b>	
<b>El Monte</b>	36,078	8,970	33,263	35,164	<b>113,475</b>
<b>Pico Rivera</b>	18,964	4,799	17,225	21,954	<b>62,942</b>
<b>Santa Fe Springs</b>	4,835	1,221	4,272	5,895	<b>16,223</b>
<b>South El Monte</b>	6,731	1,633	5,894	5,858	<b>20,116</b>
<b>South Whittier</b>	18,358	4,553	16,369	17,876	<b>57,156</b>
<b>West Whittier</b>	7,754	1,889	7,220	8,677	<b>25,540</b>
<b>Whittier</b>	24,668	6,216	23,627	30,820	<b>85,331</b>

Source: 2010 U.S. Census, DP-1 Profile of General Population and Housing Characteristics

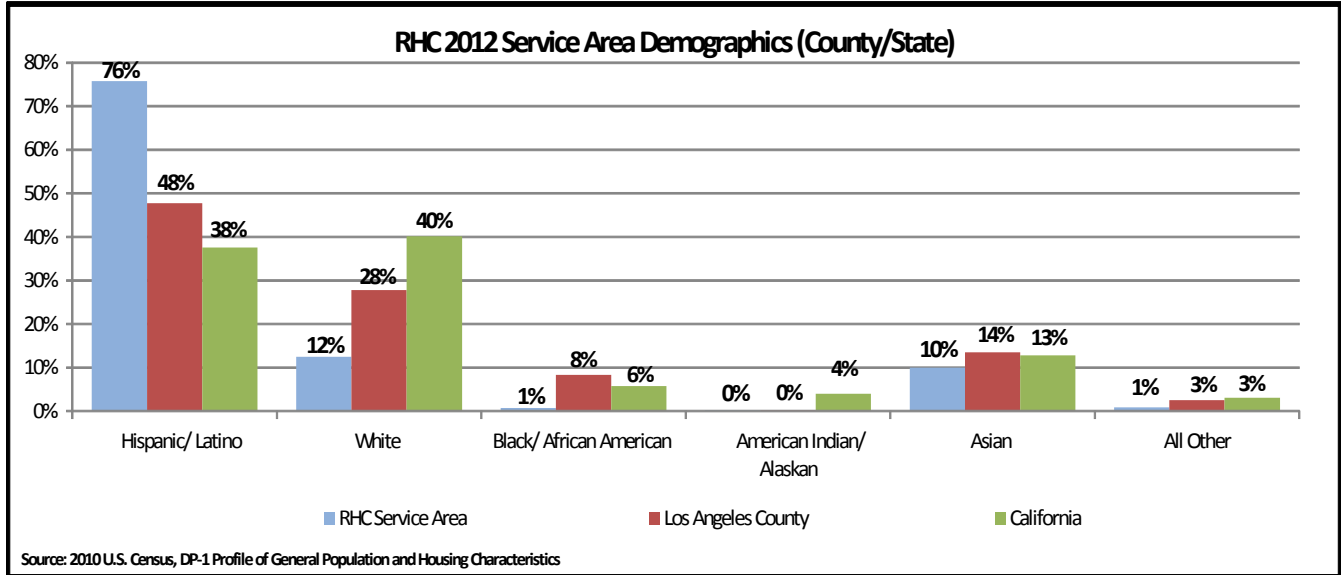
**Chart 51**



**Chart 52**



**Chart 53**



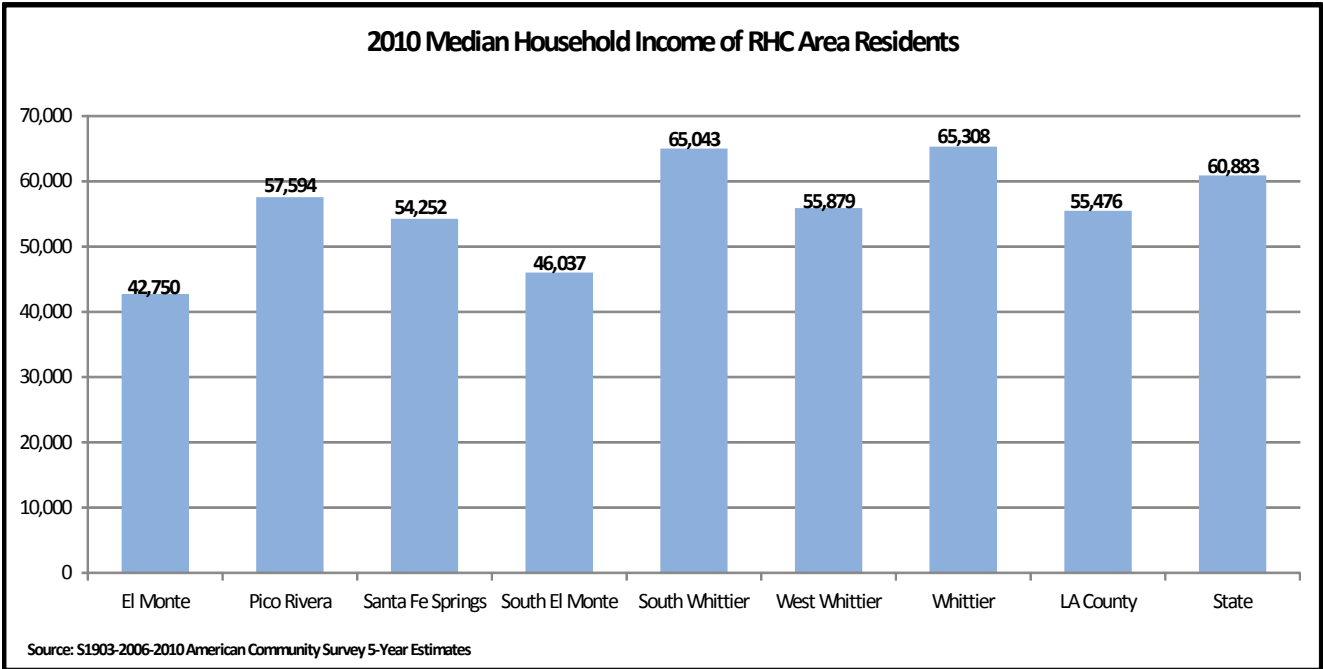
**Chart 54**

**RHC Service Areas by Ethnicity, 2010**

Ethnicity	El Monte	Pico Rivera	Santa Fe Springs	Monte	South Whittier	West Whittier	Whittier
Hispanic/ Latino	69%	91%	81%	85%	77%	88%	66%
White	5%	5%	12%	3%	17%	9%	28%
Black/ African American	0%	1%	2%	0%	1%	1%	1%
American Indian/ Alaskan	0%	0%	0%	0%	0%	0%	0%
Asian/ Pacific Islander	25%	2%	4%	11%	4%	1%	4%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Other Race	0%	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	1%	0%	1%	0%	1%

Source: U.S. Census, DP-1 Profile of General Population and Housing Characteristics

**Chart 55**



**Chart 56**

**Education Level of RHC Area Residents**

Educational Attainment	White	Black/ African American	American Indian/ Alaskan	Asian/ Pacific Islander	Other Race	Two or More Races	Hispanic/ Latino
Less than high school diploma	38,443	306	676	8,119	31,175	783	66,015
High school graduate/ GED/ Alternative	33,378	528	896	4,375	23,297	785	46,274
Some college or associate's degree	32,407	758	577	3,184	17,860	1,426	37,979
Bachelor's degree or higher	16,516	425	167	4,857	5,883	499	13,790
<b>Total</b>	<b>120,744</b>	<b>2,017</b>	<b>2,316</b>	<b>20,535</b>	<b>78,215</b>	<b>3,493</b>	<b>209,051</b>

Source: U.S. Census, C15002A: Sex by educational Attainment for 25 Years & Over, 2006-2010 American Community Survey 5-Year Estimates

Chart 57

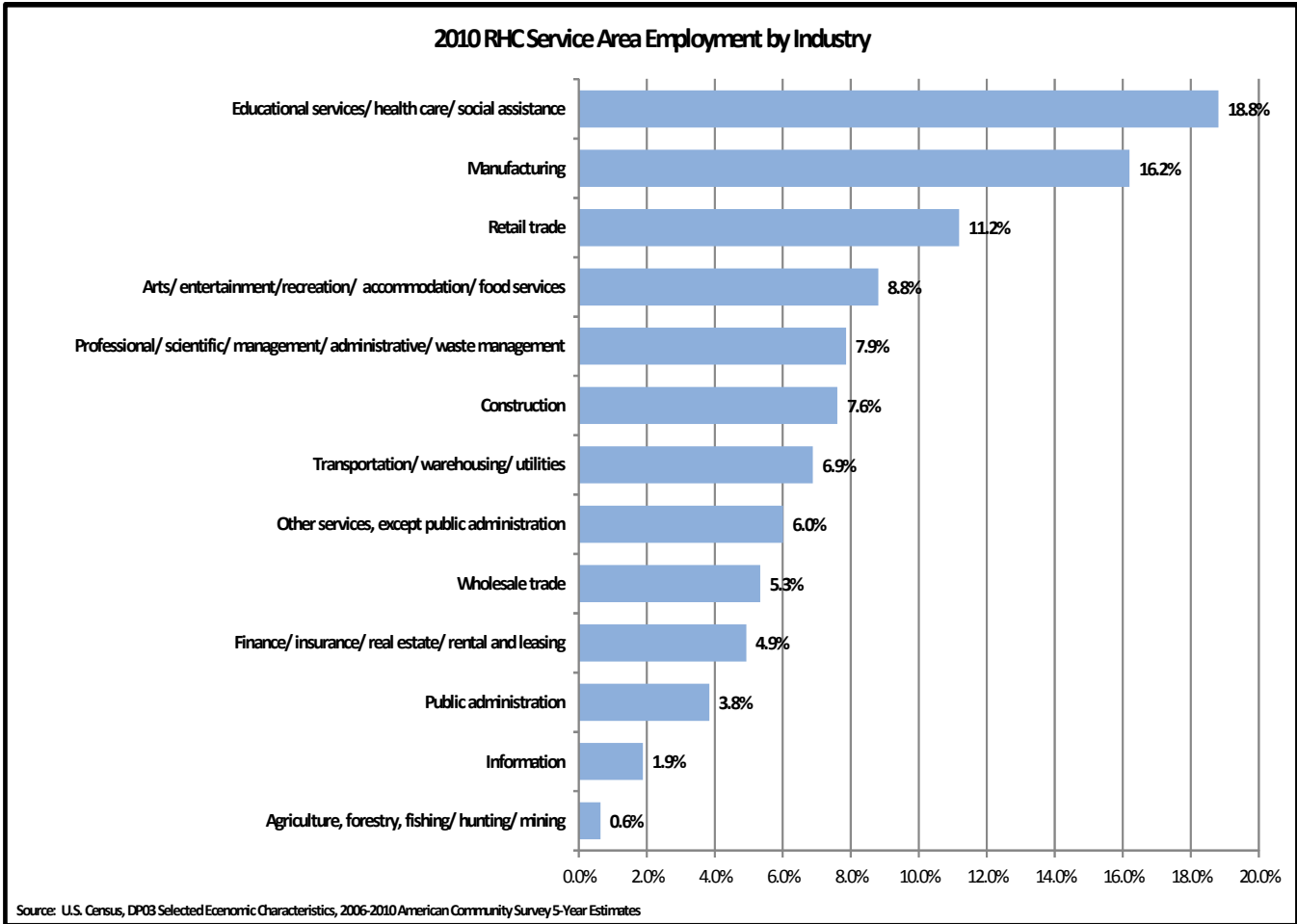


Chart 58

**RHC Area School District Estimates of Poverty**

District Name	Percent of Children in Poverty
<b>El Monte/South El Monte Area</b>	
El Monte City Elementary School District	32%
Mountain View Elementary School District	34%
Valle Lindo Elementary School District	24%
El Monte Union High School District	28%
<b>Whittier/Santa Fe Springs Area</b>	
East Whittier City Elementary School District	14%
Little Lake City Elementary School District	15%
Los Nietos Elementary School District	22%
South Whittier Elementary School District	24%
Whittier City Elementary School District	18%
Whittier Union High School District	15%
<b>Pico Rivera Area</b>	
El Rancho Unified School District	20%

Source: U.S. Census, Small Area Income & Poverty Estimates

# RHC Area High Schools

Chart 59

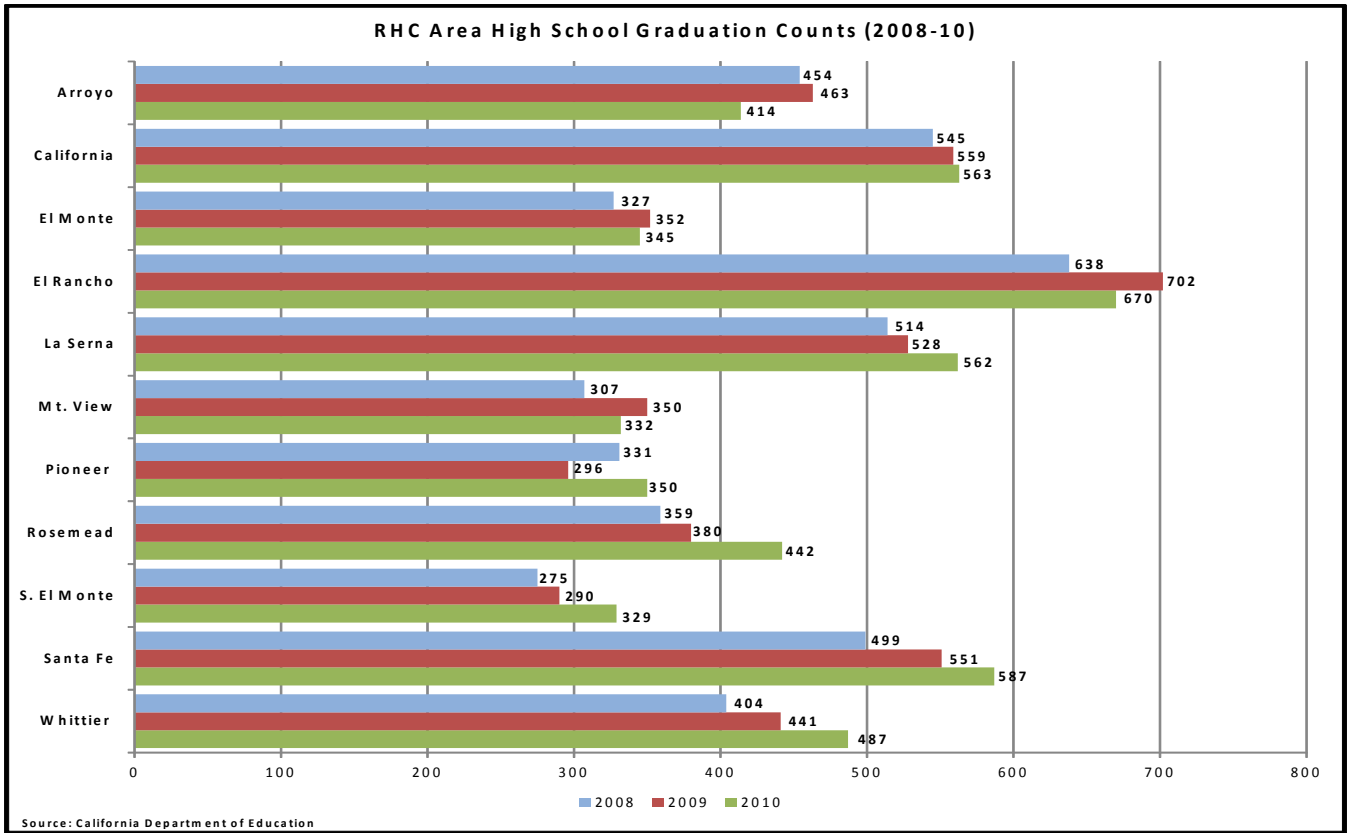


Chart 60

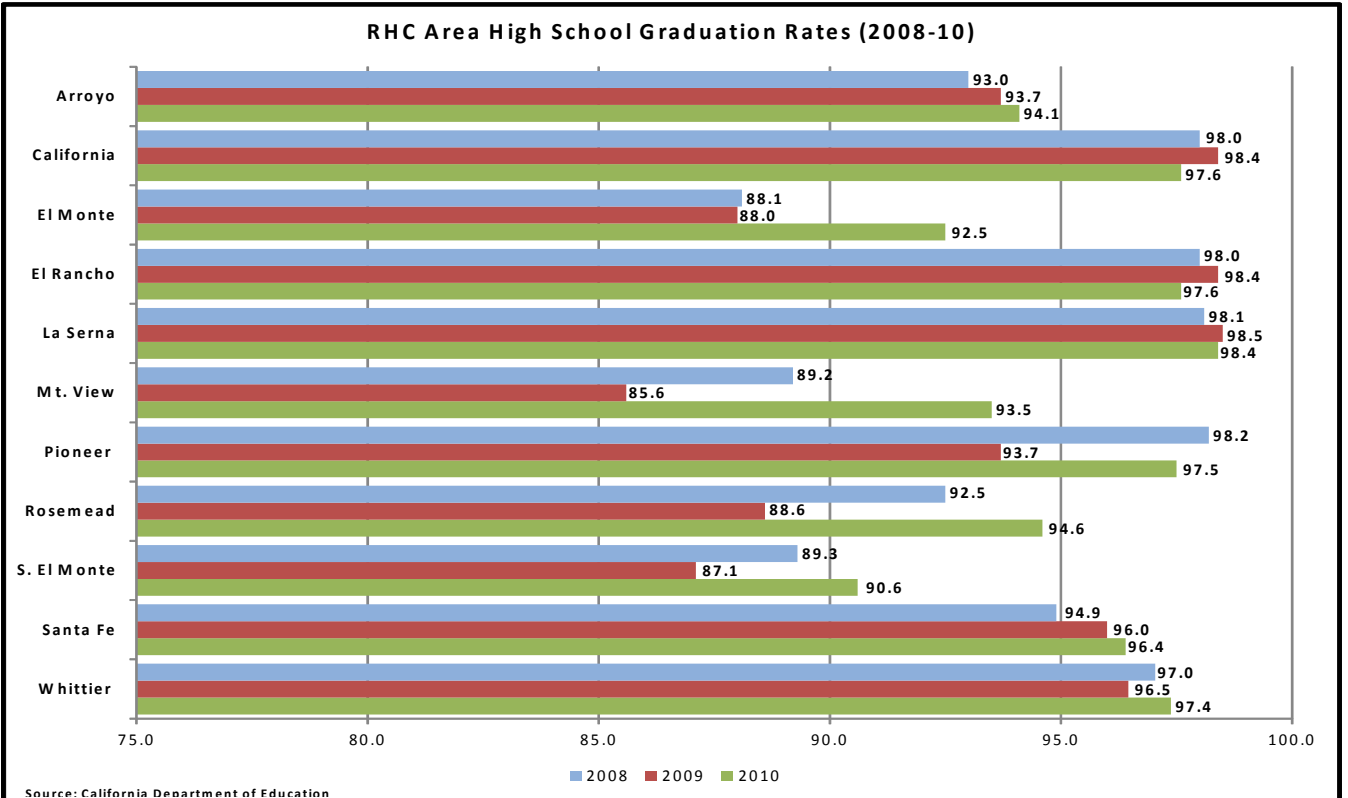
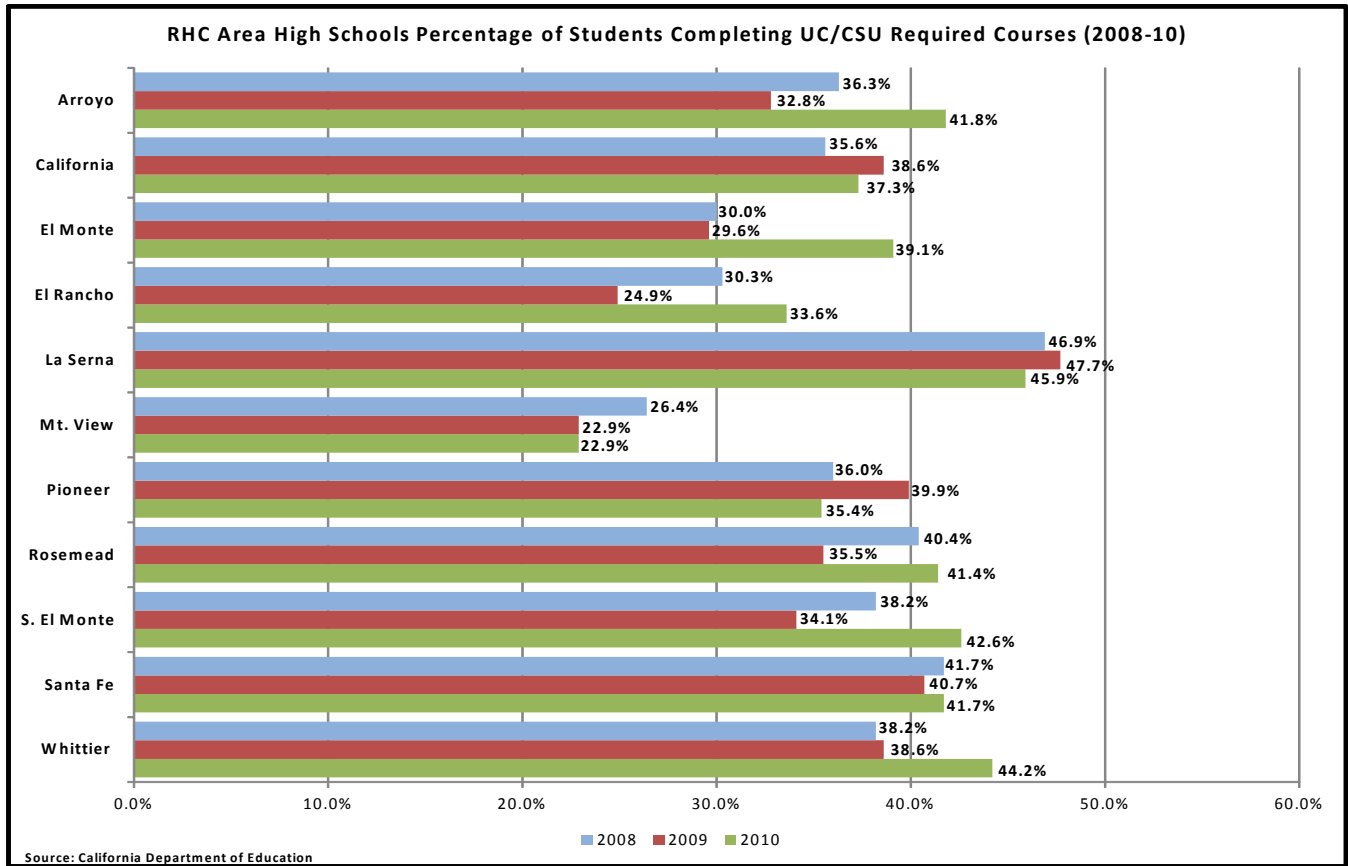


Chart 61



# RHC Feeder High Schools

Chart 62

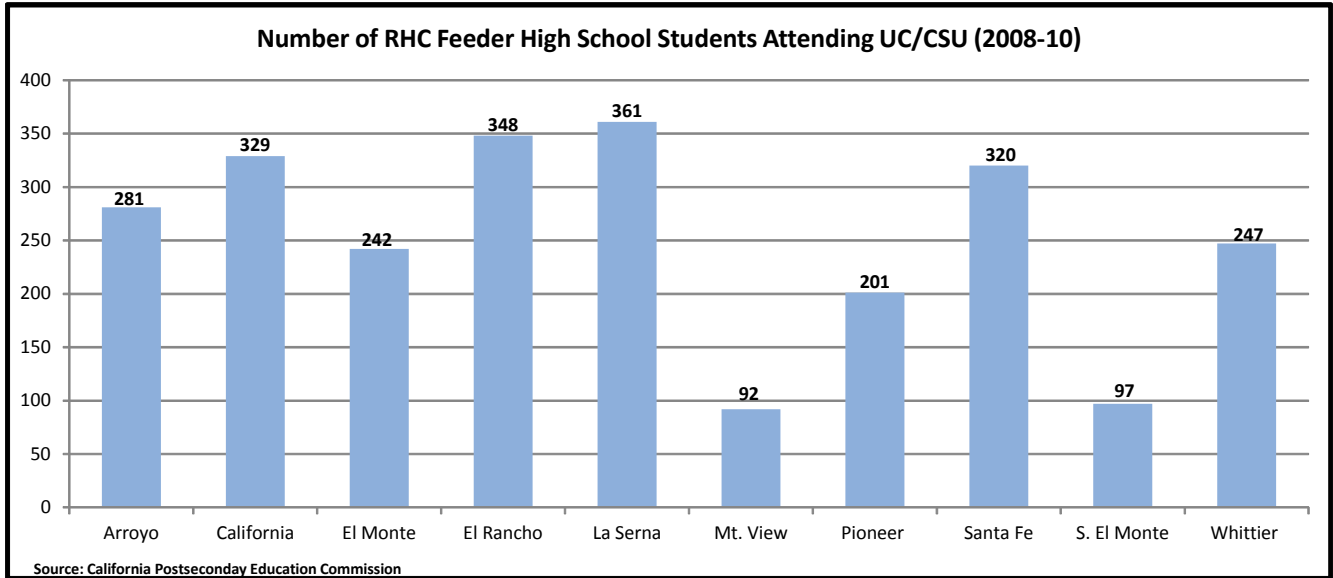
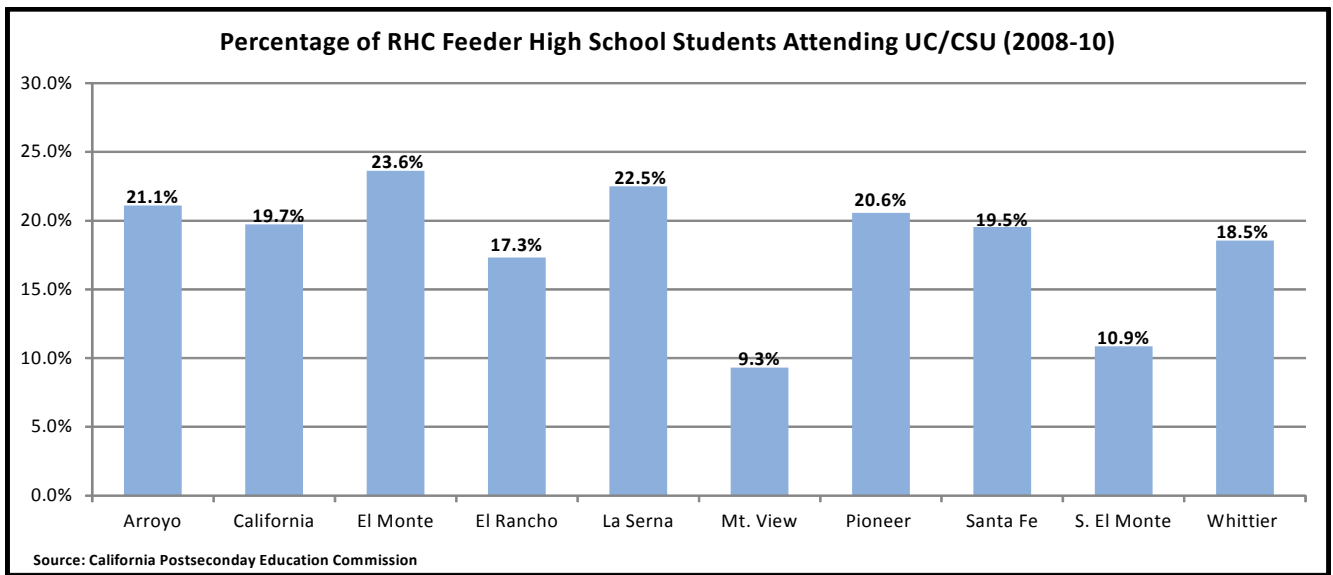
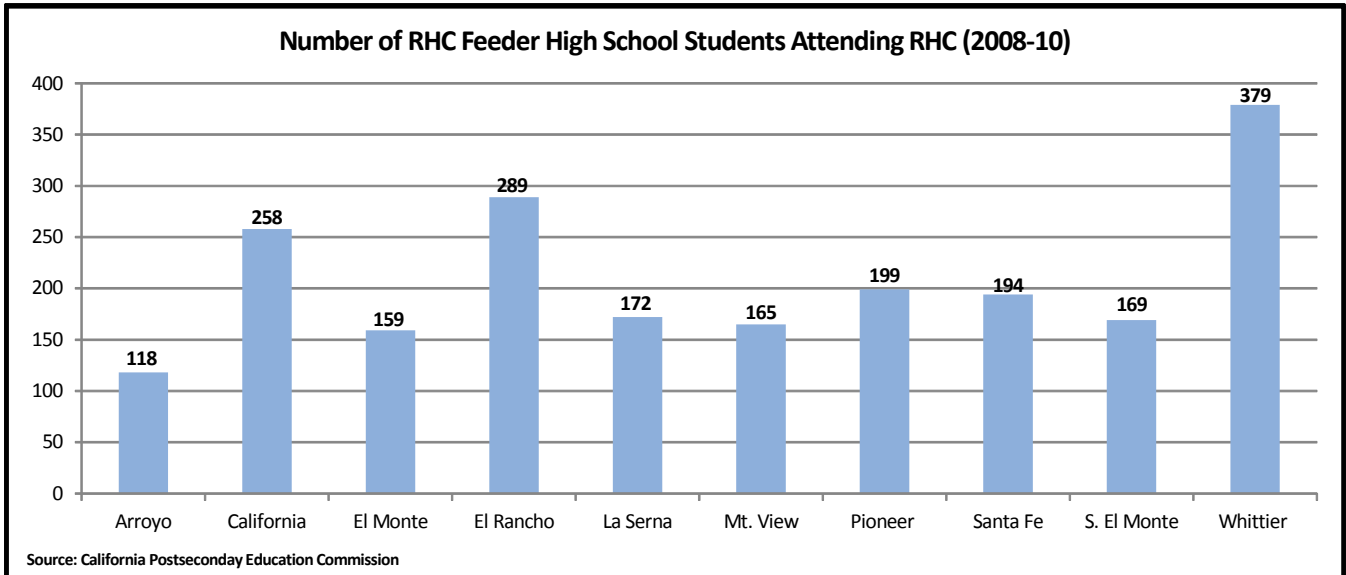


Chart 63

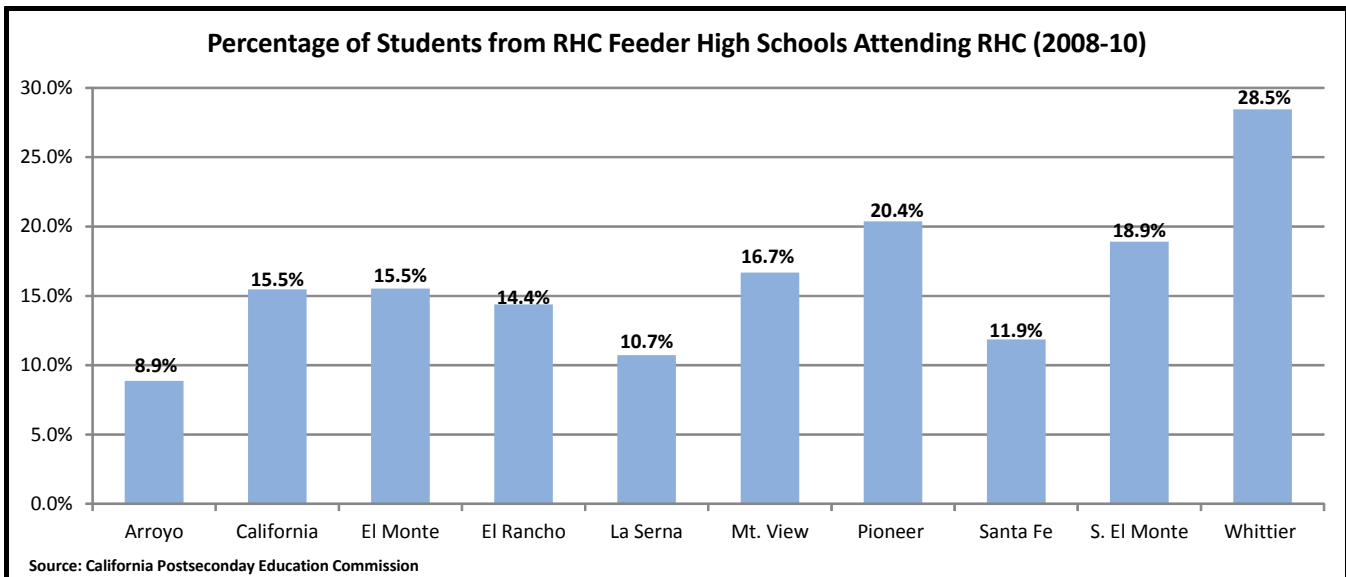




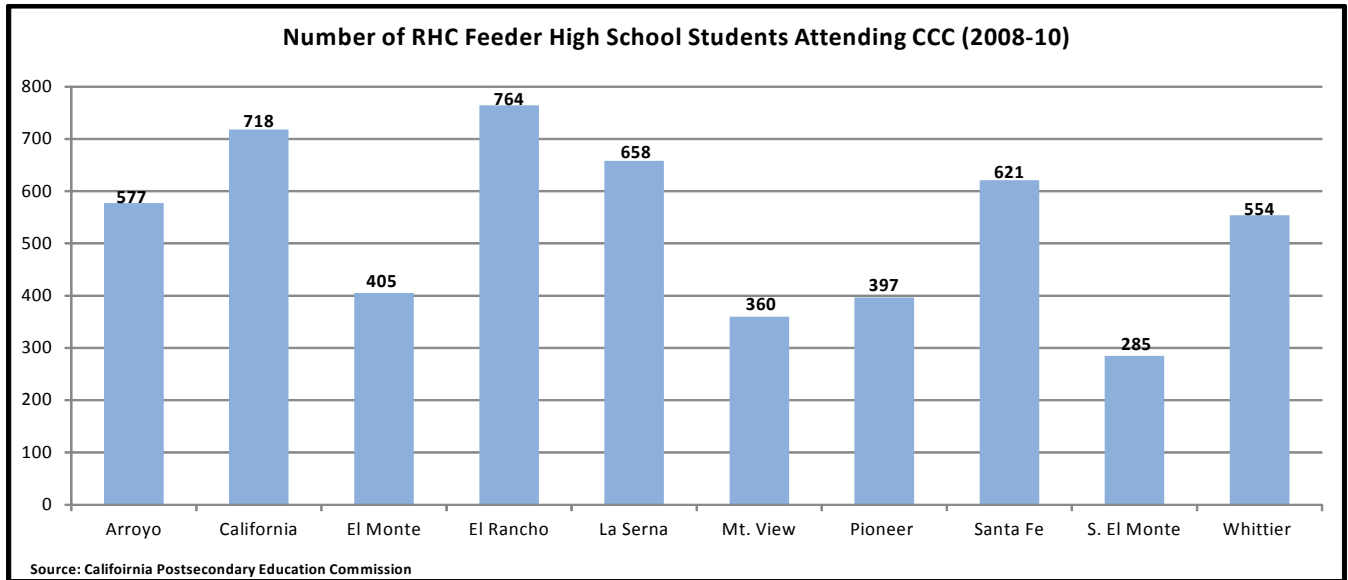
**Chart 64**



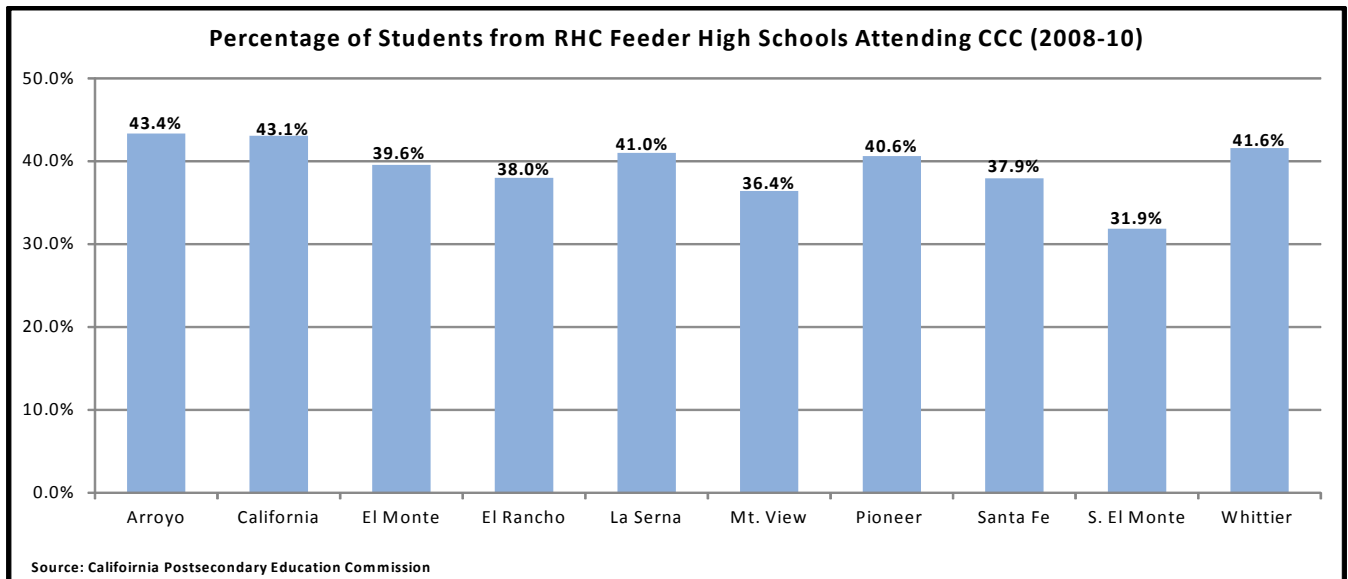
**Chart 65**



**Chart 66**



**Chart 67**



# Home Locations of 2010-11 SWEC Students

Chart 67

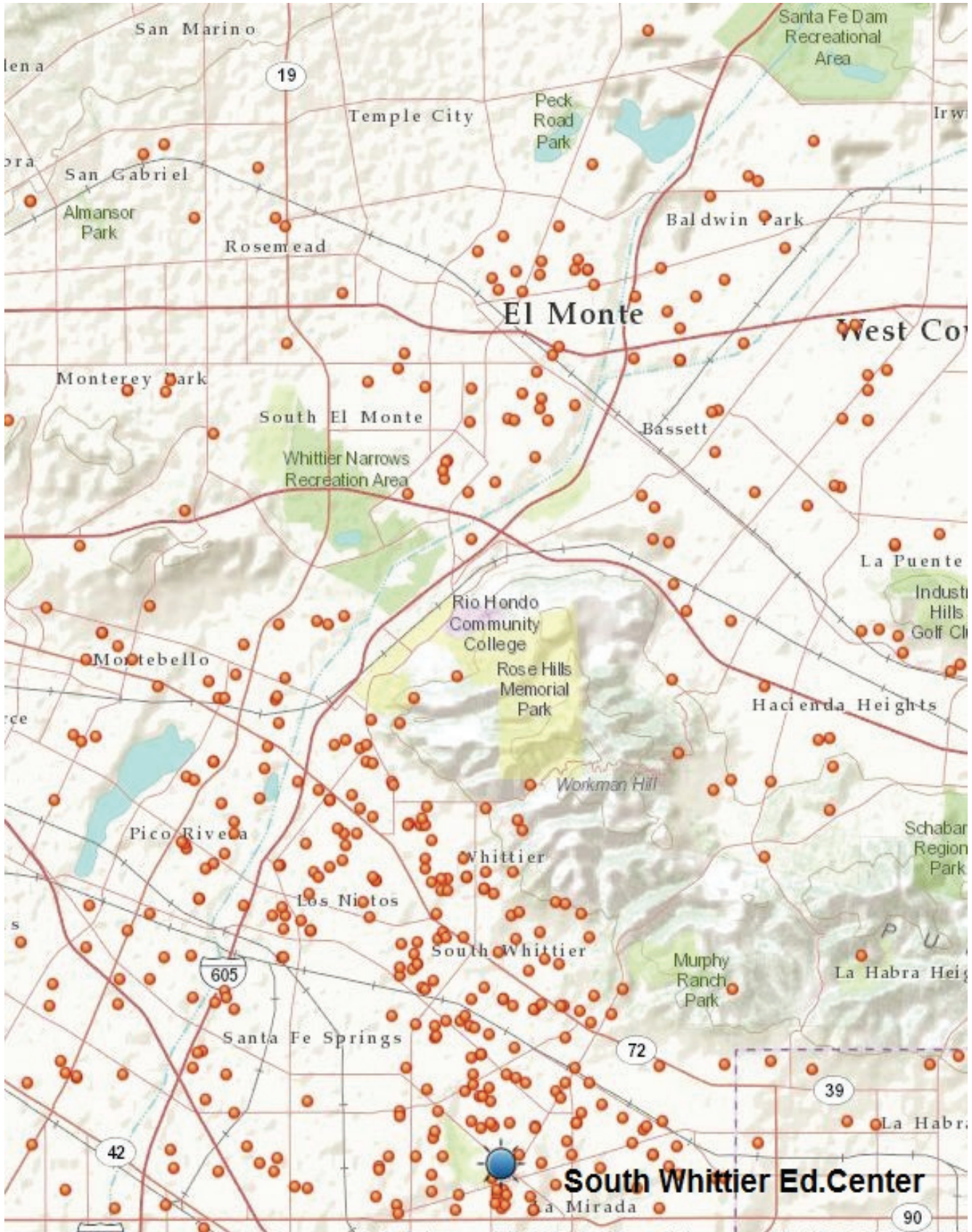


Chart 68

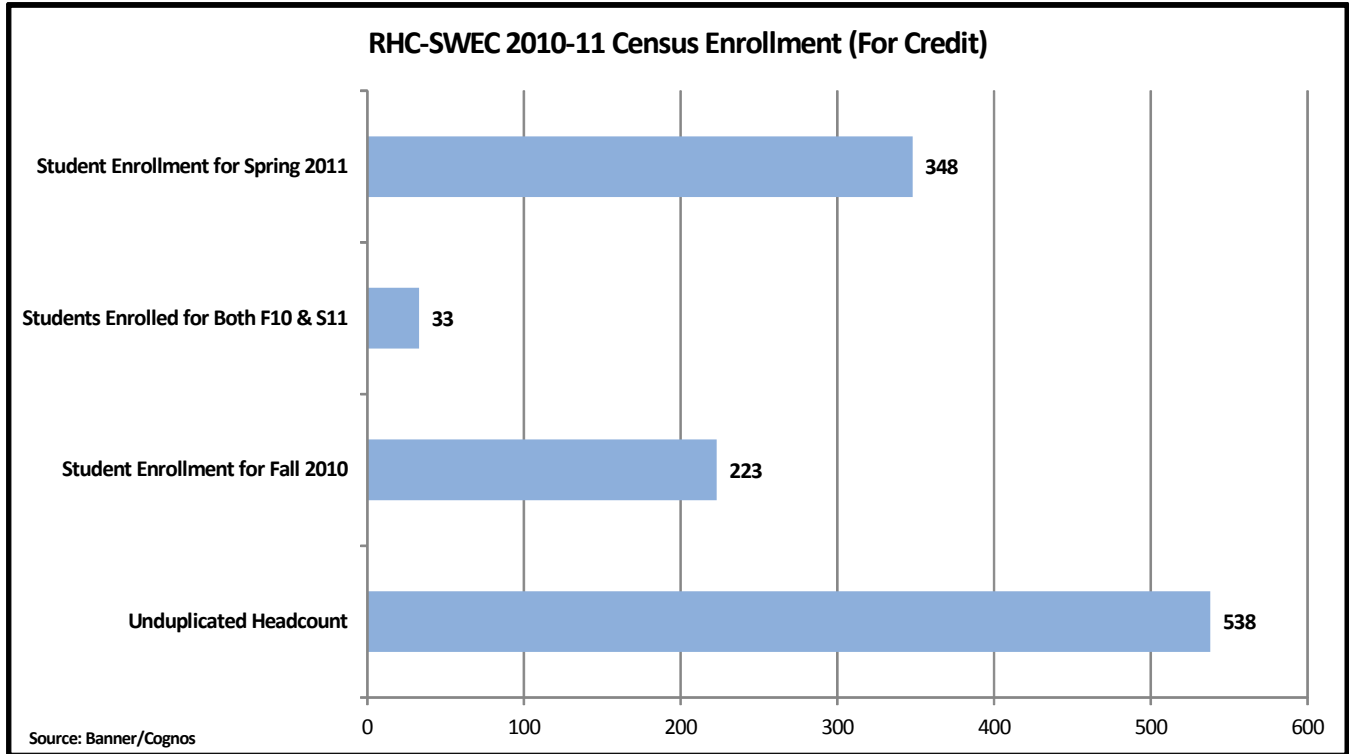
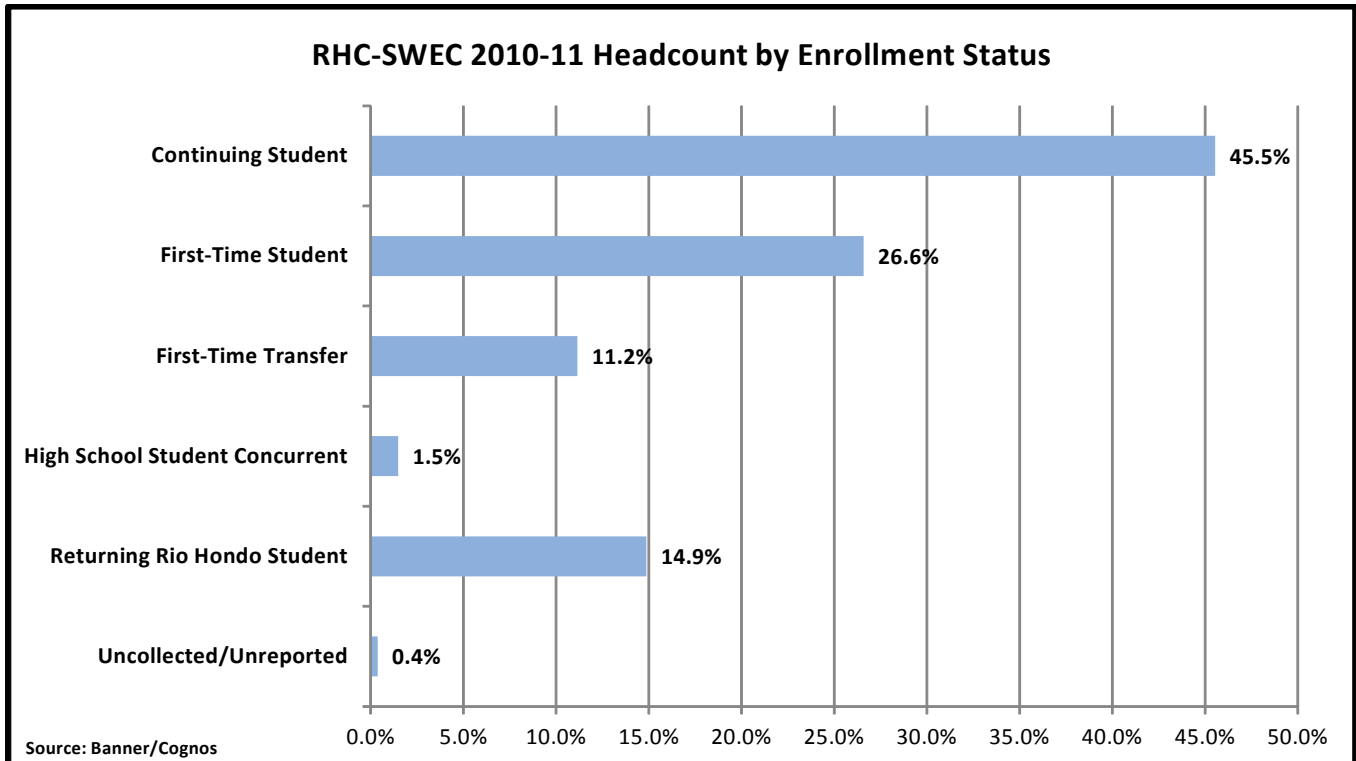
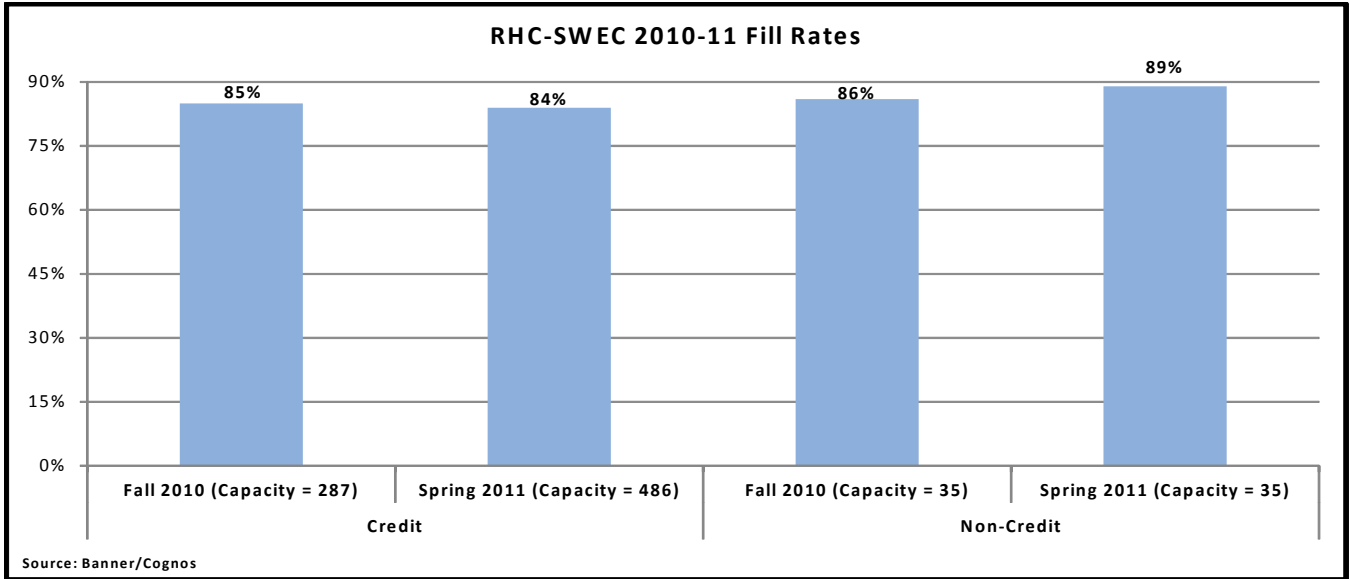


Chart 69



**Chart 70**



**Chart 71**

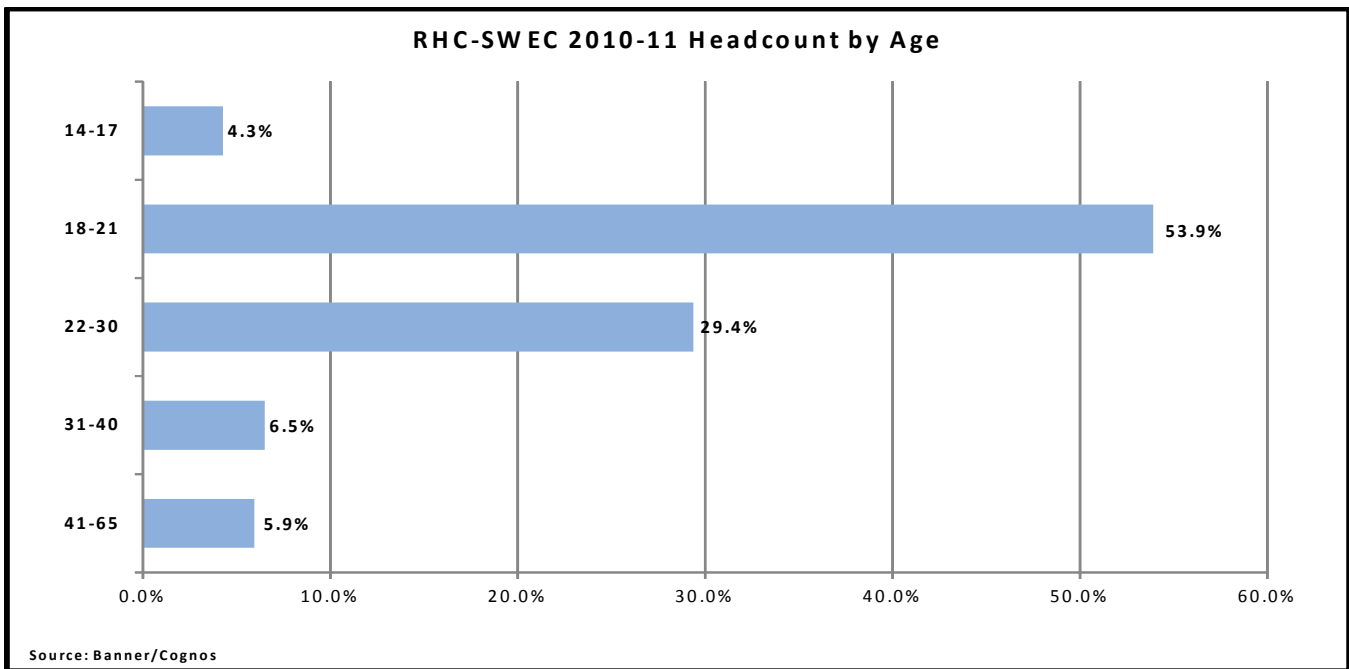


Chart 72

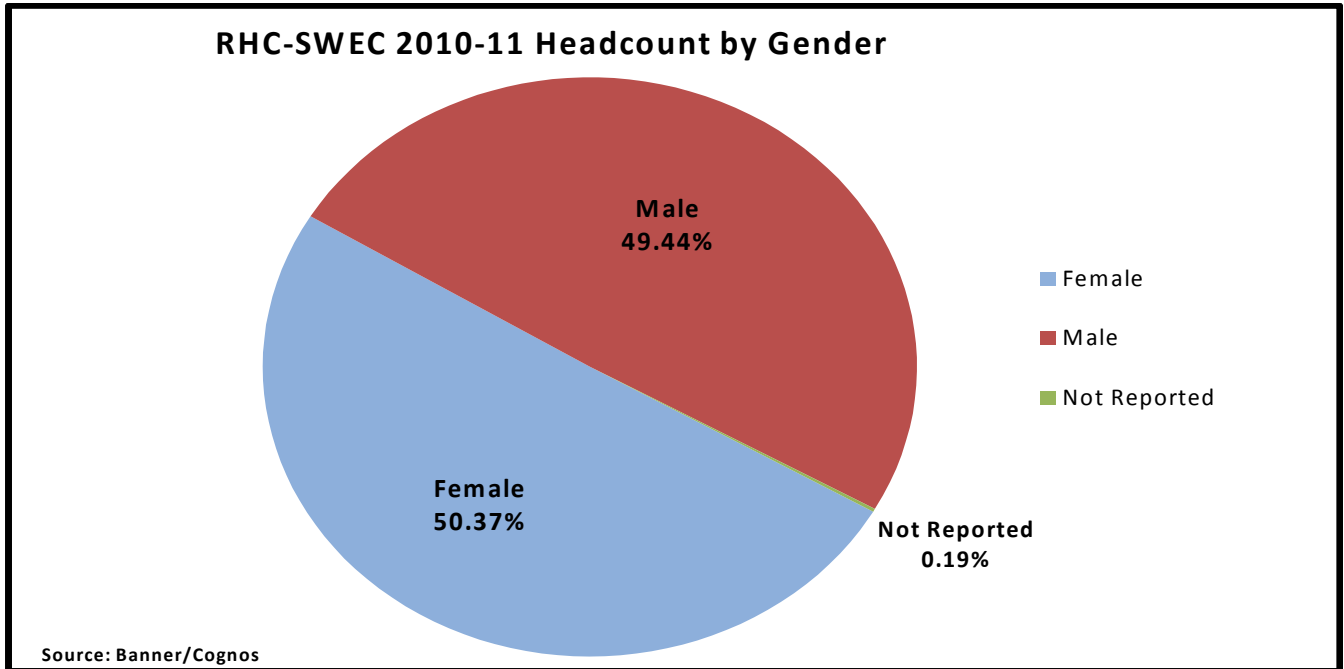


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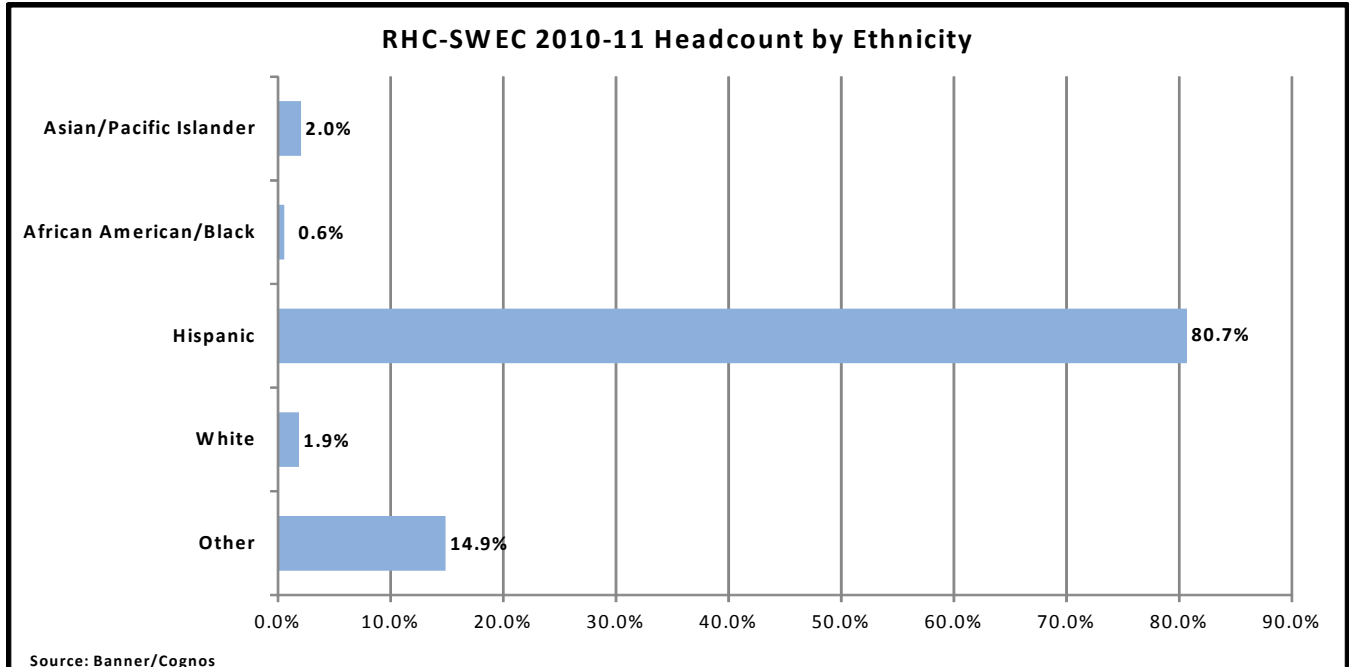


Chart 74

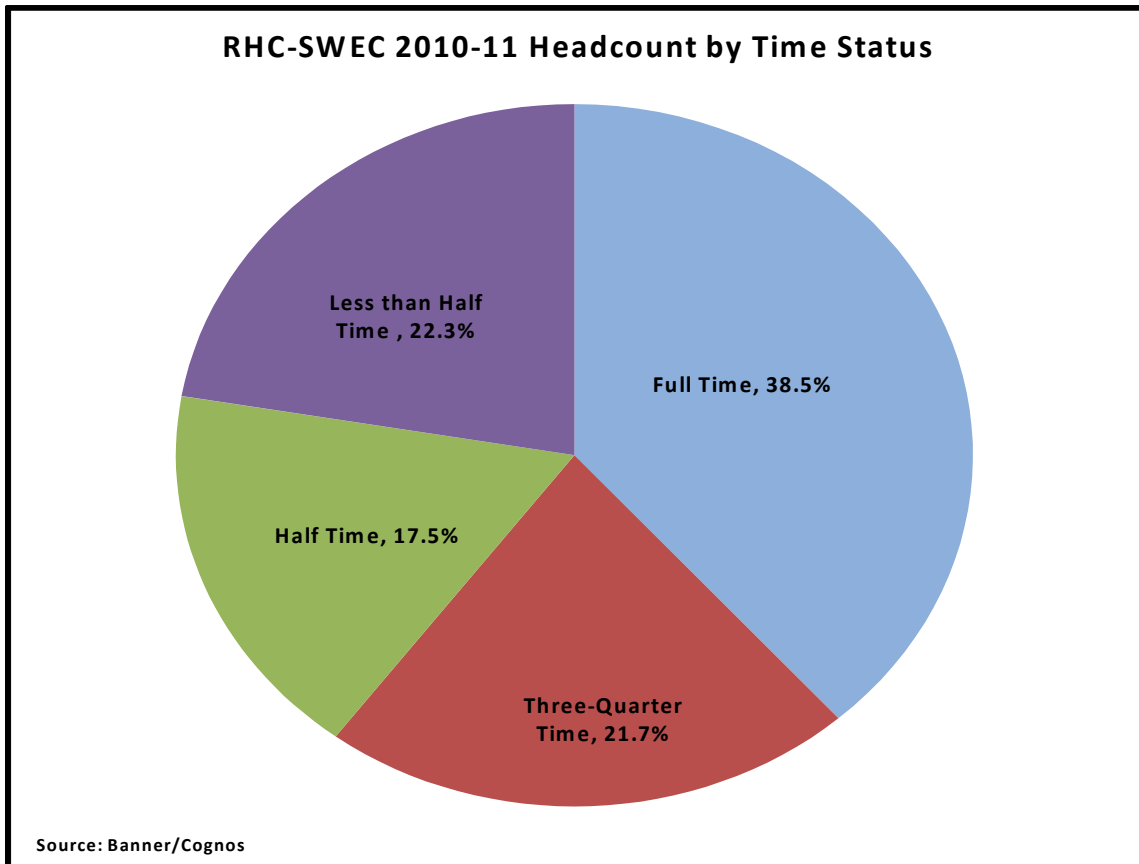


Chart 75

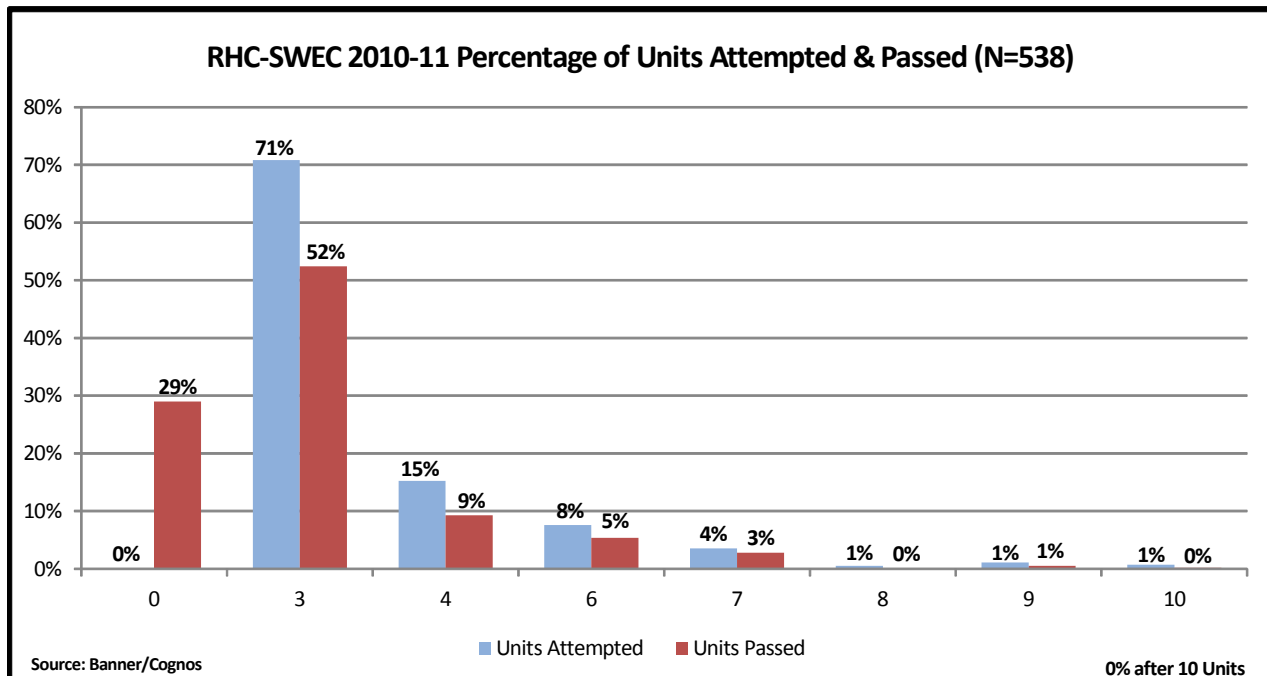
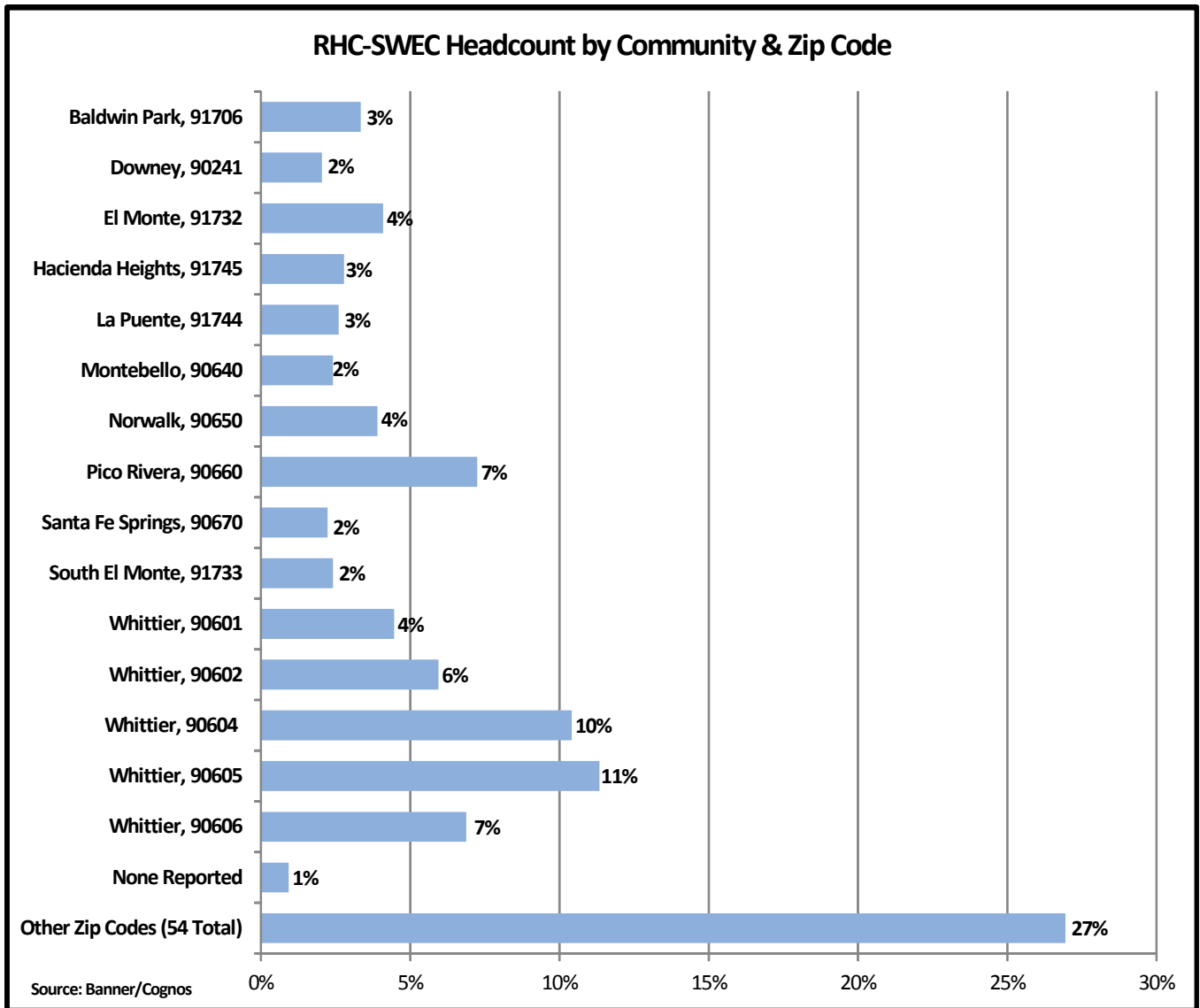


Chart 76







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**GOAL 1:** Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.

**Objective 1a:** The College will increase by 10 the number of A.A (T) and A.S (T) degrees offered between April 2012 and April 2015.

**Increase in Degrees Offered**

Degree	2010	2011	2012	2013	TOTAL
A.A.	1	0	0	0	1
A.A.-T	0	3	0	0	3
A.S.	3	7	1	1	12
A.S.-T	0	1	0	0	1
<b>TOTAL</b>	<b>4</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>17</b>

Sources:

CCCCO Curriculum Inventory, 3/12/2013 & 3/23/2012

Kats Gustafson, 3/13/2013

Fran Cummings, 4/04/2012

**Objective 1b:** The College will increase the number of degrees awarded by 5% over the previous five-year average (770) by 2015.

Degree	Previous Five-Year Average	2008-2009		2009-2010		2010-2011		2011-2012	
		Degrees Awarded	Percent Increase	Degrees Awarded	Percent Increase	Degrees Awarded	Percent Increase	Degrees Awarded	Percent Increase
Associate of Arts (A.A.) degree	390.2	438	12.3%	360	-7.7%	414	6.1%	561	43.8%
Associate of Science (A.S.) degree	351.2	395	12.5%	397	13.0%	370	5.4%	399	13.6%
<b>TOTAL DEGREES</b>	<b>741.4</b>	<b>833</b>	<b>12.4%</b>	<b>757</b>	<b>2.1%</b>	<b>784</b>	<b>5.7%</b>	<b>960</b>	<b>29.5%</b>

Source: CCCCCO Data Mart—Program Awards, 3/06/2013

**Objective 1c:** The College will develop General Education SLOs by Fall 2012. Completed and reported in SLO Proficiency Report – October 2012.

**Objective 1d:** The College will develop Degree SLOs for all existing degrees by Fall 2012. Completed and reported in SLO Proficiency Report – October 2012.



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**Objective 1e: The College will improve success and retention rates in online courses to match the rates of similar classroom courses by 2017.**

**Comparison of Student Retention and Success in Online and Classroom Sections of Similar Courses (2011-2012 Academic Year)**

Measure	Section Type		
	Classroom	Hybrid	Online
Retention Rate	84%	79%	78%
Success Rate	64%	57%	54%
Number of Enrollments	41237	1170	14651

Data Source: Banner/Cognos, 3/05/2013

- These figures represent 98 courses (across 10 divisions of the college) that had at least 1 section offered via the Virtual College and at least 1 all-classroom section during the 2011-2012 academic year.
- These summary figures conceal important nuances that may be found through more fine-grained analysis. For example, Virtual College students in the Physical Education division had retention and success rates almost identical to those for classroom students. Virtual College students in the Arts Division had a higher success rate than students taking the same courses in the classroom. Classroom students in Math & Sciences out-performed Virtual College students in retention and success by at least 30%.
- Additional analysis breaking down the results by relevant variables (e.g., division, basic skills or transfer level, lecture or lab, full-time or adjunct faculty) could be very helpful in efforts to address this objective.

**GOAL 2: Rio Hondo College will provide excellent instruction in career technical education, leading to increased awarding of certificates, degrees and job placement/job enhancement.**

**Objective 2a: The College will develop 10 additional certificate and/or degree programs (both locally approved and Chancellor’s Office approved) including job placement and job enhancement courses and programs to be offered by 2015.**

**Increase in CTE/Vocational Degrees & Certificates Offered**

Award	2010	2011	2012	2013	TOTAL
A.S. Degree	1	5	1	1	8
Certificate of Achievement	2	5	0	4	11
Certificate of Skill Proficiency	0	0	1	0	1
<b>TOTAL</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>20</b>

Sources:

CCCCO Curriculum Inventory, 3/12/2013 & 3/23/2012

RHC College Catalog 2012-2013 and Addendum Spring 2013

Kats Gustafson, 3/13/2013



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**Objective 2b: The College will increase by 5% over the previous five-year average the number of certificates and degrees (both locally approved and Chancellor’s Office approved) awarded by 2015.**

CTE/ Vocational Awards	Previous Five-Year Average	2008-2009		2009-2010		2010-2011		2011-2012	
		Awards	Percent Increase	Awards	Percent Increase	Awards	Percent Increase	Awards	Percent Increase
Associate of Arts	90.2	92	2.0%	94	4.2%	101	12.0%	119	31.9%
Associate of Science	340.0	378	11.2%	383	12.6%	353	3.8%	374	10.0%
Certificates 30-60 Units*	47.4	72	51.9%	41	-13.5%	53	11.8%	10	-78.9%
Certificates 18-30 Units	145.0	126	-13.1%	144	-0.7%	158	9.0%	98	-32.4%
Certificates 12-18 Units	0.0	0	0.0%	0	0.0%	1	0.0%	4	0.0%
Certificates 6-18 Units*	501.8	218	-56.6%	42	-91.6%	89	-82.3%	28	-94.4%
Certificates <6 Units*	146.0	1	-99.3%	3	-97.9%	0	-100.0%	0	-100.0%
<b>TOTAL AWARDS</b>	<b>1270.4</b>	<b>887</b>	<b>-30.2%</b>	<b>707</b>	<b>-44.3%</b>	<b>755</b>	<b>-40.6%</b>	<b>633</b>	<b>-50.2%</b>

\*Review of Banner/Cognos data and discussions with CTE/vocational administrators indicate significant gaps in recent years between program completions for specific certificates and the figures appearing on state-level websites. This finding is often due to students earning an occupational certificate but not applying for a certificate from the college.

Source:

Claudia Romo, 3/04/2013

CCCCO Data Mart—Program Awards, 3/06/2013

CCCCO Taxonomy of Programs/6e (Sept. 2009)

**Objective 2c: The College will develop and refine certificate SLOs annually with input from advisory committees.**

Response in progress



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**Objective 2d: The College will review/renew alignment of curricula with middle, high, adult schools and ROPs by 2015.**

The first pilot phase of the online CTE articulation agreement requests resulted in 55 approved requests, 3 denied requests and 44 still pending faculty reviews. Approved agreements are in the following career pathways: Arts, Media & Entertainment, Education & Family Services, Engineering & Design, Finance & Business, Information Technology, Public Service, and Transportation. The second pilot phase will begin April 2013 it will consist of training webinars for secondary instructors, small department specific meetings to discuss college curriculum and industry updates, and the online open period for submittal of requests for CTE articulation for the 2013-14 academic year.

Source: Claudia Romo 2/28/13

**Objective 2e: The College will increase by 10% the number of CTE students transferring by 2015.**

**Results for Students Identified as “CTE Concentrators”**

<b>Academic Year</b>	<b>Immediate Transfers</b>	<b>Increase Compared to 2006-2007</b>
2006-2007	138	Baseline
2007-2008	140	1.4%
2008-2009	158	14.5%
2009-2010	168	21.7%
2010-2011	213	54.3%
2011-2012	236	71.0%

Notes:

(1) Academic Year is the final year the student enrolled in a course at RHC.

(2) Immediate Transfers are those who transferred to a four-year school during or one year after their final academic year at RHC.

(3) A CTE Concentrator is "a student who has, within the previous three years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP code) with at least one of those courses teaching job-specific skills."

Sources:

Banner/Cognos, 3/12/2013

National Student Clearinghouse, 3/14/2013

California State Plan for Career Technical Education (2008-2012)



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**GOAL 3:** Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills.

**Objective 3a:** For placement purposes, the College will require and continue to build the infrastructure that is necessary to implement mandatory assessment in reading, math, ESL, and writing for all non-exempt matriculating students by Fall 2012.

With the establishment of the permanent site for the Assessment Office / Assessment Center in the LRC, the college has moved completely to offering fully computerized assessment to new, returning, and continuing students. The site also continues to provide accommodations for students who require wheelchair accessibility and individual testing. However, due to budget cutbacks that resulted in reduced staffing, evening test sessions have been eliminated and Saturday test sessions have been limited (except for special programs, such as the Early Academy Program); weekday hours have been extended to compensate.

Annually, the Assessment Center continues to offer an average of 20,331 assessment tests in Math, Reading, English, and now also ENLA (formerly named ESL) via Accuplacer. Also, 7,000 private tests continue to be offered each year. All students who requested testing services have been accommodated.

Due to the high demand for testing, particularly during the intersession months, the Assessment Center eliminated its walk-in service and instead implemented service by appointment-only in January 2013 to avoid long wait times. With the use of the SARS scheduling software, students have the capability to conveniently call in or email the Assessment Office to schedule an appointment.

As an interesting note, a recent trend has developed in that more frequent requests for long-distance testing have been received for students both out-of-state (such as New York and Georgia) and international (such as Canada and Saudi Arabia). Again, all such requests for long-distance testing have been properly processed and the students fully accommodated.

However, there continues to be an inability to offer computerized testing in Math off-campus (in high schools) as testing environments at the high schools are inadequate for remote testing.

As mentioned earlier, there also continues to be an inadequate number of personnel to cover the growing needs of the Assessment Center and Assessment Office (as well as to accommodate remote testing). Assessment must share the overflow testing area with course instructors, which may cause scheduling conflicts. However, given the circumstances, the Assessment Office and Center staff have worked diligently with the college to test all students in English, ENLA, Math, and Reading.

Source: Eva Menchaca and Barbara Salazar 03/19/13



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**Objective 3b: The College will continue to add three to five new best practice program models annually.**

In accordance with our Title V grant objectives, the specified best practice program models—Summer Bridge, Springboard, First-Year Experience, and Gateway—have already been successfully established at the college. Due to the fact that our Title V grant does not include provisions for the development of new programs (other than those previously mentioned) as well as the fact that there has been a significant reduction in Basic Skills Initiative funding, the college currently is not pursuing the development of new best practice program models.

Source: Barbara Salazar 03/19/13

**Objective 3c: The College will evaluate, expand, and institutionalize best practice program models by Fall 2012.**

First, with support from the Institutional Research and Planning office, the college has consistently collected and examined annual data in regards to student success, retention, and persistence for the Summer Bridge, Springboard, First-Year Experience, Gateway, and Fast Track programs. Faculty and student surveys have also been conducted to gauge the satisfaction of program participants. Second, through the local Basic Skills Initiative and Title V (HSI) grant, the college has expanded best practice program models. Since 2009, more than 450 incoming students have participated in the Summer Bridge program, with enrollment numbers growing each year. Also, a second cohort of students successfully completed the Springboard program during the 2013 Winter Break, resulting in a total of 50 student participants in two years. Both programs offer academic review in English and Math as well as peer-networking while Summer Bridge also includes campus tours and educational planning. In addition, since its implementation in Fall 2011, approximately 360 students have participated in the First-Year Experience program, which provides Math/Counseling learning communities with a more recently redesigned, accelerated Math component. Additionally, the Fast Track (accelerated) learning communities program has gradually expanded to a total of 18 cohorts (approximately 300 students) since Fall 2011, including both basic skills and transfer courses taught in collaborative and supportive learning environments to increase student engagement and progress toward completion. Finally, although the Gateway Tutoring program underwent significant cutbacks in staffing due to the state's decrease in BSI funding, remaining staff were utilized more efficiently resulting in the increase of tutoring sessions (from 323 sessions in Fall 2011 to 1,176 sessions in Spring 2012). Third, the reduction of BSI funding support for the Gateway program led to its earlier than anticipated institutionalization by the college in Fall 2012. The other aforementioned programs are expected to be institutionalized gradually upon the ending of the Title V grant. All of these programs have been evaluated, expanded, and/or institutionalized under the guidance of the Basic Skills Committee and Title V Implementation Team.

Source: Barbara Salazar 03/19/13

**Objective 3d: The College will improve success in basic skills courses to match current success rates in first transfer-level courses by 2015.**



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Class/ Level	Fall 2009 Success	Spring 2010 Success	Fall 2010 Success	Spring 2011 Success	Fall 2011 Success	Spring 2012 Success	Aggregate Success
English (30/35)-Basic Skills (N=5318)	53%	49%	57%	58%	62%	78%	60%
English (101)-Transfer (N=7470)	62%	60%	57%	55%	59%	60%	59%
ESL (10/27)- Basic Skills (N=94)	67%	100%	86%	83%	100%	96%	88%
ESL (197/198)- Transfer (N=245)	75%	69%	85%	88%	85%	90%	82%
Math (20/30) Basic Skills (N=7080)	53%	52%	53%	53%	54%	55%	53%
Math (50/70) Degree Earning (N=9915)	53%	53%	57%	58%	57%	53%	55%
Math (130/160) Transfer (N=2980)	65%	65%	64%	66%	64%	60%	64%
Reading (21/21/23) Basic Skills (N=5225)	70%	63%	70%	70%	72%	69%	69%
Reading (101) Transfer (N=506)	80%	65%	68%	70%	66%	73%	70%

Data Source: Banner/Cognos 3/19/13

**GOAL 4:** Rio Hondo College will offer opportunities which foster life-long learning and serve community interests.

**Objective 4a:** The College will develop and implement an assessment tool to measure community interests and needs by Spring 2013.

At the conclusion of every class, all students are asked to fill out a survey detailing their satisfaction with the class and any topics of interest they may have. This information is analyzed by the Scheduling Technician to determine if any changes need to be made to current classes and for any suggestions on class additions.

Source: Sergio Barron, 2/27/13

**Objective 4b:** Based on community interests and needs, the College will increase the number of public “special topics” forums and panels by Spring 2015.

The division has gathered information to gauge the community’s interest by participating in the Board of Trustee’s hosted Community Forums, attending grand openings at community centers, chamber of commerce events, and exploring requests from board members and civic leaders. In the coming year, we



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will go into the community and partner with local civic groups to serve as panelists to continue to present course offerings based upon need, community interests and venues available.

Source: Don Mason, 3/22/13

**Objective 4c: The College will increase and publicize the number of courses offered, based on community interests and needs, specifically including special topics courses, by Spring 2015.**

Continuing Education continues to add classes that are deemed to be in demand, while removing classes that do not meet minimum enrollment standards or that are not in line with the department's mission. While the total number of classes that are currently being offered has decreased from the previous fiscal year, revenue has increased by more than 20%. This is evidence that the current schedule of classes better meets the needs of the community as compared to previous years.

Additionally, the increase in revenue demonstrates that the classes are being marketed more effectively. Within the last fiscal year, the department has implemented a number of marketing activities that has contributed to the increase in revenue. Those marketing activities include Bi-monthly newsletters to current and prospective students, promoting a variety of classes on the Rio Hondo marquee, creating flyers that are specific to the different off-site locations that host Continuing Education classes, a redesigned website to highlight classes and professional development programs, the execution of a social media strategy to attract and highlight course offering, and many more.

Source: Sergio Barron, 2/27/13

**Objective 4d: The College will evaluate and assess the progress of completing the implementation plan for the South Whittier Educational Center (SWEC).**

The implementation plan for the South Whittier Educational Center (SWEC) has been completed. The planned opening of the Annex was on schedule with the onset of the 2012 fall semester. A ribbon-cutting ceremony was celebrated in October to officially announce the grand opening of the SWEC Annex, which now houses 3 additional "smart" classrooms and a mini student lounge. Consequently, more classes were added to the schedule. There were a total of twenty-six courses offered for fall 2012 as compared to only nineteen courses from the previous spring semester (see attachment). Congruent to the goals of SWEC, basic skills courses as well as an emphasis on general education courses necessary for transfer and graduation were offered. The Spring 2013 semester also witnessed a full slate of general education courses. Once again, 26 were courses were offered for the Spring 2013 semester. Continuing Education courses were also offered for the 2012-13 academic year when classroom space became available.

In addition, there was a slight change in personnel at the beginning of the fall semester. This created a more flexible work schedule for the 2.5 classified employees. As a result, the computer lab hours were amended. Now the lab is open at 7:30 every morning and stays open until 6:00 pm Monday thru Wednesday and until 8:30 pm on Thursdays. Due to low traffic volume, the lab closes at 12:30 pm on Fridays. Additional open lab time throughout the week has been well received. Many of our students do





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not have computers and/or internet service. Consequently, the lab has become a hub of academic activity throughout the week.

Student Services at SWEC is extremely limited. Currently, the Assessment Center offers testing for English, reading and math. This is available for all current and prospective students the first Friday of every month. Though students must visit the main campus to purchase books, the Bookstore has provided a vending machine that dispenses basic school supplies as well as the much-needed blue books and scantrons.

Source: Jennifer Fernandez 3/5/13

**South Whittier Educational Center (SWEC)**  
**Course Offerings – Three Year Summary**

<b>FALL 2010 2 Classrooms + Lab</b>	<b>SPRING 2011 2 Classrooms + Lab</b>	<b>FALL 2011 1 Classroom + Lab</b>	<b>SPRING 2012 1 Classroom + Lab</b>	<b>FALL 2012 4 Classrooms + Lab</b>	<b>SPRING 2013 3 Classrooms + Lab</b>
CIT 101	AJ 101	ACCT 90	BIOL 120	AJ 104	AJ 104
COUN 151	CD 110	AJ 101	CD 102	BIOL 120	CD 106
ENGL 35	CD 208	CD 106	CD 114	CD 208	CD 208
ENGL 101	CIT 101	CD 111	CIT 101	CD 228	COUN 101
MATH 20	COUN 151	CIT 101	ENGL 35	CIT 101	ENGL 35
MATH 50	ENGL 101	COUN 151	ENGL 201	COUN 151	ENGL 101
PSY 101	ENGL 201	ENGL 35	HIST 143	ECON 106	ENGL 201
SPCH 101	MATH 30	ENGL 101	HUM 125	ENGL 30	HIST 143
NO eve. classes	MATH 50	MATH 20	LIT 102	ENGL 101	HIST 144
	MGMT 101	MATH 70	MATH 20	HIST 144	HUM 110
	PSY 101	MGMT 101	MATH 30	HUM 110	LIT 149
	SPAN 101	PSY 101	MATH 50	LIT 149	MATH 30
	SPCH 101	POLS 110	PETH 196	MATH 30	MATH 50
		SPCH 101	READ 23	MATH 50	MATH 70
			SOC 101	MATH 70	MATH 160
			SPAN 130	MATH 130	MSMC 103
			SPCH 101	MSCM 103	PE 140
			THEAT 101	PE 140	PETH 196
				PETH 196	PHIL 112
				PHIL 101	POLS 110



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				PSY 101	READ 23
				READ 23	READ 23
				SOC 101	SOC 102
				SPAN 101	SPAN 101
				SPCH 101	SPCH 101
				THEAT 101	THEAT 101

**SUMMER 2011** – MATH 50, CD 102, & ENGL 201

**SUMMER 2012** – ENGL 101, SPCH 101, POLS 110, & PE 140

**Objective 4e: The College will integrate and cross market credit courses with fee-based classes by Spring 2015.**

The department has already begun to integrate and cross-market credit courses. The department's schedule lists a number of credit classes that are offered at off-site locations (e.g. SWEC). The department has also begun to forge internal relationships with other departments that may be offering similar classes such as ESL and some professional development courses related to Health Sciences. This past year we have begun a partnership with the department of Public Safety to offer fee based courses to serve emergency responders. We have included such courses as Hazardous Materials, Truck Operations, and Confined Space Training. We are also planning to partner with the County of Los Angeles through a program called I-Train to provide training to displaced workers who are seeking to re-enter the workforce after a job layoff or company downsizing. All of these efforts are consistent and on target with our stated objective.

Source: Don Mason, 3/12/13

**Objective 4f: The College will explore revenue implications for the implementation of a process for students to repeat certain classes under a fee-based not-for-credit structure.**

Response in progress

**Objective 4g: The College will offer occupational and continuing education programs through diverse, innovative delivery systems by Spring 2015.**

The mission of Contract Education is to enhance the economic development in Southeast Los Angeles by designing, developing, and implementing workforce development trainings for local business and industry. These workforce trainings are designed to strengthen the skills of an organization's workforce, giving them an edge in the competitive landscape. Contract Education works with internal trainers and managers to develop the tailored curriculum that meets their specific needs. The trainings are held on-site and scheduled according to their availability. This flexibility is extremely beneficial for the organization, especially for those that cannot afford to lose a substantial amount of work time.

Source: Don Mason, 3/12/13



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**GOAL 5:** Rio Hondo College will promote a student-centered climate that contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.

**Objective 5a:** The College will develop and implement a plan to ensure access to student support services that promote student success by Fall 2012.

- Centralized services in the new Student Services Building
- Altered the hours in student service to best accommodate student needs (including evenings and weekend hours)
- Developed the “Get Started!” webpage as resource for new and continuing students as a central depository for student services; redesigned the Counseling & Student Development webpage to be more useful for the Counseling faculty and students
- Offering student services at the South Whittier Educational Center (SWEC) and the El Monte Educational Center (EMEC) which includes counseling and diagnostic assessment testing
- Hired four adjunct Counselors to meet the growing needs of students seeking academic and personal counseling
- Technological innovation including ESARS, My Educational Plan (Degree Works), online counseling and SMS service for appointment reminders
- Promotional video and upgrade to student orientation
- Joint Club Rush and Student Services Fair held at the beginning of each semester
- Student Services areas are updating their web pages to provide accessible, accurate and timely information to students
- Student Life and Leadership has established a text messaging service to provide students with timely information regarding Student Services; Orgsync.com is a web presence being used to keep student more connected to student life and services within the division.

Source: Dr. Walter Jones, 3/1/13

**Objective 5b:** Before Fall 2012, the College will document and evaluate the number of students who participate in activities, and evaluate services that promote student engagement and increase that number by 5% annually until 2015.

Fall 2011 Events and Participation Numbers

- 8/26/11 – CA Dream Network Conference: 4 students
- 9/6/11 – Club Rush Day #1: 100 club students; 200 new students
- 9/7/11 – Club Rush Day #2 100 club students; 200 new students



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- 9/12/11 – September 11<sup>th</sup> 10 yr. commemorative event: 75 students
  - 9/14-15/11 ASB Sponsors Transfer Fair: 300 students
  - 9/20/11 ASB Senate Forum: 20 students
  - 9/27-28 Blood Drive: 120 students
  - 10/3/11 – David Hayes Bautista Workshop at CSUF: 15 students
  - 10/4/11 – Meet the Candidates Forum: 45 students
  - 10/5-10/7 ASB Elections- 159
  - 10/4/11 – SLI and Cultural Committee Formation Meeting – 12 students
  - 10/18/11 – Leadership Club Conference: 67 students

Spring 2012 Events and Participation Numbers

- 1/6/12 – Leadership Lock In – 23 students
- 1/30/12-2/2/12 – Information Booth – serviced 300 students
- 1/30/12-2/9/12 – Emergency Loan Program – serviced 150 students
- 2/8/12 – Black History Month Kick-Off – 75 students
- 2/13/12 – Black History Month Film Screening #1 – 23 students
  
- 2/14/12 – Black History Month Film Screening #2 – 14 students
- 2/15/12-2/24/12 – Student Leadership Institution Orientations – 78 students
- 2/21/12 Club Rush Day #1 - 150 club students; 250 new students
- 2/22/12 Club Rush Day #2 - 150 club students; 250 new students
- 2/28/12 Blood Drive Day #1 – 46 students
- 2/28/12 Student Appreciation Day – 100 students
- 2/28/12 Student Appreciation Night – 43 students
- 2/29/12 Blood Drive Day #2 – 38 students
- 3/2/12 SLI Conference – 62 students
- 3/3-3/4 March in March – 48 students
- 3/9/12 ASRHC/ICC Mixer – 78 students
- 3/14/12 Game Day – 45 students
- 3/21/12 Safe Spring Break Event – 56 students
- 3/21/12 Student Appreciation Day – 100 students
- 3/21/12 Student Appreciation Night – 50 students
- 4/10/12-4/17/12 ICC RiOlympics – 200 students
- 4/24/12 – Student Appreciation Day – 100 students
- 4/24/12 Student Appreciation Night – 42 students
- 4/24/12 Earth Day – 36 students
- 4/27/12-4/29/12 SSSCC General Assembly – 3 students
- 5/3/12 SLI Banquet – 48 students
- 5/8/12 – Blood Drive Day #1 – 65 students
- 5/9/12 – Blood Drive Day #2 – 42 students
- 5/10/12 – Blood Drive Day #3 – 57 students
- 5/16/12-5/17/12 Student Appreciation Day – 100 students
- 5/16/12-5/17/12 Student Appreciation Night – 50 students



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- 5/24/12 Commencement Breakfast – 150 students
  - 5/245/12 Leadership Banquet – 120 students

(Some event participation numbers are estimated)

Source: Dr. Mike Munoz 2/28/13

**Objective 5c: The College will establish an improved student services program to identify foster youth and connect them to existing services by Fall 2013.**

- The Foster Kinship Care Education and Independent Living program has worked extensively with Information Technology and Admissions and Records to identify foster youth through the CCCApply process. Each student who identifies him or herself as a current or former foster youth receives an email from the coordinator of the Foster Kinship Care/ILP program informing them of various on and off campus services available. In addition, this early identification of incoming foster youth allows the college to provide priority registration based on the newly passed AB 194 legislation.
- Foster Kinship Care has developed the CONNECT program (**CON**nections **N**ecessary to **E**xperience **C**ollege **T**ransition) as a way to improve student services for our foster youth. CONNECT is a collaborative effort between the Counseling department, Financial Aid, DSP&S, EOP&S, and CalWORKs, with liaisons identified from each department, who will work directly with foster youth to assist them with these various student services. In addition, the CONNECT program offers referrals to off-campus resources and access to Transitional Resource Coordinators (ILP County Service and Benefits such as Housing, books/clothing allowance, Medi-Cal, CalFresh, etc.). The program also continues to offer assistance with registration, student workshops throughout the semester, minimal supplies and book voucher, computer for use, snack pantry, and one to one assistance and guidance.

Source: Marisela Saenz, 2/28/13

**Objective 5d: The College will initiate a student intervention process requiring all students to meet with a counselor to identify a specific college goal and complete an education plan outlining classes needed to achieve that goal prior to their second semester enrollment.**

- The College has initiated Mandatory Assessment/Orientation for all new non-exempt students enrolling at Rio Hondo College.
- Students who were not assessed and received orientation were blocked from registering in the subsequent semester until they met with a counselor to have a one semester educational plan developed.
- For the purposes of Financial Aid, students were required to declare an educational objective and complete a multi-semester educational plan before they could receive aid.



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- All new and continuing Veteran who receive services in this area are required to declare a major and develop an educational plan.
  - The Student Success Act (SB1456), which went into effect January 1, 2013, mandates assessment, orientation and educational planning for all non-exempt students

Source: Dr. Walter Jones, 3/1/13

**GOAL 6:** Rio Hondo College will respond to the region's educational needs and contribute to its economic future through service to the community and partnerships with public, private, and non-profit organizations.

**Objective 6a:** The College will increase and strengthen participation with business, industry, government, and non-profit organizations within our service area to meet training, retraining, and educational needs by Spring 2015 by increasing the number of students served by:

- **workforce-preparation programs**
  - **job-placement programs**
  - **professional-recertification-requirement programs**
  - **apprenticeship programs**
- Rio Hondo College entered into a new agreement with the Southeast Area Social Services Funding Authority (SASSFA) and its federal-funded WorkSource Center in Santa Fe Springs. SASSFA provides job training and job placement services for unemployed and dislocated workers. The Director of GCR attended regular SASSFA "Partners for Progress" meetings held at the WorkSource Center. Attending these meetings enables GCR to connect with about a dozen non-profit organizations and government agencies as needed.
  - Rio Hondo College, with the assistance of the Office of Government & Community Relations (GCR) and the student organization Latinos United for Voting, partnered with a non-profit organization called NALEO to provide voter registration information to students so that Rio Hondo students could become registered to vote for the November 2012 election. This partnership helped to meet student voter educational needs and helped to foster a strong sense of civic engagement for our students.
  - Rio Hondo College, under the leadership of the Accounting Division and in conjunction with the Business Department, launched a Volunteer Information Tax Assistance (VITA) Program in the Spring of 2013. By working with the Internal Revenue Service and local congressional contacts, Rio Hondo faculty were able to plan and implement VITA classes and a VITA program which gives accounting students opportunities to train as tax form assistants under the mentorship of accounting faculty. This valuable service helps to meet the tax form filing needs of our local community.
  - After establishing five fair housing internships with the Department of Fair Employment and Housing, Rio Hondo College, with assistance from the Office of GCR, planned and hosted a Fair



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Housing Institute during the Summer of 2012 for fair housing professionals in Los Angeles and Orange County. This institute helps to meet ongoing professional development, recertification, and educational needs of fair housing professionals – as well as the students interested in fair housing.

- Rio Hondo Technology Division has developed a partnership with the Foothill WIB helping students prepare for the workforce and job placement within the Transportation Industry.
- The Automotive Program has been evaluated by the National Automotive Technicians Education Foundation meeting the standards of quality training of automobile technicians in Automotive, Alternative Fuels and in American Hondas' Profession Automotive Career Training Programs.
- The Office of State Apprenticeship continues its partnership with the Rio Hondo College District in the support of: Heat & Frost; Carpentry; and Operating Engineers accounting for more than 20,000 hours of training.

Source: Russell Castaneda-Calleros and Mike Slavich

**Objective 6b: The College will develop a task force to investigate the possibility of adding a service learning component at Rio Hondo College by Fall 2013.**

In June 2011, the discussion of Service Learning was initiated by faculty members, Melissa Rifino-Juarez, Troy Flores-Olsen, Carol Sigala, and Governmental Relations Director Russell Castaneda-Castellanos. The purpose of the meeting was to explore the potential of initiating service learning on campus. In August 2011, they hosted two workshops on FLEX Day, entitled "Out of the Classroom and Into the Streets", which highlighted existing service learning activities on campus. Fifteen faculty members attended these sessions and the discussion centered on how service learning could be encouraged in various classes. To further expand his knowledge on service learning best practices, in October 2011 Russell visited the newly established Whittier College Center for Engagement, which coordinates the college's service learning program. Efforts to further evaluate the potential for service learning have continued in spring 2011 through the efforts of the RioSource Committee. The launch of the RioSource webpage provides a critical mass of non-profit organizations that could potentially serve as placements for service learning-minded students and faculty members.

In April 2012 faculty members Melissa Rifino-Juarez, Troy Flores-Olsen, Carol Sigala, and Director of Grant Development Jacqueline Wilvers met with a service learning expert from CSULB's Center for Community Engagement. The purpose of this orientation meeting was to learn about the breadth and scope of service learning and understand the impacts faculty, students, and the college will experience with service learning on campus. CSULB offered to conduct a service learning training workshop for faculty on the RHC campus. In May 2012, faculty members Melissa Rifino-Juarez, Carol Sigala, and Director of Grant Development Jacqueline Wilvers met with representatives from Whittier College's Center for Engagement with Communities to further discuss service learning best practices. Whittier College offered to assist RHC faculty with their expertise in establishing a service learning program.

In Spring 2013, faculty members Melissa Rifino-Juarez and Carol Sigala reported that they plan to apply for staff development funding to support faculty discussions by those faculty members who already incorporate



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service learning into their curriculum in order to improve their classroom activities, student learning outcomes, and community partnerships.

**Objective 6c: The College will increase and enhance its outreach-education programs in K-12 schools in the five service areas by Spring 2015.**

- College Nights/Community Events
- Frosh/Soph College Planning Family Nights 2011-2012
- Middle School Nights in El Monte City Unified School District
- Junior Transcript Evaluation Services Classroom Conferences
- Community Forum Events
- Middle School College Planning Family Nights 2012
- Junior College Planning Family Nights
- Senior Transcript Evaluation Day
- El Monte Pledge Assembly
- Early College Academy

Source: Dr. Mike Munoz 2/13

**GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.**

**Objective 7a: The College will inform the public of the financial state of the College annually through means such as the Annual Report, Superintendent's Monthly Update, college website, Citizens Oversight Committee, community updates and local press releases.**

The College informed the public regarding the financial state of the College through the following: Annual Report 2012, distributed by direct mail throughout the Rio Hondo College service area; Press releases posted on College Website by month/year; President's UPDATES (monthly electronic newsletters posted on the website) regularly contain budget updates. In addition, Vice President Teresa Dreyfuss (now Interim President as of 7/1/12) includes detailed reports on College fiscal matters concurrently with the presentation of the Tentative Budget and the Adopted Budget; she also regularly informs the Citizens Oversight Committee of fiscal matters in general and the status of the expenditures of the Measure A Facilities Bond fund. In 2012-2013, Interim President Dreyfuss and members of the Board of Trustees visited each City Council in the District's Service Area (Whittier, El Monte, South El Monte, Pico Rivera and Santa Fe Springs) to make 'State of the College' presentations including the financial state of the college information.

Source: Susan Herney 3/22/13





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**Objective 7b: The College will maintain a minimum unrestricted general fund balance of 5% annually.**

The College currently has a minimum unrestricted general fund balance of 7.1%.

Source: Teresa Dreyfuss, 3/13

**Objective 7c: The College will maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.**

The College did maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.

Source: Teresa Dreyfuss, 3/13

**Objective 7d: The annual restricted general fund including categorical and grant funds should be a balanced budget (i.e. revenues = expenses).**

The College did not meet this objective due to state budget reductions.

Source: Teresa Dreyfuss, 3/13

**Objective 7e: The Rio Hondo College Foundation will maintain a balanced, unrestricted budget annually.**

The Rio Hondo College Foundation budget for unrestricted income and expenses was balanced. The 2012-2013 overall budget shows \$30,000 in expenses over revenues due to payment of scholarships, grants, and other program related commitments that were not realized in the previous fiscal year.

Source: Howard Kummerman, 3/13

**Objective 7f: The Rio Hondo College Foundation will increase its restricted and unrestricted contribution to Rio Hondo College by 5% over 3 years from fiscal years 2010 through 2013.**

Functional expenses for the foundation for 2010 and 2011 are listed below. The 2012 audited financials are not yet complete. The current trend does not show an increase to date.

Functional expenses for the year ended June 30, 2010 were as follows:

	Program Services	Management and General	Fundraising	Total
In-kind expenses:				
Personnel services	\$ 13,355	\$ 5,342	\$ 34,722	\$ 53,419
Facilities	1,500	600	3,900	6,000
<b>Total in-kind</b>	<u>14,855</u>	<u>5,942</u>	<u>38,622</u>	<u>59,419</u>
Scholarships and other awards	143,275	-	-	143,275
Contributions to the College	267,470	-	-	267,470
Other expenses	-	29,828	370,945	400,773
<b>Total</b>	<u>\$ 425,600</u>	<u>\$ 35,770</u>	<u>\$ 409,567</u>	<u>\$ 870,937</u>



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Functional expenses for the year ended June 30, 2011 were as follows:

	Program Services	Management and General	Fundraising	Total
In-kind expenses:				
Personnel services	\$ 15,014	\$ 6,006	\$ 39,036	\$ 60,056
Facilities	1,500	600	3,900	6,000
<b>Total in-kind</b>	<b>16,514</b>	<b>6,606</b>	<b>42,936</b>	<b>66,056</b>
Scholarships and other awards	82,729	-	-	82,729
Contributions to the College	239,290	-	-	239,290
Other expenses	-	2,401	248,567	250,968
<b>Total \$</b>	<b>\$ 338,533</b>	<b>\$ 9,007</b>	<b>\$ 291,503</b>	<b>\$ 639,043</b>

Source: Howard Kummerman, 3/13

**Objective 7g: The College will write and submit 10 new grant proposals raising a minimum of six million dollars by 2013.**

<b>RIO HONDO COLLEGE GRANT FUNDING 2009 - 2013</b>		
	<b>Funding Awarded</b>	<b>Timing</b>
<b>CA CHANCELLOR'S OFFICE</b>		
Career & Technical Education ADN Enrollment Growth	\$ 497,061	2009-2013
Mathematics Science Engineering Achievement (MESA)	\$404,000	2009-2017
Career & Technical Education Transitions (Tech Prep)	\$166,067	2010-2013
Career and Technical Teacher Pipeline	\$343,584	2010-2013
Perkins Title I-B Regional Consortium	\$316,000	2010-2012
Perkins Career & Technical Education Title I-C	\$776,824	2011-2013
Industry-Driven Regional Collaborative CODA	\$423,095	2010-2013
CA Advanced Lighting Controls Training Program	\$ 37,160	2010-2012
Perkins Title I-B Regional Consortium	\$ 300,200	2011-2012
Workforce Innovation Partnership	\$ 225,000	2011-2013
<b>CA HEALTHCARE WORKFORCE COMMISSION</b>		
Song Brown Capitation	\$80,000	2013-2015
Song Brown Special Programs	\$100,000	2013-2015
<b>CA INSTITUTE FOR NURSING &amp; HEALTH CARE</b>		
CSULA Collaborative with CSULA	\$4,000	2012-2014
<b>CA MENTAL HEALTH SERVICE AUTHORITY</b>		
Student Mental Health Program	\$245,517	2012-2014
<b>CITRUS COLLEGE</b>		
California Dept. of Education Tech Prep Regional	\$ 151,655	2011- 2013
<b>CITY OF EL MONTE</b>		
El Monte Promise Scholarships	\$50,000	2012-2013
<b>LOS ANGELES COUNTY</b>		
Destination Early Childhood Education	\$ 204,764	2011-2012
<b>MRP ASSOCIATES</b>		
TES Implementation Grant	\$36,425	2009-2012
<b>MT. SAC COMMUNITY COLLEGE DISTRICT</b>		
Pathway Out of Poverty	\$ 174,486	2010-2011
<b>NATIONAL SCIENCE FOUNDATION</b>		



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Scholarships for STEM Majors	\$ 599,988	2012-2016
<b>ARTHUR RUPE FOUNDATION</b>		
Certified Nursing Assistant & Home Health Aide	\$99,500	2012-2014
<b>SMALL BUSINESS ADMINISTRATION</b>		
Giving Rio Hondo Environmental ED to our Neighbors	\$ 109,514	2009-2011
<b>STATE OF CALIFORNIA</b>		
Early Assessment Program	\$20,000	2010-2011
<b>U.S. DEPARTMENT OF EDUCATION</b>		
TRIO Student Support Services - Regular	\$1,277,525	2010-2015
TRIO Student Support Services - STEM	\$1,100,000	2010-2015
Hispanic-Serving Institutions Title V Regular	\$3,216,038	2010-2015
<b>U.S. DEPARTMENT OF TRANSPORTATION</b>		
CNG Shuttle Bus	\$200,000	2010-2012
<b>U.S. DEPARTMENT OF JUSTICE</b>		
Department of Homeland Security Lighting Project	\$300,000	2010-2013
<b>VERIZON FOUNDATION</b>		
Reinforcing Literacy at Rio	\$15,000	2009-2010
<b>TOTAL FUNDS RECEIVED</b>	<b>\$11,473,403</b>	

Source: Jacqueline Wilvers, 2/13

**Objective 7h: The College will establish a process to address budget reductions that is student centered and involves all constituencies by Fall 2012.**

Yes, a Budget Reduction Task Force reviewed avenues to reduce expenditures.

Source: Teresa Dreyfuss, 3/13

**GOAL 8: Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.**

**Objective 8a: The College will examine and revise the hiring process for administrators, faculty, and classified staff by December 2012.**

- The District has examined and revised the hiring procedure for faculty. Board took action on December 12, 2012.
- The District has examined the hiring procedure for administrators and no changes are needed at this time.
- The District continues to examine the hiring procedure for classified staff and will complete this task by December 2013.

Source: Yolanda Emerson



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**Objective 8b: The College will improve and assess the evaluation process for administrators, faculty, and classified staff to gauge the quality of candidates hired by the District and examine the issues and process for internal promotion by December 2012.**

- The District has renegotiated a new faculty evaluation procedure for faculty. TA was signed by representative of the District and Faculty Association in February 2013. The Board of Trustees ratified this TA in their February 20, 2013 meeting. The Faculty Association is currently voting to ratify the TA.
- The District and the Faculty Association is currently finalizing a revised faculty evaluation tool, the Peer Review form and the Student Evaluation Survey. This will be completed by Fall 2013.
- The District has implemented an electronic Administrative Evaluation survey processed from HR.
- The District has implemented a self-evaluation for administrators as part of the administrators' evaluation procedure.
- An overview of the administrators' evaluation process will be completed by December 2013.
- An overview and assessment of the classified staff evaluation procedure has been conducted by HR for internal promotions and discussed at negotiations with CSEA.

Source: Yolanda Emerson

**Objective 8c: The College will review professional development needs identified in program and unit plans and produce a summary report to drive funding priorities and needs by Fall 2013.**

A summary of the professional development needs identified in program and unit plans is currently being compiled. The Staff Development Committee is on track to meet this objective.

Source: Katie O'Brien

**Objective 8d: The College will maintain funding for staff development to support administrators, faculty, and classified staff by Fall 2013.**

Like most areas of the campus in this challenging budget year, Staff Development received reduced district support in 2012-2013. Specifically, the operating budget was cut from \$52,575 to \$26,000. Additionally, release time support for Faculty Coordinator duties for Staff Development/FLEX was reduced from 50% to 15%. While the Title V grant allowed the college to continue to support grant specific professional development objectives for faculty, this reduction in district support has resulted in fewer opportunities for professional development campus wide.

Source: Katie O'Brien



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**GOAL 9:** Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.

**Objective 9a:** The College will meet the objectives of the current plan to upgrade and replace its distribution network by the end of Spring 2012.

Rio Hondo does not currently have sufficient monies in its General Fund to complete this project at this time. Portions of the distribution network are being replaced as part of the building program, but this does not cover the entire distribution network.

Source: Gary Van Voorhis

**Objective 9b:** The College will increase the number of opportunities for all staff to access and incorporate innovative instructional technologies through staff development, sabbaticals, conferences, and research by 2015.

While we had been making positive gains toward this goal, in 2012-2013 we were met with a 50% cut in the operational budget of Staff Development and a reduction in the release time for the Staff Development/FLEX Coordinator from 50% to 15%. The Staff Development committee subsequently reduced the funding in each of our typical spending categories, however sought to maintain as much support as possible for key priorities, including financing of the Leadership Academy and the offering of grants to fund individual and departmental projects. Despite this focus, there has been a noticeable decrease in the number of applicants for grants, which may be attributable to a lower maximum funding amount. The Title V grant has allowed us to maintain support for faculty development in areas specific to grant objectives, so faculty stipends and instructional development workshops continued to be offered at the same level as 2011-2012. As the creation and implementation of a "Teaching Learning Institute" progresses, we anticipate increased opportunities for professional development for faculty for the life of the grant. However, if the funding for district wide Staff Development is not returned to previous levels of support, staff and managers will have fewer options to innovate, and once grant funding ends, we would quickly lose ground on providing faculty opportunities as well.

Source: Gary Van Voorhis

**Objective 9c:** The College will continue to support its replacement cycle for computers and related peripherals. As part of the annual planning process, new technology needs will be assessed in each program plan.

Most of the college's desktop machines meet the college's standard. Work continues to inventory and determine the age of other equipment types. Rio Hondo still has opportunities to improve identifying and assessing technology needs as part of the "program plan" process.

Source: Gary Van Voorhis



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**Objective 9d: The College will assess costs and options for developing and implementing a technology disaster recovery plan by Spring 2013.**

This project will start in late April or the first part of May.

Source: Gary Van Voorhis 4/13

**Objective 9e: The College will perform a needs assessment and develop curriculum for ongoing staff training by Spring 2013.**

This objective is being met. The Staff Development Committee and Title V Faculty Development Committee continue to regularly survey faculty and staff in order to seek input on crafting workshop and training offerings. This year the Staff Development Committee will also be reviewing professional development needs outlined in program and unit plans in order to plan growth opportunities that most align with those identified needs.

Source: Katie O'Brien

**Objective 9f: The College will review and evaluate the software needs campus wide by Fall 2013.**

This project has not started, but will begin later this year in conjunction with the Instructional Technology Committee (ITC).

Source: Gary Van Voorhis

**Objective 9g: The College will develop metrics to evaluate and assess technology use on campus by Spring 2013.**

This is an ongoing process at this time and will be completed in the summer of 2013.

Source: Gary Van Voorhis

**GOAL 10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the campus.**

**Objective 10a: The College will expand and modernize facilities based on the five-year construction plan.**

Phase I of the Measure A Bond program continues with the following projects fully complete; New Parking Lot Stairs, New Parking Lot Stairs at Administration of Justice, Renovation of three (3) Elevators (Science & Business/Art Buildings), and Phase 2 of Campus Way Finding Signage. The El Monte Educational Center has just recently been completed and will hold classes this spring. The Physical Education Complex will be completed and fully occupied by



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the summer of 2013. The Softball Field Renovation Project will break ground in early Spring, and the Soccer Field Renovation is in the final design phase.

Source: James Poper 2/28/13

**Objective 10b: The College will update the Campus Facilities Master Plan by Spring 2013.**

The College continues to update the Campus Facilities Master Plan.

Source: James Poper 2/28/2013

**Objective 10c: The College will increase accessibility and safety through bond construction improvements of pedestrian ways and lighting levels by Spring 2013.**

Measure A Bond projects have accomplished this goal through the completion of the pedestrian bridge from Parking Lot A to the upper levels of the campus, new handicap ramps connecting the upper and lower quad, new stairways and ramps were constructed in parking lots 4 and 5 as well as at the AJ building (2012), and the new pedestrian drop-off and pick-up area located between parking lots B and C. Increased disabled parking stalls were added at parking lot H servicing Applied Technology, Math, and Science buildings as well as at parking lots B and C. New light poles were added for improved pedestrian safety at parking lots B and C, and Circle Drive. The remodeled upper and lower quads have new area lighting which is not only aesthetic, but provides improved and safe student, faculty and staff circulation.

Source: James Poper 3/20/2013

**Objective 10d: The College will identify community needs for offsite facilities through input from board members, citizens, and government and community organizations by Spring 2013.**

The College received primary input from the El Monte Education Center (EMEC) Advisory Committee made up of members of the community.

Source: Teresa Dreyfuss, 3/13

**Objective 10e: The College will acquire Leadership in Energy Efficiency Design (LEED) certification for all new buildings that exceed construction costs of 14 million dollars by Spring 2015.**

Two projects in the Measure A Bond program will achieve this goal. The Learning Resource Center (LRC) achieved a Silver level certification after completion. Also the new Physical Education (PE) Complex is currently under construction and will seek certification after it is complete.

Source: James Poper 3/20/2013



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**Objective 10f: The College will develop and disseminate expanded emergency procedures for existing and future construction, including access for Special Needs population by Fall 2013.**

The Safety Committee has been reviewing the current emergency procedures using the Public Safety Department and the ASCIP consultant as expert resources. The procedure updates will address the existing, new and future construction, as well as the college Special Needs population as it pertains to emergency situations. The committee is in the process of updating the emergency materials that will be disseminated in every classroom, office, as well as the off campus facilities. Beyond the distribution and posting of emergency classroom and office materials, the emergency procedure manual and the Illness and Injury Prevention Plan will be updated to ensure that the two documents coordinate. Presentation and training of the updated materials will be held for faculty and staff.

Source: James Poper 2/28/2013

**Objective 10g: The College will develop a plan with metrics to increase the level of campus aesthetics and cleanliness, based on the Minimum Expectations of Services Guidelines by Spring 2013.**

The Rio Hondo Facilities Department has two direct avenues to monitor and maintain the expected level of service for campus aesthetics and cleanliness; 1) tracking work orders through the automated, online work order management system (MaintenanceDirect), and 2) routine physical inspections by the Maintenance Managers. In addition, the Facilities administrative team meets weekly in order to maintain strong communication regarding the operations and performance levels by the staff. The automated work order system is a powerful tool and provides immediate two way email communication to the actual faculty or staff that generated the work order which has improved customer service. In addition, maintenance staff can update the work order status if the work order has special circumstances such as; parts that are on order. Another example of the ability to monitor the work order system is a high level overview where we can see, for instance, that the Facilities Department has received 1,712 work orders to date, with an 86% completion rate. This data can also be evaluated for each individual.

Source: James Poper 2/28/2013

**Objective 10h: The College will implement phase 2 of the plan to improve visitor, student and staff way finding on and off campus by Spring 2013.**

Phase 2 of the Campus Way Finding project is fully complete and has provided consistent, clear and aesthetic campus signage for students, faculty, staff and visitors.

Source: James Poper 2/28/2013





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**Objective 10i: The College will create a plan to explore short term parking options and drop off areas for students by Spring 2013.**

The Director of Facilities Services is chair of the Parking Study Committee. This committee has been meeting with the goal of exploring all parking needs on campus such as short term parking, standardized parking stall sizes, and drop off areas for students. Final recommendations and an implementation plan will be presented to the President and the Board of Trustees.

Source: James Poper 2/28/2013

**Objective 10j: The College will assess costs and options for developing a disaster recovery plan by Spring 2013.**

The Director of Facilities Services is preparing a Request for Proposal (RFP) to solicit consultants with the qualifications to assist the College to develop a disaster recovery plan. The RFP will be publicly advertised and rating criteria will be used to evaluate each RFP to make the consultant selection. With the RFP format, each submission will be required to include their process proposed to develop a disaster recovery plan, outline disaster recovery plan options, and also include the consulting services fee.

Source: James Poper 2/28/13

**GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.**

**Objective 11a: Based on the campus climate survey, the College will increase student satisfaction with co-curricular activities by 2015.**

Student Satisfaction with Campus Activities	Mean 2010	Mean 2011	Mean 2012	2010 to 2012 Change
I enjoy attending RHC athletic events.	*	2.93	2.87	N/A
I am satisfied with my opportunities to join clubs at RHC.	3.48	3.48	3.53	0.05
I like to participate in campus student activities (Guest Speakers, Club Fairs, Games, etc.).	2.91	2.84	2.93	0.02

\*This item was phrased differently in 2010. The change from 2011 to 2012 was -0.06.

Data Sources: 2012 Campus Climate Survey data, 2010 & 2011 Campus Climate Survey reports

- Average responses were relatively stable between 2010 and 2012.
- The items from the Campus Climate Survey address the overall objective in a limited manner. Additional measures could be helpful in addressing the college's progress on this objective.



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**Objective 11b: The College will evaluate the campus climate survey process and instrument and provide recommendations for improvement by Fall 2012.**

Although the college has not engaged in a formal review of the Campus Climate Survey, two groups have considered the survey process and instrumentation. On April 10, 2012, the Institutional Effectiveness Committee discussed increasing the sample size, especially participation by employees. During the month of April 2011, Institutional Research and Planning (IRP) reviewed and edited the survey instruments, developed new procedures for distributing questionnaires and tracking completed questionnaires, and refined techniques for increasing response rates. Since then IRP has identified and implemented procedures to improve the distribution and collection of questionnaires.

The following information could be considered in conducting a formal review of the Campus Climate Survey process and instruments:

- The first year of the survey was 2009. Survey administration in April 2013 will begin the fifth cycle of surveying and reporting.
- Between 2009 and 2012, the number of students responding to the survey increased by 110.3% (from 320 in 2009 to 673 in 2012) and the number of employees responding increased by 56.5% (from 269 in 2009 to 421 in 2012).
- Sampling procedures improved from non-probability sampling (Blackboard pop-up for students and All-Staff email for employees) in 2009 to probability sampling (cluster randomized for students and stratified random for employees) in the following years. The earlier approach was much more susceptible to self-selection bias (meaning that persons who chose to complete the survey are likely to be different from persons not choosing to complete the survey, making the results less representative of the general population).
- The time-to-publication of the report has decreased over the years. The reports have been released in March 2010 (2009), April 2011 (2010), January 2012 (2011), and September 2012 (2012).
- The structure and format of the report have largely remained the same over the four years. The 2012 report did receive some additional editing to streamline and freshen the content.
- Reporting is currently limited to posting the report on an IRP page of the RHC website.
- Other than responses to an open-ended Climate Survey question about general experiences at RHC, the college currently has no means for receiving feedback on the Campus Climate Survey process and instrumentation.

The ultimate value of a campus survey is its role in fostering campus improvement. The current status of the Campus Climate Survey restricts its ability to foster change. The survey does not have a functional purpose, a "home" on campus, or an explicit connection to planning activities. The reports state that the purpose of the survey is "to investigate the overall perceptions of the campus climate as reported by students and employees," but do not address how the college will use the information. The survey does not fall under the roles and responsibilities of either the Planning & Fiscal Council or the Institutional Effectiveness Committee. RHC planning documents do not state a role for the survey. Evaluating the quality of the survey would require a plan and infrastructure for using the survey results.



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Reporting techniques can have an important role in promoting the survey’s usefulness. Brief/focused reports and presentations, along with social media, could be used to share the results with additional students and employees. Also, the college could devote a portion of its website or Access Rio to stating important issues identified in the survey, steps planned or implemented toward addressing those issues, and progress on resolving the issues.

Sources:

- Campus Climate Survey Report (RHC, 2009, 2010, 2011, 2013)
- Institutional Effectiveness Committee minutes (RHC, 4/10/2012)
- Strategic Planning Organizational Structure (RHC, 11/18/2008)
- The Planning Process (RHC, 10/05/2009)

**Objective 11c: The College will expand opportunities for classified staff, faculty, students, and administrators to participate in the governance process.**

The Rio Hondo College Leadership Academy was designed to provide the tools and encouragement for participants to become involved in governance committees. Additionally, participants are invited to attend the Institutional Planning Retreat to start utilizing their expanded knowledge in an activity driven by the governance process.

The redesigned Program Review Committee and Resource Allocation committees also expanded the number of people from the college campus who participate in the governance process. The Academic Senate President, CSEA President, and Administrative Council involved many people new to the governance process to participate in these committee activities.

The planning process teams also encourage classified staff to participate on plan teams. The institutional planning process helped to expand the opportunities for members of constituent groups to become part of the Program Review and Resource Allocation committee process.

Source: Howard Kummerman, 3/13

**Objective 11d: The College will increase employee satisfaction by creating more opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, and ASRHC by Fall 2013.**

Employee Satisfaction with Campus Communication	2010 Mean	2011 Mean	2012 Mean	2010 to 2012 Change
I am informed about events/decisions in my department/program.	3.80	3.81	3.82	0.02
I am informed about events/decisions in my division/unit.	3.79	3.64	3.78	-0.01
I am informed about events/decisions on campus.	3.67	3.64	3.63	-0.04



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My immediate supervisor does a good job in communicating decisions to me.	3.98	3.81	3.89	-0.09
My co-workers keep me informed of campus events.	3.69	3.60	3.65	-0.04
There is adequate coordination among departments and divisions on campus.	2.99	2.66	3.00	0.01

Data Source: 2012 Campus Climate Survey Report, 2011 Campus Climate Survey Report

- Average responses were relatively stable between 2010 and 2012.
- Some items (especially, “There is adequate coordination among departments and divisions on campus.”) saw noteworthy decreases in 2011, but largely recovered in 2012.
- Satisfaction with “coordination among departments and divisions on campus” remained well below the other items.
- These Campus Climate Survey items address aspects of the employees’ satisfaction with communication on campus, but do not address such factors as “more opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, and ASRHC.”

**GOAL 12: Rio Hondo College will offer increased educational opportunities for students.**

**Objective 12a: The College will strategically address the needs of underrepresented populations within its service area by Spring 2015 by:**

- providing opportunities for enrollment from underserved areas of the District
- increasing the number of first-generation students
- increasing the number of scholarships and financial-aid opportunities
- increasing outreach efforts to non-traditional students

According to James Sass, IRP, Rio Hondo College’s only under-enrolled geographic area is El Monte. Therefore below is a list of outreach activities for that service area:

- College Knowledge Presentations

School Name	Number of Workshops	Total Participants
Arroyo High School	2	58
El Monte High School	4	76
Mountain View HS	13	400

- Rio Hondo College Application Workshops

School Name	Number of Workshops	Total Participants
Arroyo High School	2	92
El Monte High School	8	112
Mountain View HS	13	402

- Rio Hondo College Senior Preview Day

School Name	Total Participants
Arroyo High School	51



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El Monte High School	48
Mountain View HS	50

- Friday/Saturday Assessment and Orientation

School Name	Total Participants
Arroyo High School	81
El Monte High School	96
Mountain View HS	100

- Frosh/Soph College Planning Family Nights 2011-2012

School Name	Number of Families	Total Participants
Arroyo High School	77	165
El Monte High School	44	90
Mountain View HS	53	100

- Junior College Planning Family Nights

School Name	Number of Families	Total Participants
Arroyo High School	NA	NA
El Monte High School	54	122
Mountain View HS	32	77

- Senior Transcript Evaluation Day

School Name	Total Participants
Arroyo High School	150
El Monte High School	100
Mountain View HS	100

- El Monte Pledge Assembly

School Name	Total Participants
Arroyo High School	488
El Monte High School	420
Mountain View HS	402

- Early College Academy

School Name	Cohort 1	Cohort2	Fall	Spring
Mountain View HS	23	25	43	51

List of activities provided by Dr. Mike Munoz, 2/13



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Although parents' level of education is available to the college through CCCApply, the college currently does not capture and download these data into Banner. Until parents' level of education is available through Banner/Cognos, the college will not be able to conduct meaningful analysis into the enrollment, progress, or completion patterns of its first-generation college students.

The data here are for all students who applied to Rio Hondo between 7/01/2009 and 3/06/2013, and reported the education level of at least one parent or guardian. The large majority of the 100,187 applicants did not enroll at Rio Hondo. Of these applicants, 63% reported that the parent/guardian had no college experience, 23% reported that the parent/guardian had attended college but did not earn a Bachelor's degree, and 14% reported that the parent/guardian had earned at least a Bachelor's degree. (These results are for the person the applicant identified as Parent/Guardian #1.)

Based on the federal definition (parent not having a Bachelor's degree or higher), 86% of these applicants were first-generation college students. Based on another commonly-used definition (parent not having attended college at all), 63% of applicants were first-generation college students.

These percentages have been stable across the four years and do not show an increase in applications from first-generation college students. Figures for actual Rio Hondo students could be very different from those of overall applicants.

Data Source: CCCApply/XAP Control Center; March 7, 2013

During the 2012-2013 financial aid opportunities were increased due to the passage of AB 131, California Dream Act. Effective January 1, 2013, non-resident high school graduate students who are AB 540 are eligible to receive state funded financial aid such as: BOG Fee Waivers, Cal Grants and Chafee Grants. Due to the student demand on student aid programs the Financial Aid Office has received

- 37,919 FAFSA Applications as of 3/1/13
- 5,128 Pell Grant Recipients have received \$12,200,000

Source: Elizabeth Coria

Category	Annual 2007-2008		Annual 2010-2011		Annual 2011-2012	
	Amount	% Increase	Amount	% Increase	Amount	% Increase
Student Count	5,686	Baseline	10,021	76.2%	11,062	94.5%
Award Count	19,382	Baseline	32,748	69.0%	30,851	59.2%
Aid Amount	\$13,031,770	Baseline	\$25,727,560	97.4%	\$27,105,839	108.0%

Data Source: CCCC Data Mart--Financial Aid Summary, 3/07/2013

According to The National Center for Education Statistics (NCES) has identified seven characteristics that are common to nontraditional students. To be considered a nontraditional undergraduate, you:

- Do not immediately continue your education after you graduate from high school
- Attend college only part time



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- Work full time (35 hours or more per week)
  - Are financially independent
  - Have children or dependents other than your spouse
  - Are a single parent
  - Have a GED, not a high school diploma

75% of all undergraduate students have a least one of these characteristics and are thus "nontraditional" in one way or another.

Source: James Sass, IRP

**Objective 12b: The College will offer more opportunities, such as international education and study abroad partnerships, that enhance the students' concept of "global citizenship" by 2015.**

The offerings for international education are status quo. Rio Hondo currently offers Study Abroad opportunities to London England during the fall semester and Salamanca Spain in the spring semester. There have been some exploratory efforts made with the Business Division, Communications Division and Office of the President to pursue educational partnerships in China.

Source: Melissa Rifino-Juarez, 2-13



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**Area Plan Goals by Institutional Goals**

<b>Inst. Goal</b>	<b>Area</b>	<b>Area Plan Goal</b>	<b>Goal</b>	<b>Status</b>
1	President	1	Promote use of research data and analysis to support planning, data-driven decision making, and fulfilling accreditation requirements.	In Progress
1	President	2	Maintain R&P's current capacity to meet the growing demands of the planning process, research requests, and data-driven decision making.	In Progress
1	President	3	Increase R&P's capacity to meet the growing demands of the planning process, research requests, and data-driven decision making.	In Progress
1	President	4	GDM will increase its capacity to serve the needs of the college community.	In Progress
1	President	8	Increase Marketing and Communications service to campus.	In Progress
1	Academic Affairs	3	To publicize and expand awareness of programs and courses in the communities we serve. This will also serve to increase the number of degrees awarded across the campus in all disciplines	In Progress
1	Academic Affairs	14	The Administration of Justice Annex will be remodeled and several items replaced/upgraded, including the hot water heater, range electrical system, and baffle beam, which is damaged.	In Progress
1	Academic Affairs	17	The Division of Math/Sciences will make educational technology more available for classroom and laboratory use to support courses in Math, in particular Fast Track Math Redesign courses, through the purchase of laptops, laptop cart, and data projectors.	In Progress
1	Academic Affairs	18	The Division of Math/Sciences will replace all adjustable lab furniture in various classrooms operated by the Division of Math/Sciences: S100, S101, S124, S130, S132, and S224.	In Progress
1	Academic Affairs	19	The Division of Career & Technical Education will hire one full-time Drafting/Engineer faculty member to fill the position left vacant when Ed Gonzalez passed away.	In Progress
1	Academic Affairs	20	The Division of Career & Technical Education will purchase a transmission tester to support program/certificate SLOs and take advantage of a matched funding opportunity.	In Progress
1	Academic Affairs	21	The Division of Physical Education/Athletics will hire a Head Men's Basketball Coach/Instructor of Physical Education to fill the position vacated by Steve Hebert when he became Dean of the division.	In Progress
1	Academic Affairs	22	The Division of Physical Education/Athletics will hire a full-time athletic counselor.	In Progress





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1	Academic Affairs	23	The Office of Staff Development/FLEX will restore levels of support to levels prior to Fall 2012, when Coordinator release time and the staff development budget were reduced.	In Progress
1	Academic Affairs	24	The Office of Student Retention & Success will hire 10 Tutors (7 Gateway tutors and 3 online tutors) and 6 Summer Bridge Peer Mentors to support successful Basic Skills programs already in effect.	In Progress
1	Student Services	6	General Counseling will take the necessary steps to ensure that the program has adequate staffing to service the academic advising needs of Rio Hondo College students. (RHC Goals # 1 & 5)	In Progress
2	Student Services	1	New position of Registrar	In Progress
4	President	7	To assess perceptions of Rio Hondo College District residents regarding the College, its role and performance, and to test elements of the Rio Hondo College brand.	On Hold
4	President	9	Develop plan to include new media communication pathways in strategies used by Rio Hondo College.	In Progress
4	Academic Affairs	2	Departments within the academic divisions will continue to develop new courses and expand course offerings to meet changing needs of students and to support the requirements of newly developed degrees, particularly new AA-T and AS-T degrees based on Transfer Model Curriculum (TMC).	In Progress
4	Academic Affairs	16	The Division of Physical Education/Athletics will purchase equipment needed for the proper and safe instruction of physical education courses, particularly for replacement of equipment of inferior quality to be installed in the new Physical Education Building facility.	In Progress
5	Academic Affairs	13	The Department of Public Safety will hire three new operations specialists to provide Classified staff support for various programs throughout the division.	In Progress
5	Student Services	2	Process Veteran student requests for VA Benefit Certification within one month of the time that they submit all of their required forms.	In Progress
5	Student Services	3	Improve the scope, quality, and quantity of clinical and mental health services provided to the Rio Hondo College Community.	In Progress
5	Student Services	5	STUDENT LIFE & LEADERSHIP Student Life and Leadership will promote a student centered climate that ensures equal access to educational opportunities, contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.	In Progress



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6	President	6	To develop a group of GCR ambassadors who would assist GCR Director with 1) volunteering at on campus events; 2) representing the Office of GCR (and the college) at off campus events; 3) assisting with special projects as they emerge	In Progress
6	Academic Affairs	5	The Division of Health Sciences/Nursing will hire one full-time, District-funded faculty simulation coordinator who would be available 5 days a week for the provision of simulation experiences in all courses and programs at Rio Hondo College.	In Progress
7	President	5	In an effort to further maximize access to campus, the Office of GCR will expand its community relations function. This goal is aligned with Value 2: Student Access and Success and Value 4: Fiscal Responsibility	Complete
7	Finance & Business	1	To reduce paperwork in the office to be able to work efficiently.	In Progress
7	Finance & Business	2	Ensure that the college banks are financially sound.	In Progress
7	Finance & Business	3	Ensure that the college remains solvent.	In Progress
7	Finance & Business	4	Ensure that the college general accounting process remains effective and efficient.	In Progress
8	President	11	Create Facilities Services Offices conducive of a professional office environment.	In Progress
8	President	13	Hire an additional Administrator to support the departments goals and the college overall.	In Progress
8	President	14	Continue to diversify our workforce.	In Progress
8	President	15	By fall 2012, complete the updating of the Hiring Procedure-Administrators and all of the Human Resources Administrative Procedures in an attempt to optimize uniformity, comprehension and compliance efforts. Completion of this goal to include culmination of all necessary approval processes.	In Progress
8	President	16	By fall 2013, implement an applicant tracking system and maximize document imaging processes for the Management Information System (Banner), AccessRio Portal and the Human Resources Webpage.	In Progress
8	President	17	By Spring 2014, research and purchase and implement a new HR database system to facilitate all information that is now housed in the aged Santa Rosa System. This goal includes preparing for the time and training needed to properly prepare the HR staff on new software/processes.	In Progress
8	Academic Affairs	6	The Division of Communications & Languages will hire two full-time faculty members. One will fill a position in Reading, vacated when Doreen Kaller retired in Spring 2010. One will represent a growth position to meet the demands of significantly increased enrollment in Mass Communications with an emphasis in New Media (a field addressing the convergence of journalism, radio, and video production for digital delivery applications).	In Progress
8	Academic Affairs	9	To provide institutional support for the learning environment and direct assistance to students, a Coordinator position will be developed for the Foster/Kinship Care Education Program. The current FKCE/ILP grant allocations can sustain a full-time coordinator position. This will not require District funds.	In Progress



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8	Academic Affairs	10	The Division of Behavioral and Social Sciences requests to hire two full-time faculty members in History to fill positions vacated due to faculty retirement.	In Progress
8	Academic Affairs	25	The Division of Arts & Cultural Programs will hire one full-time faculty member in Music (emphasis in choral music) to fill a position vacancy due to the anticipated retirement of Linda Brown at the end of Spring 2013.	In Progress
8	Academic Affairs	26	Hire replacement full time faculty in Commercial Arts	In Progress
9	Academic Affairs	1	The Office of Academic Affairs will improve administrative procedures for addressing unexpected classroom technology failures and establish a limited maintenance budget within Academic Affairs for replacing or upgrading educational technology in classrooms, as needed.	In Progress
9	Academic Affairs	4	The Office of Academic Affairs will continue to support Rio Hondo's two educational centers--South Whittier Educational Center (SWEC) and El Monte Educational Center (EMEC)--and develop curricular offerings that assist in each center to refine its educational identity within the community it serves.	In Progress
9	Academic Affairs	11	The Division of Business will convert B118 to a computer lab to support Accounting courses, and degree and certificate programs (45 stations).	In Progress
9	Academic Affairs	12	The Division of Library & Instructional Support will replace the desensitizer/resensitizer equipment in the Library.	In Progress
9	Finance & Business	5	Create and implement a new audio/visual interface standard campus-wide.	In Progress
9	Finance & Business	6	Refresh aging A/V equipment in older classrooms throughout the campus.	In Progress
9	Finance & Business	7	Maintain a modern and current desktop computing environment for students, faculty, and staff.	In Progress
9	Finance & Business	8	To provide a fast and reliable network infrastructure that can meet the demands of its users.	In Progress
9	Student Services	7	Secure a database that allows the CDC to store student resumes and employer job and internship notices. (RHC GOAL #9)	Complete
10	President	10	Increase campus security and safety for the campus community.	In Progress
10	President	12	Provide services that are responsive to the needs of the campus community with equipment and personnel necessary to complete Facilities related tasks.	In Progress
10	Academic Affairs	7	The Division of Arts & Cultural Programs will complete much-needed upgrades of equipment and facilities in Visual Arts classrooms, including purchase of painting racks and installation of a ventilation system.	In Progress
10	Academic Affairs	8	Three new ceiling projectors will be installed in classrooms operated by Behavioral and Social Sciences: A212, A228, and CDC5.	In Progress



**INSTITUTIONAL RESEARCH AND PLANNING**  
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 APRIL 5, 2013



10	Academic Affairs	15	Classroom/lab space will be identified to accommodate expansion of the Certified Nursing Assistant (CNA) program.	In Progress
10	Finance & Business	10	Increase workspace in the mailroom & switchboard. As the current location does not lend itself to expansion, the mailroom and switchboard will need to be relocated to a larger location	In Progress
10	Finance & Business	11	Relocate and/or expand the walkup copier area. Area is too small and confined for customers using the walkup copiers	In Progress
12	Finance & Business	9	Have the facilities department relocate their supplies out of the warehouse to a container. This will free up warehouse space so that the operation is not so congested and make room to store items from other departments. The District would budget move and storage space from their budget.	In Progress
12	Student Services	4	Financial Aid will continue to experience growth in all areas of service offerings. Financial aid federal and state regulations are changing drastically. As a result, financial aid requires additional staffing resources to assist with counter, email and phone duties to provide advising and answer detailed student questions.	Complete



**INSTITUTIONAL RESEARCH AND PLANNING**  
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*FACULTY RESOURCE ALLOCATION REQUESTS*



**RANKED POSITIONS**

<b>Rank</b>	<b>Unit</b>	<b>Program</b>	<b>Position Title</b>	<b>Salary</b>
1	Career Technical Education	ACEDD	Instructor of Drafting/Engineering	\$75,000
2	Arts and Cultural Programs	Art	Full-Time Commercial Arts Instructor	\$72,000
3	Communications and Languages	Reading & Vocabulary	Instructor of Reading	\$75,000
4	Health Sciences	ADN, LVN, CNA	Simulation Faculty Coordinator	\$75,000
5	Behavioral and Social Sciences	History	Instructor of History	\$75,000
6	Physical Education	Athletics	Head Men's Basketball Coach/PE Instr.	\$75,000
7	Behavioral and Social Sciences	History	Instructor of History	\$75,000
8	Communications and Languages	Mass Communications	Instructor of Mass Communications – New Media	\$75,000
9	Arts and Cultural Programs	Music	Full-Time Music Instructor	\$75,000
10	Counseling and Student Development	Counseling	Counselor	\$75,000
11	Physical Education	Athletics	Athletic Counselor	\$75,000



**INSTITUTIONAL RESEARCH AND PLANNING  
2013-2014 PLANNING PROCESS**  
*CLASSIFIED RESOURCE ALLOCATION REQUESTS*



**RANKED POSITIONS**

<b>Rank</b>	<b>Unit</b>	<b>Program</b>	<b>Position Title</b>	<b>Salary</b>
1	Student Affairs	Financial Aid	Financial Aid Assistant	\$36,000
2	Government and Community Relations	Government and Community Relations	Community Relations Coordinator	\$60,000
3	Facilities	Custodial	Custodian 1	\$33,800
4	Facilities	Custodial	Custodian 2	\$33,800
5	Institutional Research and Planning	Research and Planning	Research Assistant	\$43,200
6	Facilities	Maintenance and Operations	Plumber	\$46,500
7	Facilities	Custodial	Custodian 3	\$33,800
8	Facilities	Custodial	Custodian 4	\$33,800
9	Admissions and Records	Admissions and Records	Registrar	\$69,000
10	Institutional Research and Planning	Research and Planning	Research & Planning Coordinator	\$75,000
11	Facilities	Grounds	Grounds Maintenance Worker	\$35,500
12	Institutional Research and Planning	Grants	Grant Development Coordinator	\$70,768
13	Marketing and Communications	Marketing and Communications	Senior Secretary	\$50,000
14	Facilities	Maintenance and Operations	Utility Worker	\$34,700



**INSTITUTIONAL RESEARCH AND PLANNING  
2013-2014 PLANNING PROCESS**  
*ADMINISTRATOR RESOURCE ALLOCATION REQUESTS*



**SUMMARY OF POSITIONS – NOT RANKED**

<b>Unit</b>	<b>Program</b>	<b>Salary</b>	<b>Position Title</b>	<b>Description / Rationale</b>
Academic Affairs	Academic Affairs	150,000	SWEC & EMEC Manager	Manager to provide scheduling and facilities oversight, staff support and hiring, and operations assessments for SWEC and EMEC. These off-site educational centers require administrative oversight as they continue to be refined to serve the educational needs of the communities in which they are located.
Human Resources	Human Resources	\$150,000	Human Resources Administrator	Duties as described throughout this plan. We need it to keep up with the demands of the institution.
Institutional Research & Planning	Research & Planning	\$100,000	Associate Dean of Research	This position will oversee all aspects of the Research Office and will report to the Dean of Institutional Research and Planning. This position will provide leadership in fulfilling the role of institutional research on campus, strengthening the work of researchers, and engaging the campus in regard to data-driven decision making. This is a permanent position in Institutional Research & Planning for 100%.



**INSTITUTIONAL RESEARCH AND PLANNING**  
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*RESOURCE ALLOCATION REQUESTS*  
**EQUIPMENT & TECHNOLOGY**



Unit	Program	Item Type	Amount	Description	Reason
<b>Prioritize for Funding</b>					
Counseling & Student Development	Career Center	Database software	\$5,000	New database software. Employer job notices are posted in binders by CDC staff. Students have to sift through the notices to find "fit." An employer/student resume database system would facilitate an employer's ability to post job notices and a student's ability to locate jobs and connect with employers	Secure a database that allows the CDC to store student resumes and employer job and internship notices
<b>Bond Funding</b>					
Behavioral & Social Sciences	Behavioral & Social Sciences	Ceiling Mounted Projectors	\$5,200	The two projectors in A212 and A228 allow for display of PowerPoint presentations, videos, and Internet displays, etc. CDC 5 needs the ceiling projector, a computer, screen, DVD, and VHS players, College Network access, Internet access, overhead projector, and podium.	The mounted ceiling projector in room A228 overheats on a regular basis, and has, at times, completely shut down. The projector in A212 is also on it's "last leg." The CDC5 projector is needed to provide basic audiovisual/Internet classroom support.
Business	Accounting	Technology Related to Facilities (e.g., Smart Classrooms, etc.)	\$90,000	Convert B-118 lecture room to include computers (45 stations). - REMOVE - BOND	This request is linked to the Accounting program SLOs for both the degree and certificate.
Information Technology	Information Technology	Computer Hardware	\$200,000	Laptop Computer Annual Technology Refresh - REMOVE - BOND	As part of a five year replacement cycle, laptops need to be upgraded on a regular basis. This money is to upgrade the college's approximately 200 laptops.
Information Technology	Information Technology	Computer Hardware	\$135,000	Wired Network Distribution Switches	These switches will be used to replace switches throughout the campus that have reached the end of their useful life and are no longer supported by the vendor.





**INSTITUTIONAL RESEARCH AND PLANNING**  
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**EQUIPMENT & TECHNOLOGY**



Unit	Program	Item Type	Amount	Description	Reason
<b>Funding contingent upon hiring of personnel</b>					
Institutional Research & Planning	Research & Planning	Computer Hardware	\$2,000	Additional license for SPSS.	Allow for analysis of data.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Research Assistant needs the computer and monitor to fulfill duties.
Institutional Research & Planning	Research & Planning	Computer Software	\$2,000	Additional license for SPSS.	Allow for analyzing data and reviewing work of other researchers.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Research & Planning Coordinator needs a computer and monitor to fulfill duties.
Institutional Research & Planning	Research & Planning	Computer Software	\$2,000	Additional license for SPSS.	Allow for analyzing data and reviewing work of researchers.
Institutional Research & Planning	Research & Planning	Computer Hardware	\$1,000	Computer and monitor.	The Associate Dean needs the computer and monitor to fulfill duties.
Institutional Research & Planning	Grants	Computer Hardware	\$1,000	Computer and monitor.	The Grant Development Coordinator needs the computer and monitor to fulfill duties.
Human Resources	Human Resources	Computer Hardware	\$5,000	New computer, software, copier, screen, etc...	Allow the employee to conduct their job.
Information Technology	Audio Visual Support	Computer Hardware	\$800	Computer for new employee.	The new A/V Technician needs a computer to perform his/her job.
Information Technology	Audio Visual Support	Computer Hardware	\$350	Cisco Phone for new employee.	The new A/V Technician needs a phone perform his/her job.



**INSTITUTIONAL RESEARCH AND PLANNING  
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RESOURCE ALLOCATION REQUESTS  
FACILITIES**



Unit	Program	Project Description	Cost	Reason	Location
<b>Prioritize for Funding</b>					
Arts & Cultural Programs	Visual Art	Painting racks and Ventilation System for two Visual Art classrooms.	\$10,000	All of the Visual Arts classrooms suffer from maximum classroom saturation, aging facilities, and reduction in much-needed storage space. Programs operate at maximum capacity, but despite the fact that this division's growth rate has exceeded the College at large, further growth cannot be sustained without more facility support. Lack of proper ventilation may be out of OSHA compliance. It is imperative we utilize technology to help develop students' fine arts skills and maintain currency in industry standards by purchasing necessary storage and ventilation equipment.	Visual Arts Classrooms
Health Sciences	CNA	Instructional space will be identified, and furniture and equipment installed, to accommodate expansion of the Certified Nursing Assistant (CNA) program.	\$10,000	An Arthur N. Rupe Foundation Grant has provided immediate support for expansion of our current CNA and HHA programs.	To Be Determined
Information Technology	Audio Visual Support	To create office space for the new Audio/Visual Technician Assistant.	\$2,000	Purchase office equipment.	"L" Building basement.



**INSTITUTIONAL RESEARCH AND PLANNING  
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RESOURCE ALLOCATION REQUESTS  
FACILITIES**



Unit	Program	Project Description	Cost	Reason	Location
<b>Bond Funding</b>					
Administration of Justice	Administration of Justice	Remodel of the AJ Annex. Priority is on replacing the electrical system on the range, damaged baffle beam, and water heater	\$2,000,000	Remodeling the AJ Annex is necessary to house the AOT Center Wildland Fire Academy. Remodeling will maximize classroom space (increasing the current 2 classroom capacity to a minimum of 4 classrooms)	AJ Annex
Facilities	Facilities	Use of old maintenance facility combined with existing area to create an updated Facilities Services Office. Costs associated with building materials and furnishings of the facility	\$80,000	Facilities Services is housed in many locations throughout campus with some management personnel housed in temporary bungalows.	Maintenance Building
Human Resources	Human Resources	Additional space to locate the new employee and file cabinet	\$15,000	Store files which are required by the Industrial Commission (labor board),etc.	A 108- But we need additional space now



**INSTITUTIONAL RESEARCH AND PLANNING**  
**2013-2014 PLANNING PROCESS**  
*RESOURCE ALLOCATION REQUESTS*



**ADDITIONAL BUDGET**

Unit	Program	Requested Item	Amount	Description	Rationale
Library & Learning Support	Library	Desensitizer / resensitizer P122-3515	\$10,000	Demco desensitizer/ resensitizer P122-3515. Need to call for a quote, but it runs about \$10,000.	The desensitizer/ resensitizer is critical to the security of our Library materials and archives. They are standard, essential pieces of equipment. These de/ resensitizers last for about 30 years, but unfortunately one of ours is broken and beyond repair, and the other is reaching the end of its lifespan (the accuracy of making the item "hot" is questionable and we have false readings).
Career Technical Education	Automotive Technology	Transmission Tester	\$50,000	The automotive department has no way of testing students' lab projects for automatic transmission service. Vehicles of today's complexity make it impossible to remove and replace a vehicle's automatic transmission for testing during a semester's course. This unit will provide the course instructor the ability to build and test automatic transmissions, meeting industry standards for course competencies.	The division has a grant (\$50,000.00) to match the request, making enough to purchase the unit (\$100K). The building has been designed, in terms of space and electrical, to accommodate the unit.
Human Resources	Human Resources	Filing Cabinets	\$1,000	Add filing cabinets.	More storage room for reports and timesheets.
Institutional Research & Planning	Research	Staff Development Budget	\$2,500	Increased budget is needed for attendance at conferences, local workshops, and monthly CAMP-Research meetings, as well as taking specific courses, to keep up to date and share information with other colleges.	The current staff development budget was based on the needs of an office of one. There are now six positions and campus interest in R&P is growing. The staff development budget should reflect R&P's increasing role on campus.



**INSTITUTIONAL RESEARCH AND PLANNING**  
**2013-2014 PLANNING PROCESS**  
*RESOURCE ALLOCATION REQUESTS*



Unit	Program	Requested Item	Amount	Description	Rationale
Marketing & Comm.	Marketing & Comm.	Research Consultant Firm	\$25,000	Community Perception Survey throughout Rio Hondo Community College District.	Large educational institutions routinely perform periodic assessment of community perceptions. Such a community survey is overdue and will serve as a baseline to use in measuring changes in community perceptions and college communications strategies. It will also be an invaluable tool in strategic enrollment management decision making and assessing strategies for future bond efforts.
Marketing & Comm.	Marketing & Comm.	conference participation	\$3,000	Travel and conference fee for two Marketing & Communications staff to attend workshops and conferences to develop and update skills and strategies for social network marketing.	The College needs to establish a competitive edge and use vital communications resources such as Facebook, Second Life, and Twitter. This will help target special audiences, promote Rio Hondo College, and improve student retention. A Media Preferences Survey of RHC students indicated that more than 85 percent of students indicated access of social networking sites.
Human Resources	Human Resources	Cubicle, desk, chair	\$5,000	Computer, desk, chair, etc.	To allow the employee to conduct their job.
Human Resources	Human Resources	Conference Funding	\$1,500	\$1500 in additional monies for the entire HR staff for discretionary spending to attend conferences, community events and job fairs.	Additional monies for discretionary spending for conferences, community events and job fairs would assist us in attaining this goal of increasing outreach during recruitment.
Health Services	Health Services	Medical Services Cart	\$6,000	This is golf cart, which has a bed for transporting patients who have sustained an injury on campus and are immobile.	Health Services currently has access to Honda Civic, which is to be used to transport students in an emergency. This has been less than ideal because the vehicle is not parked close to the vicinity of the Health Center, and it is not able to easily maneuver the campus environment, nor get injured students in and out of the vehicle easily. A medical golf cart will address this issue and enhance access to medical attention in first aid situations.



**INSTITUTIONAL RESEARCH AND PLANNING**  
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Unit	Program	Requested Item	Amount	Description	Rationale
Student Activities	Student Activities	Associated Students Student Leadership Institute	\$3,000	Funds will be used to support the costs of the Student Leadership Institute	SLI supports the department's strategic direction in enhancing leadership opportunities for students at RHC
<b>Bond Funded</b>					
Academic Affairs	Academic Affairs	Classroom technology emergency maintenance budget	\$0.00	Ongoing budget to purchase upgrades of existing software and annual license maintenance for 5 software programs and/or purchase of educational technology equipment, as-needed, when there are failures of classroom technology.	To maintain current levels of educational technology in classrooms without disruption to students and faculty and to purchase new software to stay current with industry standards.
Physical Education	Fitness Center	Fitness equipment	\$200,000	Treadmills, exercise bikes, Stairmasters, and other key cardiovascular equipment is in need of replacement.	Age and overall high use of this equipment over the years makes it inappropriate for placement in our new facility. Many costs are directed to repair of aging machines. The equipment costs to keep machines usable for students are becoming more than the equipment is worth. It would be a cost savings if new equipment was purchased
Math & Science	Math & Science	Replacement Laboratory chairs	\$69,600	The laboratory chairs (purchased when the Science building was remodeled, 2002) have constantly required repair and have not held up well to the use encountered in a typical science laboratory. Facilities staff have repaired some, but the pneumatic lift system is nonfunctional in many of the chairs. Reasonable seating is not only a comfort issue for students but also a safety issue.	The current lab chairs are malfunctioning at an increasing rate. Some can no longer be repaired. We propose a multi-phase replacement of these chairs. Preliminary research reveals that chairs cost between \$300-\$500 each. If we are to buy chairs, we must do further research and actually try the chairs as well as inspect for the type of defects found in the current chairs. If the purchases were phased in over 4 years, the cost would be approximately \$17,400 per year.



**INSTITUTIONAL RESEARCH AND PLANNING**  
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Unit	Program	Requested Item	Amount	Description	Rationale
Information Technology	Audio Visual Support	Audio/Visual Technology Refresh	\$200,000	Audio/Visual Technology Refresh of the Administration, Business, and Science Buildings.	The Audio/Visual equipment in the Administration, Business, and Science Buildings is aging and needs to be upgraded. The technology in these facilities does not compare in quality and manageability to the equipment that has been recently installed in the new buildings. This equipment is less reliable and of lower quality, and the college needs a plan for replacement.
Student Affairs	DSP & S	Expand walkup copier areas	\$35,000	Funding for expansion or relocation and remodeling of the walkup copier area.	Expansion of the walkup copier area is not on the building expansion plan. Walkup copier area is too confined and not in compliance with the "Americans With Disabilities Act" requirements.
Facilities	Operations	Solar and hard wired light posts	\$300,000	Solar powered and hard wired lights installed in dark streets, walkways, walking paths, and emergency assembly points throughout campus. 30 posts in various locations and 12 for emergency assembly points	Many respondents from the climate survey report feeling less safe on campus at night than during daylight hours. The campus is secluded and dark in many areas. Also, emergency assembly areas are not lighted and are a place of refuge in the event of an emergency
Facilities	Operations	Emergency Generators	\$300,000	Emergency generators for the Administration Building, Music Building, and Facilities Services (\$100,000 ea) including installation.	During an emergency where power is lost, emergency generators provide temporary lighting and communication throughout the campus. This is critical as the need for communication during emergencies is paramount.
Facilities	Operations	Furnishings for a new office	\$30,000	New furniture and restroom fixtures for a new office for all Facilities staff	Use of old maintenance facility combined with existing area to create an updated Facilities Services Office. Costs associated with furnishings of the facility



**INSTITUTIONAL RESEARCH AND PLANNING**  
**2013-2014 PLANNING PROCESS**  
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Unit	Program	Requested Item	Amount	Description	Rationale
Facilities	Custodial	Riding vacuums and power equipment	\$120,000	3 riding vacuums and power equipment including a trencher, backhoe and accessories, and various mowers.	With the addition of 4 new buildings prior to 2013, Facilities Services must change the way business is conducted to ensure a clean and safe school environment continues.
Information Technology	Information Technology	Software System/Database Program	\$300,000	A software system and possible additional hardware will be required to replace the aged HP 3000 system that houses all day to day operations information for Human Resources.	IT has informed HR that it must begin the process of considering a replacement for the aged HP 3000 system. In order to do so we need the consulting services of IT and funding to implement its recommendations.
Contract Management & Vendor Services	Mail Room	Expand mailroom area	\$50,000	Remodeling of new location for mailroom and switchboard.	Current location is cramped and limited for the personnel working there.





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**ADDITIONAL BUDGET - PERSONNEL**

<b>Unit</b>	<b>Program</b>	<b>Classification</b>	<b>Title</b>	<b>Amount</b>	<b>Description</b>
Marketing & Communications	Marketing & Communications	Classified Hourly	graphic artist	\$25,000	Hourly (20 hours/week) Graphic Artist staff to provide design and layout services for projects which are now being out-sourced due to lack of internal resources.
Marketing & Communications	Marketing & Communications	Student Worker	Social Network Representative	\$7,000	Social Networking Representatives for Rio Hondo College. Two hourly workers @20 hours week for 50 weeks to update and maintain social networking sites for Rio Hondo College.
Facilities	Grounds	Classified	Utility Worker	\$17,750	<p>GROUNDS MAINTENANCE WORKER Under supervision, to perform routine grounds maintenance duties; and to do related work as required.</p> <p>REPRESENTATIVE DUTIES: Mows lawns and fields E; trims shrubs, hedges and trees E; assists in spraying flowers and shrubs with insecticides E; waters lawns and rakes lawns E; operates hand and power mowers E; edgers, and spray equipment E; spades and otherwise prepares grounds around flowers and shrubs E; performs general grounds cleanup, including picking up of paper and trash on grounds areas E; may be assigned some building maintenance and cleaning duties.</p>
Library & Learning Support	Student Success & Retention	Student Worker	Gateway Tutors and Peer Mentors	\$7,500	7 Gateway Tutors, 3 Online Tutors, and 6 Summer Bridge Peer Mentors
Counseling	Counseling	Adjunct Faculty	Adjunct Counselor	\$40,000	One 50% adjunct counselor will pick up 50% of the 400 student load to assist with providing Veteran students with academic & career goal selection, educational/transcript evaluations, educational plans, graduation petitions, transfer review, course substitution submission, pre-req clearances, change of major forms, academic work-in-progress monitoring, student academic success workshops, and other counseling duties as needed.



**INSTITUTIONAL RESEARCH AND PLANNING**  
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Unit	Program	Classification	Title	Amount	Description
Institutional Research & Planning	Grants	Classified	Research Data Technician	\$13,170	<p>Currently, the Research Data Technician position is funded at 96%-time, with 71% from GDM and 25% through Perkins grants to the Career &amp; Technical Education (CTE) Division. (The additional 4% is absorbed by the incumbent through 11 A-days per year.) This request would make the Research Data Technician a 100%-time permanent position, with 100% of the salary coming from the GDM budget (General Fund). This would increase the capacity of the GDM office from 1.71 to 2.00 FTE and increase available work hours by almost 12 hours each week.</p> <p>Brief description of position: Under direction, provides assistance to grant development &amp; grant project management activities, and works with technical grant documentation. Duties include researching grant opportunities, coordinating grant application documents, assisting with grant project reporting, updating and maintaining grant record keeping; and providing clerical assistance.</p>



# 2012 Climate Survey Report

*Employee and Student Responses*

Institutional Research & Planning

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## **Background**

Rio Hondo College administered a campus climate survey to students and employees from May 1 to May 17, 2012. There were separate employee and student versions of the RHC Climate Survey. The 2012 administration was the fourth time these survey instruments were utilized. The purpose of this research project was to investigate the overall perceptions of the campus climate as reported by students and employees. “Campus Climate” refers to the general atmosphere experienced by the faculty, staff, and students.

## **Instrumentation**

Both the RHC Student and the RHC Employee Climate Surveys were initially developed on campus by the Institutional Research and Planning (IRP) Office in 2009. The format and structure of the RHC Climate Surveys were modeled after consultation from example surveys from Cypress and San Bernardino Valley Colleges. The 2012 survey instruments were not edited from the previous year’s surveys by the IRP staff.

The survey covers the following topics: physical environment and safety, diversity and equity, student academic needs, campus relationships, inclusion and campus life, governance (employees), and communication with campus relationships (employees).

## **The Study & Context**

The survey design was based on previous instruments adapted from 2010 to 2011. The IRP Office collected and managed the survey data. Once data was collected, IRP prepared the initial data set and a series of analyses for the campus at the beginning of June 2012.

This report highlights the findings from the 2012 Climate Survey Report. The purpose of the survey was to understand the campus climate on several dimensions.

### ***Demographics and Research Sample***

The demographic composition of this survey is divided into the following categories: age, gender, ethnicity, and years employed (for employees). At the time the Climate Survey was conducted, there were 964 employees at Rio Hondo College: Administration/Confidential 39 (4%), Classified 252 (26.1%), Full Time Faculty 192 (19.9%), Part-Time Faculty 378 (39.2%), and Part-Time Hourly 103 (10.7%). A total of 421 employees completed the survey.

During Spring 2012 there were 17,118 students enrolled (unduplicated headcount). 899 sections were eligible for the sample. Course sections were downloaded from ESS. Sections were eliminated if they were cancelled, ending before May 1, without a date and time, not on the main campus, or fewer than 8 students. A total of 673 students completed the survey. The total class enrollment of the student survey sample was 1,164. The response rate from the student sample was 57.82%. Sections were randomly selected to participate in the Campus Climate Survey.

## SUMMARY OF THE FINDINGS

### STUDENT DATA

The responses from the survey provide invaluable information about students' experiences and recommendations. A majority (73.3%) of student respondents attended Rio Hondo College for 2 years or less. Figure 1 contains the breakdown of respondents by years of attendance.

**Figure 1 Rio Hondo College Years of Attendance**

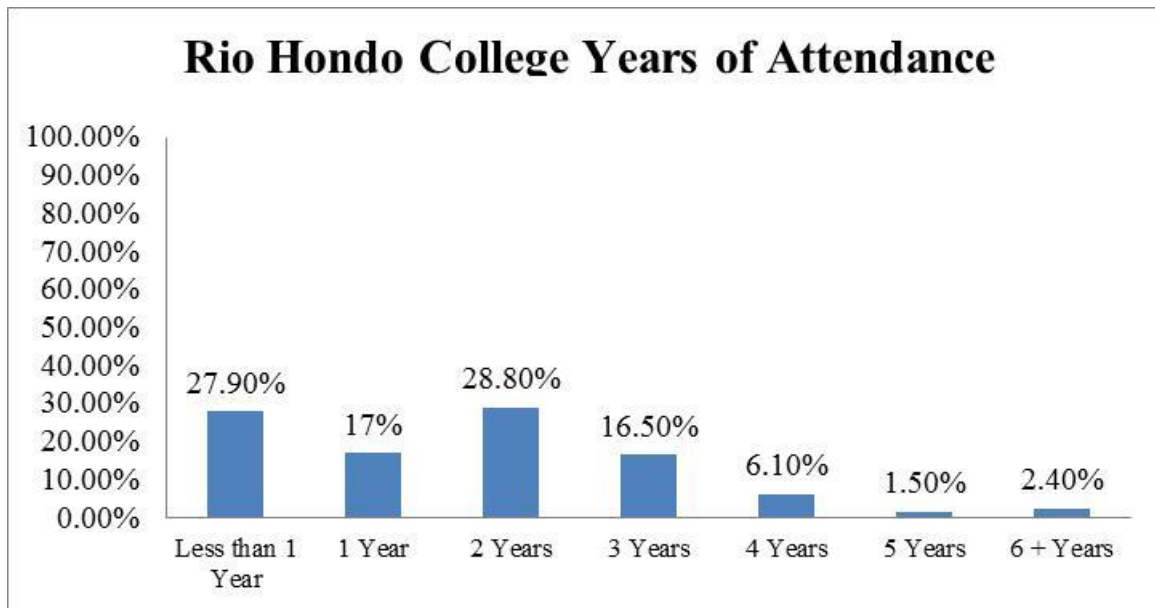


Figure 2 displays the age of students in the respondent pool. The majority of students who participated in the survey were between 19 years or younger and 20 to 24 years of age (79.3%).

**Figure 2 Student Respondents by Age**

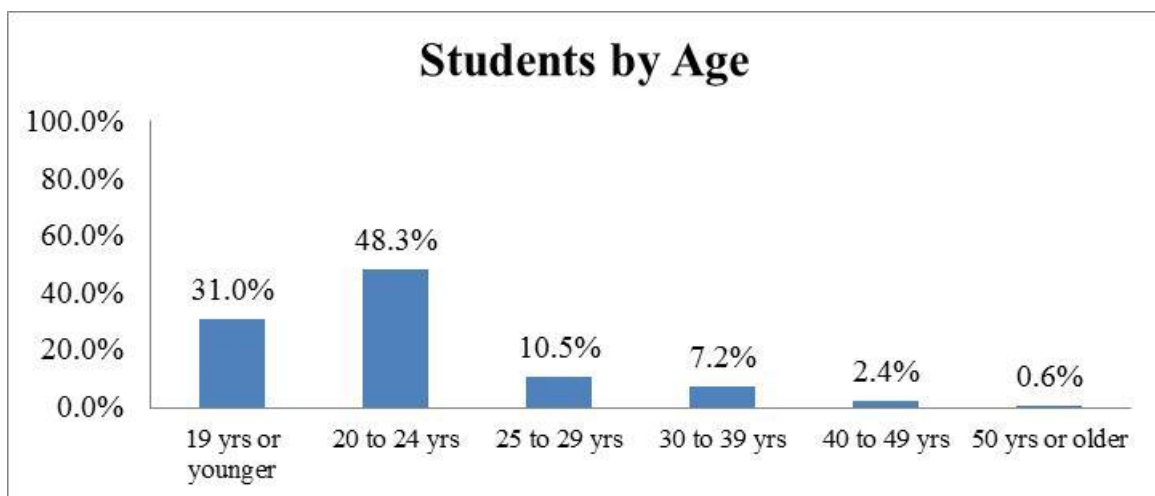


Figure 3 shows the gender of students in the respondent pool. The sample was equally distributed between both male and female students.

**Figure 3 Student Respondents by Gender**

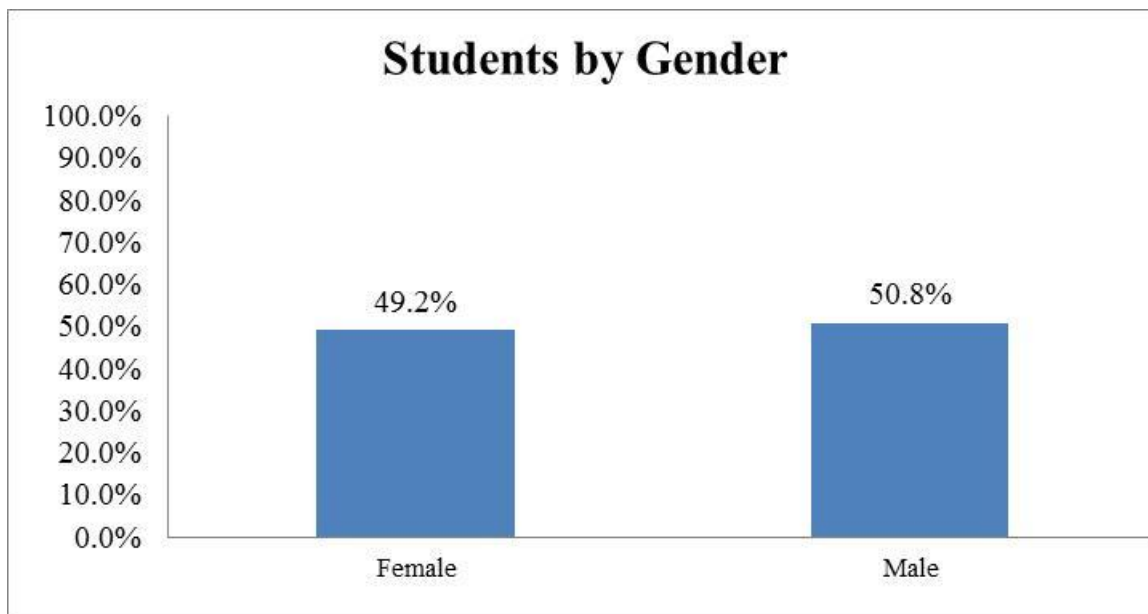


Figure 4 shows the ethnic background of students in the respondent pool. A majority of the survey sample participants identified themselves as Hispanic/Latino students (77.4%).

**Figure 4 Student Respondents by Ethnic Background**

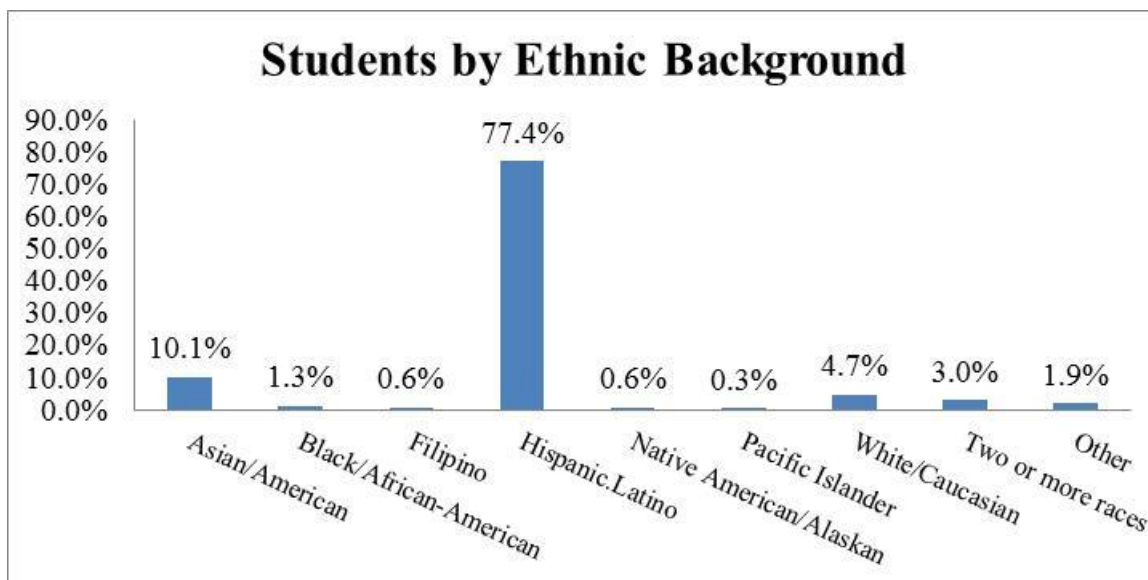


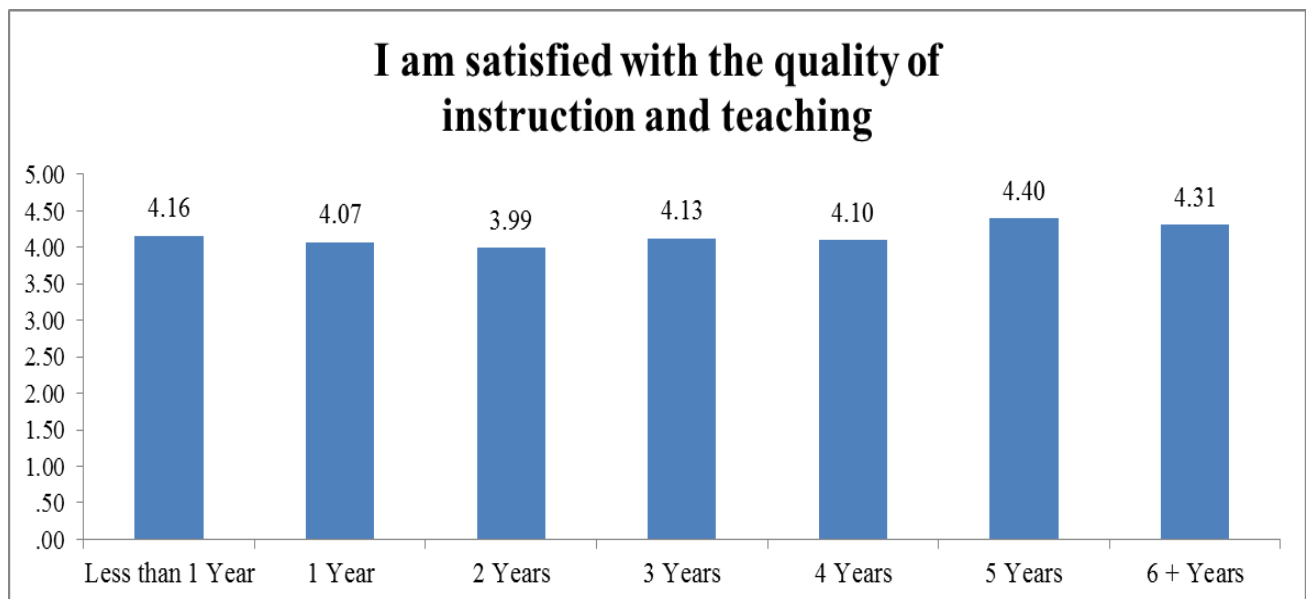
Table 1 shows the student ratings of diversity on campus. Student ratings from 2011 to 2012 remained about the same. The biggest difference appeared in the feelings of comfort taking classes with people that are different from the students. The survey findings emphasize the satisfaction with the diversity of ethnic backgrounds of RHC instructors and non-instructional staff.

**Table 1 RHC Student Ratings of Diversity on Campus**  
**RHC Student Ratings of Diversity on Campus**

	2012 Mean	2012 Number	2011 Mean	2011 Number	2011 to 2012 Difference
I am satisfied with the diversity of ethnic backgrounds of RHC instructors.	4.01	672	3.98	500	0.03
I am satisfied with the diversity of ethnic backgrounds of RHC non-instructional staff.	3.97	672	3.92	500	0.05
I am UNCOMFORTABLE taking classes with people that are different than me.	1.56	671	1.74	501	-0.18
From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	3.67	671	3.69	500	-0.02

Figure 5 shows satisfaction with the quality of instruction and teaching by years of student’s attendance. The years of attendance are consistent with satisfaction with the quality of instruction and teaching.

**Figure 5 Quality of Instruction By Years of Attendance**





General student ratings of academic satisfaction have remained consistent (Table 2).

**Table 2 Student Satisfaction Ratings**

**General Student Ratings of Academic Satisfaction**

	2012 2012 Mean	2012 Number	2011 Mean	2011 to 2012 Difference
I am satisfied with my academic experiences at RHC.	4.17	670	4.16	0.01
I would recommend RHC to a friend.	4.21	670	4.23	-0.02
I am satisfied with the quality of instruction and teaching.	4.10	663	4.07	0.03
RHC helped me identify my career goals.	3.54	670	3.52	0.02

The student satisfaction with course offerings remained about the same from 2011 to 2012 (Table 3). Survey responses show that students are generally satisfied with instructors’ class preparation, support for future success and responsive to students’ needs (Table 4). To summarize campus relationships, students generally believe that instructors are “highly knowledgeable,” “respectful,” “helpful,” and “easy to talk to” (Tables 3-5).

**Table 3 Student Satisfaction with Course Offerings**

	2012 Mean	2012 Number	2011 Mean	2011 to 2012 Difference
I am satisfied with the variety of courses offered.	3.79	667	3.73	0.06
Courses I need are offered at times that are convenient to my schedule.	3.52	664	3.57	-0.05
Courses at RHC are preparing me to achieve my educational goals.	4.21	671	4.24	-0.03

**Table 4 Student Relationships with RHC Faculty**

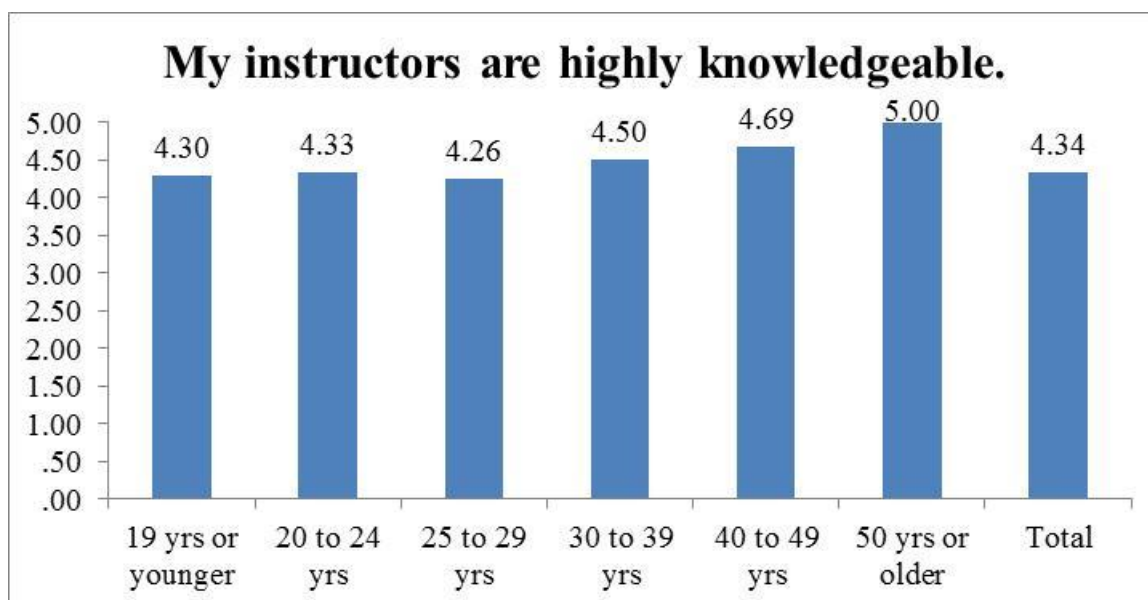
<b>Student Relationships with RHC Faculty</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2011 to 2012 Difference</b>
RHC instructors come to class well prepared.	4.30	669	4.24	0.06
RHC instructors work hard to help students succeed.	4.08	671	4.03	0.05
RHC instructors are sensitive the needs of all students.	3.84	672	3.85	-0.01

**Table 5 Student Relationships with Faculty and Staff**

<b>Student Relationships with RHC Faculty and Staff</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2011 to 2012 Difference</b>
It is easy to talk to instructors about questions and concerns.	4.10	670	4.08	0.02
My instructors are highly knowledgeable.	4.34	672	4.28	0.06
RHC employees (non-instructors) have treated me with respect.	3.96	670	3.88	0.08
RHC employees (non-instructors) have been helpful.	3.93	670	3.82	0.11

## Figure 6 Instructors' Knowledge

Further analysis demonstrates that instructors are characterized as “highly knowledgeable” by all age groups of students.



Students describe their relationships with their RHC peers in a positive and steady manner compared in 2011 and 2012.

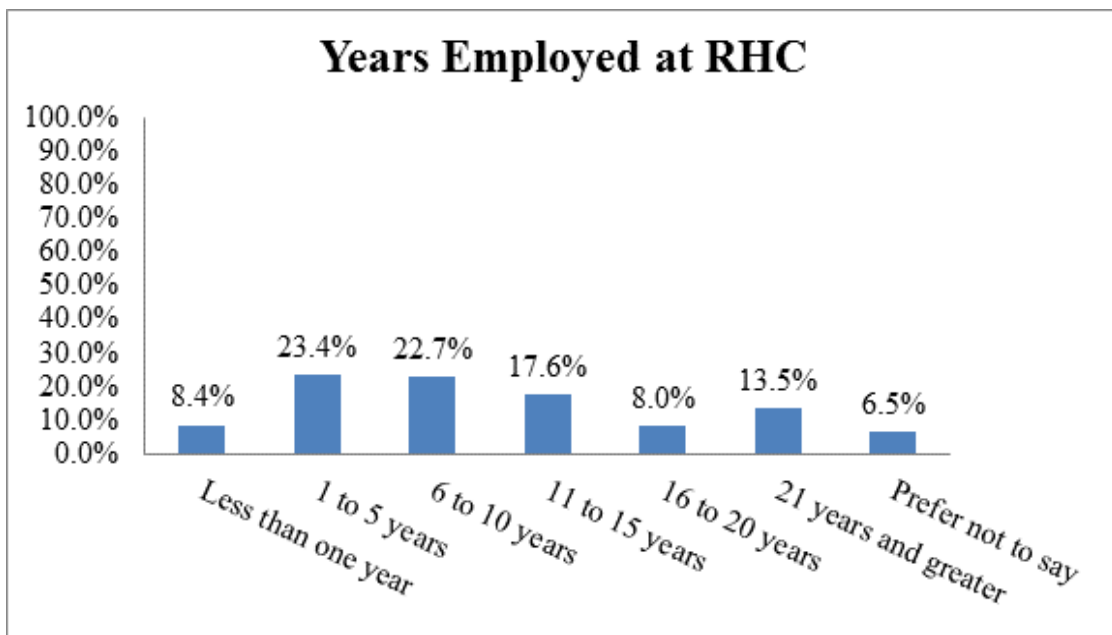
**Table 6 Student Relationships with their RHC Peers**

Student Relationships with RHC Peers				
	2012 Mean	2012 Number	2011 Mean	2011 to 2012 Difference
I have friends at RHC.	4.16	669	4.07	0.09
I like to talk to my classmates outside of class.	3.70	667	3.71	-0.01
I have met a lot of nice people on campus.	4.15	666	4.06	0.09
Other students have treated me disrespectfully.	1.95	664	2.09	-0.14

## EMPLOYEE DATA

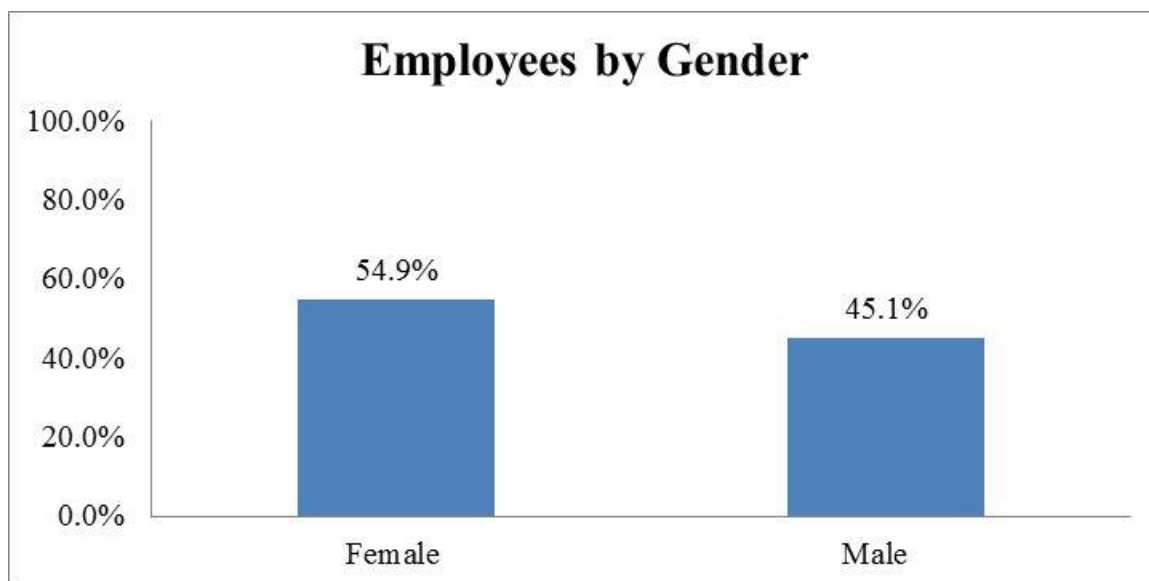
Employees were randomly selected to participate in the Campus Climate Survey. 421 employees completed the climate survey out of the 674 invited to participate (62.46% response rate). The respondents' median length of employment at RHC was 6 to 10 years.

**Figure 7 Years Employed at RHC**

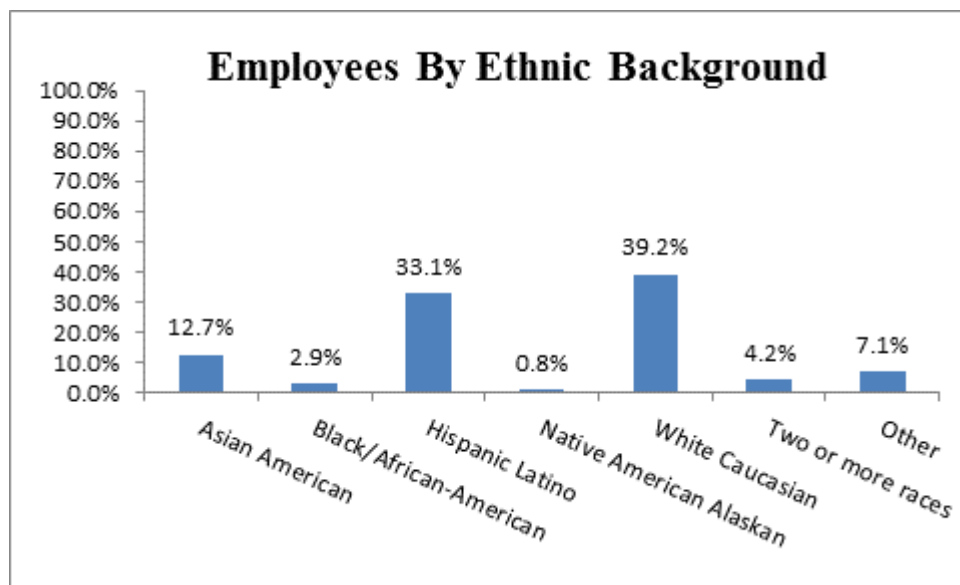


More than half of the employee respondents identified themselves as female (54.9%). The two largest ethnic groups were White Caucasian (39.2%) and Hispanic/Latino (33.1%).

**Figure 8 Employees by Gender**



**Figure 9 Employees by Ethnic Background**



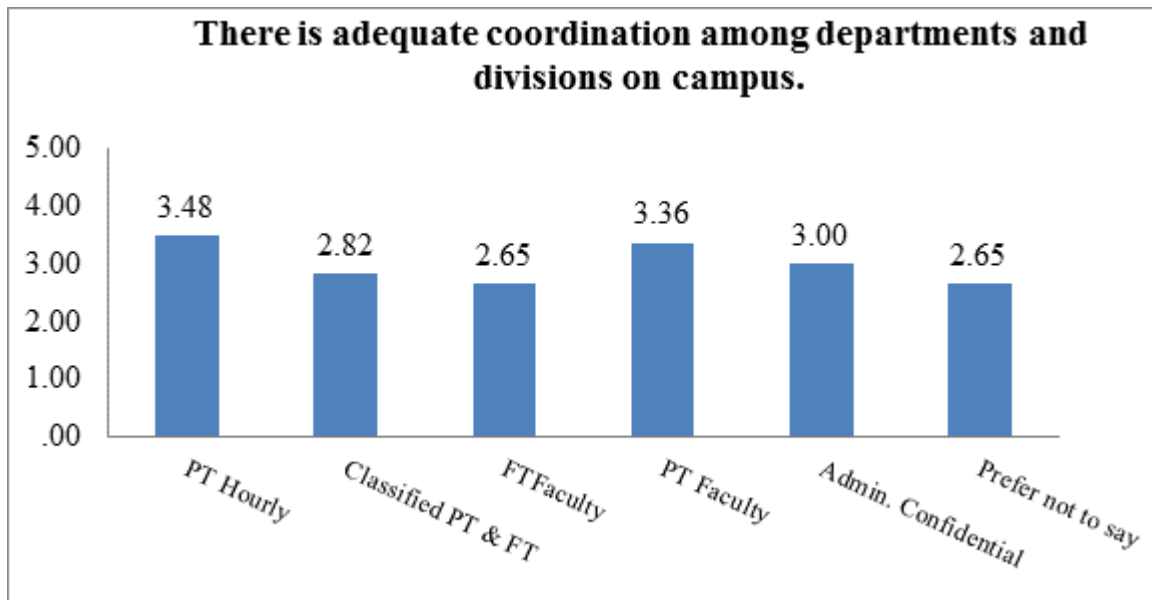
Employees offered fairly high ratings on communication about events/decisions. Although showing a substantial increase over 2011, the item scoring the lowest within the employee communication section addressed “adequate coordination among departments and divisions on campus.”

**Table 7 Ratings of Employee Communication**

<b>Employee Communication</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2011 to 2012 Change</b>
I am informed about events/decisions in my department/program.	3.82	417	3.81	0.01
I am informed about events/decisions in my division/unit.	3.78	416	3.64	0.14
I am informed about events/decisions on campus.	3.63	411	3.64	-0.01
My immediate supervisor does a good job in communicating decisions to me.	3.89	403	3.81	0.08
My co-workers keep me informed of campus events.	3.65	410	3.60	0.05
There is adequate coordination among departments and divisions on campus.	3.00	377	2.66	0.34

Part Time Hourly and Part Time Faculty provided the highest ratings on “adequate coordination among departments and divisions on campus.” Administrative Confidential employees provided the same rating as the average (3.00). Classified, Full Time Faculty, and “Prefer not to say” offered ratings that were lower than average.

**Figure 10 Adequate Coordination among Departments and Divisions on Campus by Employee Classification**

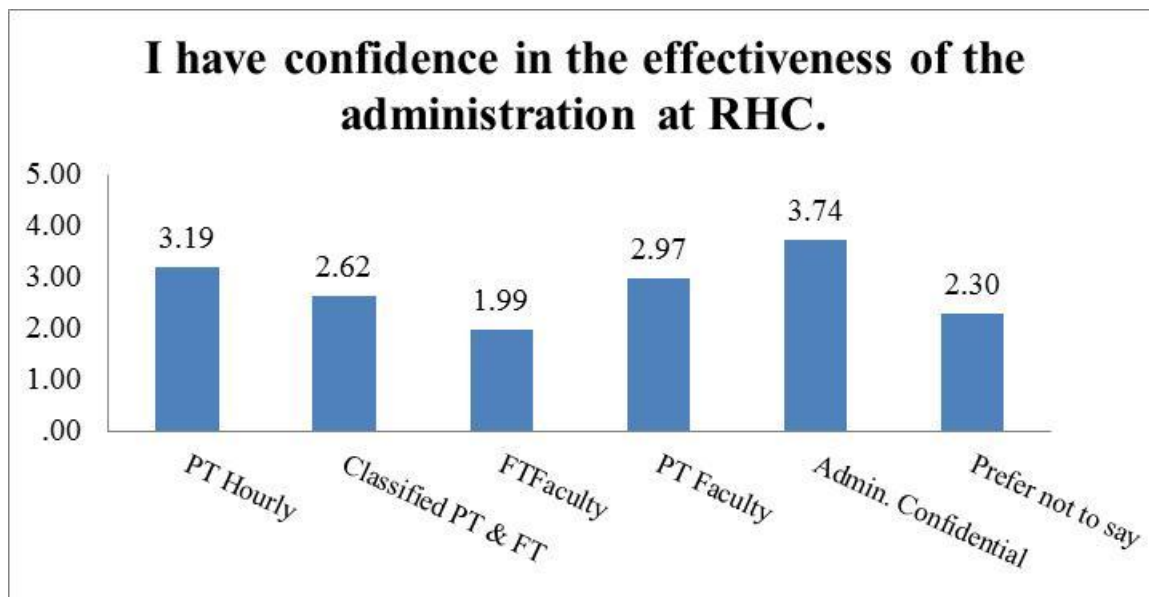


Employees' perceptions of the governance process showed decreases from 2011, but tended to be near the mid-point of 3.00. Overall, the lowest rated item in employees' general perceptions of the governance process is the confidence in the effectiveness of the administration at RHC (Mean=2.72).

**Table 8 Employee Perceptions of the Governance Process**

<b>RHC Employee General Perceptions of the Governance Process</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2011 to 2012 Change</b>
I have confidence in the effectiveness of the administration at RHC.	2.72	415	3.21	-0.49
I am optimistic about what can be achieved through participatory governance at RHC.	3.21	362	3.30	-0.09
I am satisfied with the opportunity I have to participate in the governance process.	3.22	370	3.34	-0.12
The constituent groups on campus work collaboratively towards the achievement of college goals.	3.27	322	3.39	-0.12

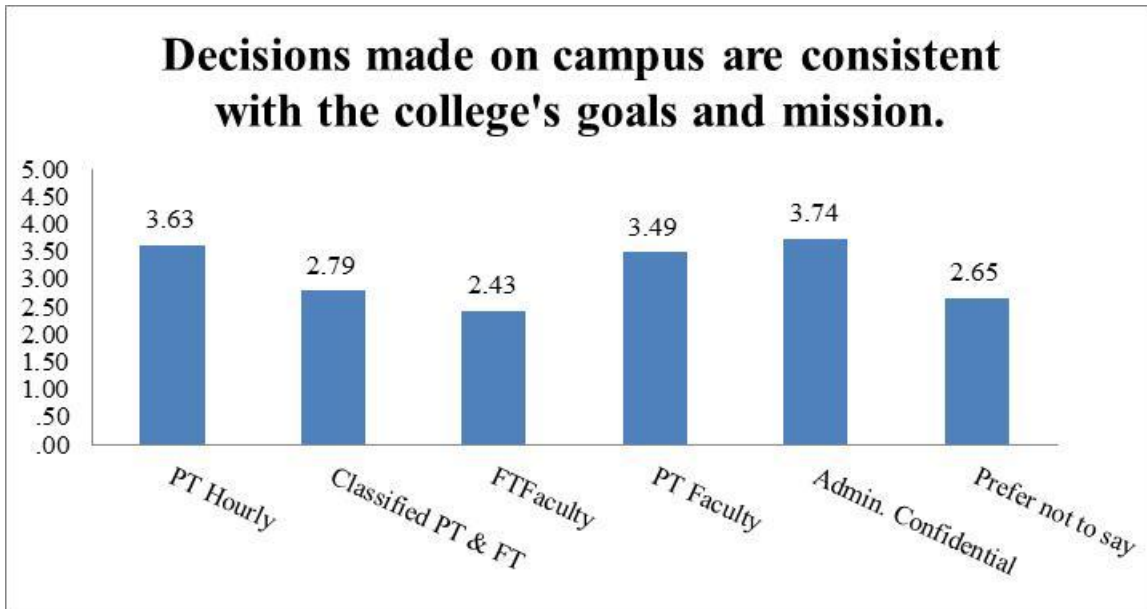
**Figure 11 Confidence in the RHC Administration by Employee Classification**





Perceptions of the extent to which decisions made on campus are consistent with the college's goals and mission varied across employee classifications. Full Time Faculty scored this area the lowest. Administration/Confidential scored this item the highest.

**Figure 12 Campus Decisions Consistent with College's Goals and Mission**



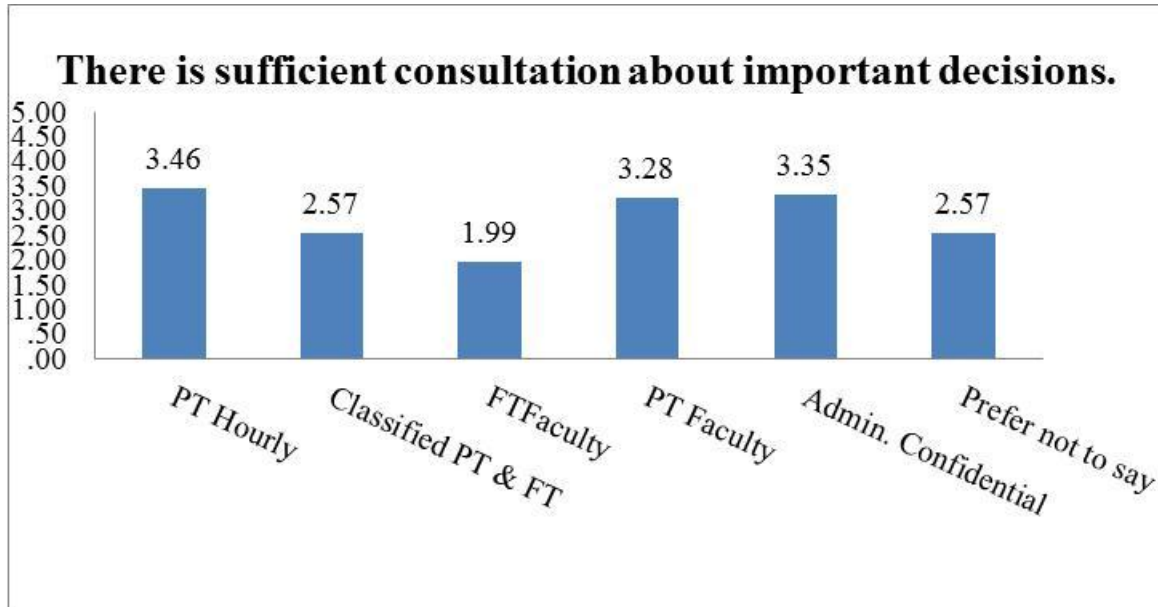
A notably low rating was for the sufficiency of consultation about important decisions, which decreased markedly from 2011 to 2012. Similar decreases were seen in employee perceptions of decisions being consistent with RHC’s goals and mission, and the weight given to students’ opinions in matters of instructional importance.

**Table 9 Employee Perception of Governance**

<b>RHC Employee Perception of Communication with the Governance Process (Cont.)</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2011 to 2012 Change</b>
My constituent group representative(s) express the issues/concerns of my group well.	3.64	351	3.66	-0.02
My constituent group representative(s) keep me informed of the proceedings and recommendations of governance groups.	3.64	359	3.58	0.06
There is sufficient consultation about important decisions.	2.77	340	3.03	-0.26
Decisions made on campus are consistent with the college's goals and mission.	3.04	349	3.27	-0.23
The opinions of students are given appropriate weight in matters of instructional importance.	2.96	315	3.21	-0.25

Constituent groups provided different average ratings on the sufficiency of consultation about important decisions. Part Time Hourly, Administration/Confidential, and Part Time Faculty rated this category the highest. Full Time Faculty gave the lowest rating.

**Figure 13 Sufficient Consultation about Important Decisions**

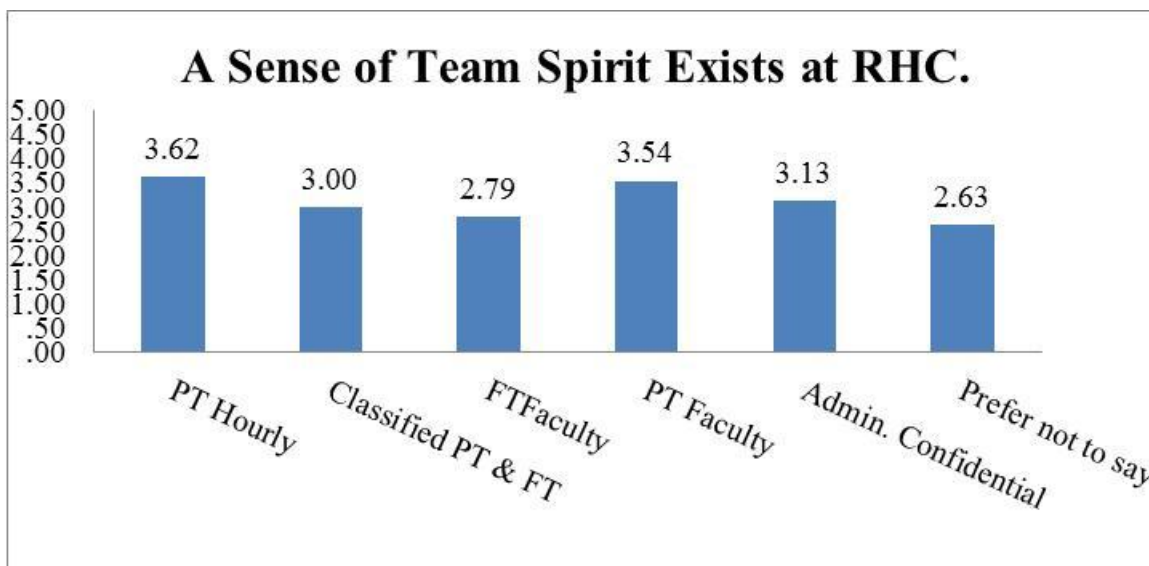


Employees offered notably positive responses to items about job satisfaction and campus relationships. These items received some of the highest ratings on the survey. Even the lowest-rated item (“A sense of team spirit exists at RHC.”) was above the 3.00 mid-point. Responses to that item varied by constituent group (Figure 14).

**Table 10 Employee Job Satisfaction and Campus Relationships**

Employee Job Satisfaction/Campus Relationships				
	2012 Mean	2012 Number	2011 Mean	2011 to 2012 Change
My supervisor treats people fairly and without favoritism.	4.00	392	4.04	-0.04
My supervisor acknowledges good work.	4.03	405	3.95	0.08
My supervisor encourages me to develop and grow.	3.90	409	3.90	0.00
My supervisor is competent at doing his/her job.	4.21	406	4.18	0.03
My supervisor seeks and values my opinions and ideas.	3.82	409	3.80	0.02
I enjoy the people I work with at RHC.	4.32	415	4.35	-0.03
My co-workers are supportive.	4.13	414	4.17	-0.04
My co-workers are competent at doing their job.	4.19	406	4.18	0.01
A sense of team spirit exists at RHC.	3.16	399	3.35	-0.19

**Figure 14 A Sense of Team Spirit Exists at RHC by Employee Classification**



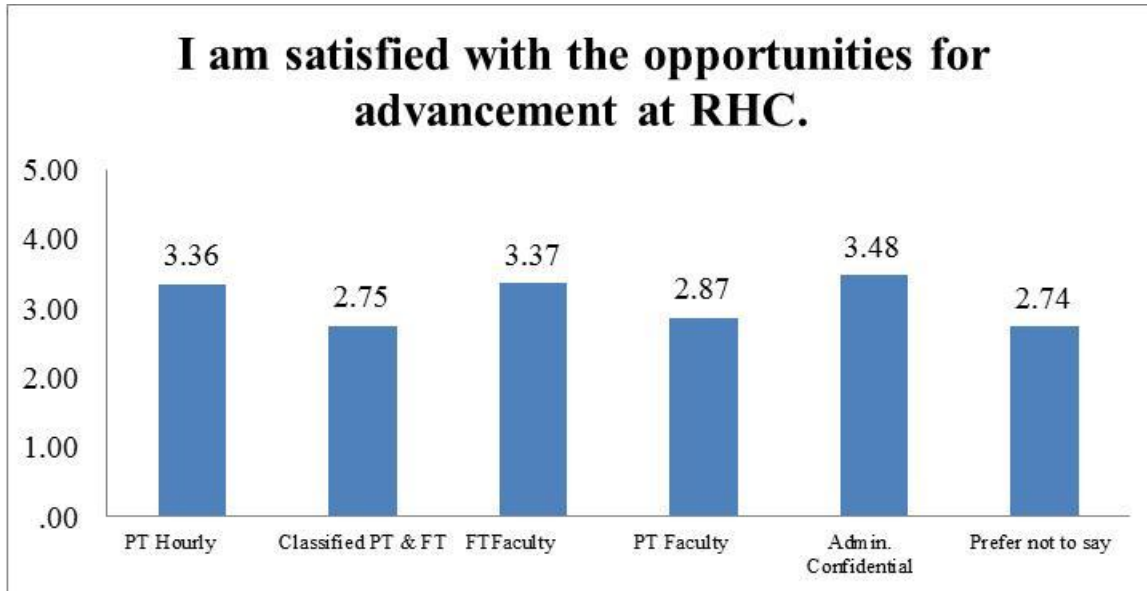
Additional items on employee satisfaction also received high ratings. “I like working at RHC” received the highest rating (4.51) on the employee survey. The ratings for these items remained relatively stable between 2011 and 2012.

**Table 11 Employee Job Satisfaction**

<b>Employee Job Satisfaction</b>				
	<b>2012 Mean</b>	<b>2012 Number</b>	<b>2011 Mean</b>	<b>2012 to 2011 Change</b>
I feel pressure to accomplish too many tasks and priorities.	2.64	416	2.72	-0.08
I am satisfied with the opportunities for advancement at RHC.	3.05	418	3.23	-0.18
I receive feedback that my work contributes to the overall success of the college.	3.46	420	3.47	-0.01
I have adequate supplies/equipment necessary to complete my goals.	3.69	417	3.80	-0.11
I am encouraged to be creative and come up with new ideas and improvements.	3.80	419	3.70	0.10
I am recognized for my good work.	3.63	421	3.67	-0.04
At this point in my career I feel my present position satisfies my professional goals and aspirations.	3.68	419	3.77	-0.09
My supervisor provides useful feedback on my work performance.	3.90	419	4.00	-0.10
My job requires me to learn new things.	4.10	416	4.13	-0.03
My position allows me to make a lot of independent decisions.	4.23	414	4.23	0.00
I get a feeling of personal satisfaction from my work.	4.40	418	4.32	0.08
I know what is expected of me and my job.	4.47	421	4.41	0.06
I like working at RHC.	4.51	421	4.53	-0.02

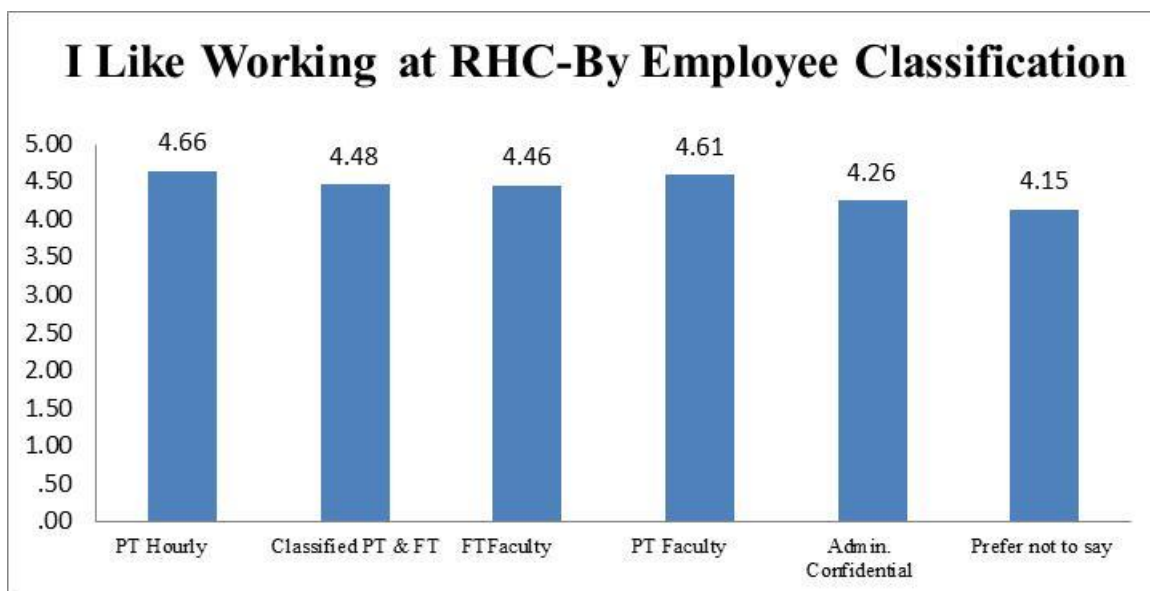
Constituent groups were split in satisfaction with advancement opportunities at RHC. Administration/Confidential, Full Time Faculty and Part Time Hourly gave ratings well above the overall average (3.05). Part Time Faculty, Classified, and Prefer Not to Say were below.

**Figure 15 Employee Opportunities for Advancement**



For "I like working at RHC," the highest ratings came from Part Time Hourly and Part Time Faculty. Each constituent group provided an average rating above 4.00.

**Figure 16 Working at RHC by Employee Classification**



## STUDENT AND EMPLOYEE DATA

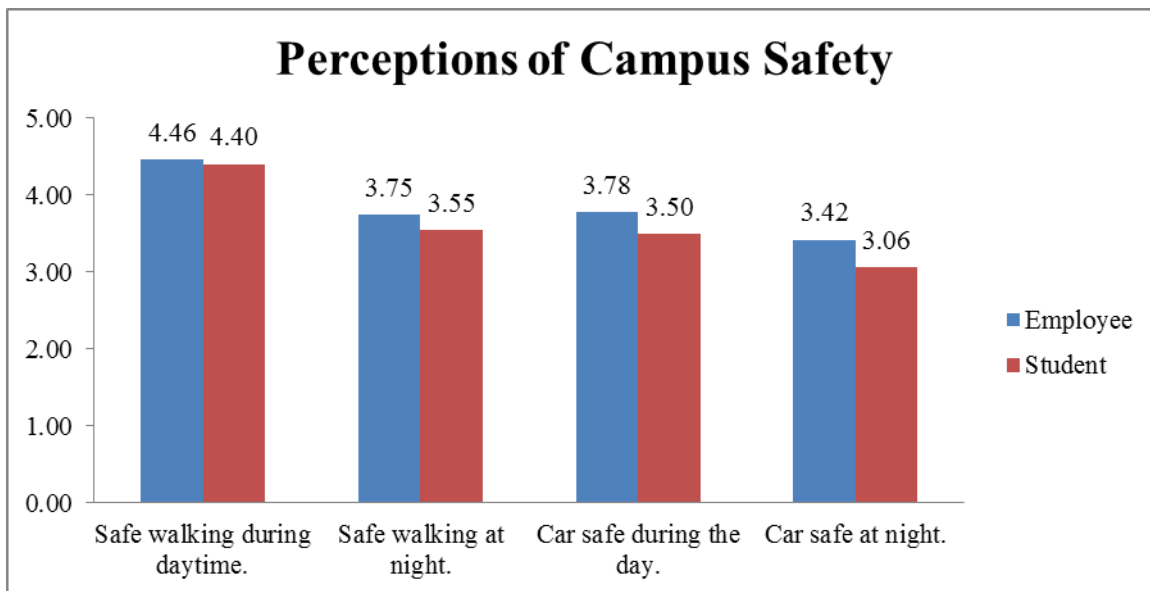
Employees and students responded to similar items addressing the topics of safety on campus, the appearance of the campus, and food/drink options on campus.

Employee and student perceptions of campus safety were generally similar. The larger differences between the two reflected students' lower perceptions of the safety of their cars.

**Table 12 Student and Employee Perceptions of Campus Safety**

	Employee Mean	Employee Number	Student Mean	Student Number
I feel safe walking on campus during the daytime.	4.46	415	4.40	646
I feel safe walking on campus at night.	3.75	373	3.55	599
My car is safe when it is parked on campus during the day.	3.78	413	3.50	615
My car is safe when it is parked on campus at night.	3.42	366	3.06	580

**Figure 17 Student and Employee Perceptions of Campus Safety**



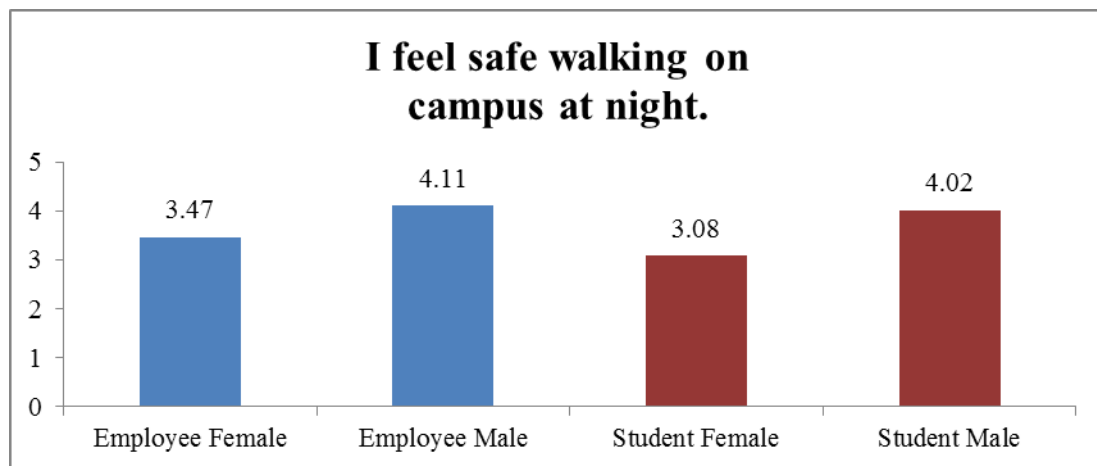
In comparison to 2011, employees reported greater feelings of safety on campus, while student ratings remained about the same.

**Table 13 Student and Employee Perceptions of Campus Safety in 2011 and 2012**

	Employees			Students		
	2011 Mean	2012 Mean	2011-2012 Difference	2011 Mean	2012 Mean	2011-2012 Difference
I feel safe walking on campus during the daytime.	4.37	4.46	0.09	4.35	4.4	0.05
I feel safe walking on campus at night.	3.51	3.75	0.24	3.49	3.55	0.06
My car is safe when it is parked on campus during the day.	3.47	3.78	0.31	3.47	3.50	0.03
My car is safe when it is parked on campus at night.	3.04	3.42	0.38	3.04	3.06	0.02

Among both employees and students, males felt more comfortable than females walking on campus at night.

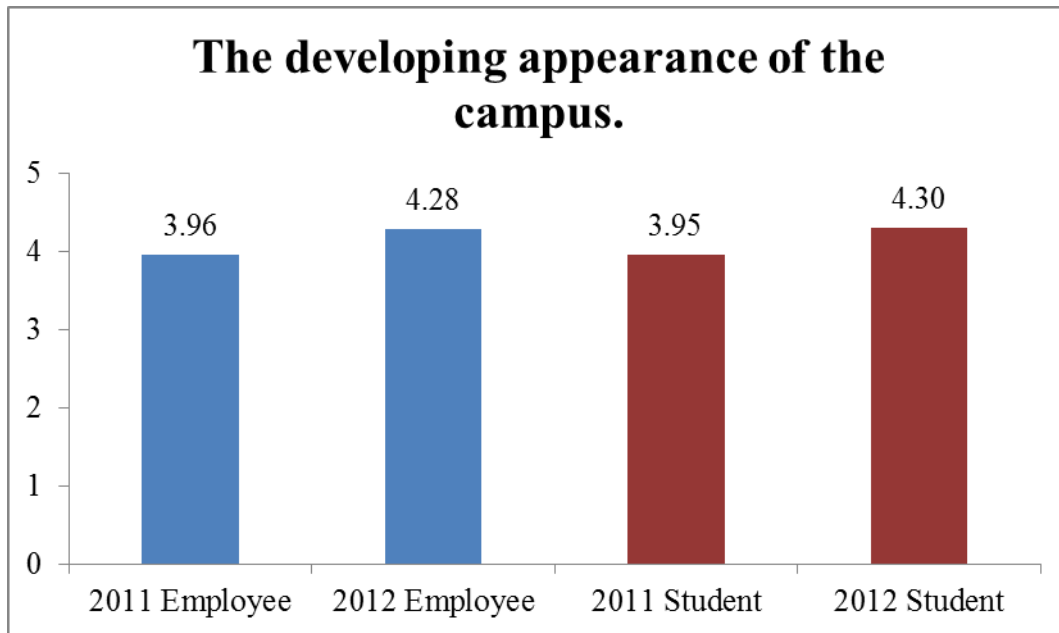
**Figure 18 Employee and Student Feelings of Safety Walking on Campus at Night**





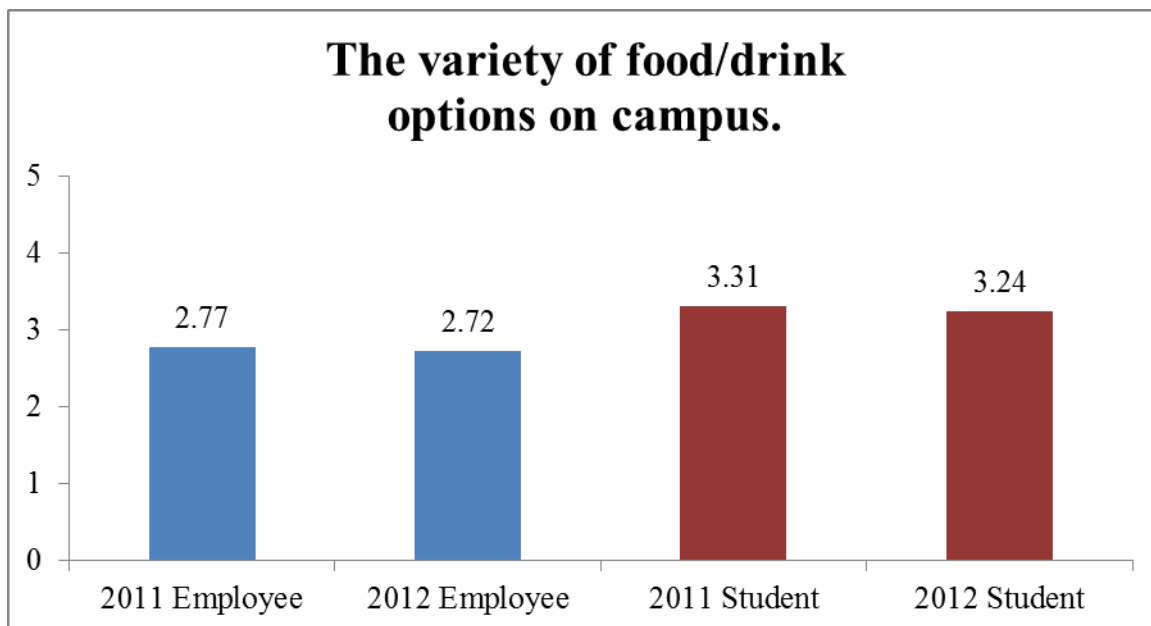
The Spring 2012 semester brought changes in both campus appearance and food/drink services. By January 2012, many campus improvement projects were complete and the new Student Services Complex opened with a new food/drink vendor. Satisfaction with the appearance of the campus increased for both employees and students.

**Figure 19 Perceptions of Campus Appearance**



Satisfaction ratings for food and drink options on campus slightly decreased for both employees and students. While student ratings were above the 3.00 mid-point, employee ratings were below.

**Figure 20 Campus Food and Drink Variety Options**



## Summary of Open-Ended Comments

### Students

The student satisfaction survey revealed the following areas of focus:

- Quality of instruction has helped students learn an adequate amount.
- Instructors are considered “motivational.”
- Satisfaction with improvement of campus appearance and beautification (more modern landscape).
- Satisfaction with food options (cleanliness and appearance of Rio Café).
- Counselors are helpful to students.

The students’ responses also revealed areas for the college to improve practice:

- Improve the availability of classes.
- Dedicate professional development to improve teachers’ instruction.
- Increase exposure of registration and enrollment dates.
- Re-examine the availability of study tables in the library.
- Increase support for clubs and activities on campus.
- Improve food options (Campus Inn, breakfast burritos, and cost of food), vending machines (accessible food in AJ buildings).
- Availability of parking options (security, polite staff, improve traffic, and parking space size).
- Provide additional staff for financial aid processing.
- Need more time with counselors.
- Better communication between administrators and students regarding campus policies.

### Employees

Employee responses revealed the following strengths:

- Sensitivity of team spirit with faculty.

- According to new employees, fairness of practices, morale, and campus atmosphere.
- Employees enjoy working with the student population.
- Cleanliness of campus, new buildings and landscape.

Opportunities to improve the workplace came in the form of questions related to the availability of career advancement, recognition, and compensation.

Recommendations for focus:

- Receptivity of administration/faculty has been very unsettling.
- Overall confidence level with administration is low.
- Culture is not supportive.
- Availability of advancement opportunities for classified staff, part-time faculty; additional connections to larger community.
- Security and parking on campus, prevention of car theft.
- Overall dissatisfaction with food options.





	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
<b>Diversity and Equity</b>						
<b>Please respond with your level of agreement with the following statements.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>
43. I have seen students or groups of students treated unfairly by school employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. The campus is equally supportive of all genders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. The campus is equally supportive of all racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. The campus is equally supportive of people with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Don't Know
<b>RHC Environment</b>						
<b>Please rate your level of satisfaction with the following:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>
47. The developing appearance of the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. The variety of food/drink options on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. The general upkeep of classroom labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
<b>Campus Safety</b>						
<b>Please respond with your level of agreement with the following statements.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>
50. I feel safe walking on campus during the daytime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I feel safe walking on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I feel my car is safe when it is parked on campus during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I feel my car is safe when it is parked on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Do you have any comments about your experience as a Rio Hondo College employee?

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55. Please indicate employee type:

- Part-Time Hourly                       Full-Time Faculty                       Administration/Confidential  
 Classified (Part-time & Full-time)    Part-Time Faculty                       Prefer not to say

56. Gender

- Female     Male

57. Ethnic Background (Choose all that apply)

- Asian/Asian-American                       Hispanic/Latino                       White/Caucasian  
 Black/African-American                       Native American/Alaskan                       Two or more races  
 Filipino     Pacific Islander                       Other

58. How long have you worked at the College?

- Less than one year                       6 to 10 years                       16 to 20 years                       Prefer not to say  
 1 to 5 years                                       11 to 15 years                       21 years and greater

**Thank You!**



# 2012 STUDENT Climate Survey

Rio Hondo College (RHC) is conducting our yearly survey on how well we are serving our students. We're asking for honest feedback about your experiences at Rio Hondo. Your input is tremendously important and helps the college improve how we serve students. The survey takes about 15 minutes to complete. Every response is anonymous and will not be traced to any individual student. Your help is greatly appreciated.

Please use **BLACK INK** only.

**Answer Selection:** Correct = ● Incorrect = ✗ ✓ ⊖

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Student Academic Needs</b>					
<b>Please respond with your level of agreement with the following statements.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I am satisfied with my academic experiences at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I would recommend RHC to a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. RHC helped me identify my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am satisfied with the variety of courses offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am satisfied with the quality of instruction and teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Courses I need are offered at times that are convenient to my schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My instructors are highly knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. RHC instructors come to class well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Courses at RHC are preparing me to achieve my educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Campus Relationships</b>					
<b>Please respond with your level of agreement with the following statements.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10. RHC instructors are sensitive to the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. RHC instructors work hard to help students succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is easy to talk to instructors about my questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. RHC employees (non instructors) have treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. RHC employees (non instructors) have been helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have friends at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have met a lot of nice people on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Other students have treated me disrespectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I like to talk to my classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. RHC Board/Administration are sensitive to students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Inclusion and Campus Life</b>					
<b>Please respond with your level of agreement with the following statements.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
20. Students are asked for their ideas when important decisions are made on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I like the environment at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I feel like I belong here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am satisfied with my opportunities to join clubs at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I like to participate in campus student activities (Guest Speakers, Club Fairs, Games, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I enjoy attending RHC athletic events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Diversity and Equity</b>					
<b>Please respond with your level of agreement with the following statements.</b>					
	1	2	3	4	5
26. I am satisfied with the diversity of ethnic backgrounds of RHC instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I am satisfied with the diversity of ethnic backgrounds of RHC non-instructional staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I am UNCOMFORTABLE taking classes with people who are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I have seen students or groups of students treated unfairly by instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>RHC Environment</b>					
<b>Please respond with your level of agreement with the following statements.</b>					
	1	2	3	4	5
31. I am satisfied with the developing appearance of the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I am satisfied with the variety of food/drink options on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am satisfied with the availability of restrooms on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I am satisfied with the cleanliness of restrooms on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I am satisfied with the availability of study areas on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I am satisfied with the availability of outdoor gathering areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
<b>Campus Safety</b>						
<b>Please respond with your level of agreement with the following statements.</b>						
	1	2	3	4	5	0
37. I feel safe walking on campus during the daytime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I feel safe walking on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I feel my car is safe when it is parked on campus during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I feel my car is safe when it is parked on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Some-times	Often	Always
<b>Campus Usage</b>				
<b>Please think about how you typically spend your time on campus, outside of your classes (THIS SEMESTER), and rate how often you participated in the following activities:</b>				
	1	2	3	4
41. Hang out by myself or with friends outdoors on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Hang out and/or eat at the Campus Inn/RioCafe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Spend time in a Computer Lab on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Spend time in the Library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Study alone or in groups on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Visit my instructors during their office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Participate in Club/Student Organization activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Exercise (run uphill, use the track, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**49. Is there anything else you would like the College to know about your experiences here?**

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**50. What is your age?**

- |   |                                    |                                       |
|---|------------------------------------|---------------------------------------|
| <input type="radio"/> 19 yrs or younger | <input type="radio"/> 25 to 29 yrs | <input type="radio"/> 40 to 49 yrs    |
| <input type="radio"/> 20 to 24 yrs      | <input type="radio"/> 30 to 39 yrs | <input type="radio"/> 50 yrs or older |

**51. Gender**

- |                              |                            |
|------------------------------|----------------------------|
| <input type="radio"/> Female | <input type="radio"/> Male |
|------------------------------|----------------------------|

**52. Ethnic Background (Choose all that apply)**

- |  |   |   |
|--|---|---|
| <input type="radio"/> Asian/Asian-American   | <input type="radio"/> Hispanic/Latino         | <input type="radio"/> White/Caucasian   |
| <input type="radio"/> Black/African-American | <input type="radio"/> Native American/Alaskan | <input type="radio"/> Two or more races |
| <input type="radio"/> Filipino               | <input type="radio"/> Pacific Islander        | <input type="radio"/> Other             |

**53. How many years have you ATTENDED Rio Hondo College?**

- |  |                               |                                 |
|--|-------------------------------|---------------------------------|
| <input type="radio"/> Less than 1 year | <input type="radio"/> 3 years | <input type="radio"/> 6 + years |
| <input type="radio"/> 1 year           | <input type="radio"/> 4 years |                                 |
| <input type="radio"/> 2 years          | <input type="radio"/> 5 years |                                 |

**54. How many hours a week do you work?**

- |                                    |                                      |                                      |
|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="radio"/> Not working  | <input type="radio"/> 10 to 19 Hours | <input type="radio"/> 30 to 39 Hours |
| <input type="radio"/> 1 to 9 Hours | <input type="radio"/> 20 to 29 Hours | <input type="radio"/> 40 + Hours     |

Thank you very much for your time and effort. Your feedback is tremendously important.

Climate Survey Employee Open Ended Comments Verbatim (Thematically)

**THEME #1 Governance & Cross-Campus Communication: Faculty and Administration Tension (lack of communication, leadership style, participatory governance, improvement of communication in the college, advancement opportunities for staff and part-time faculty)**

RESPONSE--The rift between administration and classified/faculty has been very unsettling. I am very glad the presidency is changing. I hope the Board makes a wise decision for this next president.

RESPONSE--Opportunities seem bleak it would be nice to see a light at the end of the tunnel.

RESPONSE--Better communication across the campus, up and down the chain is needed

RESPONSE—[Division Name Omitted] needs a Dean and [Title Omitted] ASAP.

RESPONSE--True participatory governance doesn't exist on Rio Hondo College's campus, it used to.

RESPONSE--Was once a great place to work. Recent changes made are not to the benefit of the staff nor the students. I'm embarrassed of how our institution has been portrayed.

RESPONSE--I am proud for being employee at Rio hondo. Rio Rocks!

RESPONSE--After 3 years at RHC and 5 years of teaching...I have not been recognized by RHC! RHC can be a great place for all of us!

RESPONSE--The culture is not supportive in a nurturing supportive mature manner as it is at other campuses. Other campuses are more positive and encouraging. Here it is like grammar school discipline of small children like looking to get others in trouble.

RESPONSE--I hope that the appointment of Teresa Dreyfuss as Interim President can help restore the morale and unity of employees destroyed by the outgoing President.

RESPONSE-- It is good to work here.

RESPONSE--5 Supervisors, 15 person crew. You do the math!

RESPONSE--RE#7: I have been PT faculty for more than 1 yrs. Because the dept. is small the opportunities for advancement to a FT position-have been almost non-existent. This has been a source of frustration for me, as I would like the opportunity to become a full-fledged member of the faculty. Some of my students have had difficult experiences w/the financial aid office. The situations do Re#43 not seem to be connected to racial or ethnic bkgds. However, the procedures and practices are viewed as not supportive of our friendly to students.

RESPONSE--Part-time instructor, 2nd class I have tonight here on campus

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--Was nice until about 1.5 years ago when I started sensing a change in stress level and tension between administrators and faculty.

RESPONSE--See comments on 2nd separate page

RESPONSE--There seems to be some dissent on how the college is managed. Sometimes information is not easy to understand. I believe Rio has potential to be an outstanding CC with a great work environment if all are respected.

RESPONSE--I like my job but I should be given more hours to cover my job

RESPONSE--Too many administrators; more oversight needed here, also cut the [Title Omitted] and other not necessary positions. All reassigned time should be examined, have it approved by RHCFA and senate prior to implementation. There should be 20 mins between classes--note: you'll get ride of the student parking problems this way. Grad ceremony should be moved to Fri rather than Thursday (we're still in finals at that time)

RESPONSE--As a part-timer I teach my class [which I love] and then I drive to another school and teach. I work in 4 districts and have very little contact with the broader Rio Hondo community. My one bad experience at RH involved a parking ticket for not displayed

RESPONSE--I know there have been significant problems lately but I have not been disrupted personally.

RESPONSE--Would like to see more full time instructor positions open up!

RESPONSE--I love working at RHC. It is close to home, a pleasant environment, and many wonderful benefits.

RESPONSE--Classified and certificated employees are collegial and competent in my experience so far. Students are polite and respectful.

RESPONSE--I think our president is an idiot.

RESPONSE--When I first started working here it was like a big happy family. That feeling is definitely gone. As far as my supervisor we have gone to Dr Parnell with our concerns and nothing has changed. The Board does whatever they want and our offices and class

RESPONSE--...the area that needs replacement is the [Title Omitted]

RESPONSE--Can't wait for "administrative dust" to settle! Too many non-essential emails "there's pizza in 23B"-Love my Dean! Love my students! Would love to be hired full time!

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--I wish the campus/departments were more faculty friendly towards part-time faculty. In other words, they made an effort to inform us of things, get involved and get to know us. I've spoken to several faculty across disciplines and this appears to be a problem.

RESPONSE--I'm too new to have much experience on which to base my opinion.

RESPONSE--I have been disappointed in the claim the president made against 3 faculty members

RESPONSE--Very collegial atmosphere. Quality leadership across the board. Friendly staff and students. A pleasure.

RESPONSE--1st off, it's about time Ted Martinez is leaving and I hope Henry Gee is next. The leadership of this campus awful and corrupt. I also think your hiring and firing practices are corrupt. The organization and management of the HR office is disgusting.

RESPONSE--#1 No promotion for good service. #2 OMITTED #3 Over evaluation by full time faculty and Dean.

RESPONSE--Thank you. Met some amazing people. More people should be aware of the program.

RESPONSE--The [Title Omitted] is unreasonable and a difficult person to deal with. She is disliked by many employees. She is not faculty friendly and not approachable. Theresa Dreyfuss is the same way.

RESPONSE--Problems with dean taken to prior administrator (name omitted), problems never followed up investigation followed. Administration lacks follow through poor leadership on campus-Public image of RHC needs to be restored. Deans that are incompetent should be investigated and replaced.

RESPONSE--I think it would be beneficial to try and offer advancement or transfer options for employees who have grown out of their positions. I absolutely love working at Rio, but I will soon seek other employment because there is no opportunity for growth or shift in advancement. It is stagnant.

RESPONSE--Overall it's very satisfying to work at Rio, however, a few bad apples can sometimes sour the atmosphere and make things unenjoyable to be here sometimes.

RESPONSE--I feel like there is team spirit amongst some faculty, but improved team work is needed between faculty and administration. Classified workers deserve more respect and a pay raise.

RESPONSE--I've enjoyed teaching at Rio. It's a challenge but also very rewarding.

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--My experience has been one of growth and fulfillment as a person.

RESPONSE--It is stressful not knowing about whether I'll be here next semester or not due to the cut backs...

RESPONSE--Part-time faculty: It's a great part-time job that I really enjoy. Understand that I teach off campus so responses about the campus are judged by only 2-3 visits per semester.

RESPONSE--Faculty needs more diversity, ethnic Latino

RESPONSE--Lots of independence is given to part-time faculty but I do feel separated from full-timers

RESPONSE--Inadequate opportunities to promote and encourage employee health, Rio was a much more collegial place to work in when I first started. Even the Board seemed to actually care about faculty, students and staff. Rio is now top heavy with managers/deans whose positions are not totally necessary and justifiable (and high pay). I've enjoyed working here, and the people I work with are kind, patient and very helpful,

RESPONSE--Been at RHC both as a student and staff, 20 yrs of changes I have been through, just when it seemed to be getting better, the last few years took that all away with one defaming incident after another, along with in my opinion-a very ineffective administration. Needless to say, it is indeed time for a "changing of the guards". As for me, personally I feel "stuck in a rut" with not prospect of advancement.

RESPONSE--I am sick of the bad administration and poor use of councils-i.e. PFC in particular. Glad to get rid of this fear mongering President.

RESPONSE--The only way for the campus to move forward is for faculty and classified leaders to promote a more positive tone.

RESPONSE--unfortunate conflict with Pres. uncalled for

RESPONSE--I have much hope for the future. Hoping our lines of communication will flow more family after June 3th, and that we can begin the healing process.

RESPONSE--I love working here at RHC, I work with a great group of people. I'm very optimistic and hopeful that positive administrative leadership will soon be part of the college. Change is good.

RESPONSE--I love my job but the tension between the administration and faculty has been a major distraction this year. The administrative leadership in student services leaves a lot to be desired.

RESPONSE--We have no participatory governance -just looks like it.

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--Feel that staff morale is poor, employees are expected to overwork themselves, for low salary, poor and oppressive policies and work conditions. Administration sees staff as an adversary. Staff and students not treated as important.

RESPONSE--I am a new employee at Rio Hondo College and I have been impressed and pleased by the level of collegiality and cooperation that exists at RHC.

RESPONSE--There are many good people who work here, but the leadership does not recognize or appreciate most of what is done. It seems like it's all about them [administrators] not students or those that teach and support students.

RESPONSE--Lack of department chairs makes it difficult to accomplish departmental tasks that need to be done with equal participation from all -some do nothing!!!

RESPONSE--I believe we should change hiring process. Employees should be able to be promoted and not go through hiring process. If Supervisor agrees employee should be promoted then allow them to make decision. You know the employees work ethic, stability, etc.

RESPONSE--The board and Admin needs to work collaboratively with faculty.

RESPONSE--Yes, I've been a part-time employee at RHC for 12 years, and I've believed that by this point and a good employee record, I would be a full time employee.

RESPONSE--I believe that certain members of the RHC Faculty and Admin are targeted based on their ethnicity Latino by members of the faculty leadership and they create a hostile work environment.

RESPONSE--I hope that whoever is elected as the new president will be a friendlier and better qualified candidate than the clown we are getting rid of!

RESPONSE--As an employee I think it is important to put myself in the shoes of others who hold different perspective. If your campus leaders [across all employee groups] did this more often we would see more collaboration and cooperation.'

RESPONSE--Most employees enjoy working at Rio Hondo -Most believe there is a disconnect with many administrators

RESPONSE--Rio Hondo is much less collegial than it used to be. The shared governance that once made this a special place to work together for students is now a fake process and morale is lower than I've ever seen it.

RESPONSE--RHC has been controlled by union bullies for too long. A group of selfish ideologues are entrenched until others are willing to step up participate and demand reason bad balance, we are doomed to exist as a mediocre institution with no passion for anything except overload compensation and other forms of faculty largesse.

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--My department is small, yet wonderfully supportive. I feel that I am valued and treated very well, despite being a part-time, evening hours only professor. One of the best departments I've ever worked with

RESPONSE--I would enjoy working at RHC if it wasn't for the constant attacks and harassment from faculty and CSEA. I have enjoyed working under this current Administration

RESPONSE--There should be more cooperation between the departments. Admin should look at what is best for the dept. and students, not what will benefit them or what they can get in return.

RESPONSE--I haven't been here too long, but I am very satisfied with my supervisors and co-workers. It is comfortable environment where I feel very welcome.

RESPONSE--Faculty rights need to be clarified. Fellow full-time faculty should not be in charge of deciding hours for part-time faculty. The appropriate dean or supervisor should be in charge who has completed their evaluation.

RESPONSE--Hiring and transfer process should be re-evaluated-Employees treat each other like family.

RESPONSE--I wish there was more inter-department collaboration this would make the education experience for our students much better.

RESPONSE--I am thrilled Ted Martinez is leaving. He was a corrosive force.

RESPONSE--Very concerned that the current president/superintendent makes decisions that do not follow past practice or board policy/procedure.

RESPONSE--I don't think part-time faculty get the recognition they deserve.

RESPONSE--I am constantly disturbed by the level of hostility that exist towards administrators. The dirth in positive leadership and upcoming vacanies are cause for alarm.

RESPONSE--Part-time faculty teach a significant portion of the classes at Rio, but are given no incentive and little opportunity to connect to the larger campus community. The level of communication between our divisions and part-time faculty is also uneven and at times, posing an impediment to doing our jobs effectively.

RESPONSE--Question 7 No opportunities for advancement have been discussed with me, so I don't know about any. It is very clear to me that my assignment is part-time and temporary. I am fine with that.

RESPONSE--Question 20 If there is team spirit, it is among the core team of my (their) department. My opinion is that Part Time staff are not considered to be as important as and are

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

not as valued as Full Timers. The support staff (particularly the secretary) have made this apparent too.

RESPONSE--Question 1 Being in the class is the part I like best about my job. Helping the students is challenging but rewarding.

RESPONSE--Question 21 I have made an effort to reach out to others. I've finally figured out that this is not a welcoming or friendly place for me, and I had to accept that as a job condition.

RESPONSE--Q 7-The opportunities for growth are limited by the bureaucracy and politics that have become much more tangible in the last two administrations.

RESPONSE--Q. 19 We need more communication of events before they happen not when they are already taking place. We might want to participate and cannot on the spur of the moment. Giving people time to plan ahead is essential to have faculty and staff schedule to become available.

RESPONSE--Question 20 We need cohesiveness among departments. Not understanding how one action or inaction affects other departments hinders our relationships as coworkers.

RESPONSE--Question 35 Employees are informed on an "as needed basis" only. Being informed in the front lines is critical to provide current and reliable information to students. Faculty and staff should be aware of changes and events that affect their performance.

RESPONSE--Question 41 With the impending changes in the high levels of Administration, it is my hope that the recommendations from Faculty and Staff are regarded as important when selecting the people in the hiring committees and in the selection of the best candidates for the President and Vice President positions. May fairness prevail and may we get the best candidates to help move us forward

RESPONSE--I am concerned about potential violations of AB 1725. In the 10 + 1 areas specified in AB 1725, it was deemed critical to the academic program and to maintain our legitimacy as an academic institution that the faculty should have primacy for those areas. On this campus, the planning council reached a consensus of faculty, staff, administration and students naming the +1 areas and agreeing that where committees were needed in the 10 + 1 areas, that the faculty would be allotted 50% (for mutually agreed upon) or 51% (for relies primarily upon) of the total membership of those committees.

RESPONSE--It has come to my attention that that primacy has been steadily decreasing in the past few years-to as little as 33 1/3% on some of the designated committees. So though, I used to feel very confident in the 'shared governance' that has now become 'participatory governance' on this campus, I am less confident in this institution's commitment to and execution of the elements of AB 1725.



## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--In addition, there seems to be a procession of convoluted, unfriendly and perhaps even illegal interpretations and implementation of certain elements of the faculty contract. For example, I have heard that now, the administration has decided that full time instructors who teach overload, and who do exactly the same amount of work for those overload classes as part time faculty who teach those classes, will no longer accrue sick leave for those classes like the part time faculty do. In my opinion, this is an obvious violation of fair labor practices that will do nothing but aggravate already strained relations between faculty and administrators, and untangling this mess will only further deplete the limited funds of this institution, funds that could be better used to offer classes.

RESPONSE--And the Sabbatical Leave issue, where some administrators are not allowing faculty to make up the 15% load and STRS contribution by teaching a part time class, so that their seat time in the retirement system is not hurt by the leave, further alienates the faculty and administration. This is clearly a tool to discourage faculty from applying for and receiving a long awaited and well deserved Sabbatical Leave.

RESPONSE--Another issue that has emerged in the past few years is the penchant for involving the school in expensive and unnecessary legal consultations. For example, there appears to have been several thousand dollars spent regarding the term 'concerted activities' which in the context of a labor union contract refers to organized labor union activities like strikes, sit ins and similar activities. Why have we spent money, time and angst arguing over this? Also, since the legal action is not finished, I will only mention that there have been questionable activities by the administration with possible harassment of faculty leaders-what is that costing us-in time, money, and morale-and in fewer classes for students?

RESPONSE--I am just sad. One of the things I have valued the most is the sense of family that used to pervade this campus. Mutual respect, mutual goals-friendship between all the branches of the campus seem to have been replaced with 'legal actions', disrespect and power plays. I believe this is the lowest that I have perceived morale to be in all my years at Rio. It is my fervent hope that we find a way to heal our wounds, resolve our differences and move on to better days.

### **Theme # 2 Customer Service with Student Services**

RESPONSE--I really enjoy the student population I work with, and my feedback has always been strong and positive. I wish that would be recognized when it comes to classes offered.

RESPONSE--As a counselor, the Area my student complain about the most is admissions and records. -Rude, bad customer service. They refer to them as "DMV" As a worker [and I speak on others behalf]...

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--There is no support of international students-more recruitment and encouragement are needed.

RESPONSE--Evening college staff in admin have always been helpful, supportive, and friendly the 15 years I have worked so far. =]

RESPONSE--Thank you for your professionalism and productive environment.

### **Theme #3 Campus Appearance**

RESPONSE--It would be great if these were dedicated theater training space-the theaters themselves need to have sets coming in and out all the time. A dance style room with a sprung floor and no mirrors would be ideal

RESPONSE--Classrooms labs should be cleaned by custodial every week. Dust piles up very quickly.

RESPONSE--The new buildings and landscaping are wonderful [and the lighting too] Wonderful students. Regarding cleanliness, the elevators and hallways around them are very dirty.

RESPONSE--Need better updated equipment in classrooms

RESPONSE--I feel very fortunate to work in a such a beautiful location and to have the wonderful benefits that RHC provides.

### **Theme #4 Parking & Security**

RESPONSE--Campus security is horrible. They never be on time when one need them.

RESPONSE--I feel when incidents happen on campus should be announced to inform staff and students. Not to alarm them but to keep them posted.

RESPONSE--Parking enforcement should offer a warning if faculty/admin forget parking hanger, instead of \$5 fine.

RESPONSE--Too many speed bumps coming and going....

RESPONSE--My car was stolen out of the faculty parking lot and never recovered.

RESPONSE--Traffic remains a very big concern.

RESPONSE--See Separate Comments Page

RESPONSE--Need better updated equipment in classrooms

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

RESPONSE--Security is hardly available by phone and way too slow to respond. Parking stall widths are all compact, so I don't feel totally safe parking my car in staff lots. The Rio Cafe is too overpriced for a community college.

RESPONSE--Way too many care thefts and break ins for faculty and staff and students. We need local or hired police to patrol and make campus feel safe.

RESPONSE--Question 49- The cleanliness of the room is limited by the lack of enough custodial staff. The college has only one custodial person available during the day for the whole campus. That is terrible. Having one person dealing with issues on all four corners of the campus is ridiculous and extreme, especially after the addition of the LRC, Student Services and Student Union buildings. This needs to be addressed and corrected soon. Let us have one less Chief and more Indians added to the staff roster to take care of the day to day activities in the college. I am grateful for having such dedicated custodial staff. I am certain that not too many of us could walk a mile in their shoes. They deserve our respect and more help.

RESPONSE--Question 52-My car window was broken in parking lot F. I am not sure if it was by an object that may have flown when cutting the weeds around the car or an actual act of vandalism. I prefer to think the former.

### **Theme #5 Food Options**

RESPONSE--I miss the old Campus Inn grill. As a part timer for 15 yrs, I wish we had more job security. We literally go semester to semester. And we contribute equally as full timers do, yet wout benefits or peace of mind.

RESPONSE--The cafeteria food is expensive and horrendous and they do not offer enough vegeterian options

RESPONSE--There is a disturbing lack of food/drink options. What is available is in no way "student friendly." Prices at the cafe are outrageous!

RESPONSE--Since I teach at night there is no area for the students to get food during the break except the bookstore which closes at 8:30 and vending machines (very limited)

RESPONSE--Question 48 The service at Café Rio is cordial but staff is limited. It is expensive, the portions are too small, and they charge extra for mayo, ketchup everything! Students cannot afford to eat there. The long line during the lunch hour, even with two registers, is abysmal. Staff cannot take 30 minutes to have lunch there between 11:30-1:30 because it takes 15 minutes to order and depending on the food you want it can take up to 20 minutes to get it served. So, lunch is over and you have to gulp it down or eat it later.

## Climate Survey Employee Open Ended Comments Verbatim (Thematically)

### **MISCELLANEOUS RECOMMENDATIONS:**

RESPONSE--I think we need motivational speakers on Flex Day. We need a day to conference with other teachers to try and learn new ways to teach our students. This should be done in small groups.

RESPONSE--I am dissatisfied with the use of "All staff" email. I don't care to read someone else's opinion on a matter that does not directly involve me or anyone in my dept.

RESPONSE--Why do we continue to have these stupid campus climate studies when nothing changes? It's a complete waste of time.

RESPONSE--I've really enjoyed working in the MSC. I've learned things

RESPONSE--Please define "constituent group representative".

RESPONSE--Question 9 Lately, I have asked for supplies (verbally and by email) and not gotten them. I don't ask for much, and I don't complain much.

RESPONSE--Question 18 Although my coworkers do not keep me informed of campus events, it's ok since departments and organizations do a good job of announcing their own events. I would not expect coworkers to do that, since they are busy with their work.

## **Theme #1 Instructional Support/Learning/Personal Growth**

RESPONSE: It's calm and I've learned so much has wonderful instructors and a great environment.

RESPONSE: Suggestion: the students spend a lot of time during class on laptops socializing on facebook. There should be mirrors placed at the back of class so the instructors could see what they are doing it becomes a distraction for me as my eyes wonder around.

RESPONSE: Some math teachers don't explain well.

RESPONSE: Teachers need to be more responsible and helpful in encouraging students with their careers and help them with job opportunities.

RESPONSE: I have gained self-esteem and believe that my experiences here have helped me grow and I am some that my life will be better off from my experiences at Rio.

RESPONSE: Question 26: I feel it is irrelevant the ethnic background of my teacher as long as they know their subject.

RESPONSE: I wish more math and science classes were offered. More of the same courses.

RESPONSE: Teachers get away with lots of way to downgrade/lower student grade "based on subjective things." You can easily lose your grade than get an A on assignment because teachers don't cover most of the material.

RESPONSE: Instructors are harsh graders,

RESPONSE: Some instructors are very old and need to retire.

RESPONSE: I love the software for autocad and GIS. Thank you great instructors!

RESPONSE: I enjoy this college because I am able to fit my full time job with school providing that I take 4 classes a semester =]

RESPONSE: I am very pleased and amaze by the classes and instructor. I feel like I can complete my goals at RHC.

RESPONSE: It is my first semester here and the experience has been much better than I anticipated. I attribute that to mainly the quality of the instructors.

RESPONSE: I believe certain college professors should improve their teaching methods in order to attract attention of students during their lectures. Therefore, teachers should be evaluated often so that they may be told what can be done better.

RESPONSE: I really enjoyed the time here and have gotten so much knowledge I love being a student here at Rio Hondo.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I was very disappointed with the lack of an applied music program.

RESPONSE: I had a bad experience with a PE instructor who discriminated against me and even had security escort me out of orientation. The head of PE literally cursed me out using foul language when I brought it to his attention. I brought it to the president's office by leaving 4 voicemail that were never returned administration should be fired.

RESPONSE: I would like part time teachers to have office hours 1 day a week. The ones that come in only 1 day @ 3 hrs per class.

RESPONSE: No, this college has treated me good.

RESPONSE: I wish there was more diversity here. ....

RESPONSE: I wish German was offered as a language class.

RESPONSE: Yes their is some instructors that cancel to much and waste valuable time. Ex: [Name Omitted]

RESPONSE: Need more Hispanic professors

RESPONSE: Class availability is terrible

RESPONSE: Teachers shouldn't be strict on attendance we are in college if the student is twice it shouldn't count a one absent. I feel rushed to school. Teachers should mind their own business! If I get a speeding ticket I will bring it to the school to pay for it. Wake up on time? Ummm. No! You should mind your own business as well. => wink

RESPONSE: My overall experience here at RHC thus far has been very good. Helpful and nice instructors and staff.

RESPONSE: Overall, I've had pleasant instructors, staff guidance, and a pleasant experience.

RESPONSE: It's been great and I'm finally going to graduate after 3 yrs of being here.

RESPONSE: I would like to see more classes being offered, a larger variety.

RESPONSE: The campus needs to provide more transferrable math classes. The school also needs to add more honors courses. I feel the Honors program should have priority registration.

RESPONSE: [Specific name omitted Dissatisfied student with a professor]

RESPONSE: I like it here it was a great experience. A lot of teachers are tough but good which help me be better in many areas. It's scary at night there should be more security I've taken many night classes.

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I would like Rio Hondo to have a health department. ...

RESPONSE: Need more classes and courses. ...

RESPONSE: More classes available to help satisfy GED courses

RESPONSE: I've moved to the valley area this year and still drive 3+ miles to come to school, because I enjoy the environment, classes, and classes. I am very satisfied with the instructors I have taken. The only thing that bugs me is when they are not organized and go off subject. I have had about 3 instructors that do so and I have to drop the class due to the fact that I am paying for the class and ready to learn something, I need the instructor to be ready to teach.

RESPONSE: Get instructors that know their field. Better parking lots and road improvement tell the parking security to do their jobs.

RESPONSE: the instructor can be bit outdated. Should be fully evaluated before hiring. Otherwise the rest seem fine.

RESPONSE: It has been my experience that Rio needs to offer more HEM classes at night. I work full time from 6-8 so I can only attend class at night. Also the HEM program needs more and different equipment to study and work on. Also I have no idea why it took 5 week to get our parts for our equipment. I do not mean to rant but I believe that these are causing some problems!!

RESPONSE: Kathy Colquitt is an excellent teacher, I love the LRC comp lab, the gym should be free to use during the summer or pay for it. There should be a comp triathlon shooting and repair class.

RESPONSE: Many of these questions don't apply to me as I am taking this course for enrichment purposes. I am a full time educator and have decided to take additional courses for enjoyment. There should be an option to select "does not apply" when completing this

RESPONSE: It great this college has good teacher that motivate students to do better.

RESPONSE: I really like the help instructors offer to students. But I don't like how the parking lot is set up at...Too many hills to walk!!

RESPONSE: For the most part the mathematics instructors have always been great. The engineering dept. is absolutely amazing and the instructors are some of the best teachers I have ever had

### **Theme #2 Campus Appearance is mentioned in a positive manner**

RESPONSE: I am very satisfied with how our campus beautification is coming along. Yet, I am strongly dissatisfied with the availability of courses I need. I am in the 40+unit range and still not

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

able to get the classes I want. The priority registration for certain groups of students needs to be highly reconsidered!

RESPONSE: Bummed out that the campus looks like an actual college now that I'm transferring.

RESPONSE: Need more study areas

RESPONSE: The student lounge shouldn't feel like I'm in the library all the time.

RESPONSE: I am glad rio hondo tries to keep wildlife habitat safe, though I wish more people were aware of the preserve behind the campus. Being able to use nike hill is very nice.

RESPONSE: The fitness center's equipment is getting very old. I would say about 1/4 of the machines don't even work so students have to get on a waiting list for the ones that do. I don't feel I'm getting my dollars of tuition's worth at the fitness center because of this.

RESPONSE: I like the improvements that are being made on campus buildings, it makes the school look much more modern and nicer, like a Cal state or U.C. school.

RESPONSE: I really like all the new buildings added. It gives the college a young and modern appeal.

RESPONSE: Campus needs a atm [higher one].

RESPONSE: The new buildings look great, teachers are great, and the campus looks very clean. Two problems I have are the steps near the new office buildings and the religious hate group on campus.

RESPONSE: I enjoy the sight of plants, flowers, and trees. The more there are, the more comfortable I feel at RHC.

RESPONSE: The campus looks great, it has come a long way since I began to attend rio in 2003.

RESPONSE: I would like it the other elevators at the science building were working because some people have a hard time walking over to the only one that works.

RESPONSE: I would just appreciate it more if the elevators were cleaned more often as well as regulated and safe. Other than that I have no complaints. Keep up the good work!

RESPONSE: Overall the school has done a well job and improved, I'd say the best college I've been to so far.

RESPONSE: I am unsatisfied with benches and tables being removed from the campus after experiencing my first semester.

RESPONSE: Too many hills



## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: Love the hill.

RESPONSE: A lot of stairs and uphill =]

### **Theme #3 Course Support (Availability of Time)**

RESPONSE- Rio Hondo made it easy to get the classes I needed, Mt Sac did not.

RESPONSE: I need RHC open more classes. It is very hard for students to register class because the classes get full very quick.

RESPONSE: Can you offer a "golf" class! It wouldn't hurt!

RESPONSE--What is the comparison of the drug studies program here vs. elac. Their program seems more competent. Also class availability throughout year not only special semesters would be nice.

RESPONSE: The night classes end when there aren't any busses running.

RESPONSE: ...more music courses orchestra

RESPONSE: Just know that online classes are a great addition to school program. Although most online classes seem to not benefit students with teachers providing test from test banks.

RESPONSE: ...Offer paralegal courses.

RESPONSE: I think adding another ASL class would benefit the school.

RESPONSE: I have taken a couple of classes to which I wasn't able to drop in time. I would like an easier way to not have it show up on my GPA. It would be amazing if this could be cleared up. Thx.

RESPONSE: Please continue to offer summer session after 212! I understand budget constraints are lacking but please exhaust all of your options. I'm guessing if summer sessions are passing [word illegible] over with soon, winter sessions won't come back? Find a way!!!

RESPONSE: I would appreciate a heads up on enrollment dates. Sometime I find out on my own and I miss my enrollment date [Postings or through Instructors]

RESPONSE: The library can get packed sometimes making it hard to find a table to study at and I was disturbed when I saw the abortion posters not something I want to see at school don't care what side your on, its not right to have them up like that.

RESPONSE: Class Schedules are horrible, this is a commuter school and majority class are only offered during the day, this is my community and it does not serve me, if this doesn't change soon I will go to a school that understands this is cerritos,

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: Thanks to fast track program, I am almost done with all my reading and english courses in 1 semester!

RESPONSE: Great learning experience and good standards

RESPONSE: Administration, non-faculty staff, and faculty staff have been very helpful and accommodating.

RESPONSE: Needs more STEM courses, especially Physics and Chem One section is pretty ridiculous!

RESPONSE: admitting more students to classes/adding more on the 1st day of school because eventually students drop out.

RESPONSE: I would like for Rio Hondo College too offer more night classes.

RESPONSE: I am also enjoying the remodeling that has been happening.

### **Theme #4 Student Extracurricular Activities (Clubs)**

RESPONSE: Clubs and programs need support. They are the foundation of a successful student. GPA is correlated with support and activities like clubs and sports do just that.

RESPONSE: I think we need more student activities. So people can feel more united and have pride for this school.

RESPONSE: Get a football team ;]

RESPONSE: AGS is not a welcoming club. I felt really out of place and was notified very late about my admittance so I had very little to no time to do my "points." There should be an orientation day.

RESPONSE: I think there needs to be more administrative and student involvement by taking student's opinions when making a decision that effects rio hondo.

RESPONSE: No, I would not I think Rio Hondo is a good school.

RESPONSE: You need more volleyball team!

RESPONSE: We need a football team.

RESPONSE: They should have a football team and a area where students can kick it watch tv play pool have coaches where they can relax

### **Theme #5 Campus food options**

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE- I really enjoy my classes and how helpful and understanding my instructors are. I wish there were more money-friendly options at the rio cafe; the food we get for the prices we pay is a bit unreasonable. I also wish there were more cultural variety of food choices.

RESPONSE: I think the food at the cafe is too expensive.

RESPONSE: Bring back the campus inn breakfast burritos

RESPONSE: Bring back the breakfast burrito. I miss the campus inn food.

Response: The new cafeteria is terrible.

Response: The new food in the new cafeteria is not as good as the former company.

Response: Great campus, but would have liked to see better use of space in student cafeteria with variety of food like old campus inn.

Response: I hate the new cafeteria the prices are higher and the food is smaller/worst...but I love starbucks

RESPONSE: New cafeteria food is not good. Bring back the old employees.

RESPONSE: Change the new cafeteria. The food is terrible it needs better food. The old one was better. There isn't a lot of room to sit down.

RESPONSE: Rio Cafe needs to stay open longer for students that have night classes. The lunch truck was way better met needs and was fast for us students that had only breaks and where here long period of times.

RESPONSE: Yes the rio cafe suck! Need more food options. Staff is rude, and be able to order breakfast or lunch when I want.

RESPONSE: I have ate at the campus inn over. It was all right. I have no other complaints.

RESPONSE: Make breakfast burritos bigger. Too expensive not worth what I pay.

RESPONSE: The food is still terrible! The burritos are way too small for the price and the quesadillas cheese is never melted! Even the campus inn was better than this new food. I never eat on campus for this reason. Bring the lunch truck back!

RESPONSE: Maybe a tip jar for starbucks and cafe rio employees. More than 1 atm

RESPONSE: Maybe more food varieties and more atms.

RESPONSE: I would rather not eat at the campus inn because the food they save there is not good and can be pricey for a small portion.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: Have a variety of healthier food. For breakfast.

RESPONSE: Get more food and classes.

RESPONSE: Look forward to attending here next year! Wish there were more night classes. Healthier food options. 3 hour classes are great and allow one to be able to have a workable schedule.

RESPONSE: They need more options for food. The old cafeteria is way better.

RESPONSE: I would like the food to be like the last cafeteria back then if you paid six dollars you can get a lot of food for 6 dollars now you get very little amount of food.

RESPONSE: I'm fine with the campus but I dislike the variety of food in the inn and the prices are ridiculous the old campus inn had so much more variety and way better prices when it came to food and prices are horrible now.

RESPONSE: Healthier food...

RESPONSE: I would like the old cafeteria food. New one is not satisfying at all!

RESPONSE: In relation to question number 32 I would greatly appreciate more availability of fruits, vegetables and gluten-free products. I have celiac disease and am greatly hindered by it when eating because of my limitations.

RESPONSE: the food in the cafeteria is kind of expensive for the amount that we receive.

RESPONSE: A jamba juice would be nice ;]

RESPONSE: The A.J. buildings need vending machines!

RESPONSE: Lower food prices....

RESPONSE: Great experience however there is no vending machines or food available at the AJ Bldg. No access to picnic tables because your not allowed on the first floor only police academy. There's only 1 picnic table by the parking lot.

RESPONSE: ...better food [the food at rio isn't that good]...

RESPONSE: need better variety of food in rio cafe.

RESPONSE: More food stands around campus so would be easier to access food or drinks.

RESPONSE: Bring the ol cafeteria back, the new one is way overpriced and offer little to no variety like the old one did

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I feel that at the rio cafe, there is not a very good selection of food. I liked the campus inn food better because there was a better variety.

RESPONSE: Although the appearance of the rio cafe looks better then the campus in, I miss the quality of the food and the familiar and friendly staff.

RESPONSE: Rio Cafe needs more fruit selections.

RESPONSE: Get more food and class.

RESPONSE: The food is too expensive, I miss the chicken wraps there are not a lot of food choices....

RESPONSE: I feel that the rio cafe needs better food options with better prices. I like the addition of "starbucks" however I feel there is a lack in healthy food options.

RESPONSE: I also think rio cafe is overpriced for the food we get.

RESPONSE: The new rio cafe has excellent service and staff but the portion of food are small for the grille and their salads isn't much variety as there was with the old campus inn.

RESPONSE: .....Food is alright. More variety.

RESPONSE: I wish that inn the campus inn the food portions were larger.

RESPONSE: The food in the new cafeteria sucks it needs to improve with flavor or get a different menu.

RESPONSE: I want healthier food in the cafeteria maybe a juice bar, natural juice and less greaser food that's affordable.

RESPONSE: I used to like the old campus inn and their food. Not really happy at the new rio cafe.

RESPONSE: Not very fond of cafe, looks nice than the inn. However the Inn had better prices, food.

RESPONSE: I love the new cafe it is much cleaner and the food is better. At the old campus inn it was dirty and I got food poisoning.

RESPONSE: I would like to see more variation on food and cheaper. Thank you.

RESPONSE: The prices at the new cafe are overpriced and not too good of a quality for what you pay for.....

RESPONSE: I the new campus Inn breakfast burritos. The old ones were my favorite part of my day. The new ones don't taste good and are more expensive and are smaller.

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I feel that there should be more food options. Rio Cafe is fine, but cannot be expected to meet the likes of the entire campus. And they're expensive! More food options for people with less money

RESPONSE: Ya, the food totally sucks!! Rio Cafe food lacks taste, and one pays more than what one receives!

RESPONSE: Better drinking water because the water from the S and B have a bad taste

RESPONSE: ... We need a better cafeteria and more variety in food choices....

RESPONSE: ... Also I would want rio hondo to serve more food.

RESPONSE: I don't like the food here. The food was cheaper and larger before. I would eat at Rio Cafe with my own food.....

RESPONSE: It needs to be more clean where we eat and no bugs in our meals...

RESPONSE: Needs to have more selection of food at rio cafe.

RESPONSE: We need more fast food places in campus.

RESPONSE: More bathrooms, better food, more classes, better acceptance rate at UC and universities =] I plan on going to a university.

RESPONSE: The new food isn't so great compared to the old food. It cost more and doesn't taste better.

RESPONSE: The food is way too expensive ...

RESPONSE: Not enough food choices. ....

RESPONSE: Not enough Bacon

RESPONSE: If you lower the process on the food and drinks.

RESPONSE: Have more food options in the cafeteria. I miss the food choices in the other one, also the snacks they provided.

### **Theme #6: Parking Concerns**

RESPONSE--It's been great, except for the parking here. There needs to be more parking areas.

Response--Please have parking permit booth attendance be more polite and have other campus safety not block permit booth, very inconvenient for students and shuttle drivers to drive around parked campus safety car causes traffic, problems. Thank you

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I really like being a student at riot Hondo the only thing is that we need more parking and that was more near the top of the campus.

RESPONSE: Parking is horrible here. How about parking structures? Getting classes I need has also been difficult [science classes]

RESPONSE---Parking is a big issues here and security patrolling more during the night and making sure of no vandalism towards cars!

RESPONSE: Parking is horrible in the early mornings; recommend security cameras for parking lots as I have had my car broken into

RESPONSE: The campus needs more parking

RESPONSE: Well my car was hit and scratched way too many times. I feel there needs to be cameras in the parking lot in order to feel more secure.

RESPONSE: Make a parking structure at least 5 stories high for better parking.

RESPONSE: Make more parking!

RESPONSE: More lights for parking lots at night.

RESPONSE: Get cameras for parking lot, so if car gets hit, you can see license plate#

RESPONSE: Parking spaces are too small, students are not careful when they open their door to get out of the car and they hit the car next to them!

RESPONSE: Make a bigger parking lot because I see some student's park one car in two spaces.

RESPONSE: Parking could be better especially the organization when the semester first starts it is beyond crazy in the lots and the staff guide traffic horribly causing accidents maybe, install signals inside.

RESPONSE: I think we need more parking lots for students. But I still feel comfortable when I study here.

RESPONSE: Parking!! enough said

RESPONSE: parking lots too full

RESPONSE: Yeah more parking space.

RESPONSE: Are there any plans to expand parking and improving traffic on campus?

RESPONSE: Parking is horrible, better than it was a couple of years ago, but still horrible.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: More security in the evening. I get out of class at 1pm and I don't notice any security. I feel scared walking to my car.

RESPONSE: Parking available is not good enough

RESPONSE: The parking is terrible, awful, and blasphemous

RESPONSE: Needs to improve in parking.

RESPONSE: Could fix parking lots...

RESPONSE: The parking situation is a bit tight. There are not enough parking spaces; but also due to there being no actual lines the parking is even more limited.

RESPONSE: Good experience coming here to Rio, only complaint is parking, can be too much to handle in beginning of semester.

RESPONSE: Parking.

RESPONSE: Horrible experience due to lack of security in the parking lot. My car got a tire stolen from it. and all the while security was standing 3 years away. But security is quick to cite for any reason.

RESPONSE: I've only had one complain while attending, parking is horrible. The amount of spaces is not my concern. The major problem is the way in which parking stalls are set. Painted stalls need to be repainted brighter and straight. Many are not straight at all!!! Worst problem I've ever seen on any campus.

RESPONSE: Also parking is terrible, esp. during the morning.

RESPONSE: The parking is horrible! Please solve this and remedy the problem with the parking attendants.

RESPONSE: Parking is horrible! Why would close down 2 lots the week before finals?.....

RESPONSE: Fix parking lot

RESPONSE: Parking absolutely sucks, it is so bad I do not park up top because you don't know where the lines are. And I have had cars park inches away from. It is the worst parking ever!!!

RESPONSE: Some people don't belong on campus, there not students. My car has been scratched and tired flattened on campus. I've seen a guy go into the females restroom, suspicious, security needs to be more active.

RESPONSE: Better parking situations.

RESPONSE: ....and the metro 27 bus needs to come by more often.



Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: ... My only complaint is parking-very tight spaces.

RESPONSE: More security in the parking lots at night, nor more soliciting in parking lots

RESPONSE: Unfair parking more classes and students but less parking unfair parking tickets given parking parking situation, expensive permits.

RESPONSE: Parking needs improvement bigger spaces and painted lines

RESPONSE: The parking experience was pretty bad especially during the fall. More should be done that parking to available to everyone.

RESPONSE: Notices on parking lot construction.

RESPONSE: Way too much graffiti on campus makes the school look bad. Security needs to do better job reporting graffiti.

RESPONSE: Please add the option to purchase the parking permit online.

RESPONSE: The parking spaces are too small so when driving a SUV or truck some parking are not convenient for us or the cars parked next to us hits the car.

RESPONSE: I think you should improve the parking lots and space.

RESPONSE: ..... And the parking is ridiculous the lines are not well painted on and no one can park right with parking is hard to find and the cars are so close to one another.

RESPONSE: Parking lot needs to be repainted [lines]. I got a ticket in parking lot A. Because I couldn't see the lines. I feel if you want to ticket people you need to repaint the line and have the lot be up to par. Also, it is really scary walking to your car

RESPONSE: Parking lot needs to be relined. I can't see the lines. Rio Cafe is too expensive. Need to have better food for lower prices. Better lighting in parking lot

RESPONSE: The parking sucks!! The school should make more parking for students on lot C!!

RESPONSE: Parking can be ridiculous!

RESPONSE: The parking spaces are too small; my car gets hit often because the cars are too close together.

RESPONSE: People don't respect parking.

RESPONSE: Parking can be better so that students aren't as late to class.

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

I think the campus should make a parking structure a priority. It is beneficial to have new facilities but the parking problem is a major issue.

RESPONSE: The parking is a little hard without a permit.

RESPONSE: Better security, had my car broken into.

RESPONSE: Parking is terrible! I think more staff needs to be hired to help with long lines in the Administration Office.

RESPONSE: Parking needs to be improved.

RESPONSE: The parking in Lot A is horrible. The painted lines are faded and too small sometimes I can't get into my car.

RESPONSE: ... bus schedule is not convenient for students more career prep like training at actual offices.

RESPONSE: Parking needs improvement.

RESPONSE: Too many students double-park, so then there isn't enough parking spaces. There should be truck and SUV parking at the lower parking areas, especially since they are gas guzzlers. Students who double park should get tickets.

RESPONSE: Better parking! or fix the parking

RESPONSE: Get Better parking!!

RESPONSE: Something about the parking. There's hardly any space to find.

RESPONSE: The College should check if the parking enforcement knows how to drive. My car was hit by one of the parking officers and they left!

RESPONSE: We need a parking structure and extension of the Go Rio program

RESPONSE: The Parking is horrible at rio hondo. Spaces are too small or people double park.

RESPONSE: The security during night should be throughout all semester in case someone needs of their assistance.

RESPONSE: ... Better parking and more shuttles

RESPONSE: More lighting during night, More security guards,

RESPONSE: Provide more shuttles in campus would be helpful,...

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: both the bus should run more times. 1 hour isn't convenient for all students [metro bus 27].

RESPONSE: Cars in the lots get hit all the time. Students who can't park correctly needs to be getting tickets.

RESPONSE... I would like parking spaces to be widen a bit to avoid accidents.....

### **Theme #7: Wi-Fi, Equipment in Classrooms**

RESPONSE: I feel like there is still a lot of outdated equipment, as well as some of the desks, etc. In other college I have been to/visited tables are the norm. Restrooms and other areas inside are often dirty.

RESPONSE: ...stronger wifi signal...

RESPONSE: Wifi in the cafe, Better cell service

RESPONSE: Wifi in the café.

RESPONSE: Wifi needs to be stronger...

RESPONSE: It is a great campus and to me there is no better place. Prices in the inn are way too high for food. Better connection for wifi is needed.

RESPONSE: The wifi doesn't always work when I need it.

RESPONSE: The Wi-Fi sucks.

RESPONSE: I feel cell phone reception should somehow improve in many areas of RHC due to emergency needs.

RESPONSE: Signal isn't very good.

### **Theme #8 Financial Aid Assistance/Customer Service with Student Services**

RESPONSE: Some instructors and people who work at school sites [financial aid, labs, etc.] are rude! They should be professional and not get all moody. This can harm students. As well, professors are rude sometimes.

RESPONSE: College needs to make it easy and co-operate move with the young generation to motivate them more so, they won't drop from school as it is they don't have any patience of waiting especially financial aid. There personal needs to be more patient and cooperative with them.

RESPONSE: Financial aid is a majority big problem, my first year and there were issues with financial aid that I would of loved for someone to truly help.

## Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I am very satisfied with my professors, but not with the treatment I have received especially at the financial aid office by the employee named [Name Omitted].

RESPONSE: I love it here, I just wish that there were more classes available and that there was more staff in the financial aid department, they seem a bit stressed and the line can be long at times with a long period of wait.

RESPONSE: Should improve the long lines so people/students do not get frustrated and have more time to do what they have to do outside campus.

RESPONSE: ... financial aid processing faster,...

RESPONSE: I can't afford my classes here at rio, and somehow I do not qualify for financial aid which is stupid because the only one working is my mom. I wish there was someone or a program that could help me. I am not very knowledgeable about these things either so I wish they would reach out to me and try and help.

RESPONSE: A lot of people I know who attend RHC complain about the non-instructional staff being rude at the financial aid office.

RESPONSE: I have been bullied by employees of Rio Hondo College in the English Writing Lab

### **Theme #9-Counseling Assistance/Guidance to Completion**

RESPONSE: I want to have more time talking to counselors. I always rushed when I go to talk to them!

RESPONSE: Its a great campus but counselors should be more helpful in finding the correct track to graduate I hated my experience with the counselors.

RESPONSE: On campus internships! Please help us find on campus internships for students not just for AS degrees. Please have research opportunities for us and announce if so we can prepare for BS and grad school because we transfer and have to make our decisions

RESPONSE: I like Rio Hondo, but I would like them to have the athletic counselors to help out the athletes more. When I went in to get my classes, the counselor did it all quick, not showing much interest in helping me go to the next level.

RESPONSE: ... helpful counselors...

RESPONSE: Need more counseling assistant. ....

RESPONSE: Experience has been amazing, I participated in clubs and accomplished 5 units in one full year. Staff is very helpful in EOPS, Administration, and counseling

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I have a very positive experience here, one thing we could improve would be in depth information with counselors. Spend more time and give out more useful information.

RESPONSE: I feel the counselors should give the students a little more information about their education. I like rio hondo so far I just feel there should be more opportunities of the students to grow.

RESPONSE: Disad Students programs

RESPONSE: Better Counselors, More help for older students

RESPONSE: Offer help from counselors in choosing classes for major.

RESPONSE: ...The counselors here don't help you very much.

RESPONSE: I don't like it when people are rude sometimes for example the people [admin] that set up appointment in the counselor's area.

RESPONSE: I like the baseball team. The DSPS office a lot.

RESPONSE: DSPS is very helpful to students. It helps them with the questions that they ask, they help them register for their classes.

RESPONSE: Everything is nice and very helpful and everyone is friendly and caring at school

RESPONSE: DSPS is very helpful gives me more time on tests. Just really helps me when I need help. Need to put more fences around the school because someone could easily fall down the hill and sue you guys. Think about that seriously

I am very grateful for RHC because it has what I need to excel in my success

RESPONSE: Could be more studying areas. More space and quietness. Some students are rude and don't respect when others are trying to study next close to them.

**Theme #10: MISCELLANEOUS**

RESPONSE----No everything is good. Thank you!

RESPONSE---No everything is swell.

RESPONSE: This is my third semester at RHC and I am very satisfied and have had no complaints so far.

RESPONSE: The students here are jerks here.

RESPONSE: May the force be with you.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I love everything

RESPONSE: Pleasant experience, stronger wifi signal for parking lots and speed improvements

RESPONSE: This experience has been great, even though I have not attended any other college yet. I think this is a great place to start your learning exp.

RESPONSE: Although I agree with limiting areas in which one could smoke, I believe 3 designated areas for a campus this big is not enough. It would also be nice to have one more in the middle of campus rather than walk to the world's end during a 5 minute break.

RESPONSE: There was an anti-abortion rally this summer and I feel it was grotesque.

RESPONSE: Rio Hondo college needs to have more event to attract students to come together. ex. fairs, carnivals etc.

RESPONSE: Cheaper tuition please thank you.

RESPONSE: I did not like the anti-abortion people being here with all those graphic pictures!!!!

RESPONSE: The people handing the job business cards are pretty annoying!

RESPONSE: Aversion and/or negative talk about traditional evangelical or catholic religions in more than one class.

RESPONSE: It is my first semester at rio and I am still getting familiar with the campus.

RESPONSE: They need to stop the legal pot people from smoking behind the old cafe. ....

RESPONSE:..... Unit fee's might be too high this time

RESPONSE: ....More designated smoking areas are needed.

RESPONSE: I don't like it when they do activities like bring people so we could sing propositions. Some of the propositions I agree others I don't know how to feel about them and I feel forced to sing things.

RESPONSE: Best choir I have been

RESPONSE: Classes are way to full, and people always drop. I suggest letting more students into classes, because around half will drop. There also are limited classes, I suggest adding more foreign language classes.

RESPONSE: I am scare of the elevators, there needs to be healthier foods on campus and the metro 27 bus needs to come by more often.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I am a hard worker, I love to read and write and I ask a lot of questions

RESPONSE: This is my 1st and only semester here. I thoroughly enjoyed my class. My only complaint is parking-very tight spaces.

RESPONSE: The air conditioning systems need to be adjusted for the classroom environment not to be too cold or too hot.

RESPONSE: Very pleasant first year. Makes me want to come back.

RESPONSE: It changed my whole outlook on college. I feel more comfortable with college life.

RESPONSE: Keep up the great work!

RESPONSE: No, I would not I think Rio Hondo is a good school.

RESPONSE: It is a long but interesting and fun journey here at RHC.

RESPONSE: Ceramic department is just amazing, more money needs to go there. They hold a lot of events and great talent comes out of people.

RESPONSE: Overall rio hondo has been a great experience for me.

RESPONSE: I have had a great experience at Rio Hondo. It is a great school and made many great friends. I would recommend rio to many people.

RESPONSE: Rio Hondo had been a good step-off onto a 4 year institution.

RESPONSE: Lack of scholarships opportunities for students, lack of a student lounge for students to heat/cook their home-made meals

RESPONSE: It doesn't have the best reputation -though that's borne of ignorance. It has consistently approved since I've attended. Or, maybe it was just no.

RESPONSE: Do something about the old cafeteria. If kept neglected the area may deteriorate in quality and clubs that meet in area might feel dissatisfied.

RESPONSE: ...more bookstores on campus/cheaper too.

RESPONSE: Library is very nice. The English 11/21 writing lab is very helpful. I improve my writing and received a good grade.

RESPONSE: I really like the atmosphere here.

Climate Survey Student Open Ended Comments Verbatim (Thematically)

RESPONSE: I love it. I've recommend it to their friends which are attending now. Get better toilet paper.

RESPONSE: Mass Appeal

RESPONSE: is a great campus. Except for the unfortunate location it resides on. Is hard driving up and down, even more walking up and down the hill.

RESPONSE: On campus jobs,

RESPONSE: I had lots fun being a student at rio hondo. I'm glad I chose this college, other than the rest

RESPONSE: So far is going well for me attending rio hondo community college

RESPONSE: The knowledge I receive on campus has because a very benefitting factor to know more about rio hondo and what it has to offer.

RESPONSE: Overall I think this is a great school. Very friendly student body.

RESPONSE: Not much of a transition from high school same environment with less socializing and a lot more fees.

RESPONSE: It has been a good experience here for my first year and I enjoyed it. ...

RESPONSE: Its been a good 4 years, Rio Hondo has grown to be better than in the past. Although there are times when the previous president of the school has made bad decisions, I have enjoyed my time here.

RESPONSE: I believe that they should be more personal interaction between authorities and the students instead of only communicating via email

RESPONSE: Please let us take pictures of the campus and its logo!

RESPONSE: I like the wild life surroundings.

RESPONSE: I love it here, and feel super comfortable at all times!

RESPONSE: Everything is perfect no complaints about the school.




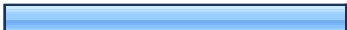




# 2012 Institutional Planning Process Survey Report


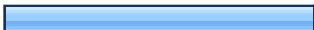
Survey Collection May 1, 2012 to May 29, 2012  
Office of Institutional Research and Planning, July 2012








**1. I had SUFFICIENT OPPORTUNITY to participate in the planning process.**

		Response Percent	Response Count
Strongly Agree		16.2%	32
<b>Agree</b>		<b>51.0%</b>	<b>101</b>
Disagree		27.8%	55
Strongly Disagree		5.1%	10
<b>answered question</b>			<b>198</b>
<b>skipped question</b>			<b>6</b>

**2. Did you participate in creating your program/unit/area plan?**

		Response Percent	Response Count
Yes		53.7%	109
No		46.3%	94
<b>answered question</b>			<b>203</b>
<b>skipped question</b>			<b>1</b>

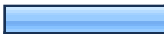









**3. Since you selected 'No' (you weren't involved in the planning process), would you like to participate more in the future?**

		Response Percent	Response Count
Definitely		14.9%	14
Somewhat		14.9%	14
<b>Maybe</b>		<b>47.9%</b>	<b>45</b>
Very Little		4.3%	4
Not At All		18.1%	17
<b>answered question</b>			<b>94</b>
<b>skipped question</b>			<b>110</b>

**4. Please answer the following questions:**

	Yes	No	Don't Know	Response Count
Did your supervisor or department chair/colleague attempt to involve you in the planning process?	<b>94.9% (56)</b>	5.1% (3)	0.0% (0)	59
Do you feel that the planning process (what it is, its importance, etc.) has been communicated to you well?	<b>79.3% (46)</b>	17.2% (10)	3.4% (2)	58
Are you aware of how the planning process is related to the success of the college?	<b>72.4% (42)</b>	24.1% (14)	3.4% (2)	58
<b>answered question</b>				<b>59</b>
<b>skipped question</b>				<b>145</b>

## 5. What was your main role in the planning process?

		Response Percent	Response Count
Program Manager		24.0%	23
Program Plan Team Member		18.8%	18
Unit Manager		4.2%	4
Unit Plan Team Member		10.4%	10
Area Manager		2.1%	2
Area Plan Team Member		5.2%	5
I worked equally on multiple plans (program, unit, area)		5.2%	5
I prefer not to say		10.4%	10
Don't Know		15.6%	15
Other (please specify)		4.2%	4
		<b>answered question</b>	<b>96</b>
		<b>skipped question</b>	<b>108</b>

## 6. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
I am satisfied with how my program/unit/area plan turned out.	4.0% (4)	5.1% (5)	24.2% (24)	<b>48.5%</b> (48)	18.2% (18)	3.72	99
I learned a lot about Rio Hondo College during this planning process.	4.0% (4)	15.2% (15)	35.4% (35)	<b>40.4%</b> (40)	5.1% (5)	3.27	99
The results of this planning process will lead to more informed decision making on campus.	9.1% (9)	11.1% (11)	33.3% (33)	<b>37.4%</b> (37)	9.1% (9)	3.26	99
Due dates for plans to be submitted were adequate.	3.0% (3)	7.1% (7)	24.2% (24)	<b>56.6%</b> (56)	9.1% (9)	3.62	99
My role and responsibilities in this process were clearly communicated to me.	1.0% (1)	11.2% (11)	24.5% (24)	<b>45.9%</b> (45)	17.3% (17)	3.67	98
Communication between my Team Members was easy.	2.0% (2)	7.1% (7)	20.2% (20)	<b>52.5%</b> (52)	18.2% (18)	3.78	99
I understand how prioritized resource allocations fit into the planning process.	7.1% (7)	13.3% (13)	20.4% (20)	<b>51.0%</b> (50)	8.2% (8)	3.40	98
I had enough information about my department to complete my plan.	2.0% (2)	3.1% (3)	23.5% (23)	<b>51.0%</b> (50)	20.4% (20)	3.85	98
I learned a lot about my department during this planning process.	1.0% (1)	15.2% (15)	34.3% (34)	<b>37.4%</b> (37)	12.1% (12)	3.44	99
The planning process was well organized.	3.0% (3)	5.1% (5)	27.3% (27)	<b>52.5%</b> (52)	12.1% (12)	3.66	99
Accreditation DOES NOT require such a thorough planning process.	12.4% (12)	20.6% (20)	<b>46.4%</b> (45)	13.4% (13)	7.2% (7)	2.82	97
I learned a lot about the planning process.	3.1% (3)	19.6% (19)	29.9% (29)	<b>36.1%</b> (35)	11.3% (11)	3.33	97
I was provided enough information about how to complete my plan.	2.0% (2)	6.1% (6)	28.6% (28)	<b>52.0%</b> (51)	11.2% (11)	3.64	98
I dread doing this again next year.	7.1% (7)	20.2% (20)	<b>35.4%</b> (35)	18.2% (18)	19.2% (19)	3.22	99

I understand how the planning process relates to the success of the college.	8.1% (8)	12.1% (12)	24.2% (24)	<b>46.5% (46)</b>	9.1% (9)	3.36	99
My input was useful in developing our plan.	4.1% (4)	6.1% (6)	25.5% (25)	<b>48.0% (47)</b>	16.3% (16)	3.66	98
I consider participating in the planning process a vital part of my job.	9.2% (9)	5.1% (5)	27.6% (27)	<b>45.9% (45)</b>	12.2% (12)	3.47	98
Instructions to complete a plan were easily accessible.	3.1% (3)	5.2% (5)	29.9% (29)	<b>48.5% (47)</b>	13.4% (13)	3.64	97
Important ideas in my plan were integrated into later unit/area plans.	4.1% (4)	5.2% (5)	38.1% (37)	<b>40.2% (39)</b>	12.4% (12)	3.52	97
<b>answered question</b>							<b>99</b>
<b>skipped question</b>							<b>105</b>

## 7. Please indicate your level of agreement with the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>	<b>Rating Average</b>	<b>Response Count</b>
The data provided in my plan (enrollment, success, retention, etc.) were useful.	2.1% (2)	6.2% (6)	30.9% (30)	<b>41.2% (40)</b>	13.4% (13)	6.2% (6)	3.62	97
The planning software was easy to navigate.	3.1% (3)	9.2% (9)	26.5% (26)	<b>33.7% (33)</b>	15.3% (15)	12.2% (12)	3.56	98
I had problems logging onto the planning software.	11.1% (11)	<b>34.3% (34)</b>	30.3% (30)	9.1% (9)	4.0% (4)	11.1% (11)	2.56	99
<b>answered question</b>							<b>99</b>	
<b>skipped question</b>							<b>105</b>	
















## 8. Previous Experiences with Planning:

	Much Worse	Worse	Same As Before	Better	Much Better	Don't Know	Rating Average	Response Count
Compared to previous planning efforts/unit planning at RHC, how does this planning process rate?	1.0% (1)	6.1% (6)	<b>37.8%</b> <b>(37)</b>	24.5% (24)	13.3% (13)	17.3% (17)	3.52	98
<b>answered question</b>								<b>98</b>
<b>skipped question</b>								<b>106</b>

## 9. Based on your experience with planning this year:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Rating Average	Response Count
What was your overall satisfaction with the process?	3.1% (3)	9.3% (9)	37.1% (36)	<b>43.3%</b> <b>(42)</b>	7.2% (7)	3.42	97
What was your overall satisfaction with the outcomes?	7.4% (7)	8.4% (8)	<b>43.2%</b> <b>(41)</b>	33.7% (32)	7.4% (7)	3.25	95
<b>answered question</b>							<b>98</b>
<b>skipped question</b>							<b>106</b>

**10. What resources/data were beneficial in developing the content of your plan? (Please mark all that apply)**





		Response Percent	Response Count
IEC Member		5.7%	5
Institutional Planning Website		27.6%	24
Institutional Planning Helpline		8.0%	7
Institutional Goals and Objectives		36.8%	32
Educational Master Plan		18.4%	16
Factbook		6.9%	6
Strategic Planning documents		14.9%	13
Accreditation Reports		5.7%	5
Program Review Reports		35.6%	31
Division/Department Meetings		48.3%	42
Discussions with Supervisors		52.9%	46
<b>Discussions with Colleagues</b>		<b>67.8%</b>	<b>59</b>
Planning Template (Word doc.)		21.8%	19
Planning Software		24.1%	21
Research Data (Enrollment, Success, Retention, etc.)		34.5%	30
		<b>answered question</b>	<b>87</b>
		<b>skipped question</b>	<b>117</b>



## 11. Is there anything you would like us to know about this recent planning process?

	Response Count
	29
<b>answered question</b>	<b>29</b>
<b>skipped question</b>	<b>175</b>

## 12. In which area of the College do you work?

		Response Percent	Response Count
Superintendent/President		6.9%	10
<b>Academic Affairs</b>		<b>60.7%</b>	<b>88</b>
Finance & Business		4.1%	6
Student Services		28.3%	41
	<b>answered question</b>		<b>145</b>
	<b>skipped question</b>		<b>59</b>

### 13. Please indicate employee type:

		Response Percent	Response Count
Part-time Hourly		2.8%	5
Classified (Part-time & Full-time)		26.7%	48
<b>Full-Time Faculty</b>		<b>31.7%</b>	<b>57</b>
Part-Time Faculty		30.0%	54
Management/Confidential		8.9%	16
Board Member		0.0%	0
Student (Not Employee)		0.0%	0
<b>answered question</b>			<b>180</b>
<b>skipped question</b>			<b>24</b>

### 14. Please indicate your gender:

		Response Percent	Response Count
<b>Female</b>		<b>62.1%</b>	<b>110</b>
Male		37.9%	67
<b>answered question</b>			<b>177</b>
<b>skipped question</b>			<b>27</b>

## 15. How long have you worked at the College?

		Response Percent	Response Count
Less than one year		4.4%	8
1 to 5 years		19.1%	35
<b>6 to 10 years</b>		<b>26.2%</b>	<b>48</b>
11 to 15 years		18.0%	33
16 to 20 years		9.8%	18
21 years and greater		12.6%	23
Prefer not to say		9.8%	18
<b>answered question</b>			<b>183</b>
<b>skipped question</b>			<b>21</b>