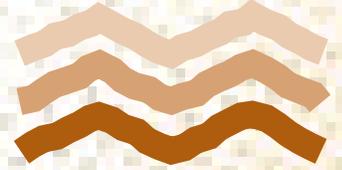


Application for Reaffirmation of Accreditation

RIO
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Self Evaluation 2014 Rio Hondo College





Vision ❖ Mission ❖ Values

Vision Statement

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 Statement

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the College community—trustees, faculty and staff—recognizes the importance of openly and candidly expressing the College's values.

Rio Hondo College values the following:

1. Quality Teaching and Learning

The College is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the College offers an open access, comprehensive educational program to its students, including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic, and social achievements of various cultures, including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways, including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- Recognizing that each individual is unique and understanding individual differences;*
- Recognizing the things that people have in common despite being members of diverse groups;*
- Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are;*
- Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.*

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective College operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.

5. Integrity and Civility

We value integrity, honesty, and respect in our actions and words.

Rio Hondo College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

in Support of Reaffirmation of Accreditation



Submitted by:
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601-1616

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

July 25, 2014



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**Certification of
Application for Reaffirmation of Accreditation
Self Evaluation 2014
Rio Hondo College
July 18, 2014**

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

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

This *Institutional Self Evaluation Report* is submitted to ACCJC for the purpose of assisting in the determination of the institution’s Accreditation status.

We certify that there were opportunities for broad participation by the campus community, and we believe that the *Self Evaluation Report* accurately reflects the nature and substance of this institution.

Signed

Teresa Dreyfuss, Superintendent/President Rio Hondo Community College District

Vicky Santana, President, Board of Trustees, Rio Hondo Community College District

Kenn Pierson Ph.D., Co-Chair, Accreditation Leadership Team; Vice President of Academic Affairs, Rio Hondo Community College District

Adam Wetsman Ph.D., Co-Chair, Accreditation Leadership Team; Past President, Academic Senate

Vann Priest Ph.D., President, Academic Senate

Sandra Rivera, President, California School Employees Association

Alejandro Ramirez, President, Associated Students of Rio Hondo College

Accreditation Self Evaluation 2014

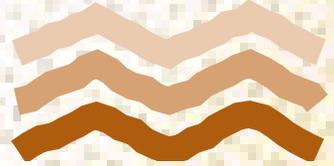
Introduction

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Introduction to Rio Hondo College

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Introduction to Rio Hondo College

A. Brief History of Rio Hondo College

Rio Hondo Community College District is a single-college district encompassing 65.5 square miles in southeastern Los Angeles County. The District contains nine cities, in whole or part, four distinct unincorporated communities, and a portion of another unincorporated community of Los Angeles County within our district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, as well as portions of Norwalk, Downey, La Mirada, and the City of Industry. The unincorporated communities include Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights.

The establishment of a Whittier-area junior college district was approved by voters through an election on 25 October 1960. At that time and because the geographical boundaries of then temporarily named Whittier Junior College District were identical to those of Whittier Union High School District (WUHSD), oversight of the College District was managed by the high school Board of Trustees. However, as reported in Harold T. Huffman, Jr.'s dissertation, *The Early History of Rio Hondo College*, “[r]esidents of the Ranchito and Rivera elementary school districts in Pico Rivera voted to have a separate unified school district. As a result of that decision, the Whittier Union High School District and Whittier Junior College District no longer had coterminous boundaries . . . [and] under California law, the two districts had to have separate boards” (Huffman 81). On 3 April 1962, an election determined the junior college’s Board of Trustees, consisting of Merton Wray, Clifford Dobson, Joan King, Roland Beck, and Marin Whelan. The newly elected Board of Trustees named Dr. Phil Putnam the first Superintendent/President of the College on 13 December 1962.

Selection of a site for the construction of the College was beset with turmoil. Each area of the District wanted close proximity to the College, and each proposed site presented environmental impact challenges, as well. The Pellissier property, formerly a dairy farm since the early 1900s, was proposed as a compromise to all constituents and was met with little resistance. With a vote of four to one in favor of the Pellissier site, the decision was made on 3 April 1963. President/Superintendent Putnam noted, “We have selected a site that is equally inaccessible to all areas of the district” (qtd. in Huffman 105). In October 1963, a \$12 million bond issue to construct the College was approved by 80.1 percent of voters.

A new name for the College was another task that Dr. Putnam oversaw, as the temporary name, Whittier Junior College, caused confusion and may have falsely indicated an association with Whittier College. In addition, a new name for the College was part of the agreement of the October 1960 election, sanctioning the creation of the College District. Many names were proposed. In fact, one Board member proposed the name Richard M. Nixon Junior College, a proposition which ignited a vigorous debate among the Board of Trustees. However, after nearly three years of consideration, the name Rio Hondo was



chosen. Then-current Board member Joan King recalled that “our college would be overlooking the Rio Hondo River. . . . I knew that stood for deep waters, deep river, and felt that was symbolic of what a higher education institution should stand for—a depth of educational understanding” (qtd. in Huffman 112).

The College began offering classes at local public schools in September 1963, during late afternoons and evenings at Sierra and El Rancho High Schools. In addition, during 1964 and 1965, the College held classes with limited enrollment in classrooms at the former Little Lake School in Santa Fe Springs. The present campus opened in fall 1966, with an enrollment of 3,363 day and 2,682 evening students. (Today, by contrast, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and its three off-site locations.) In October 1975, the Los Angeles County Board of Supervisors adopted an order transferring territory from the El Monte Union High School District (EMUHSD) to the Rio Hondo Community College District. The addition of the El Monte communities modified the focus of the College, broadening it beyond the original Whittier population and impacting the diversity of the student body.

In 1997, acquisition of the Rio Hondo College Regional Fire Technology Training Center, located at 11400 Greenstone Avenue, Santa Fe Springs, CA 90670, provided a primary site of instruction for the academies and programs in fire technology, wildland fire, and emergency medical technician. In March 2004, District voters approved a \$245 million construction and renovation bond initiative, resulting in renovations to the main campus and new construction projects both on- and off-campus. South Whittier Educational Center (SWEC), located at 14307 East Telegraph Road, Whittier, CA 90604, and El Monte Educational Center (EMEC), located at 3017 Tyler Avenue, El Monte, CA 91731, are direct results of bond funding. In addition, with bond funds, the College has recently opened a new Learning Resource Center (LRC), Administration of Justice Building, Student Services/Student Union Complex, and a Physical Education Complex—all on the main campus. Renovations to existing campus buildings, sports fields, and parking lots will continue.

The most recent comprehensive reviews of the educational quality and institutional effectiveness of the College are the *Application for Reaffirmation of Accreditation* (2008), *Follow-Up Report* (October 2009), *Midterm Report* (2011), and *College Status Report on SLO Implementation* (2012), as well as annual reports to the Accrediting Commission for Community and Junior Colleges (ACCJC), the most recent of which was submitted in April 2014.

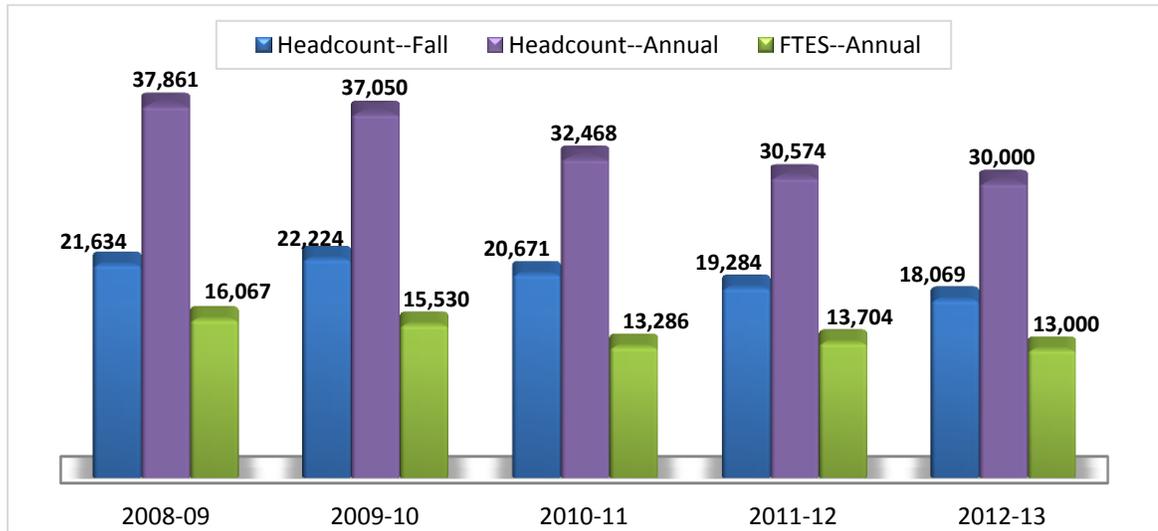
B. Student Enrollment Data

HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (FTES)

During the 2012-2013 academic year, Rio Hondo College had a fall headcount of 18,069, and an unduplicated annual headcount of 27,416. The 2012-2013 number of Full-Time Equivalent Students (FTES) was 13,207. This number has decreased since

2008-2009, when FTES totaled 16,067 (see Fig. I-1). Likely explanations may be rooted in the national economic downturn and subsequent decline in state allocations for community colleges, as well as declining numbers of public and nonpublic high school graduates in the U.S. since 2010. During the five-year period 2008-2013, the averages at Rio Hondo College have been 20,630 for fall headcount, 33,590 for annual headcount, and 14,317 for FTES.

Fig. I-1: Fall Headcount, Annual Headcount, and Annual FTES at Rio Hondo College, 2008-2013



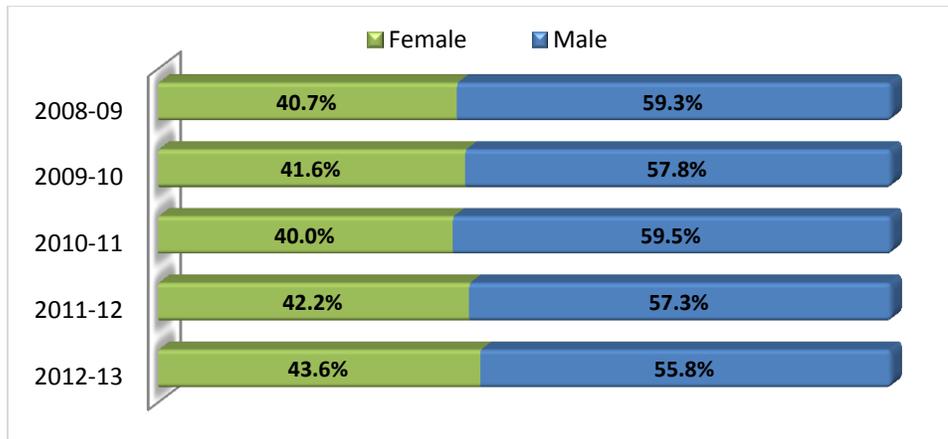
Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Sources of FTES have changed slightly over the past five years (2008-2013). The percentage of credit FTES among total FTES increased from 92.6% in 2008-2009 to 96.4% in 2012-2013. The portion of FTES from transferrable courses increased from 61.4% to 68.9%, while the portion for courses defined by the Chancellor’s Office as Basic Skills and Vocational Education decreased from 2008-2009 to 2012-2013—9.1% to 6.6% and 29.4% to 24.4%, respectively. The percentage of FTES from Distance Education (DE) courses was relatively stable, at approximately 14% per year. For the 2012-2013 academic year, 14.8% of FTES derived from DE.

DEMOGRAPHIC PROFILE

The demographic profile of the College has remained relatively stable, despite the recent decline in enrollment. In 2012-2013, 55.8% of the students were male, 43.6% were female, and .6% did not declare gender. These figures are similar to the five-year (2008-2013) averages of 58.1%, 41.5%, and .4%, respectively (see Fig. I-2 below).

Fig. I-2: Gender at Rio Hondo College (2008-2013)



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Note: Students not declaring gender accounted for less than 1% per year and are not included.

Similarly, the five-year period (2008-2013) witnessed little change in ethnic composition among students declaring an ethnicity. The number of students of “Unknown” ethnicity decreased from 31.6% in 2008-2009 to 9.7% in 2012-2013. The decrease was accompanied by proportional increases in the percentages of students declaring specific ethnicities (see Table I-1).

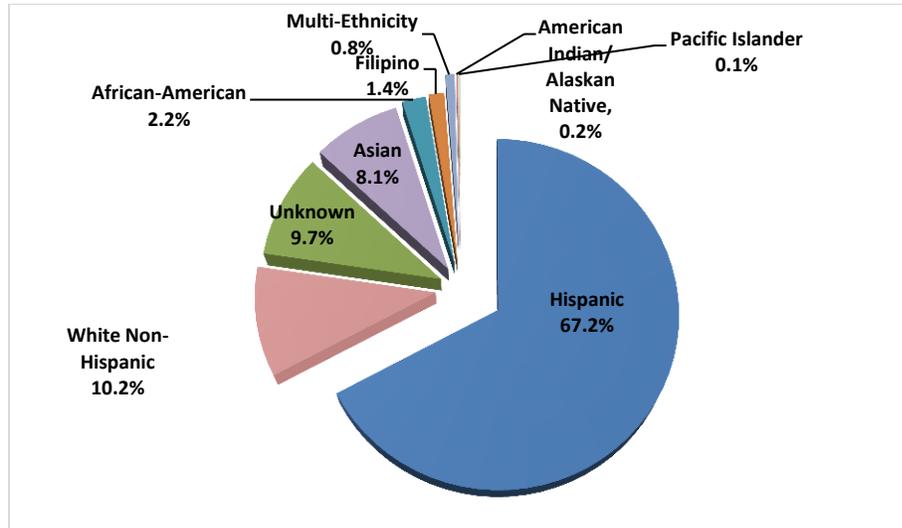
Table I-1: Ethnicity at Rio Hondo College (2008 to 2013)

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Hispanic	48.0%	52.3%	59.4%	64.5%	67.2%
White Non-Hispanic	10.1%	12.4%	14.8%	13.5%	10.2%
Unknown	31.6%	24.5%	12.1%	8.4%	9.7%
Asian	5.7%	6.0%	7.3%	7.8%	8.1%
African-American	2.6%	2.5%	3.4%	2.9%	2.2%
Filipino	1.3%	1.6%	1.8%	1.7%	1.4%
Multi-Ethnicity	0.0%	0.1%	0.6%	0.9%	0.8%
American Indian/Alaskan Native	0.4%	0.4%	0.4%	0.3%	0.2%
Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.1%

Source: Rio Hondo Office of Institutional Research and Planning (IRP)

During 2012-2013, 67.2% students were Hispanic; 10.2 % were White Non-Hispanic; 9.7% undeclared; 8.1% Asian; 2.2% African-American; and the remaining 2.6% Filipino, Multi-Ethnicity, American Indian/Alaskan Native, or Pacific Islander (see Fig. I-3 below).

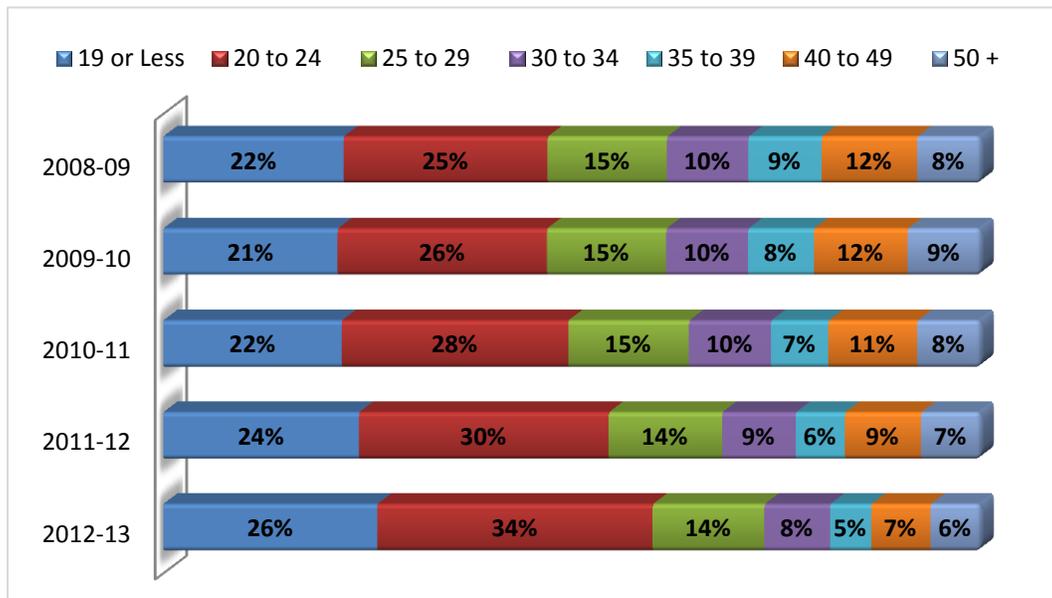
Fig. I-3: Ethnicity at Rio Hondo College (2012-2013)



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Despite the relative stability in the demographic profile of the College over the last five years, one noteworthy change is evident in the age range. The median student age became younger between 2008-2009 and 2012-2013 (see Fig. I-4). The median age range decreased to age 20-24 in 2012-2013, from 25-29 in prior years. Over the five years 2008-2013, the number of students 24 or younger increased by 1,544, while the number of students 25 or older decreased by 8,903. The decrease in students between ages 30 and 49 was 50.5%.

Fig. I-4: Age Groups at Rio Hondo College by Percentage (2008-2013)



Source: Rio Hondo Office of Institutional Research and Planning (IRP)



A breakdown of student age groups for 2012-2013 is shown in Table I-2.

Table I-2: Age Groups at Rio Hondo College by Count and Percentage (2012-2013)

Age Group	2012-2013	2012-2013
	Student Count	(%)
19 or Less	7,136	26.0%
20 to 24	9,194	33.5%
25 to 29	3,728	13.6%
30 to 34	2,266	8.3%
35 to 39	1,436	5.2%
40 to 49	1,981	7.3%
50 +	1,673	6.1%
Unknown	2	0.0%
Rio Hondo Total	27,416	100.0%

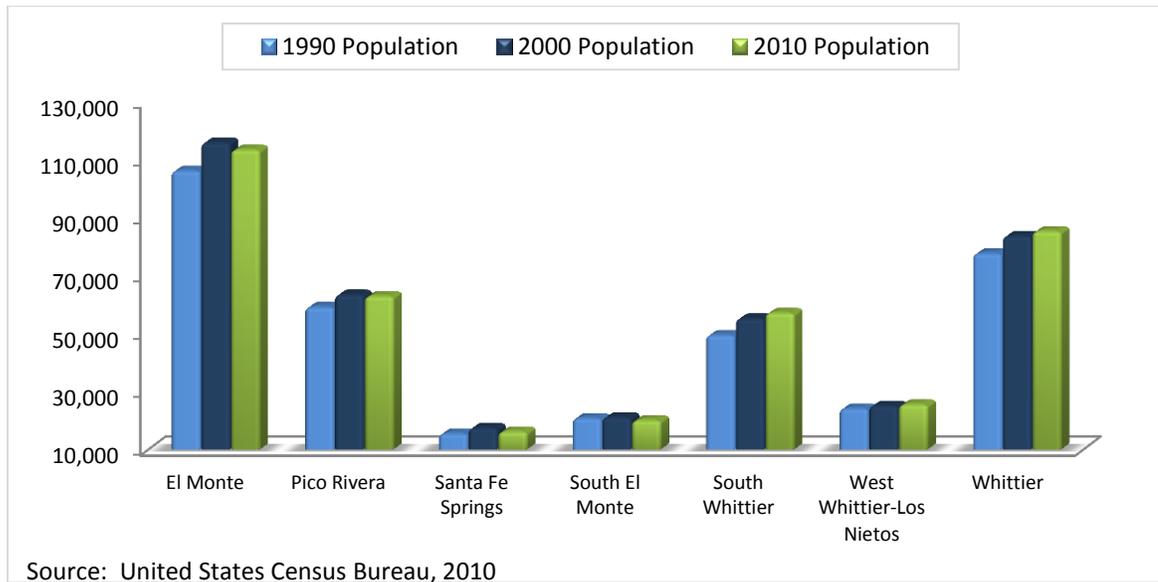
Source: Rio Hondo Office of Institutional Research and Planning (IRP)

C. Service Area Data

The Rio Hondo Community College District (RHCCD) serves an established area of southeastern Los Angeles County. This area was settled in the 19th century, and the nine cities in Rio Hondo’s service area were already incorporated when the College was founded in 1960. Over the past six years, the area has seen little change in terms of demographics, housing development, and industries.

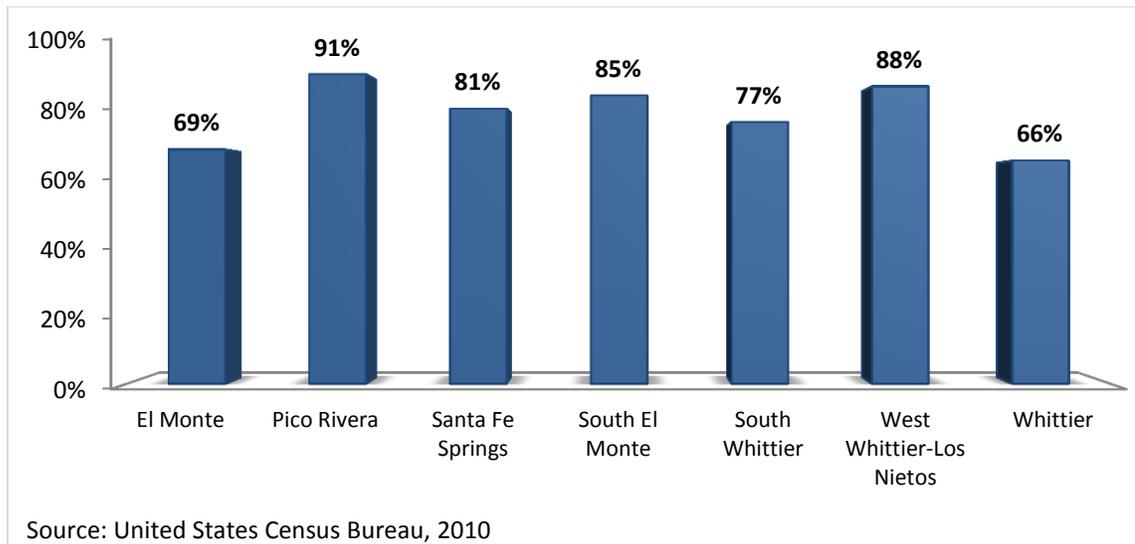
Demographic Profile: The Census Bureau reports demographic data for the five primary cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census-Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos) within the RHCCD boundaries. As indicated in Fig. I-5 below, the service area population has grown moderately across the three most recent census years. The combined population of the seven communities was 380,783 in 2010—an increase of 27,678 since 1990 but a decrease of 1,194 between 2000 and 2010.

Fig. I-5: RHCCD Service Area Population across Three Census Years



The primary ethnic identification within the service area is Hispanic, comprising more than two-thirds of the population (see Table I-3).

Table I-3: Percentage of Hispanic Residents in RHCCD Service Area Communities



In terms of race, the largest group in each community is White, ranging from 39% in El Monte to 65% in Whittier (see Table I-4 below). Substantial and growing populations of persons with Asian ancestry are reflected in the communities of El Monte (24%) and South El Monte (11%). The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Unknown groups are generally similar across the seven communities.

Table I-4: Ethnic Distribution among RHCCD Service Area Communities

	African-American	American Indian/Alaskan Native	Asian	Filipino	Multi-Ethnicity	White	Unknown
El Monte	1%	1%	24%	1%	3%	39%	31%
Pico Rivera	1%	1%	1%	1%	4%	59%	32%
Santa Fe Springs	2%	1%	3%	2%	4%	59%	29%
South El Monte	1%	1%	11%	0%	3%	50%	33%
South Whittier	2%	1%	2%	2%	4%	59%	30%
West Whittier-Los Nietos	1%	1%	1%	1%	4%	59%	33%
Whittier	1%	1%	3%	1%	4%	65%	24%

Source: United States Census Bureau, 2010

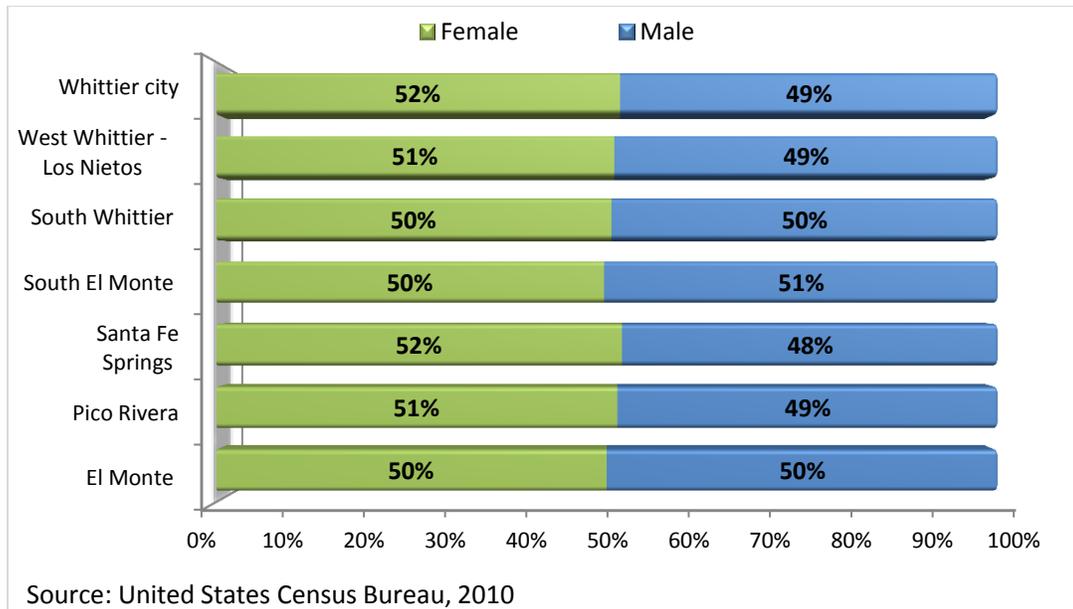
Age (Table I-5) and gender (Fig. I-6) distributions are generally consistent across the seven communities. The median age, by community, ranges from 30.4 years in South El Monte to 35.3 in Santa Fe Springs and 35.4 in Whittier. Although Santa Fe Springs and Whittier are above the state’s median age (35.2), the other five communities are below. Gender distributions are generally even in each community. In Santa Fe Springs and Whittier, though, the percentages of female residents approach 52%.

Table I-5: Age Distribution among Residents in RHCCD Service Area Communities

	19 yrs or less	20 to 24 yrs	25 to 29 yrs	30 to 34 yrs	35 to 39 yrs	40 to 49 yrs	50 + yrs
El Monte	32%	8%	8%	7%	7%	14%	25%
Pico Rivera	30%	8%	7%	7%	7%	14%	28%
Santa Fe Springs	30%	8%	6%	6%	7%	14%	30%
South El Monte	33%	8%	8%	8%	7%	13%	23%
South Whittier	32%	8%	7%	7%	7%	14%	24%
West Whittier - Los Nietos	30%	7%	7%	7%	7%	13%	28%
Whittier	29%	7%	7%	7%	7%	14%	29%

Source: United States Census Bureau, 2010

Fig. I-6: Gender Distribution among Residents in RHCCD Service Area Communities



HIGH SCHOOL PROFILE

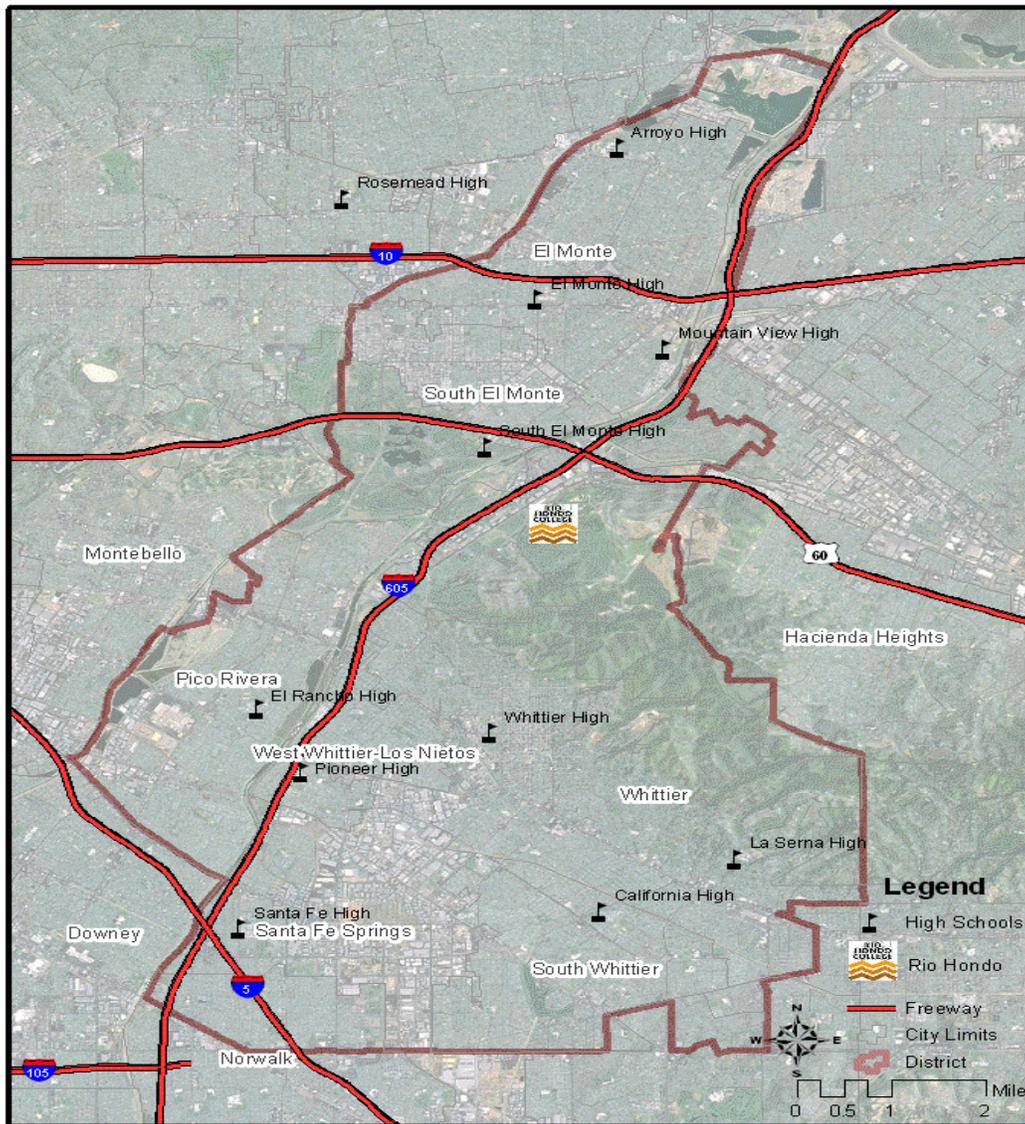
A total of eleven school districts serve K-12 students within RHCCD’s boundaries. There are eight elementary districts: East Whittier City, El Monte City, Little Lake City (in Santa Fe Springs), Los Nietos, Mountain View (in El Monte), South Whittier, Valle Lindo (in South El Monte), and Whittier City. There is one unified district (El Rancho—ERUSD), as well as two high school districts (El Monte Union—EMUHSD and Whittier Union—WUHSD).

Ten comprehensive high schools in three school districts serve the RHCCD community:

- El Rancho Unified School District (El Rancho)
- El Monte Union High School District (Arroyo, El Monte, Mountain View, and South El Monte)
- Whittier Union High School District (California, La Serna, Pioneer, Santa Fe, and Whittier)

Rosemead High School is a member of the El Monte High School District but lies outside RHCCD boundaries. Fig. I-7 below displays the ten high schools in relation to RHCCD’s seven communities.

Fig. I-7: Rio Hondo Community College District (RHCCD) Feeder High Schools



Source: Esri/California Department of Education

Table I-6, below, displays profile information for each of the ten high schools in the RHCCD. Among these schools, El Monte and Mountain View—both in the EMUHSD—are noteworthy due to high percentages of students classified as English Learners (EL) and students qualifying for free/reduced-price meals (FRPM). Each of the ten high schools has a graduation rate near, or above, 90%.

Table I-6: Profile Information for High Schools within RHCCD Boundaries (2012-13)

High School	District	Location	Enrollment	EL	FRPM	Grad Rate	ELA	Math
Arroyo	EMUHSD	El Monte	2,370	14.2%	80.2%	98.5%	57.0%	68.0%
California	WUHSD	Whittier	3,083	10.1%	61.5%	96.3%	58.0%	67.0%
El Monte	EMUHSD	El Monte	1,904	28.8%	91.4%	89.2%	44.0%	53.0%
El Rancho	ERUSD	Pico Rivera	3,001	11.5%	48.7%	92.8%	52.0%	53.0%
La Serna	WUHSD	Whittier	2,816	6.7%	36.6%	95.2%	67.0%	63.0%
Mountain View	EMUHSD	El Monte	1,665	27.9%	93.3%	94.1%	49.0%	51.0%
Pioneer	WUHSD	Whittier	1,418	15.4%	74.2%	93.6%	48.0%	62.0%
Santa Fe	WUHSD	Santa Fe Springs	2,650	10.0%	63.9%	96.2%	63.0%	69.0%
South El Monte	EMUHSD	South El Monte	1,488	18.9%	88.5%	90.3%	55.0%	62.0%
Whittier	WUHSD	Whittier	2,441	7.5%	66.8%	95.2%	56.0%	58.0%

Source: Ed-Data (Education Data Partnership), 29 April 2014

Note: EL=English Learners; FRPM=Free/Reduced-Price Meals; Grad Rate=4 Year Adjusted Cohort Graduation Rate; ELA=10th Graders Proficient and Above on CAHSEE English-Language Arts; Math=10th Graders Proficient and Above on CAHSEE Mathematics. Figures for FRPM and Grade Rate in 2012-2013 are not yet available.

SOCIO-ECONOMIC PROFILE

Data from the California Department of Education and Census Bureau contribute to RHCCD’s economic profile. A common indicator of socio-economic status is the percentage of children eligible for free- or reduced-priced meals at school. As shown above in Table I-6, eight of the ten high schools have more than 50% of students eligible for free- or reduced-priced meals. Overall, 67.2% of the students at the ten high schools are eligible, which represents an increase from 58.4% in 2007-2008.

Census Bureau indicators of socio-economic status include median household income and percentages of persons living below the federal poverty line, owner-occupied housing units, and persons 25 years of age, or above, who have attained at least a Bachelor’s degree (see Table I-7 below). Figures vary among RHCCD communities in relation to statewide figures. Only two of the seven communities (South Whittier and Whittier) are above the state’s median household income (\$61,400). El Monte and South El Monte are well above the statewide percentage of persons living in poverty (15.3%), as well as being below the state in owner-occupied housing (56.0%). Each of the seven communities is well below the statewide figure for persons with Bachelor’s degrees (30.5%).

Table I-7: Socio-Economic Indicators for Residents in RHCCD Service Area Communities

	Median Household Income	Living in Poverty	Owner-Occupied Housing	Bachelor's Degree or Higher
El Monte	\$41,861	22.8%	42.2%	11.7%
Pico Rivera	\$57,044	13.4%	69.1%	6.1%
Santa Fe Springs	\$54,551	8.4%	61.0%	10.1%
South El Monte	\$48,056	20.6%	48.3%	8.5%
South Whittier	\$65,815	11.4%	63.5%	13.0%
West Whittier - Los Nietos	\$60,525	9.4%	73.1%	10.3%
Whittier	\$67,417	11.2%	57.3%	24.5%

Source: United States Census Bureau, 2010

LABOR MARKET PROFILE

Two trends significantly affect labor market information for the RHCCD service area. First, as with the rest of the state, this area is still recovering from the Great Recession of 2008. Second, similar to much of Los Angeles County, this area is transitioning from its twentieth-century economy (based on agriculture, petroleum, and manufacturing sectors) to its twenty-first century economy (based on the service and retail sectors). The area’s unemployment rate is consistent with Los Angeles County’s (Table I-8). Three communities have unemployment rates above that of the county: South El Monte, El Monte, and West Whittier-Los Nietos.

Table I-8: Labor Force Data for Cities and Census Designated Places (CDP) in RHCCD Service Area Communities (February 2014 Preliminary)

	Labor Force	Employment	Unemployment	
			Number	Rate
Los Angeles County	4,964,200	4,524,800	439,300	8.9%
El Monte	52,500	46,700	5,800	11.0%
Pico Rivera	29,500	27,000	2,400	8.2%
Santa Fe Springs	7,900	7,400	600	7.4%
South El Monte	9,600	8,500	1,100	11.3%
South Whittier	28,200	26,000	2,200	7.8%
West Whittier-Los Nietos	12,700	11,400	1,300	10.1%
Whittier	44,400	41,600	2,800	6.3%
RHCCD TOTAL	184,800	168,600	16,200	8.8%

Source: State of California, Employment Development Department

Note: These data are not seasonally adjusted.



The Rio Hondo campus is located at the junction of two distinct regions within Los Angeles County. To the north is the San Gabriel Valley; to the south are communities associated with the Gateway cities of southeast Los Angeles County. Within recent years, the Los Angeles County Economic Development Corporation (LAEDC) conducted economic analyses for each of these areas.

Published in 2012, the *San Gabriel Valley Economic Forecast and Regional Overview* presented data on a 30-city area, including the RHCCD cities of El Monte and South El Monte. Between 2001 and 2011, the health services industry emerged as the foremost source of jobs in the San Gabriel Valley (SGV). Overall, 9 of 14 industries saw job growth in 2011. Additional industries showing large job growth in the SGV during 2011 were wholesale trade, leisure and hospitality, public administration, and transportation and utilities. The report also noted other industries showing potential for job growth in the coming years: medical device and biomedical firms, professional and business services, food processing, aerospace contractors, metal product fabricators, and travel and tourism.

In 2010, the LAEDC produced *Industry Clusters, Employment Forecast, Target Industries and Occupation Analysis* for the Southeast Area Social Services Funding Authority (SASSFA). This report captured economic and employment conditions in the five RHCCD communities south of the campus (Pico Rivera, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, and Whittier), as well as three neighboring communities. Over half of the jobs in this region were in five occupation groups:

- office and administrative support occupations
- sales and related occupations
- food preparation and serving-related occupations
- production occupations
- transportation and material moving occupations

This report also identified five industry clusters as the major sources of employment in the area:

- materials and machinery
- wholesale trade
- retail trade
- health services and biomedical
- construction

In its *2010-2020 Los Angeles County Projection Highlights*, the State of California Economic Development Department (EDD) predicted growth of more than 590,000 non-farm jobs in the County. Almost three-quarters of that growth will be in four industry sectors:

- educational services, health care, and social assistance (138,000 jobs)
- professional and business services (113,100)
- leisure and hospitality (95,200)
- retail trade (75,500)



The EDD predicted that the large majority of these openings will be in lower-skilled occupations, which do not require a college education. The EDD also predicted that seven skilled occupations will each produce more than 10,000 job openings:

- registered nurses
- general and operations managers
- accountants and auditors
- producers and directors
- nursing aides, orderlies, and attendants
- elementary school teachers, except special education
- licensed practical and licensed vocational nurses

Each of these occupations is in a field in which Rio Hondo College offers an Associate's degree and/or certificate.

D. A Milestone for Rio Hondo College

During the 2012-2013 academic year, Rio Hondo College celebrated its 50th anniversary with many commemorative events, activities, and publications. In looking back, the College revisited the vision of community college education originally articulated by Dr. Putnam and his associates. It is a vision that has endured for 50 years to the benefit of tens of thousands of students and the residents of the region, and will continue to guide the College for the next 50 years.

Institutional Data

**RIO
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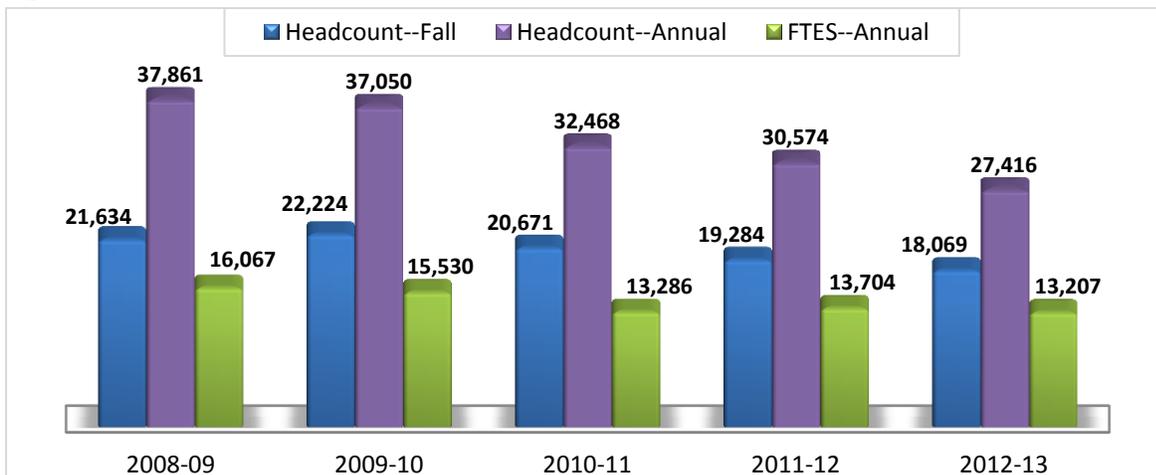


Institutional Data

A. Student Enrollment

Rio Hondo College (RHC) saw a steady decrease in Headcount and Full-Time Equivalent Students (FTES) from 2008-2009 to 2012-2013. For the 2012-2013 academic year, the College’s Fall Headcount was 18,069 and unduplicated Annual Headcount was 27,416 (see Fig. I-8). These figures were down from 2008-2009 by 16% and 28%, respectively. The 2012-2013 number of FTES was 13,207, a decrease of 18% from 2008-2009.

Fig. I-8: RHC Student Enrollment and FTES Trends (2008-2009 to 2012-2013)



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

RHC’s ratio of Full-Time and Part-Time students remained relatively steady across the five-year span (see Table I-9). The College has enrolled about 2.5 times as many Part-Time as Full-Time students. Since fall 2008, there has been a substantial decrease (55%) in the number of Non-Credit students.

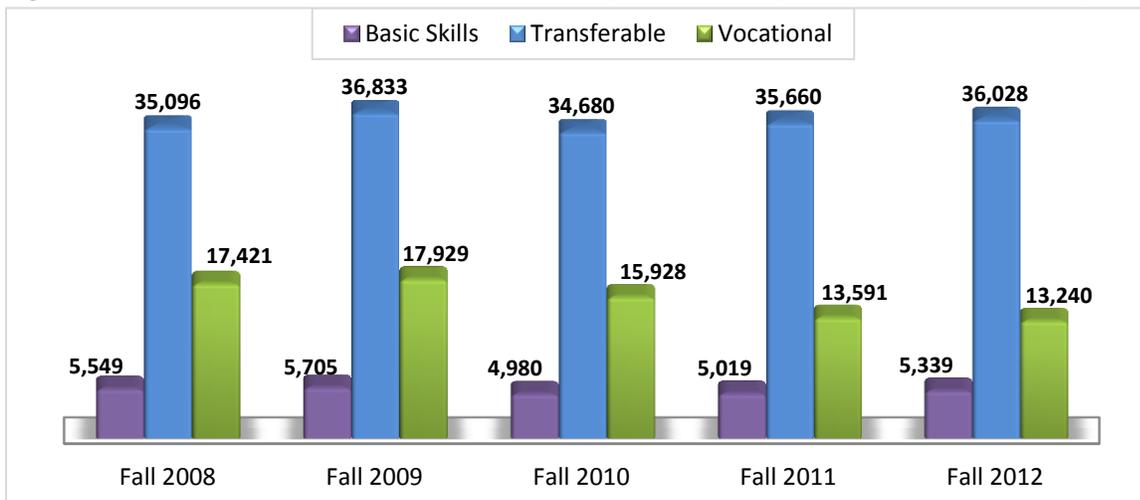
Table I-9: RHC Student Fall Enrollment by Status (2008-2012)

Term	Full-Time	Part-Time	Non-Credit	TOTAL
Fall 2008	5,149	13,326	3,159	21,634
Fall 2009	5,506	13,931	2,787	22,224
Fall 2010	4,890	13,362	2,419	20,671
Fall 2011	4,945	12,135	2,204	19,284
Fall 2012	4,827	11,826	1,416	18,069

Source: CCCCO Data Mart, 6 January 2014

RHC student enrollment in basic skills and transfer courses has remained generally consistent since 2008-2009 (see Fig. I-9). Enrollment in vocational courses decreased by 24%, from 17,421 in 2008-2009 to 13,240 in 2012-2013. Five-year enrollment averages were 5,318 for basic skills, 35,659 for transferable, and 15,622 for vocational.

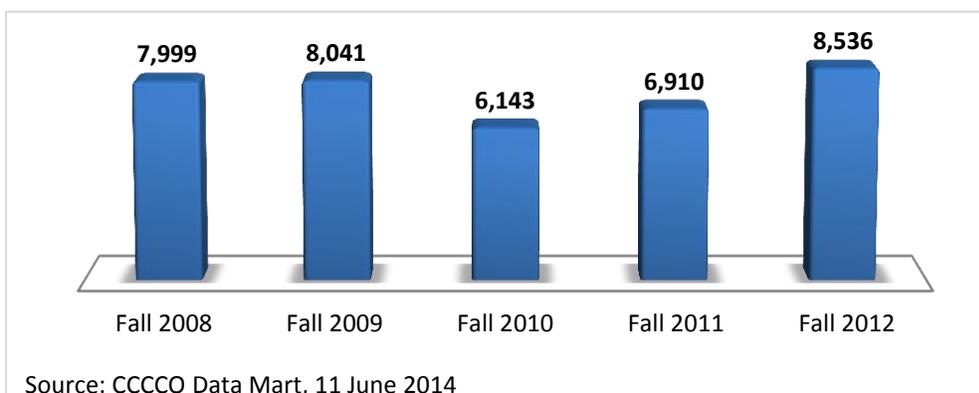
Fig. I-9: RHC Student Fall Enrollment in Basic Skills, Transferable, and Vocational Courses (2008-2012)



Source: CCCCO Data Mart, 11 June 2014

RHC experienced its largest student enrollment in Internet-based courses in fall 2012. This was a 39% increase from its lowest enrollment in fall 2010 and a 7% increase over fall 2008 (see Fig. I-10).

Fig. I-10: RHC Student Fall Semester Enrollment in Internet-Based Courses



Source: CCCCO Data Mart, 11 June 2014

The majority of first-time RHC students have declared their educational goal as achievement of a degree and/or transfer to a four-year institution (see Table I-10). The number of students declaring these goals increased markedly from fall 2009 to fall 2010. This increase continued in fall 2011 and fall 2012. During the same time periods, the percentage of first-time students who reported career preparation/advancement goals decreased significantly. A smaller decrease was seen among students declaring vocational degree/certificate goals.

Table I-10: Trends in Educational Goals Reported by First-Time RHC Students (2008-2012)

Educational Goal	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5-YEAR
Academic Degree/Transfer	49%	43%	70%	73%	76%	63%
Vocational Degree/Certificate	5%	6%	2%	2%	3%	3%
Career Preparation/Advancement	22%	23%	7%	6%	4%	12%
Educational Development	4%	4%	4%	5%	4%	4%
Undecided/Unreported	20%	25%	17%	15%	13%	18%
TOTAL	3,544	1,471	2,706	2,980	3,031	13,732

Source: Banner/Cognos, 11 June 2014

B. Assessments and Pass Rates

The percentages of first-time Rio Hondo College (RHC) students testing into basic skills courses within their first year of enrollment showed increases over the five-year span (see Table I-11). As of 2012-2013, two of three first-time students tested into basic skills English, and four of five tested into basic skills Reading. The rate of students testing into basic skills ESL courses fluctuated from year-to-year before a substantial increase in 2012-2013, when a new assessment was implemented. Almost all first-time students taking a math assessment placed into basic skills (e.g., 98.3% in 2012-2013).

Table I-11: RHC Basic Skills Assessment Results (2008-2013)

Subject	2008-09	2009-10	2010-11	2011-12	2012-13
English	55.6%	52.9%	55.5%	68.8%	66.7%
Reading	66.4%	68.8%	78.8%	84.6%	81.6%
ESL	66.7%	50.0%	63.6%	50.0%	80.0%
Mathematics	97.7%	98.1%	99.6%	98.3%	98.3%

Source: Banner/Cognos, 5 March 2014

Note: Results based on Placement Test Results within one year of First-Time Enrollment.

RHC nursing students continued to post pass rates above 90% for national certification exams (see Table I-12). Overall, about three in four Emergency Medical Technical (EMT) students passed the certification exam despite a decrease in the pass rate for 2012-13. \

Table I-12: RHC Pass Rates for Licensure and Certification (2008–2013)

	2008-09	2009-10	2010-11	2011-12	2012-13
NCLEX Examination – Registered Nursing	93% (99)	91% (116)	93% (97)	90% (99)	94% (85)
NREMT Examination – Emergency Medical Technician	0	73% (131)	82% (119)	79% (130)	60% (111)
NCLEX Examination – Licensed Vocational Nursing	86% (28)	97% (31)	92% (25)	92% (24)	95% (14)

Sources: California Board of Registered Nursing, Los Angeles County Health Services, California Board of Vocational Nursing and Psychiatric Technicians, December 2013

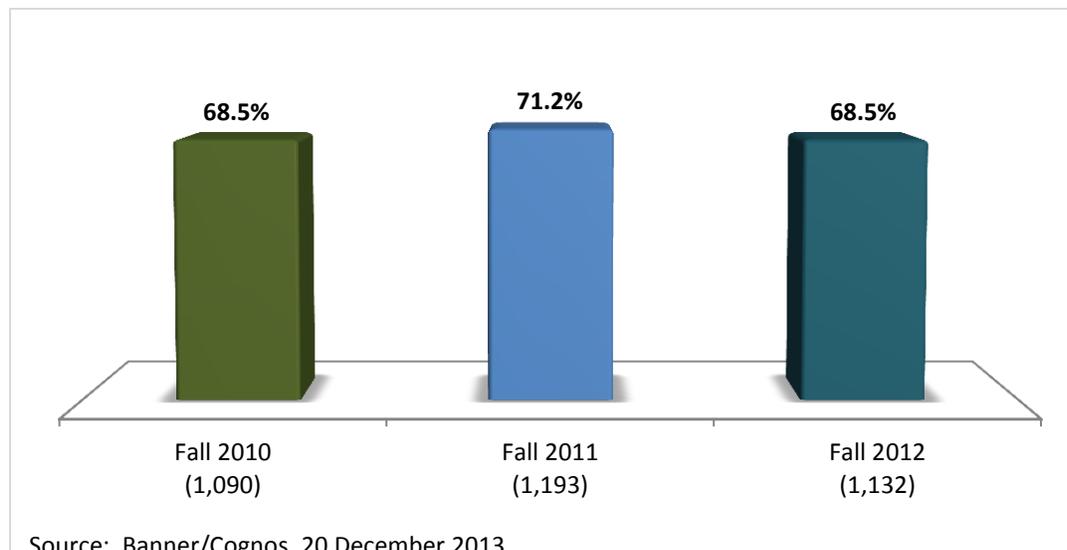
Note: Number of students tested appears in parentheses.

C. Student Outcomes

PERSISTENCE

Three-semester persistence rates for first-time Rio Hondo College (RHC) students remained consistent across the three most recent cohorts (see Fig. I-11). More than two in three students who attempted nine or more units in their first semester attended for three consecutive semesters (fall-spring-fall) or met a completion requirement within these semesters.

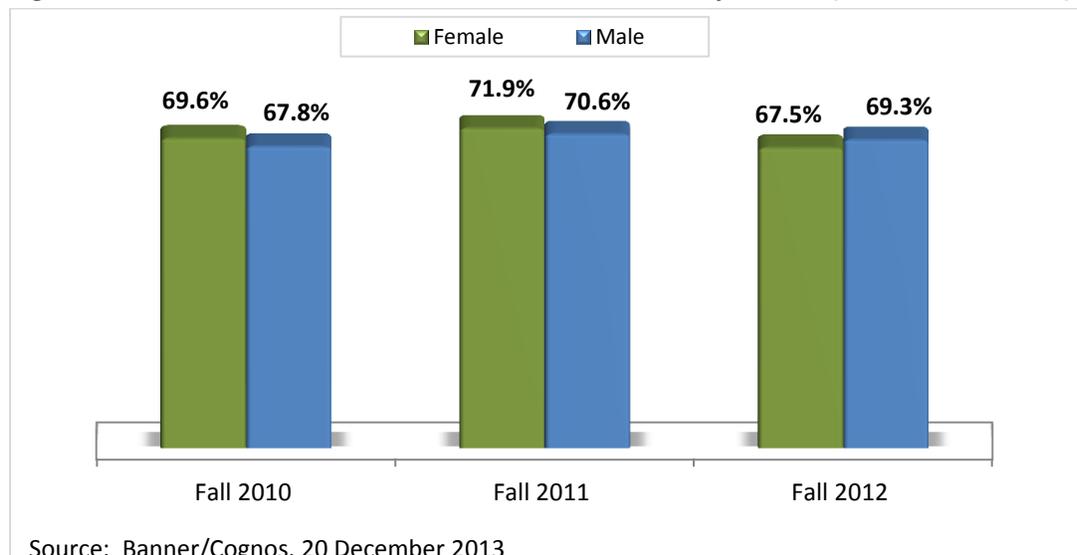
Fig. I-11: Three-Semester Persistence Rates for First-Time RHC Students (Fall 2010-Fall 2012)



Source: Banner/Cognos, 20 December 2013

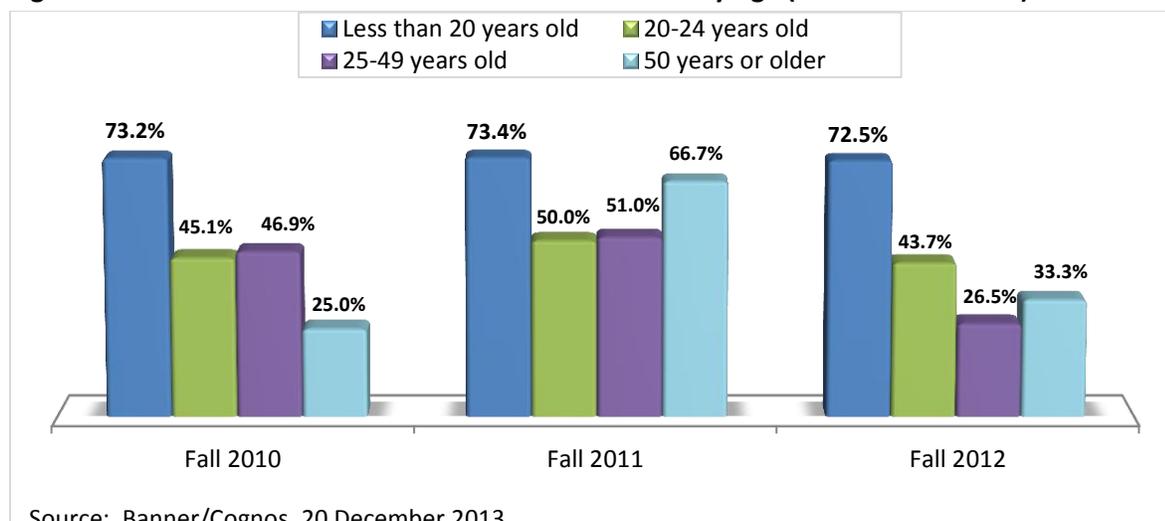
Persistence rates have been similar for female and male students (see Fig. I-12).

Fig. I-12: Three-Semester RHC Student Persistence Rates by Gender (Fall 2010-Fall 2012)



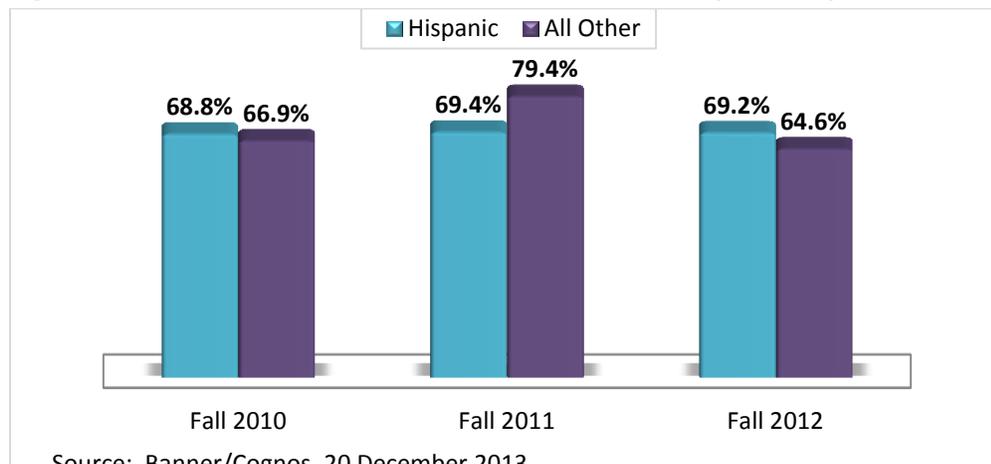
RHC students who are less than 20 years old consistently posted the highest three-semester persistence rates (above 70%). Persistence rates for students in the 20- to 24-year group varied around 45% (see Fig. I-13). The most notable change was in the persistence rates of 25- to 49-year-old students, which decreased more than 20% from fall 2010 to fall 2012. Persistence rates for the oldest group of students (50 years or older), while also showing marked changes across cohorts, should be interpreted with caution given the extremely small group sizes (fewer than 10 per cohort).

Fig. I-13: Three-Semester RHC Student Persistence Rates by Age (Fall 2010-Fall 2012)



Three-semester persistence rates for RHC’s Hispanic students in the 2010, 2011, and 2012 fall cohorts remained consistent at about 69% (see Fig. I-14). Numbers of first-time students in the other ethnic groups (African-American, American Indian or Alaskan Native, Asian, Pacific Islander, and White Non-Hispanic) were very low and not reportable. These students, along with those in the “Other” category, were combined to form the “All Other” group.

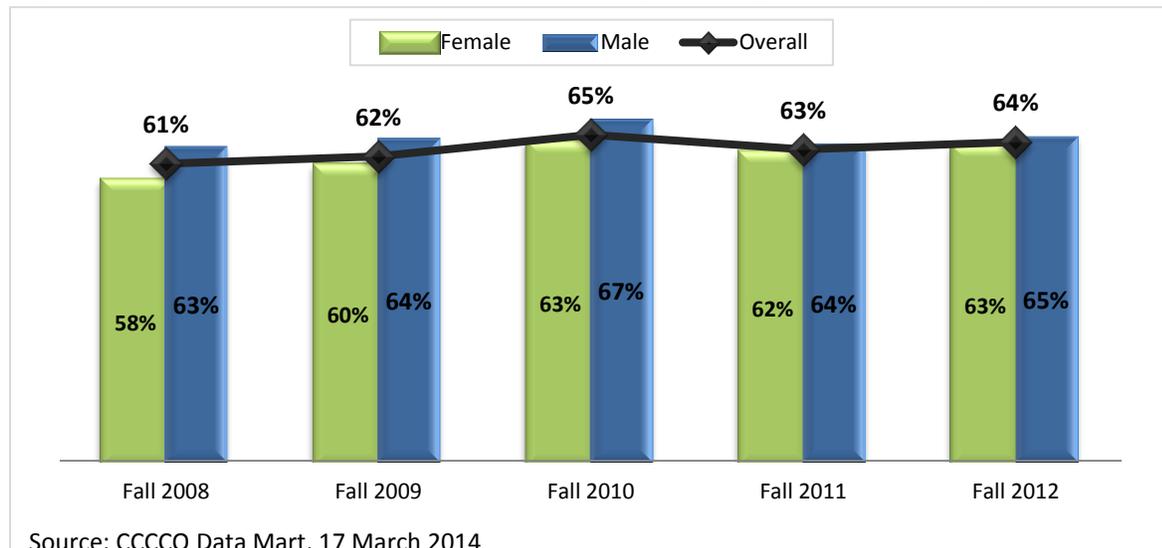
Fig. I-14: Three-Semester RHC Student Persistence Rates by Ethnicity (Fall 2010-Fall 2012)



SUCCESS

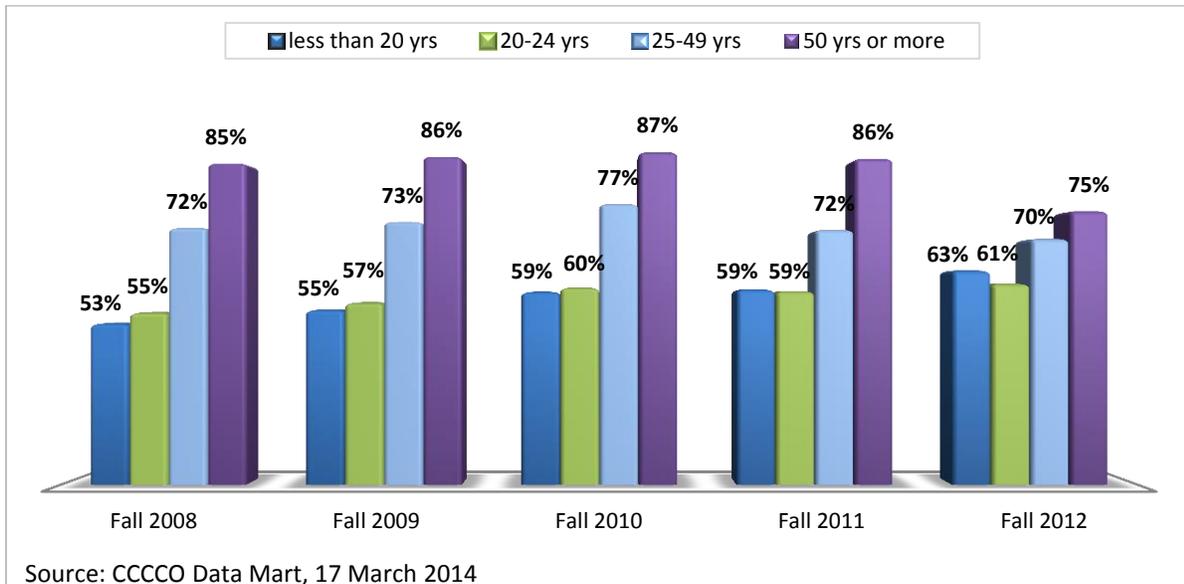
Overall, Rio Hondo College (RHC) has seen slight upward changes in course success rates (passing a course with a “C” or better) for fall semesters over the past five years (from 61% to 64%) (see Fig. I-15). While both female and male students showed increases from 2008 to 2012, the females had larger gains, and the gender difference steadily narrowed during the five years.

Fig. I-15: RHC Student Success Rates—Overall and by Gender (Fall 2008-Fall 2012)



RHC’s success rates generally display a positive relationship with age group; as age increases, so does the success rate (see Fig. I-16). Still, the two youngest age groups (20 or below and 20 to24) posted increases of 10% and 6%, respectively, over the five-year span. Over 50% of RHC enrollment falls within these two age groups. Success rates for students 25 to 49 were relatively stable, at 70% or above.

Fig. I-16: RHC Student Success Rates by Age (Fall 2008 to Fall 2012)



Success rates for almost all ethnic groups increased from fall 2008 to fall 2012 (see Table I-13). Hispanic students, RHC’s largest ethnic group, posted a noteworthy increase from fall 2008 to fall 2010, after which the rates remained level. Asian and White students showed similar patterns. Success rates for smaller ethnic groups exhibited greater fluctuation.

Table I-13: RHC Student Success Rates by Ethnicity (Fall 2008 to Fall 2012)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
African-American	71%	69%	75%	64%	47%
American Indian/ Alaskan Native	47%	56%	64%	61%	70%
Asian	68%	70%	79%	79%	75%
Hispanic	54%	56%	61%	60%	61%
Pacific Islander	68%	65%	67%	80%	83%
White Non-Hispanic	69%	69%	78%	74%	74%
Multi-Ethnicity	N/A	N/A	59%	61%	65%
Unknown	77%	78%	77%	67%	85%

Source: CCCCO Data Mart, 17 March 2014

Success rates in English basic skills courses increased by more than 10% from 2010-2011 to 2012-2013 (see Table I-14). Success rates in ESL classes showed a noteworthy decline in 2012-2013, but remained higher than those for other courses in basic skills. Rates for basic skills classes in reading and math remained stable across the five years.

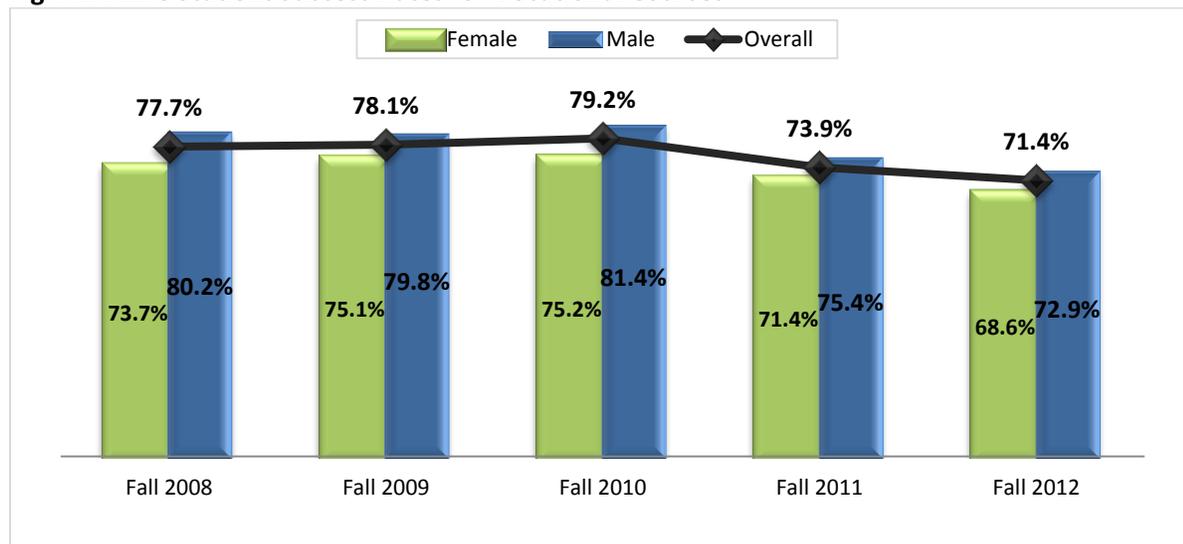
Table I-14: RHC Student Success Rates for Basic Skills Courses

SUBJECT	2010-2011	2011-2012	2012-2013
English Basic Skills	58.1%	60.3%	69.2%
ESL/ENLA Basic Skills	86.3%	87.9%	74.5%
Math Basic Skills	47.1%	49.1%	46.1%
Reading Basic Skills	71.0%	71.4%	71.6%

Source: CCCCO Data Mart, 17 March 2014

About three out of four students have been successful in career and technical education courses (or “vocational” courses as labeled by the Chancellor’s Office). These success rates have decreased over the five-year span, particularly between fall 2010 and fall 2012 (see Fig. I-17). Differences by gender showed a pattern of narrowing over time—from a 6.5% difference in fall 2008 to 4.3% in fall 2012.

Fig. I-17: RHC Student Success Rates for Vocational Courses

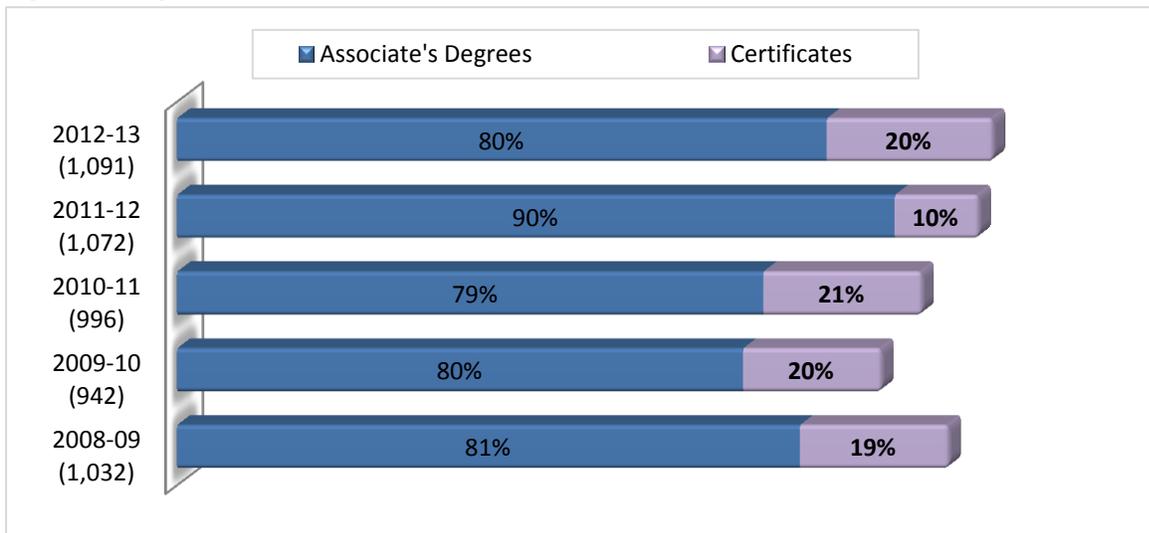


Source: CCCCO Data Mart, 17 June 2014

D. Awards

Across each of the past five years, Rio Hondo College (RHC) awarded approximately 1,000 degrees and certificates at a rate of about four times as many degrees as certificates (see Fig. I-18).

Fig. I-18: Degrees and Certificates Awarded to RHC Students from 2008-2013



Source: CCCCO Data Mart, 6 January 2014

The largest number of Associate degrees (960) was awarded in 2011-2012, and the largest number of certificates (222) was in 2012-2013. More specific information on the award counts is presented in Table I-15.

Table I-15: RHC Award Types and Counts (2008-2013)

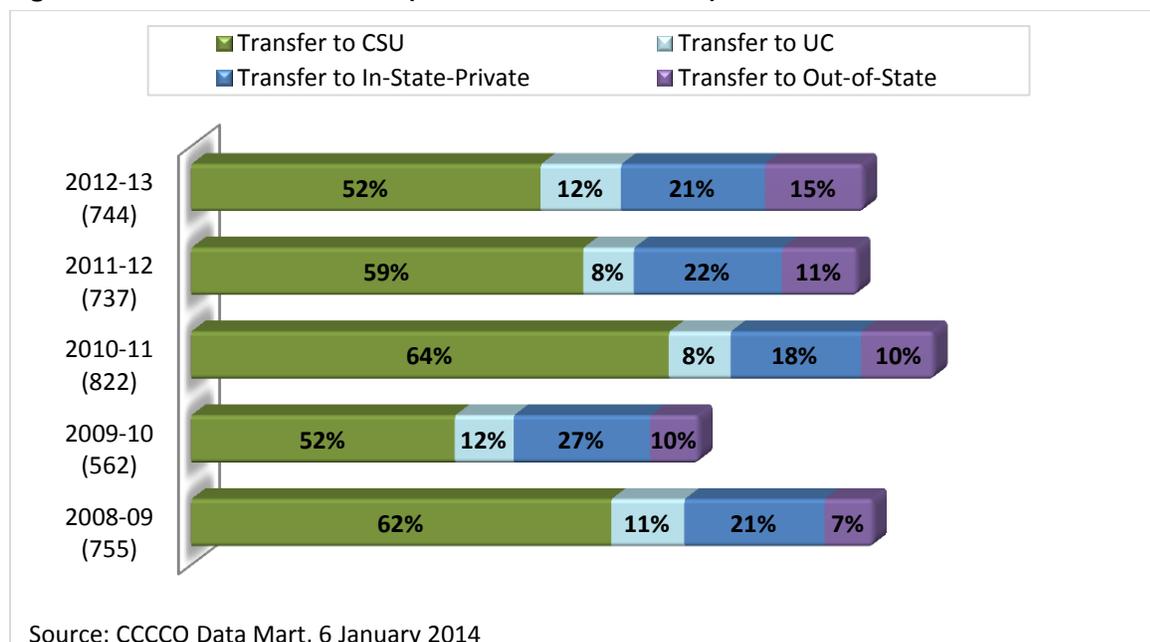
Awards	2008-09	2009-10	2010-11	2011-12	2012-13
Associate in Science for Transfer (A.S.-T) degree				2	10
Associate in Arts for Transfer (A.A.-T) degree				14	42
Associate of Science (A.S.) degree	395	397	370	399	367
Associate of Arts (A.A.) degree	438	360	414	545	450
Certificate (30 to < 60 semester units)	73	41	53	10	43
Certificate (18 to < 30 semester units)	126	144	158	98	172
Certificate (12 to < 18 units)			1	4	7
Total Awards	1,032	942	996	1,072	1,091

Source: CCCCO Data Mart, 6 January 2014

E. Transfers

Rio Hondo College (RHC) saw an average of 724 students transfer to four-year institutions in each of the past five years. Each year, the majority transferred to the California State University (CSU) system (see Fig. I-19). As admission caps at the CSUs have fluctuated, so have the numbers of RHC students transferring to the CSUs. Another noteworthy change has been the steady increase in students transferring to out-of-state institutions. About one in ten transferring students went to a University of California (UC), and one in five went to an in-state private institution.

Figure I-19: RHC Transfer Trends (2008-2009 to 2012-2013)



F. Institution-Set Standards

The College began developing institution-set standards in response to an Accrediting Commission for Community and Junior Colleges (ACCJC) directive in early 2013. The initial group of institution-set standards addressed course completion, student term-to-term persistence, degree and certificate numbers, and transfer numbers, as requested in the *2013 ACCJC Annual Report*. Developed by the Office of Institutional Research and Planning (IRP) in conjunction with the Institutional Effectiveness Committee (IEC), this initial group of standards was presented to Rio Hondo’s Board of Trustees in March 2013 and to the Institutional Planning Retreat participants in April 2013.

Between November 2013 and February 2014, the College advanced its institution-set standards initiative. During this period, IEC reviewed the current performance of the College, updated the

ACCJC required institution-set standards, and developed additional standards in response to campus feedback. The feedback was related to two campus developments in late 2013: the College updated its Mission Statement and found more uses for the new Student Success Scorecard than for the previous *Accountability Reporting for California Community Colleges (ARCC) Report*. Most of the outcomes in the new Mission Statement (“associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning”) were aligned with Scorecard measures, and IEC saw the value of developing Scorecard-type measures for progress in fulfilling the mission. At the same time, faculty members questioned the usefulness of the Scorecard. They were seeking data on recent cohorts, rather than students who had begun their time at the College six or more years ago. IEC decided to apply a Scorecard-type metrics to each outcome in the Mission Statement and set standards for three-year cohorts, where appropriate.

With guidance from IEC, IRP staff members drafted two sub-sets of institutional standards: one for those required by ACCJC and one for those Mission and Scorecard outcomes not addressed by the ACCJC-required standards. In each case, the priority was to foster alignment between the Rio Hondo College standards and Scorecard metrics. For example, the College used fall-to-fall persistence for its *2013 ACCJC Annual Report*, but converted to three-semester persistence (as used in the Scorecard) for 2014 and the future. For the five standards then required by ACCJC (course completion, persistence, certificate completion, degree completion, and transfer), IEC reviewed results for the past five years and factors that could have affected results in particular years. IEC set the level for each standard at or near the five-year median. This sub-set of standards addresses three outcomes from the Mission Statement: degree completion, certificate completion, and transfers (Rio Hondo’s standards are listed in Table I-16).

Table I-16: 2014 RHC Institution-Set Standards

Standard	Level	Source
Successful Course Completion	68%	ACCJC
Degree Completion	840	ACCJC
Transfer to CSU & UC	480	ACCJC
Certificate Completion	200	ACCJC
Completion Rate	15%	Scorecard
Persistence (3-Semester)	67%	ACCJC
30 Units	47%	Scorecard
Remedial (ENGL)	36%	Scorecard
Remedial (ENLA)	34%	Scorecard
Remedial (MATH)	25%	Scorecard
Remedial (READ)	42%	Scorecard
CTE (Completion)	34%	Scorecard

Sources: Various (see table)

Measures for the first sub-set of standards are yearly counts and rates. They allow for direct, year-to-year comparisons. The second set of standards has measures of cohorts’ yearly progress, and newer cohorts tend to have lower rates than earlier cohorts. For example, on the Scorecard’s Completion measure (formerly known as “SPAR”), the fall 2012 cohort had a 1.0% Completion

rate, while the fall 2010 cohort had a 15.1% rate and the fall 2008 cohort had a 25.1% rate. (The longer the cohort has been in college, the more time the members have to achieve Completion.) This raised questions about setting appropriate levels for the standards and choosing the cohort to be compared to the standards. Following the procedures for the first sub-set, IEC placed the institution-set standards at or near the median. In response to faculty requests to use recent cohorts, the priority was to choose a cohort that had been at the College the least amount of time, but still enough time to provide for significant progress on the measures. IEC determined this was the cohort that had been at the College for three years (i.e., fall 2010 cohort for the 2013-2014 analysis). For the 2014-2015 analysis, the cohort for comparison will be the one that began at Rio Hondo College in fall 2011. These standards address the “career and technical pathways” and “basic skills proficiency” outcomes of the Mission Statement, as well two Scorecard-specific measures of progression.

Three institution-set standards are currently under development. One Mission Statement outcome, “lifelong learning,” is not currently among the institution-set standards. The College is discussing appropriate ways of measuring lifelong learning as an outcome. For its *2014 Annual Report*, ACCJC added licensing examination pass rates and job placement rates to its list of required institution-set standards. The College reported pass rates for those licensing exams that are publicly reported and will develop procedures for collecting job placement data. The College intends to set standards for these three topics during the 2014-2015 academic year.

RHC’s institution-set standards include two Scorecard progression measures that are not part of the Mission Statement: 30 Units and Completion. The 30 Units measure is a momentum point; students who achieve at least 30 units tend to progress and complete their community college education. The Chancellor’s Office (CO) casts Completion (of a degree, certificate, or transfer-related outcome) as the ultimate measure of community college success.

Procedures for placing students into Scorecard-type cohorts generally followed Scorecard guidelines. Development of the basic skills and career and technical education cohorts followed Scorecard procedures exactly. Creating cohorts for three standards involved adapting the criteria. For the Persistence, Completion, and 30 Units measures, the Scorecard defined cohort members as first-time college students who earned at least six units and attempted a math or English course in their first three years in the California community college system. Because some the Rio Hondo cohorts consisted of students who had not yet been in college for three years, the College defined members of these cohorts as first-time college students who attempted at least nine units in their first semester.

These institution-set standards will be used and monitored in multiple ways. By the spring of each academic year, IRP will produce a report to the IEC on the College’s progress on the standards during the previous year. (This timing will allow for the inclusion of persistence, certificate and degree completions, and transfer data, which become available during the fall semester.) The IEC will review the report, consider the appropriateness of current levels, and forward the report to the Planning and Fiscal Council (PFC). A cover memo from IEC will recommend adjustments to the standards’ levels for the coming academic year. (Especially in the early years, the standards will be a “living document.” As additional data become available, the College will make corrections to ensure that the standards are realistic and practical.) The annual



report on institution-set standards will also be provided to the Board of Trustees. The spring-semester timing of the report will allow it to inform the activities at the annual Institutional Planning Retreat. It will provide retreat participants with the information needed to align institutional objectives with the institution-set standards.

Organization of the Self Evaluation Process

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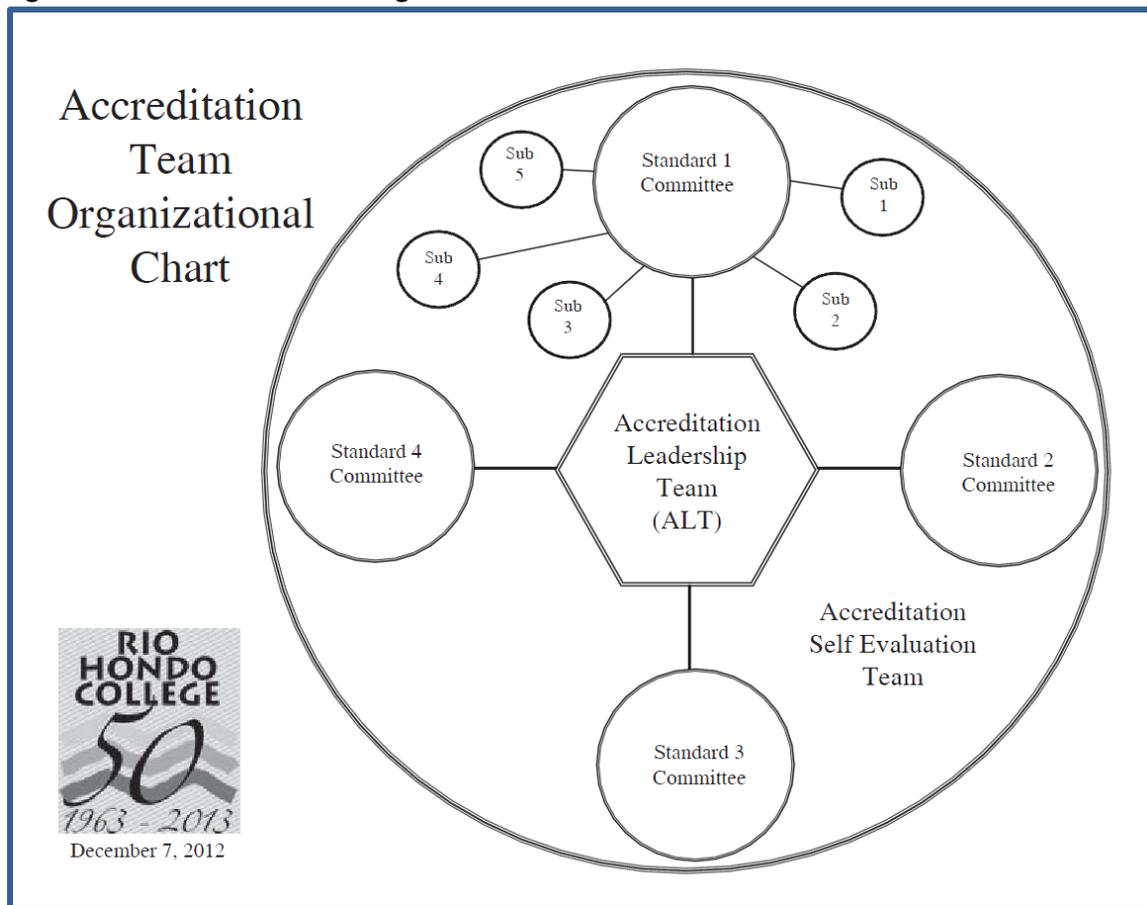


Organization of the Self Evaluation Process

Accreditation has been part of the culture at Rio Hondo College for many years. Prior to Rio Hondo’s 2008 self-study, recognizing the need to bolster the commitment to the institutional planning process, the College made a concerted effort to improve in this area. More resources were devoted to institutional research and planning, transforming our institution into one whose decision making is data-driven. Over the course of several years, institutional planning was integrated into all aspects of our processes. As a result, today, when decisions relating to academics are made, financial and physical resources allocated, or employees hired, all are done within the framework that has developed, and continues to develop, in regard to institutional planning.

Work on the 2014 self-evaluation began in earnest in mid-2012. With a newly-appointed interim Superintendent/President (who would later become the permanent Superintendent/President), a new Vice President of Academic Affairs, and a newly-elected Academic Senate President, a plan was developed to begin work on the self-study. First, a broad-based Accreditation Team was organized, consisting of four Standards Committees, and their respective subcommittees, reporting to a central Accreditation Leadership Team (ALT), which would lead the campus community through the self-evaluation process (see Fig. I-20).

Fig. I-20: Accreditation Team Organizational Chart



Source: Rio Hondo Office of Academic Affairs

The Academic Senate President and the Vice President of Academic Affairs were named as co-chairs of ALT. Other members of ALT included the Dean of Institutional Research and Planning (IRP), who also serves as the Accreditation Liaison Officer (ALO); the faculty Student Learning Outcomes (SLO) Coordinator; an Accreditation Writer/Editor; and co-chairs for each of the four Standards Committees (comprised of both administrators and faculty members).

After ALT was conceived, the Academic Senate President solicited faculty members to apply for the Standards co-chair positions. Once applications were submitted, the Academic Senate Executive Committee appointed the four faculty co-chairs. Concurrently, the administration appointed co-chairs for the four Standards Committees. Using the protocols established for appointing faculty to reassigned time positions, the administration solicited applicants for the Accreditation Writer/Editor position. Interviews were held, and the final member of ALT was added. In mid-2013, the then-interim Superintendent/President of the College assumed the permanent position. Since she had previously held the position of Vice President of Finance and Business, an interim appointee to that position was made, and he later joined ALT, as well.

In fall 2012, a timeline was established to guide the accreditation self-evaluation process (see Fig. I-21). Since then, ALT has met regularly, generally about one time per month. ALT has been supported by other members of the campus community, including classified staff and confidential employees. The ALT co-chairs have been responsible for ensuring that the accreditation process was progressing according to established timelines, setting meeting agendas, providing updates to the Board of Trustees, communicating to the campus community about the process, and troubleshooting during the self-evaluation process.

Once the co-chairs for all of the Standards Committees were set, they solicited volunteers to serve on the committees. Members consisted of both full-time and part-time faculty, administrators, classified staff, and students. Standard I was the only exception; membership consisted solely of the Institutional Effectiveness Committee (IEC). The Standards Committees co-chairs divided up tasks within their committees and oversaw work within their respective Standards. Each committee was charged with the task of supplying responses to subsections within each Standard and identifying evidence. All information was to be deposited in a Centralized Online Repository for Evidence (CORE), which was later designated as a series of Dropbox folders and templates. The Standards Committees have met regularly since spring 2013, each setting their own schedules and deadlines for completion of tasks within the larger accreditation timeline.

Beginning in fall 2013, information from the Standards Committees began being forwarded to the Accreditation Writer/Editor, who began the process of formalizing the information into drafts of the *Self Evaluation Report*. As the writing process began, extensive dialogue between the writer and each of the Standards Committee co-chairs occurred in order to clarify any ambiguous information and to supplement the information that was provided.

As portions of the report were completed, they went through an extensive vetting process. Beginning in spring 2014, portions were read by members of each of the Standards Committees, as well as by ALT, Planning and Fiscal Council (PFC, the key planning group on campus), Academic Senate, and the Board of Trustees. As recommendations for improvement came in, they were incorporated into the report. The campus community was given an opportunity to read and comment on the report via an electronic feedback form.

All told, over 100 members of the campus community have directly contributed to this self-evaluation report (see Table I-17). Rio Hondo College is proud of the work that has been accomplished.

Table I-17: Accreditation Self Evaluation 2014 Standards Committee Membership



Accreditation Self Evaluation 2014

Steering Committee Co-Chairs: Kenn Pierson, Vice President, Academic Affairs
Adam Wetsman, Past President, Academic Senate

Accreditation Liaison Office (ALO): Howard Kummerman, Dean, Institutional Research and Planning (IRP)

Accreditation Student Learning Outcomes (SLO) Liaison: Matt Kouttroulis, Faculty, Chemistry

Writer / Editor: Marie Eckstrom, Faculty, English/Reading and Beverly Reilly, Faculty, English (Writer Support)

Administrative Support: Renee Gallegos and Angie Tomasich

Standard	I. Institutional Mission and Effectiveness	II. Student Learning Programs and Services	III. Resources	IV. Leadership & Governance
Co-Chair	Howard Kummerman, ALO, Dean Institutional Research and Planning	Henry Gee, Vice President Student Services	Teresa Dreyfuss, Superintendent/President	Russell Castañeda-Calleros, Director, Government and Community Relations
	Lydia Gonzales, Faculty, Math	Karen Koos, Dean, Math and Sciences	John Fraia, Faculty, Automotive Technology	Vann Priest, Faculty, Physics
		Kevin Smith, Faculty, Psychology	Phil Luebben, Interim Vice President, Finance and Business	
Members	Gene Blackmun (F)	Ana Gonzalez (C)	Claudia Romo (F)	Teresa Dreyfuss (M/C)
	Rebecca Green (M/C)	Arnold Aduato (F)	Lea Martinez (F)	Sandra Rivera (C)
	Walter Jones (M/C)	Barbara Salazar (M/C)	Jim Poper (M/C)	Michelle Barkley (S)
	Kenn Pierson (M/C)	Christopher Santana (S)	Stephanie Wells (F)	Taylor Herron (S)
	Steve Koelle (F)	Colin Young (F)	Shari Magnus (M/C)	Lisa Sandoval (C)
	Lisa Sandoval (C)	Cynthia Lewis (F)	Yolanda Emerson (M/C)	Rene Tai (C)
	Mark Gutierrez (C)	Cynthia Pallini (C)	Zeus Galindo (S)	Yolanda Ramirez (C)
	Sally Wilsey (C)	Darinka Becerra (S)	Gina Bove (F)	Mike Slavich (M/C)
	Robert Bethel (F)	Dianne Holcomb (F)	Ruben Agus (F)	Don Mason (M/C)
	Marie Eckstrom (F)	Don Mason (M/C)	Mohamed Raasmy (C)	Nash Flores (M/C)
	Jim Sass (C)	Dorali Pichardo-Diaz (F)	Chedva Weingart (M/C)	Colin Young (F)
	Matt Kouttroulis (F)	Dyrell Foster (M/C)	Nash Flores (M/C)	Robert Bethel (F)
		Elaine Hemenway (F)	Gary Van Voorhis (M/C)	Fran Cummings (F)
		Elizabeth Coria (M/C)	Melisa Rifino-Juarez (F)	Ted Preston (F)

Standard	I. Institutional Mission and Effectiveness	II. Student Learning Programs and Services	III. Resources	IV. Leadership & Governance
		Eva Menchaca (C) Gabriela Olmos (C) Gail Bjesemeyer (F) Jaime "JJ" Magallon (S) Jess Frias (S) Jon Whitford (F) Jose Lara (C) Judy Pearson (M/C) Katie O'Brien (F) Kats Gustafson (M/C) Kelly Lynch (F) Liz Avila (C) Mark Matsui (M/C) Melissa Rifino-Juarez(F) Michelle Pilati (F) Mike Javanmard (F) Mike Munoz(M/C) Monica Francis (C) Pam Boyd (F) Raquel Flores-Olson (F) Rebecca Green (M/C) Robert Holcomb (M/C) Robin Babou (F) Rudy (Rodolfo) Rios (F) Shin Liu (F) Song Le Graham (F) Steven Johnson (F) Steve Tomory (F) Tyler Okamoto (F) Valeria L. Guerrero (S) Vanessa Chavez (C) Yolanda Ramirez (C) Zulma Calderon (C)	Robert Graham (F) Rosemarie Bustamante (C) Mark Littrell (F) Katie O'Brien (F)	Cameron English (F) Sandy Sandello (M/C) Belen Torres-Gil (F) Melissa Serrato (C) Alejandro Ramirez (S) Valeria Guerrero (S)

Source: Rio Hondo Office of the President

Organizational Information

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Certification of Continued Institutional Compliance with Eligibility Requirements

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Certification of Compliance with Eligibility Requirements

1. Authority

Rio Hondo College operates as part of the California Community College (CCC) system and is authorized to provide educational programs by the California Education Code. The College acts under the authority of the Rio Hondo Community College District Board of Trustees, The Board of Governors (BOG) of the CCC system, and the State of California Chancellor's Office (CO). Rio Hondo College is awarded accreditation through participation in the accreditation process of the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

2. Mission

The current Rio Hondo College Mission Statement was revised in a process beginning in April 2013 at the College's annual Institutional Planning Retreat and adopted by the Board of Trustees on 18 November 2013. The new Mission Statement clearly defines the educational mission of Rio Hondo College, its institutional commitment to achieving student learning, and is appropriate to a degree-granting institution of higher education. The Rio Hondo College Mission Statement is posted in all major conference rooms and offices on campus and appears in College publications, such as the website, *Annual Report*, and *College Catalog*.

3. Governing Board

Rio Hondo College ensures the quality, integrity, and financial stability of the institution with a five-member Board of Trustees. Members of the Board of Trustees are elected by residents of their respective districts and serve a four-year term. One Student Trustee is elected by the student body and acts in an advisory capacity. The Board regularly reviews and adheres to a conflict of interest policy and ethics policy that assures that interests are disclosed and do not interfere with the Trustees' impartiality while conducting business of the District.

4. Chief Executive Officer

The Superintendent/President of Rio Hondo College is the Chief Executive Officer (CEO) hired by the Board of Trustees with the authority to administer board policies. The current Superintendent/President was hired on 1 July 2013. The Superintendent/President may not serve as the chair of the Board of Trustees.

5. Administrative Capacity

Rio Hondo College supports its mission and purpose with the necessary staff that is adequate in number, preparation, and experience to provide administrative oversight.

6. Operational Status

Students actively pursue degrees and certificates through Rio Hondo's ongoing course offerings during the fall, spring, and summer sessions.

7. Degrees

The majority of Rio Hondo College educational offerings, as listed in the *College Catalog*, are within programs that lead to degrees for students. A significant number of Rio Hondo's students are enrolled in courses that lead to a degree.

8. Educational Programs

Rio Hondo College degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Many programs are of two academic years in length. Rio Hondo's *College Catalog* documents its degree and certificate programs.

9. Academic Credit

Rio Hondo College awards academic credits based on generally-accepted practices among degree-granting institutions of higher education. The College is a public institution governed by regulatory requirements based on Title 5 and provides the public appropriate information about awarding academic credit.

10. Student Learning and Achievement

Rio Hondo College identifies learning outcomes and provides assessments at the course, program, and general education levels. Student Learning Outcomes (SLOs) and corresponding assessments are documented in the *SLOlutions* software system. The program outcomes demonstrate that students who complete programs at Rio Hondo College achieve these outcomes. Course level SLOs are included in syllabi, and program-level and General Education Student Learning Outcomes (GE SLOs) are published in the *College Catalog* and on the website.

11. General Education

Rio Hondo College defines and incorporates into all of its degree programs a substantial component of general education that ensures breadth of knowledge and promotes intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and serves as an introduction to major areas of knowledge. Rio Hondo College has also demonstrated General Education Student Learning Outcomes (GE SLOs).



The quality and rigor of these programs are consistent with the academic standards appropriate to higher education.

12. Academic Freedom

Rio Hondo College Board Policy (BP) 4030, “Academic Freedom,” ensures that faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The College maintains an atmosphere in which intellectual freedom and independence exists regardless of affiliation or sponsorship.

13. Faculty

Rio Hondo College has a core of 178 highly qualified full-time faculty members with sufficient educational background and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities, including the development and review of curriculum and learning assessment, is included in faculty job descriptions and the *Faculty Handbook*.

14. Student Services

Rio Hondo College ensures that students receive all appropriate student services that support learning and development based on the College’s mission (see Standard II.B.1.).

15. Admissions

Rio Hondo College’s admissions policies are consistent with those from the State of California for community colleges, are consistent with its mission, and specify the qualifications of students appropriate for its programs. They are published in the *College Catalog* and on the College website.

16. Information and Learning Resources

Rio Hondo College provides long-term access to information and learning resources/services through its Learning Resource Center (LRC) that houses the library, tutoring, and academic support labs. This facility, along with other College labs and instructional program resources, sufficiently support students in accordance with the College mission.

17. Financial Resources

Rio Hondo College supports student learning programs and services, improves institutional effectiveness, and assures financial stability through a solid funding base, financial resources, and plans for financial development.

18. Financial Accountability

Rio Hondo College annually undergoes and makes available an external financial audit conducted by an independent public accounting agency. The last two Audited Financial Statements are available for review (see Standard III.D.2.a.).

19. Institutional Planning and Evaluation

Rio Hondo College conducts an annual institutional planning process in support of its mission and Educational Master Plan. The institutional planning process assesses progress toward achieving the College's stated goals and allows the College to make decisions regarding improvement through a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The process includes program and program review planning, integration of learning outcomes, resource allocation as is a means to plan for improvement of institutional structures, student achievement of educational goals, and student learning.

20. Integrity in Communication with the Public

Rio Hondo College publishes a print and electronic version of its *College Catalog* and an electronic version of the class schedule, with precise, accurate, and current information. These publications, along with the College website, include general information including the Official Name, Address(es), Telephone Number(s) and Website Address of the Institution; Educational Mission; Course, Program, and Degree Offerings; Academic Calendar and Program Length; Academic Freedom Statement; Available Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; and Names of Governing Board Members. Also included in these publications and on the website are Requirements for Admissions, Student Fees and Other Financial Obligations, and information on Degrees, Certificates, Graduation, and Transfer. Major policies affecting students that can also be found on the website include Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance of Transfer Credits; Grievance and Complaint Procedures; Sexual Harassment; and Refund of Fees.

21. Integrity in Relations with the Accrediting Commission

The Rio Hondo College Board of Trustees and Superintendent/President provide assurance that the College adheres to the Eligibility Requirements and Accreditations Standards and Policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College makes a commitment to comply with Commission requests, directives, decisions, and policies by making complete, accurate, and honest disclosure.

Certification of Continued Institutional Compliance with Commission Policies

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Certification of Continued Institutional Compliance with Commission Policies

Rio Hondo College continues to operate in compliance with policies established by the Accrediting Commission for Community and Junior Colleges (ACCJC). Policies identified in Appendix A of the *Manual for Institutional Self Evaluation* (June 2013) are discussed throughout the *Self Evaluation Report* and detailed in the chart below:

Commission Policies	Rio Hondo College Compliance
<p>Distance Education and Correspondence Education</p>	<p>Analysis and evidence for compliance with this policy appear in the <i>Self Evaluation Report</i> Standards II.A and II.B, as well as in the text below.</p> <p>For students interested in online education, Rio Hondo offers 115 Distance Education (DE) courses via its Virtual College. Administrative Procedure (AP) 4105, “Distance Education,” outlines the procedure for DE delivery at Rio Hondo College. The procedure states, “The same standards of course quality shall be applied to the distance education courses as are applied to traditional classroom courses.” The same evaluation standards are also applied to DE courses and on-ground courses. Faculty members, administrators, and classified staff serve on the Distance Education Committee (DEC), which is chaired by the faculty Distance Education Coordinator. Recently, the faculty Coordinator and DEC members developed new guidelines for faculty to effectively teach DE courses at Rio Hondo. The DEC is also developing an online teaching certification program for all online instructors at the College, to be implemented fall 2015. The DEC addresses a wide range of issues related to DE, such as policies, procedures, and student/instructor interactions. This Committee also provides valuable recommendations regarding DE technology and its use in the virtual classroom.</p> <p>Several sections in program plans and reviews explicitly integrate Student Learning Outcomes (SLOs) into the planning process, requiring plan team members to discuss course improvements and changes that have occurred within the program due to the SLO process. In addition, program-level and DE SLOs are discussed. DE courses are held to the same standards as on-ground courses in regard to inclusion of SLOs in course syllabi. Students in online classes have a secure student login and password that serves as a form of student identity verification and, at the same time, protects student privacy. The login and password are based on the student’s information and can be changed by the student. Others do not have access to this information. In addition, on the</p>



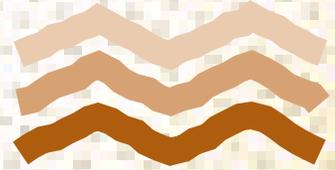
	login page of Blackboard, students encounter a statement by which they affirm their identity as the person enrolled in the class.
Institutional Compliance with Title IV	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard III.D, as well as in the text below.</p> <p>All College resources are audited by external auditing firms, including short-term and long-term debt instruments, auxiliary activities, and grants. Any audit exceptions are corrected within the next fiscal year. Auditing firms comply with the Statement on Auditing Standards No. 99 (SAS 99): “Consideration of Fraud,” which requires a thorough interview including a completion of a questionnaire with all executive management to identify, if any, potential fraud. None has been identified or reported. The College Office of Financial Aid monitors the student loan default rates, and reconciles and monitors all federally funded aid programs to ensure compliance with federal regulations.</p>
Institutional Advertising, Student Recruitment, and Representation of Accredited Status	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard II.A, as well as in the text below.</p> <p>Rio Hondo College has many mechanisms to ensure that it represents itself clearly, accurately, and consistently to prospective and current students, as well as the public. The College reviews policies, procedures, and publications to ensure consistency and validity across the documents.</p>
Institutional Degrees and Credits	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard II.A, as well as in the text below.</p> <p>The development of courses, programs, certificates, and degrees is outlined in Board Policy (BP) 4020, “Program, Curriculum, and Course Development,” and Administrative Procedure (AP) 4020, “Program and Curriculum Development.” Awarding of degrees and certificates is based on standards outlined in BP/AP 4025, “Philosophy and Criteria for Associate Degree and General Education,” and BP/AP 4100, “Graduation Requirements for Degrees and Certificates.” These standards are printed in the <i>College Catalog</i>. The Curriculum Committee ensures appropriate depth, breadth, and rigor when reviewing course curricula for articulation, as well as overall program evaluation purposes. Rio Hondo offers quality instructional programs that include—as of spring 2014—67 Associate degrees and 52 certificates.</p>
Institutional Integrity and Ethics	Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standards III.A and IV, as well as in the text below.



	<p>Rio Hondo has strived to provide a healthy, ethical environment in which ethical principles are fostered and valued. Shortly after the 2008 WASC Accreditation visit, representatives from all constituents participated in crafting an institutional code of ethics statement, approved as the Institutional Code of Ethics by the Board of Trustees on 12 August 2009. The statement emphasizes respect, professionalism, and ethical behavior towards students, staff, and community. In addition, the Code includes, as component guidelines, values and aspirations to assist personnel in fostering and complying with an ethical environment. In January 2014, the Board revised Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” for Board members. This policy demonstrates examples of “Standards of Good Practice” that promote a healthy working environment based on mutual trust among its members and the Superintendent/President. BP 2715 also describes standards of ethical conduct that include acting in the best interest of the community, encouraging public input, ensuring students receive the highest quality education, and exercising authority only as a Board. BP 2715 also addresses consequences for any violation of the Code.</p> <p>The Institutional Code of Ethics statement fosters an ethical environment for employees by providing an “open-door philosophy,” striving to protect human dignity and individual freedom and fostering teamwork and cooperation among all of its employees. Employees are encouraged to report unethical, unwelcomed, or harassing behavior without fear of retaliation. Based on its claims history, the District has a limited number of unethical behavior complaints filed against employees. All College employees are subject to official policies and procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards, when applicable. This includes policies such as BP 3430, “Prohibition of Harassment”; BP 3410, “Nondiscrimination”; and BP 4030, “Academic Freedom” (all of which are reviewed in Standard III.A).</p> <p>Additionally, throughout individual courses, several Student Learning Outcomes (SLOs) address ethics and effective citizenship. These SLOs were written by department faculty members to address the material within their course outlines.</p>
Contractual Relationships with Non-Regionally Accredited Organizations	Not applicable.

Responses to Recommendations from 2008 Self Evaluation

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Responses to Recommendations from 2008 Self Evaluation

A. Recommendation 1: Institutional Effectiveness

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

In order to ensure that Rio Hondo College thoroughly and thoughtfully addresses each element of Recommendation 1, this narrative divides up the recommendation into 7 different sections, identified as "1a" through "1g."

Recommendation 1a - *Develop and implement an institutional planning process that includes: measurable institutional goals and objectives with a timeline for the implementation and achievement of these goals, and a schedule for when the achievement of these will be assessed.*

Recommendation 1b - *Develop and implement an institutional planning process that includes: more clearly defined links between the college's program review, unit planning and resource allocation processes as parts of an integrated process for continuous improvement;*

Recommendation 1c - *Develop and implement an institutional planning process that includes: communication more broadly across the campus of the purposes and intended outcomes of each component of the planning process as well as the integrated planning process as a whole;*

Recommendation 1d - *Develop and implement an institutional planning process that includes: an examination of institutional effectiveness through a broad-based dialogue that centers around clearly defined measures of effectiveness and the assessment of the effective use of resources;*

Recommendation 1e - Develop and implement an institutional planning process that includes: the opportunity for members from all constituency groups to fully participate in the process at all levels;

Recommendation 1f- Develop and implement an institutional planning process that includes: a staff development program that permeates the institution to promote the effective use of data, including identification of where data are available;

Recommendation 1g - Develop and implement an institutional planning process that includes: clearly defined processes for assessing the effectiveness of the planning process as a whole, as well as each of the components, that includes timelines for evaluation, assigned responsibilities, and expected outcomes

UPDATED RESPONSE TO RECOMMENDATION 1

In response to the recommendations from the Accrediting Commission of Community and Junior Colleges (ACCJC), Rio Hondo College formed the Institutional Effectiveness Committee (IEC) in 2009 to address all institutional goals and objectives; plan a schedule for implementation; and ensure integration among planning, resources, and learning at the College. The IEC also took steps to implement a planning survey, which offers all campus constituents an opportunity to provide feedback on planning and developed website tools to assist with and improve the institutional planning process.

PROGRESS MADE SINCE 2009

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

Continuous Institutional Improvement

Since 2009, the Rio Hondo College institutional planning/review process has implemented steps to improve Student Learning Outcomes (SLOs) and continuous institutional improvement.

- SLO information is included in each program plan and program review document submitted through the planning software, *PlanBuilder*. Information required to complete this section is included in the training materials.
- The College is in the process of creating an Institutional Effectiveness Model (formerly called the Student Success Model) that will measure student and institutional success. The main categories covered in the model are in draft form.
- Annual evaluation of the institutional planning/review process and the Campus Climate Survey.

Analysis and Use of Data to Inform the Institutional Planning Process

Analysis of both quantitative and qualitative data is utilized throughout the entire institutional planning/review process. This includes the following:

- Insertion of data into the planning software template for all program plans and program reviews. Program plan teams discuss and provide a written analysis of data directly in the plans prior to submission. The Characteristics, Performance, and Trends (CPT) section in the online planning template includes this information.
- Assessment of Institutional Goals and Objectives. A written assessment is included as a document for participants at the annual Institutional Planning Retreat to review and then discuss during the event.
- Campus Climate Survey data is shared during our annual Institutional Planning Retreat as part of our comprehensive planning process.
- Assistance with data analysis for Program Review.
- Discussion and utilization of Scorecard Data (formerly ARCC) .

Resource Allocation

The College has implemented a comprehensive process to tie resource requests to planning. Assessments of equipment and technology, facilities, personnel, and additional budget needs are included in the institutional planning/review process through a detailed template in the planning software. Program and unit plan teams discuss and provide data—both quantitative and qualitative—to support the requests. Resource requests are discussed and ranked through resource allocation committees. Committee ranking recommendations are distributed for review to more than 80 participants of the college-wide Institutional Planning Retreat held each spring.

Staffing needs are assessed during the institutional planning/review process. Faculty, classified, and administrative positions are requested through a detailed template in the planning software for program and unit plans. At each stage in the planning, the plan teams discuss and then provide quantitative and qualitative data to back up the requested position. Positions are then discussed, scored, and ranked through the appropriate Staffing Committees—one for faculty positions, and one for classified. Committee ranking recommendations are distributed for review to more than 80 participants at the College-wide Institutional Planning Retreat; the most recent retreat was held in April 2014.

Strengthening of Plan Teams

The institutional planning/review process includes planning at three levels: program, unit, and area. A vital improvement to the process has included strengthening of the plan teams at all planning levels.

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

Program Review

- Additional support has been provided for plan teams during the Program Review process. Since 2009, special Program Review orientation meetings have been held in addition to the training offered to all plan teams.
- The Co-Chair of the Institutional Effectiveness Committee (IEC) meets with plan teams desiring additional support with analysis of program data.

- The Program Review chair provides a preliminary review for plan teams seeking additional editing of their plan.
- The Dean of Institutional Research and Planning (IRP) and IEC co-chair facilitate meetings with plan teams to create content for the program review online template. This includes providing support for the creation of the Mission Statement; a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis; and program goals and objectives.

Institutional Planning (Leadership) Retreat

The Institutional Planning Retreat is the culmination of the planning/review process when participants discuss assessment of data from the previous year's Institutional Goals and Objectives, campus issues, and update the Goals and Objectives for the upcoming academic year. Retreat improvements include the following:

- Improved participation and focus on key campus issues through roundtable discussions.
- Improved assessment and communication of the prior year's Institutional Goals and Objectives.

Overall Planning Process Improvements

- Improved communication about the planning/review process took place during the 2010-2011 academic year with additional emails, updates, and reminders to staff, improved communication to departments by the IEC, and website resources to assist staff.
- Training sessions were improved over the previous year by holding these sessions at more convenient times and including content that was suggested by the IEC and other key campus leaders.
- The online software template was improved to provide fewer log-in problems, more reliability, enhanced text assistance integrated into the system, and more specific program review sections.
- The College has made a concerted effort to implement and refine a measurable, time sensitive, planning process. Steps towards improvement include a better operational link between *SLOlutions* software and *PlanBuilder* software to include data about SLO assessment.

Survey Instruments

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

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

B. Recommendation 2: Student Learning Outcomes

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

UPDATED RESPONSE TO RECOMMENDATION 2

The College continues to make progress in the development and assessment of Student Learning Outcomes (SLOs), as reflected in the *College Status Report on Student Learning Outcomes Implementation*, submitted to ACCJC in October 2012, and the most recent annual report to ACCJC, submitted in April 2014. Through the use of *SLOlutions* content management system, Rio Hondo has been able to monitor SLO progress closely at all levels.

PROGRESS MADE SINCE THE 2010 FOLLOW-UP REPORT

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

- SLO proficiency timelines were updated.
- The institution was on track with its SLO timeline, and reported “proficiency” status (according to ACCJC rubric) by fall 2012.
- Student Services programs have developed and regularly assess SLOs and/or Service Area Outcomes (SAOs) (see Standard II.B.1.).
- Degree SLOs and General Education SLOs (GE SLOs) have been, or are being, developed in all departments.
- Several major tasks have been completed on the proposed timeline, including:
 - Design and implementation of training on SLOs and authentic assessment.
 - Implementation of a computerized system (*SLOlutions*) to record and disseminate assessment results.
 - Development of a process for quality review of SLOs.
- Continued emphasis has been placed on strengthening the relationship between SLOs and resource requests through the planning and program review processes.
- The College reviews course SLOs on a regular cycle to ensure a uniform level of quality and utility throughout the institution. Each course SLO is assessed at least once during the six-year program review cycle.
- Training will continue to be offered in the coming year to both new and current faculty
- Degree/certificate SLOs continue to be refined and assessed.



- Results of assessments of degree/certificate and GE SLOs are integrated with the planning process through *PlanBuilder* software.

C. Recommendation 3: Student Support Services

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

UPDATED RESPONSE TO RECOMMENDATION 3

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

The official website address, academic calendar, and program length of each academic year continue to be readily available in College publications; the educational costs are clearly communicated in each annual *College Catalog*. Cited catalog information is as follows.

- College official website address
- The current academic calendar
- Program length for the academic year the catalog covers
- Educational cost for non-resident students

D. Recommendation 4: Human Resources

The team recommends the college develop and approve a code of ethics for all employees (Standard III.A.1.d).

UPDATED RESPONSE TO RECOMMENDATION 4

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

- College website
- *Faculty Handbook*
- *Organizational Structure and Governance Manual*
- New employee materials

E. Recommendation 5: Leadership

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

UPDATED RESPONSE TO RECOMMENDATION 5

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

PROGRESS MADE SINCE 2009

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

The results of the Campus Climate Survey are presented to campus leadership groups throughout the academic year, the Board of Trustees, and at the Institutional Planning Retreat each spring. The *Campus Climate Survey Report* is also available on the College website.

In addition to the Campus Climate Survey, the following initiatives have been implemented to address this recommendation:

- The *Weekly e-Messenger* provides updates and Q & As from the Office of the Superintendent/President and is emailed to the campus community on a weekly basis.
- Monthly *President's Update* newsletters are emailed to internal and external campus communities.
- The annual Institutional Planning Retreat provides the opportunity to review and update campus goals with representation from all campus constituencies.
- Facilitated stakeholders meetings were held in spring 2011 to improve communication and working relationships across constituency groups.
- A new fifth value (Integrity and Civility) was added to the Rio Hondo College Values Statement.

F. Recommendation 6: Governance

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

In order to ensure that Rio Hondo College thoroughly and thoughtfully addresses each element of recommendation 6, this narrative is divided into four sections identified as “6a” through “6d”.

Recommendation 6a - *The team recommends the college develop a formal and cyclical review of governance committees and processes to ensure integrity and effectiveness, and communicate the results as a basis for improvement of campus decision-making; the college administration develop a plan to clarify the reporting pathways for the various governance bodies exemplifying the linkages between the unit plans, program review, and the resource allocation process. (I.B.6, IV.A.5)*

Recommendation 6b - *the Board of Trustees participate immediately in professional development that introduces Board members to best practices regarding board/campus relations, ethics, trusteeship, accreditation process, and strategic planning; (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j)*

Recommendation 6c - *the Board review and, if necessary, revise the Presidential hiring process established in 2002 to prevent potential disagreements with future Presidential search committees (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j)*

Recommendation 6d - *the college and the Board of Trustees immediately reach agreement on policies and practices that govern the development of accreditation materials. (Standards IV.A.4, IV.B.1.i)*

UPDATED RESPONSE TO RECOMMENDATION 6

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

PROGRESS MADE SINCE 2009

The following sections detail how the College has progressed in the areas of governance, professional development, and the CEO selection process since 2009:

Governance

- The Institutional Effectiveness Committee (IEC) was created in 2009 to create and implement the institutional planning/review process. The IEC includes faculty members, classified staff, and administrators in a working committee to provide innovative methods for conducting institution-wide planning, including resource allocation, program review, and assessment of these processes. This committee continues to define and implement programs focused on supporting Rio Hondo College’s Educational Master Plan, institutional effectiveness, student success, and using data to inform the planning process.
- A campus-based Leadership Academy was inaugurated in 2010-2011. This Academy—open to staff, faculty, and managers—is focused on deepening and broadening opportunities for leadership and empowerment at Rio Hondo’s campus. The Leadership Academy is about to welcome its fifth cohort in August 2014.
- The *Organizational Structure and Governance Manual* is updated and distributed annually.

Accreditation and Professional Development

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

CEO Selection

- The College developed Administrative Procedure (AP) 2431, establishing procedures for the hiring of the Superintendent/President. AP 2431 was approved by the Board on 10 October 2009.
- In 2012, the College followed board policies and administrative procedures to conduct a successful CEO selection process, which included the Board issuing a Request for



Proposal (RFP) to seek a firm to conduct the search for a new Superintendent/President. The RFP process was very transparent, taking into consideration input from faculty members, classified staff, and the community. The new Superintendent/President was hired in May 2013. In August 2013, the Board of Trustees conducted an evaluation of the CEO selection process, earning high marks for transparency, inclusiveness, and adherence to the process outlined in Board policies and procedures.

Accreditation Self Evaluation 2014

Standard I

Institutional Mission and Effectiveness



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

The Rio Hondo College Mission Statement affirms the commitment of the College toward the successful completion of its students' educational goals, be they oriented toward degrees, certificates, career and technical pathways, development of higher literacy skills, or pursuit of lifelong learning. The College considers these multiple educational goals important, for it understands the current and future workforce must be educated and qualified to lead society well into the twenty-first century. The College offers 52 certificates and 67 Associate degrees (including 19 Associate Degrees for Transfer, or ADTs), as well as an extensive student support system ([I.A.01: RHC College Catalog 2013-14, Page 23](#)). Although most College offerings are devoted to the achievement of degrees, certificates, and transfer to four-year colleges and universities, Rio Hondo is also keenly responsive to increased longevity among American society by providing educational means for retirement years to be meaningful and memorable. Rio Hondo is a *community* college devoted to all aspects of the community.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY – Standard I A.1.

Rio Hondo College Mission Statement

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.

The Rio Hondo College Mission Statement reflects commitment to academic success, as well as a degree-conferring purpose, yet provides for its students the means to develop higher literacy skills, earn meaningful career-building skill certificates of achievement,



and/or expand their minds and bodies through relevant and stimulating course offerings ([I.A.02: RHC Vision, Mission, Values](#)).

SELF-EVALUATION – I A.1.

The College meets this Standard.

The programs at Rio Hondo College offer students educational opportunities resulting in degrees, certificates, transfer, and basic skills proficiency. Course offerings also address the needs of the communities served by Rio Hondo College as a center for lifelong learning.

Despite continued budgetary constraints during the past several academic years and decreased enrollment, Rio Hondo College has continued to offer innovative programs, courses, and initiatives to enhance student learning opportunities. The ability to provide high quality educational opportunities in the face of budgetary and enrollment challenges is a testimony to the people who serve at every level in the areas of Academic Affairs and Student Services, as well as the areas of Finance and Business and the President’s Office.

Administrators, faculty, and staff in all Academic Affairs divisions have been engaged in evaluating, refining—and, where possible, even expanding—existing academic programs and offerings, including the following (which are more fully outlined in the *College Catalog*, schedule of classes, and other documents accompanying this report):

1. Associate Degrees for Transfer (ADTs)
2. Innovative Career and Technical Education (CTE) programs that meet workplace needs in Southern California
3. Strategies and programs to implement the recommendations of the Student Success Initiative (SSI)
4. Student success programs originally launched by the Office of Student Success and Retention (Summer Bridge, First-Year Experience, Gateway Tutoring, Fast Track Learning Communities, Springboard, Online Tutoring)
5. Title V IDEAS Grant-funded programs to increase student success and completion
6. Fee-based/career-focused short-term training programs developed by the Office of Continuing/Contract Education
7. Refinement of the award-winning MESA/STEM program in the Division of Mathematics and Sciences and application of its strategies to a broader population of students in Math/Sciences
8. Revitalization of the English as a Second Language (ESL) program as English as a New Language (ENLA)
9. Enhanced tutorial programs and services for students using the Learning Assistance Center (LAC), Math/Science Center (MSC), and various other discipline-specific labs operating on campus
10. Theatrical and musical productions sponsored by the Division of Arts and Cultural Programs

Administrators, faculty, and staff in Student Services continue to provide comprehensive student services to meet the needs of the diverse student population at Rio Hondo College. Student Services is committed to a student-centered philosophy with an emphasis on student success. Services include:

1. Assessment
2. Orientation
3. Admissions and Records
4. Financial Aid
5. General Counseling
6. Career and Transfer Center
7. Veteran’s Services Center
8. Extended Opportunity and Services Program (EOPS)/Cooperative Agencies Resources for Education (CARE)
9. California Work Opportunity and Responsibility for Kids (CalWORKS) Program
10. TRIO Program
11. Outreach and Educational Partnerships
12. First-Year Success Center (formerly Freshman Success Center, FSC)
13. Student Health Center
14. Disabled Student Programs and Services (DSPS)
15. Student Life and Leadership
16. Associated Students of Rio Hondo College (ASRHC)

The relevance of the College’s Mission Statement to student learning at Rio Hondo College was formally discussed at the Institutional Planning Retreat in April 2013 ([I.A.03: Institutional Research and Planning Agenda, April 2013](#)). As a result of that discussion, a Mission Statement Task Force was formed, comprised of administrators, faculty, classified staff, and student representatives to analyze the discussion notes from the planning retreat with the specific purpose of deciding whether the current Mission Statement should be changed ([I.A.04: Mission Revision Process and Results FINAL](#)). The Mission Statement Task Force met during summer 2013 and unanimously agreed to revise the Mission Statement, incorporating suggestions from the retreat. Many of the considerations prompting revision were the results of recent statewide impetuses on student success, such as the Basic Skills Initiative (BSI) and the Student Success Initiative (SSI). These initiatives, in turn, prompted increased attention on first-year student rates of preparation, support, and completion. As the direction of the College became more focused around these concerns, its Mission Statement needed to reflect that change.

The Mission Statement Task Force commenced its work, considering many factors but primarily students’ preparation for college and the support they need during their first year. Counselors and staff from the Office of Outreach and Educational Partnerships were instrumental in providing an overview of current and incoming students. The professional opinion of the Mission Statement Task Force was corroborated by student achievement data showing evidence of progress toward the goals and objectives of the College, Student Success Scorecard, institution-set standards, Campus Climate Survey,

responses from recent Community Educational Forums, and the most recent SSI directives.

ACTIONABLE IMPROVEMENT PLANS – I.A.1.

None.

2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY – Standard I.A.2.

The Rio Hondo College Mission Statement was updated during spring and summer 2013 and, in its current form, adopted by the Board of Trustees on 18 November 2013. The Mission Statement is widely published.

SELF-EVALUATION – I.A.2.

The College meets this Standard.

After being developed and reviewed by all constituency campus groups, the current Mission Statement was approved by the Board of Trustees on 18 November 2013. It replaces the previous Mission Statement, which had been approved by the Board in 2005 and subsequently reviewed through an inclusive process as part of the Educational Master Plan update of 2007 ([I.A.04: Mission Revision Process and Results FINAL](#)-Page 42).

The Mission Statement of the College is published on the College website and in all major College publications. A poster version of the Mission Statement, along with the Vision and Values of the College, is prominently posted in each major office and conference room on campus. Smaller versions of the Mission Statement are posted in classrooms ([I.A.05: Poster Version of Mission Statement](#)).

ACTIONABLE IMPROVEMENT PLANS – I.A.2.

None.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY – Standard I.A.3.

As part of the kickoff for updating Rio Hondo's Educational Master Plan at the 2013 Institutional Planning Retreat, the Mission Statement was examined for possible revision. Plans for future evaluation and potential updating to the Mission Statement will be part of scheduled updates of the Educational Master Plan in 2015, 2017, and 2019.

SELF-EVALUATION – I.A.3.

The College meets this Standard.

During the 2013 Institutional Planning Retreat, representatives from all constituency groups engaged in structured and meaningful dialogue concerning the relevance of Rio Hondo’s Mission Statement. The relevance of the statement was reconsidered because of the revised focus of the California Community College system, as evidenced through the impetuses of the Basic Skills Initiative (BSI), Student Success Initiative (SSI), and Scorecard. The retreat provided an apt opportunity for the Mission Statement to be reconsidered, along with the strategic directions and goals and objectives of the College, since the Mission informs all aspects of the planning process.

Retreat participants determined that the Mission Statement should be explicit about the broad educational purposes of the College and commitment to student learning. The ensuing Mission Statement Task Force, an all-constituency subcommittee of the Planning Fiscal Council (PFC), convened, revised, and vetted the new Mission Statement. In the future, the Mission Statement will be reviewed regularly by the Institutional Effectiveness Committee (IEC), in conjunction with scheduled reviews of the Educational Master Plan in 2015, 2017, and 2019 ([I.A.06: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014](#)).

Before its final adoption, the proposed new Mission Statement was vetted through all constituent groups: President’s Council, Administrative Council, PFC, IEC, Academic Senate, Classified School Employees Association (CSEA) Executive Committee, President’s Advisory Board, and Associated Students of Rio Hondo College (ASRHC), as well as at a Board of Trustees study session and a public forum on campus ([I.A.04: Mission Revision Process and Results FINAL](#), page 1). After this comprehensive constituency group review, a survey soliciting additional information was administered to all stakeholder group members well before final adoption by the Board of Trustees ([I.A.04: Mission Revision Process and Results FINAL](#), Page 25-33). Throughout the process, campus-wide e-mails notified all employees of the review timeline and invited all constituency groups to participate in Mission Statement revision ([I.A.04: Mission Revision Process and Results FINAL](#), 21-24).

The process for updating and revising the Mission Statement will be evaluated as part of the spring 2014 annual Institutional Planning Process Survey. Feedback from questions about the Mission Statement process, and all aspects of the planning processes, will be considered by IEC and used to update and improve the College’s planning processes.

ACTIONABLE IMPROVEMENT PLANS – I.A.3

None.

4. The institution's mission is central to institutional planning and decision making.



DESCRIPTIVE SUMMARY – Standard I.A.4.

The Rio Hondo Mission Statement is central to planning and decision making at Rio Hondo College. As cited in its planning guidelines, institutional planning consists of “the set of actions and decisions . . . that lead to the development of strategies and the implementation of activities designed to help the College accomplish its adopted mission” ([I.A.07: Planning Process Document](#)).

SELF-EVALUATION – I.A.4.

The College meets this Standard.

Over the last several years, the College has greatly strengthened its planning process. Since the 2008 beta launch of the revised institutional planning process utilizing *PlanBuilder* software, the College has continued to revise and refine the software, offer training and support for planning, and implement an evaluative process. Since that time, the College has also strengthened links between the planning process and decision making, with the objective of ensuring all aspects of the College emanate from the Mission Statement ([I.A.08: RHC Annual Planning - How to Develop a Mission Statement](#); [I.A.09: Planning Template Screenshot](#)).

All campus programs have program-level mission statements which relate to the Mission Statement of the College. In fact, the help text in *PlanBuilder* software explicitly asks, “How does the program’s mission relate to and support the College’s mission?” In addition, all institutional goals and objectives must reflect the mission of the College. When plan teams write plans—be they program, program review, unit, or area plans—their goals, and by default their more discrete objectives, must explicitly correspond to the institutional goals of the College ([I.A.10: Goals Screen Shots](#)).

ACTIONABLE IMPROVEMENT PLANS – I.A.4.

None.

STANDARD I.A. EVIDENCE

I.A.01: RHC College Catalog 2013-14, Page 23
I.A.02: RHC Vision, Mission, Values
I.A.03: Institutional Research and Planning Agenda, April 2013
I.A.04: Mission Revision Process and Results FINAL
I.A.05: Poster Version of Mission Statement
I.A.06: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014
I.A.07: Planning Process Document
I.A.08: RHC Annual Planning - How to Develop a Mission Statement
I.A.09: Planning Template Screenshot
I.A.10: Goals Screen Shots

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY – Standard I.B.1.

At Rio Hondo College, many opportunities exist for regular dialogue concerning improvement of student learning, pedagogy, and institutional processes. The College discusses improvement of such processes at FLEX Day presentations, the annual Institutional Planning Retreat, at various campus committee meetings, and during program planning/review team meetings. Academic disciplines discuss student learning and pedagogy of the courses and degrees under their purview at their regularly scheduled department and division meetings. Additionally, such discussions occur among committees, such as the Student Learning Outcomes (SLO) Committee, Basic Skills Committee, Institutional Effectiveness Committee (IEC), Planning and Fiscal Council (PFC), Student Success Task Force, Distance Education Committee (DEC), Staff Development Committee, and Title 5 Implementation Team. Faculty and administrators involved with the First-Year Experience and Fast Track Learning Communities programs also engage in dialogue regarding student learning.

SELF-EVALUATION – I.B.1.

The College meets this Standard.

Fall and spring FLEX Days provide the campus opportunities to discuss institutional processes, such as the planning processes, SLOs, and student success efforts. At FLEX Day opening assemblies, updates are provided and breakout discussion sessions ensue, from which faculty, staff, and administrators further the dialogue later in the day at their respective division and department meetings ([I.B.001: Flex Day Agenda 08-23-13](#); [I.B.002: FLEX PowerPoint 1-24-14](#); [I.B.003: SLO Authentic Assessment](#)). Recent FLEX Day presentations included a presentation on Vygotsky's theory of cognitive development, various On Course workshops designed to help improve student success, and workshops on mental health ([I.B.004: Vygotsky Talk Information](#)).

Throughout the academic year, divisions and departments continue to discuss various aspects of pedagogy and student learning. For example, English Department faculty



members discuss discipline-specific issues on a monthly basis at their English Roundtable meetings, on such topics as reviewing common assessments, evaluating Basic Skills software, modifying the writing curriculum, and incorporating film into literature courses.

Student Learning Outcomes (SLOs) are written, assessed, evaluated, and modified semester-by-semester as faculty members teaching the courses under consideration collaborate at department meetings or individually. Assessment reports summarize faculty deliberations and include possible ways to improve student learning. Although such discussions have occurred informally in education for years, the formal SLO process has concretized the process. An example illustrating the impact of SLO discussions and assessments on student learning is the Mathematics Department's redesign project involving basic math courses ([I.B.005: Math Redesign Flyer](#); [I.B.006: Learning Communities 2013 Data Analysis ADM](#)).

The SLO assessment process allows faculty members to reflect on successful strategies for achieving student success, as well as to identify patterns and themes that emerge from SLO assessments or assessments of related courses and programs. Since the planning process now includes sections for SLO data analysis, program managers can consider planning and budget implications that arise from SLO assessments. In addition, the SLO Coordinator and department SLO representatives engage in dialogue with faculty members about SLO outcomes, which informs the program planning process. In this way, SLO assessment functions as a meaningful component of all planning documents and discussions at Rio Hondo College ([I.B.007: Plan Builder SLO Section Updated 8-20-13](#)).

The College continuously reviews and discusses improvements to its institutional processes. Examples include updates to Rio Hondo Board Policies (BPs) and Administrative Procedures (APs), committees identified in the *Organizational Structure and Governance Manual*, the institutional planning process, and the annual Institutional Planning Retreat ([I.B.008: IEC Meeting Minutes Nov. 13, 2012](#)).

Following a regular process to review and recommend updates to BPs and APs, the President's Office initiates the slate of dialogue and collegial discussion, and review takes place at meetings of the PFC. The revised documents are distributed to President's Council, Administrative Council, Academic Senate, and PFC before review by the Board of Trustees.

The *Organizational Structure and Governance Manual* is updated each year based on evaluation and dialogue by each committee mentioned above and through a process of review by President's Council and PFC ([I.B.009: Governance Manual 2014](#)).

The institutional planning/review process is evaluated and updated based on intensive and ongoing dialogue by the IEC, PFC, President's Cabinet, and special work groups. The IEC, along with the Office of Institutional Research and Planning (IRP), implements an Institutional Planning Process Survey each year to begin the dialogue about updates and improvements to the planning process. The IEC discusses and then recommends

updates to the planning process based on the survey and campus feedback. In 2013, a special workshop was held to gain feedback and recommendations to specifically improve the resource allocation process. Recommendations from the workshop were reviewed by the IEC and PFC before final recommendations were provided to the Superintendent/President for approval and implementation ([I.B.010: IEC Meeting Minutes 12-13](#); [I.B.011: IEC Meeting Minutes 13-14](#); [I.B.012: RA Roundtable Packet Feedback](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.1.

None.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY – Standard I.B.2.

The College sets goals to improve its effectiveness consistent with its Mission Statement. The goals of the College are specifically directed toward “the success of its diverse students and communities” ([I.A.02: RHC Vision, Mission, Values](#)). All goals and objectives of the institution as a whole, as well as distinct program, unit, and area goals and objectives, are explicitly linked to the Rio Hondo Mission Statement and are written in measurable terms so that progress toward accomplishment can be tracked. Institutional goals and objectives are reviewed and revised at the annual Institutional Planning Retreat, and their progress toward accomplishment is widely published. Program, unit, and area plans are reviewed annually during the fall semester when teams update their respective plans.

SELF-EVALUATION – I.B.2.

The College meets this Standard.

College goals are aspirational and practical, designed to provide a solid foundation for ongoing improvement at the College. At the heart of each goal and objective is the student, whose success is paramount. To set institutional goals and objectives, the College adheres to relevant and established criteria from the Chancellor’s Office; applicable regulatory bodies, such as ACCJC and the Department of Education; the Rio Hondo Mission Statement; internal planning processes, such as annual planning/review and planning retreats; as well as concerns gleaned from community forums. The process toward understanding, commitment, and investment in the goals and objectives of the College include an ongoing cycle of participation, review, publicity, and evaluation.

Board Policy (BP) 3250 and Administrative Procedure (AP) 3250, “Institutional Planning,” provide the framework for the College’s planning procedures. BP 3250 asserts the College’s commitment to ongoing, mission-oriented planning and identifies aspirations for the planning process. In terms of specific requirements, BP 3250 states the need for educational master, facilities, and technology plans. Also, the Board is provided an opportunity to participate in developing the institutional mission and goals. AP 3250 offers guidelines for the College’s Planning and Fiscal Council (PFC). The President oversees all planning and fiscal management processes, while PFC develops and presents recommendations to the President. Planning recommendations are to be discussed by the President’s Council before going onto a PFC agenda. The procedure states the membership of PFC, responsibilities for specific members, composition of sub-committees, and aspirations for budget development. PFC meeting minutes are emailed to all staff promptly after approval ([I.B.013: Board Policy 3250, Institutional Planning](#); [I.B.014: Administrative Procedure 3250, College Planning](#); [I.B.015: PFC Minutes 3.11.14 accepted 4.22.14](#)).

Each spring, about 85 constituent representatives consisting of faculty, staff, administrators, and students participate in a day-long Institutional Planning Retreat, during which institutional goals and objectives from the previous year are considered, as well as those for the next academic year. The Office of Institutional Research and Planning (IRP) reports on the progress of the previous year’s goals and objectives, including relevant student data. Institutional goals and objectives are addressed over a three-to-five year period, with specific updates and assessments on an annual basis. Objectives express the goals in specific and measurable terms. College guidelines for articulating objectives include having a measurable target, baseline for comparison, and timeline for completion. Measurable objectives for 2013-2014 pertained to awarding of degrees, achieving success rates in online courses, increasing progression rates in basic skills courses, increasing the number of participants in student activities, and maintaining a financial reserve.

Each institutional goal and its consequent objectives are assigned to an administrator for management throughout the year. Administrators are responsible for monitoring and reporting progress of their assigned goal(s) to IRP. Although objectives are nominally assigned to administrators, diverse groups of institutional members work collaboratively to accomplish them. For example, the Basic Skills Committee and the Title V Implementation Team—each consisting of administrators, faculty, and classified staff from various units of the College—collaborate to foster achievement of objectives under institutional goal 3 (Basic Skills). Also, work toward objective 7g (writing applications and securing grant) involves the Vice President of Academic Affairs, as well as faculty and administrators in Math and Science, Career and Technical Education, Health Sciences and Nursing, Public Safety, and Student Services, with support from the Office of Accounting (Finance and Business area) and IRP (President’s area). At the planning retreat, respective administrators facilitate table discussions about their goal(s), during which participants who are interested and involved in the various goals discuss, analyze, and evaluate them for the upcoming year. Each group presents a summary of its discussion to the larger assembly ([I.B.016: BSI Committee 2011-12](#); [I.B.017: 11-02-12](#)).



[BSI Committee Meeting Minutes; I.B.018: 09-05-13 BSI Committee Meeting Minutes; I.B.019: Title V Team 2011-12; I.B.020: Title V Implementation Group, Mtg. Minute 05.02.13 Rev.; I.B.021: Title V Impl Team-Success Programs - Mtg Minutes--04 08 14; I.B.022: Objective 7g Response \(2013\).](#)

After the retreat, the Institutional Effectiveness Committee (IEC) reviews the notes and findings from the table discussions. The IEC considers the merit of each goal and objective, ensures they are written in measurable terms, and checks for consistency with the College's Mission Statement and strategic directions. The edited institutional goals and objectives are then reviewed by all constituency groups. While this review is happening, the process is still fluid, for there are ample opportunities for input and revision before the goals and objectives are submitted to the Superintendent/President and then to the Board of Trustees for adoption. The final version of the *Institutional Goals and Objectives* document is reviewed by the Board of Trustees and presented to all staff as part of the State of the College address by the Superintendent/President during FLEX Day each fall. The document is also posted on the College website and e-mailed to all staff ([I.B.023: IEC Meeting Agenda - 5-7-13](#); [I.B.024: IEC Meeting Minutes Aug. 6, 2013](#); [I.B.025: min 61312 with order of employment](#); [I.B.026: 2013-14 Institutional Goals and Objectives](#); [I.B.027: Flex Day State of the College 8-18-11](#); [I.B.028: Planning Page w-IGO](#)).

Institutional goals and objectives are integrated into all aspects of the College through the annual planning process. *PlanBuilder*, the planning software used at all levels of the planning process, specifically asks for links between program-level goals and objectives and a program's broader mission statement, strategic directions, and the College Mission Statement. In each section of *PlanBuilder*, explicit help text information is provided on how to write measurable goals and objectives. With a single mouse click, persons writing a program plan can refer to guidelines written to support completion of a specific section of the plan (e.g., Mission Statement, Strategic Direction, and Staff Development). Although the online help text is brief and usually consists of a few sentences per section, it includes embedded links to documents providing more detailed instructions for completing the section, including ideas on how to link resource requests to institutional goals and objectives ([I.B.029: Example of Program Goal matching Institutional Goal](#); [I.B.030: Goal--Help Text](#); [I.B.031: RHC Annual Planning - How to Develop Goals Evaluation Objectives Resources](#)).

IRP provides workshops for teams involved in annual planning to assist them in writing Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goals and objectives. Additional support is provided through web-based research requests and a dedicated telephone call line during the planning period ([I.B.032: Training Schedule 2014-2015 Planning Process](#); [I.B.033: Leadership Retreat 2011 - G&O Assessment](#); [I.B.034: Leadership Retreat 2012 - G&O Assessment](#); [I.B.035: Planning Home Page](#)). Institutional goals and objectives are also influenced by recommendations that arise from program review. Once every six years, all programs write a program review document, an introspective self-examination and analysis that is more comprehensive than an annual program plan. This six-year review cycle is detailed in Board Policy (BP) 4020 and

Administrative Procedure (AP) 4020, “Program, Curriculum, and Course Development.” BP 4020 requires regular evaluation of programs and curricula. AP 4020 mandates the six-year cycle and provides criteria for faculty review of courses and programs. Team members meet with a Program Review Committee of their peers to discuss the merits, obstacles, and possible improvements to the program. During the hour-long collegial discussion, participants discuss program-level goals and objectives in light of both program and College mission statements. An Executive Summary, detailing commendations and recommendations of the program as a result of review process, is provided to the team shortly after the discussion ([I.B.036: Program Review 6 year Schedule](#); [I.B.037: Board Policy 4020, Program Curriculum](#); [I.B.038: Administrative Procedure 4020, Program Curriculum Development](#); [I.B.039: 2014-2015 Program Review Committee Sign Up Sheet](#); [I.B.040: Program Review Executive Summary Examples](#)).

Since the revised process for program review was instigated in 2008, linkage or conflation between the institutional goals and objectives of the College and the individual programs has become more evident, as individual program reviews yield information for institutional directions. For example, a few years ago, several academic programs wrote about the difficulties ensuring their courses were consistently articulated with four-year institutions. Course articulation is vital to students’ transfer, an important aspect of the College mission. It became apparent that the College needed a dedicated articulation officer to ensure the transfer aspect of the Mission Statement. This became an institutional goal that was quickly achieved with the subsequent hiring of a designated articulation officer in 2011 ([I.B.041: Articulation Officer Evidence](#)). Each spring, participants in the Institutional Planning Retreat continue to review and prioritize the list of that year’s Program Review Recommendations. The activity for 2014 involved groups of participants identifying their top five recommendations from the review process ([I.B.042: Program Review Recommendations - Lilac -Work Product 2014](#); [I.B.043: Program Review Recommendations - PURPLE -Work Product 2014](#)).

The College considers evidence from multiple sources to document progress toward achieving its goals: the annual *Goals and Objective Assessment* document presented by IRP; program, unit, and area plans; program reviews; and data from the Chancellor’s Office specific to the Student Success Scorecard. Additional considerations are provided by internal planning and community input ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.044: Student Success Strategies](#)).

Because each goal is typically broken into two to eight discrete objectives, it can be reviewed in a manner that allows annual assessment of progress through the reporting of narrative information and/or metrics. Participants at the annual Institutional Planning Retreat consider the assessment summary as they update the goals and objectives for the next academic year, which are subsequently edited and reviewed by all constituency groups and the Board of Trustees. After adoption, the new goals and objectives are widely publicized. Additionally, each program, unit, and area across the campus develops its own goals and objectives, mirroring the institutional process ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#)).

The *2013 Campus Climate Survey Report* indicates that employees generally agree that decisions made on campus are consistent with the institutional goals and objectives of the College. On a scale of 1 to 5, with 5 being the highest, employee responses to this item increased from 3.04 in 2012 to 3.32 in 2013. Other items about satisfaction with the governance process (e.g., optimism about participatory/shared governance, representation by constituent groups, and confidence in the administration) also had average ratings above the 3.00 midpoint. Respondents also feel that substantial work toward achievement of the goals and objectives is a campus-wide, collaborative effort ([I.B.046: 2013 Climate Survey Report](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.2.

None.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY – Standard I.B.3.

The annual institutional planning process is integrated throughout the campus, with all constituent groups participating in the systematic and ongoing evaluation and improvement of all academic, student services, and administrative programs. Every year, each of Rio Hondo's 95 programs conducts either a program plan or a program review. Every sixth year, programs conduct the more thorough and comprehensive program review in lieu of a program plan. Program plan documents or program review documents are integrated into the 30 unit plans, which, in turn, are integrated into the four area plans (Academic Affairs, Student Services, Finance and Business, and President's Office). Fig. 1-1 below illustrates the flow of the planning/review process at Rio Hondo College.

Fig. 1-1: Institutional Program Planning/Review Process at Rio Hondo College



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

SELF-EVALUATION – I.B.3.

The College meets this Standard.

Rio Hondo College conducts an annual institutional planning process that incorporates systematic self-reflection, analysis, and evaluation of academics, student services, and administrative programs. Every year, faculty and staff members in each of the 95 programs compile either a program plan document or a program review document in *PlanBuilder* software ([I.B.047: Planning Page Screen Shot](#)). These documents serve as the foundations for unit plans, completed by the deans and directors, which, in turn, are the foundations for area plans, completed by the President and Vice Presidents. Additionally, team members compiling program review once every six years meet with a

committee of peers to discuss the merits and goals of their program ([I.B.048: Program Review Process Samples](#)).

The institutional planning process is integrated throughout the campus, with all constituent groups participating in the ongoing development and improvement of programs, units, and areas. Full-time faculty members serve as program managers and plan team members for academic programs. Administrators manage the processes at their respective levels: deans or directors serve as managers of unit plans, and vice presidents or president serve as managers of area plans. Teamwork is the operative mode in writing and revising plans at all levels. Rio Hondo’s institutional planning process encompasses 95 programs, 30 units, and 4 areas ([I.B.049: Areas-Units-Programs 2014-2015 Process](#)).

Evaluation and re-evaluation of goals and objectives—and improvement of institutional effectiveness—takes place at all levels of the institutional planning process. Program, unit, and area plan managers, along with their plan teams, utilize student achievement and other data provided by the Office of Institutional Research and Planning (IRP) to evaluate and discuss each section of their plans ([I.B.050: Biology Program Review & Data Sample 2014-2015](#); [I.B.051: AccessRIO Screenshot](#)).

During the planning process, team members re-evaluate goals from the previous year while using data to update their plan for the future year ([I.B.052: Goal - Sample Program Progress section](#)).

During the Institutional Planning Retreat held each spring, participants review data from the assessment of the current institutional goals and objectives prepared by IRP to discuss the current status of each goal and prepare future goals and objectives ([I.B.053: RHC Planning Retreat Table Packet 2014, Page 22](#)).

IRP directs the planning processes and assists the College in its planning efforts in a variety of ways.

- Announcements about upcoming planning are delivered at fall FLEX Day assemblies, Dean’s Council meetings, and other relevant venues.
- Program participants are invited to orientation sessions specifically designed for either program planning or program review, during which hands-on computer practice is available. Information about data analysis is provided by the researchers ([I.B.048: Program Review Process Samples](#); [I.B.054: Planning Process Training 13-14](#)).
- Program Review managers (faculty and/or administrators) are invited to a pre-submission writing conference with the faculty co-chair of the Program Review Committee. These meetings focus on the review writing and revision process.
- Throughout the preparation and writing period for the plans, a dedicated telephone call line is available for immediate assistance ([I.B.047: Planning Page Screen Shot](#)).
- Help text boxes in *PlanBuilder* software, through which program plan documents are submitted, assist plan writers by anticipating their questions and concerns ([I.B.055: Help Text Samples – PlanBuilder](#)).

- Relevant data from IRP are automatically placed into the program and review plans. Additional information and/or data may be requested from the researchers via an online research request form ([I.B.050: Biology Program Review & Data Sample 2014-2015](#); [I.B.056: Research & Survey Request Form](#)).

Institutional data and evidence are readily available and used extensively in the planning process. Data is inserted by IRP into the online templates in *PlanBuilder* automatically for the program and unit plans. This information is also available on the public (P) drive and the employee tab of the *AccessRIO* portal. Data include enrollment, success and retention, course fill rates, etc. Student Learning Outcome (SLO) and Service Area Outcome (SAO) data are included by program and team managers in the SLO/SAO section in *PlanBuilder*, utilizing information from *SLOlutions* software. In addition to data automatically inserted into the plans, access to additional resources for planning—such as information from the *Campus Climate Survey Report*, *Fact Book*, Student Success Scorecard, and online Enrollment Strategies System (ESS)—is provided ([I.B.051: AccessRIO Screenshot](#)).

Data are interpreted and analyzed for easier understanding through a variety of venues. IRP is available to help planners understand data and assist with supplementary data requests. During the planning orientation training sessions, the Dean of IRP explains data analysis techniques and offers specialized assistance to program teams for further analysis ([I.B.054: Planning Process Training 13-14](#)).

One of the more specialized tasks for the Program Review Committee is to review and discuss data specific to academic programs. With program participants, the Committee analyzes relevant course fill rates, success and retention rates, and other documented data with the specific intention of discussing and discovering ways to improve student learning. This occurs both at the program and institutional levels. For example, a recent program review of the Home Health Aide (HHA) led to a discussion about scheduling and how it can affect student persistence. The Committee suggested alternate scheduling possibilities that could result in getting students through their courses faster, increasing completion rates, and producing more highly qualified workers in the profession ([I.B.058: Health Sciences and Nursing HHA Executive Summary](#)). But institutional concerns can also emanate from discussions at the program review level, as well. For example, through the program review process, it became apparent that success and retention rates can sometimes vary greatly from program-to-program, course-to-course, and even section-to-section. This finding became a concern for the Program Review Committee. In discussions with the associated academic programs, the Committee asked about their policies for dropping students. There seemed to be inconsistency among divisions in dropping students across the campus. As a result of Program Review Committee deliberations, the entire campus engaged in a robust discussion on the topic of dropping students at the spring 2013 FLEX Day general assembly ([I.B.059: S13 FLEX agd dft -gen final](#)). The results of that discussion included adding regular review by faculty members and academic divisions of data related to success and retention as it relates to the timing of student drops. The discussions also created greater awareness among faculty members of the impact they have on their students' success and retention

rates—and the students themselves—based on when students are dropped from courses. The Academic Senate continues to explore this important issue.

Budget and resource allocation is also integrated into Rio Hondo’s planning process. Programs, units, and areas request resources that represent needs for meeting specific objectives within goals at the plan level and, eventually, the institutional level. Requests are made for personnel (both certificated and classified personnel); technology; and facilities, among resources. Program requests filter up into unit plans, and unit requests filter up into area plans. At both junctures, unit and area managers decide whether to include the requests at their respective levels, based on plan data and discussions among their plan team members. Requests making the final cuts are referred to one of the resource allocation committees (certificated staff, classified staff, facilities, and technology) for prioritization. Requests are filled as funds become available. This process occurs every year as the culmination of the planning process. Unfilled and/or prioritized requests are not automatically rolled over to the next year, but some consideration is given to those high ranking requests that have remained unfilled because of lack of funding or other pressing concerns ([I.B.060: RHC Planning Process Work Flow - Updated 7-2013](#); [I.B.061: RHC Planning Process](#); [I.B.062: Faculty Staffing Committee Packet 2014-2015](#)).

Evaluation of the planning process occurs at all stages via informal feedback and more formal measures. The *Institutional Planning Process Survey Report* is the formal, annual survey of all employees to determine their level of participation in, and satisfaction with, the planning process. The 2012-2013 survey indicated that 65.2% of respondents agreed they had an opportunity for involvement in the planning process, and 46.7% of respondents participated in the planning process. Responses to questions about the planning process indicated that respondents were satisfied with the process and felt informed. The questions rated responses on a scale from 1 to 4, with 4 being the most positive. Average responses ranged from a low of 3.12 (results of planning leading to better decision making) to a high of 3.78 (ease of communication among team members), with an average near or above 3.50. Detailed analysis of survey findings is provided in I.B.4, and complete survey results are available in the *Institutional Planning Process Survey Report* ([I.B.063: RHC Institutional Planning Process Survey Report 2013 \(11-14-13\)](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.3.

None.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY – Standard I.B.4.

The Rio Hondo College institutional planning process provides ample opportunities for all campus employees to participate in annual program, unit, and/or area plans. Their input is solicited and valued via team contributions, the annual spring Institutional Planning Retreat, or through many of the committees involved in planning: Planning Fiscal Council (PFC), Institutional Effectiveness Committee (IEC), Student Learning Outcomes (SLO) Committee, Program Review Committee, and resource allocation committees for Staffing (separate committees for certificated faculty and classified staff) Facilities, and Equipment and Technology. The planning process culminates in allocation processes that prioritize, rank, and recommend expenditures for staffing, equipment, technology, and facilities, with overall institutional effectiveness as the primary intent. Evaluation of the processes and its results are discussed and analyzed by the IEC and PFC.

SELF-EVALUATION – I.B.4.

The College meets this Standard.

Rio Hondo College ensures informed participation in the planning process by providing ample assistance to the planning teams as they prepare program, unit, and area plans. At each of the three levels, a faculty and/or administrative manager directs and oversees the collaborative planning team efforts to create and revise the 95 program, 30 unit, and 4 area plans ([I.B.064: Examples of Program, Unit, and Area Plan Outlines](#); [I.B.065: PlanBuilder Participation Page](#); [I.B.066: 2014-15 Kinesiology, Dance & Athletics Unit Team](#); [I.B.067: 2014-2015 Planning Process Memo](#)).

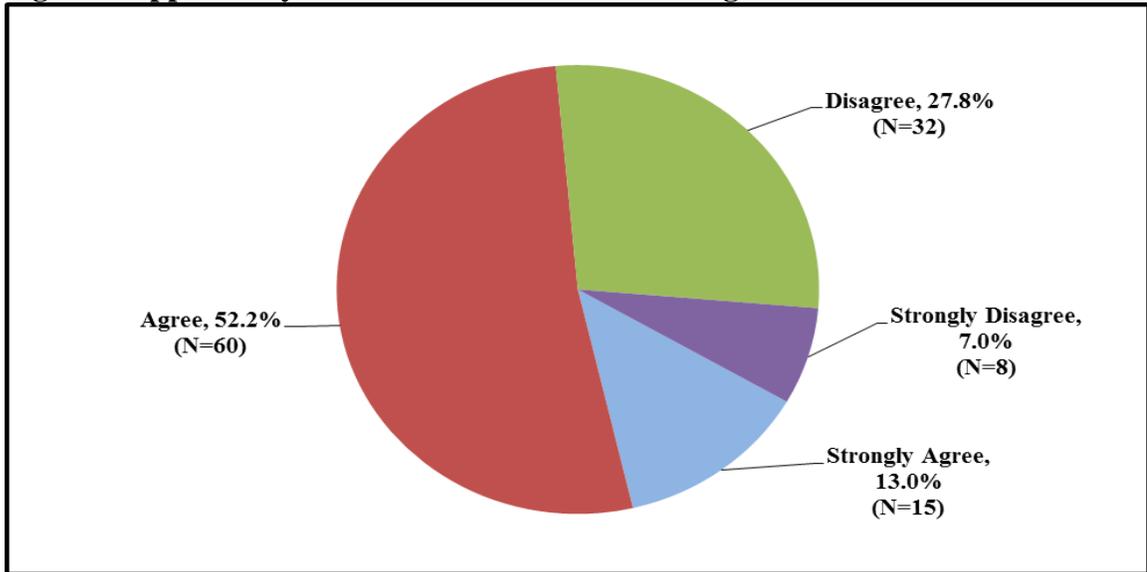
PlanBuilder software provides help text to assist teams in focusing on the questions in the plan templates. Strategic planning documents, such as the Mission, Vision, and Values of the College; Educational Master Plan; and Rubric for Evaluating Institutional Effectiveness, among other documents, are posted on the website of the Office of Institutional Research and Planning (IRP) to provide explanations and justifications for plan writers. In addition, IRP conducts informational orientation sessions for planning teams and is always “on call” during planning periods for immediate help, as described more fully in Standard I.B.3 ([I.B.068: Help Text--Mission Statement](#); [I.B.069: Goal--Help Text](#); [I.B.070: Mission, Vision & Values](#); [I.B.071: Planning Home](#)).

Communication about available opportunities for involvement in planning is solicited through e-mails to plan managers, announcements at Deans’ Council meetings, and requests made to Academic Senate and the CSEA Executive Board. In particular, volunteer representatives from all groups are solicited each year to serve on the Program Review Committee ([I.B.072: 2014-2015 Planning Process Memo](#); [I.B.073: All Staff - 2014-2015 Planning Process Memo 10-7-13](#); [I.B.074: Unit Managers 2014-2015 Planning Process Memo](#); [I.B.075: 2014-2015 Program Review Committee Sign Up Sheet](#)).

Transparency is an important component of the planning process. All employees have access to program, unit, and area plans at all times through the Strategic Planning webpage. Employees are encouraged to review posted plans ([I.B.035: Strategic Planning Home Page](#); [I.B.076: PlanBuilder Menu Page](#); [I.B.077: All Staff - 2014-2015 Planning Process Memo 10-7-13](#)).

The 2013 Institutional Planning Progress Report surveyed participation in the planning process. As demonstrated in Fig. 1-2, nearly two-thirds of respondents agreed or strongly agreed (65.2%) to having been provided sufficient opportunity to participate in the planning process ([I.B.078: RHC Institutional Planning Process Survey Report 2013](#)).

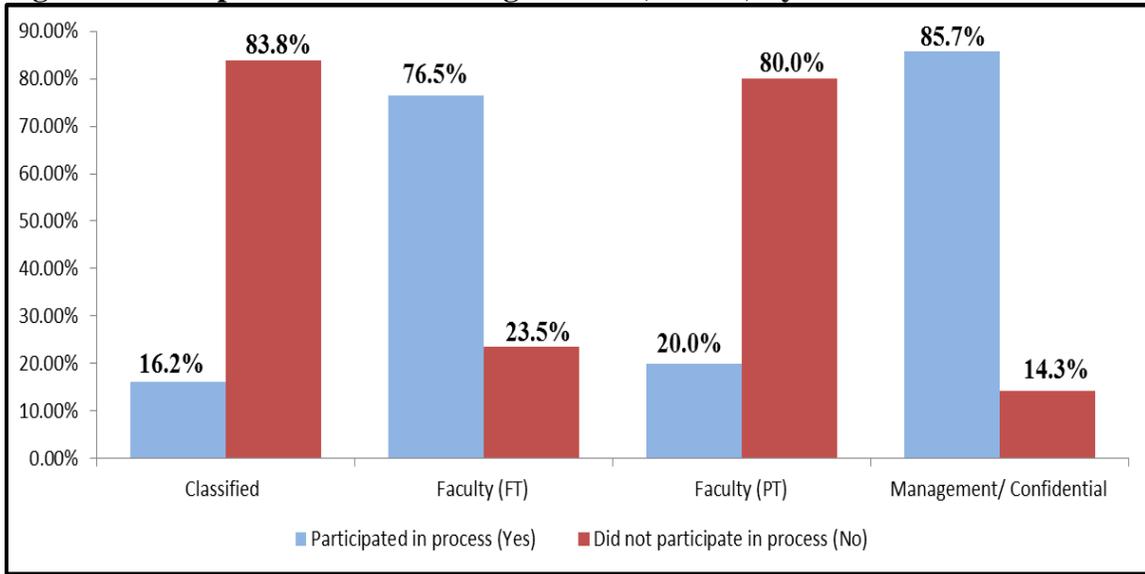
Fig. 1-2: Opportunity for Involvement in the Planning Process



Source: 2013 Institutional Planning Progress Report

Fig. 1-3 demonstrates that high numbers of classified staff (83.8%) and part-time faculty members (80%) reported that they did not participate in the 2013 planning process.

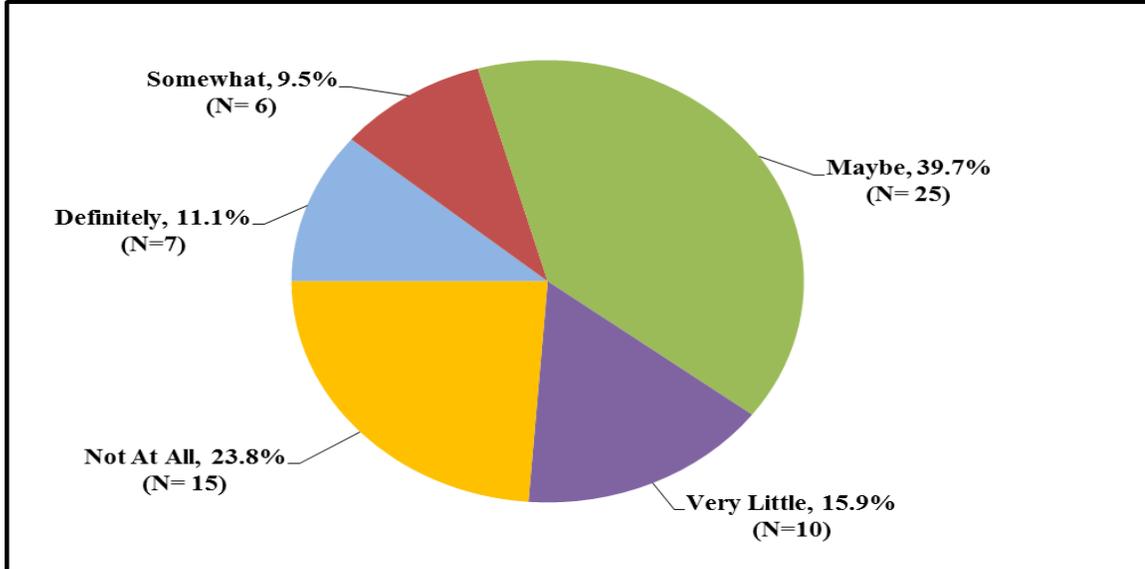
Fig. 1-3: Participation in the Planning Process (Yes/No) by Job Classification



Source: 2013 Institutional Planning Progress Report

Additionally, Fig. 1-4 shows that, of individuals who reported that they did not participate in the planning process, 60.3% reported being definitely, somewhat, or maybe interested in participating in future planning cycles.

Fig. 1-4: Non-Participant Interest for Involvement in Future Planning Cycles

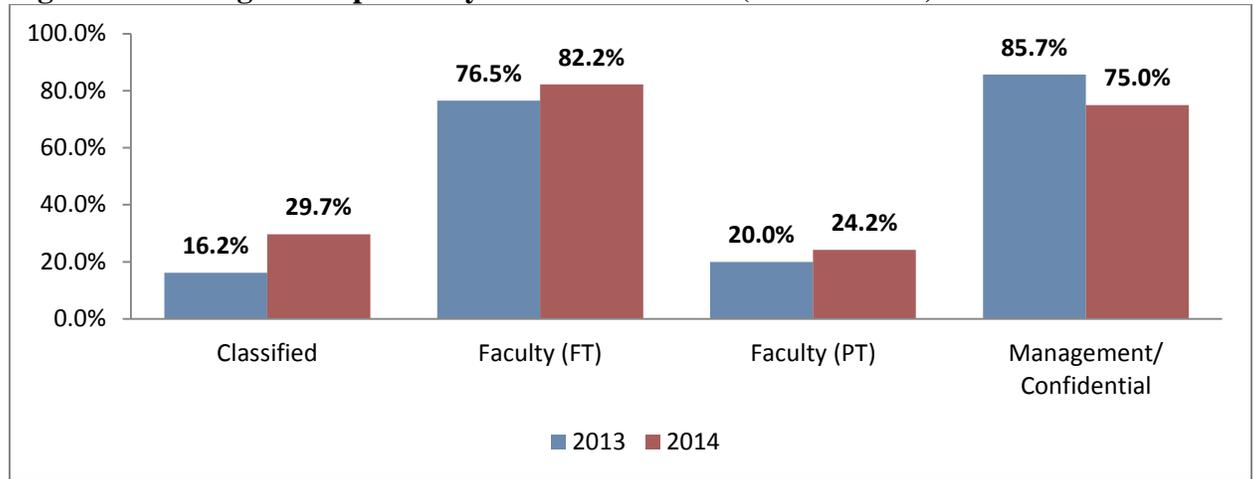


Source: 2013 Institutional Planning Progress Report.

The data suggest that classified staff and part-time faculty perceive they have not had sufficient opportunity for involvement in the planning process. Based on these data, the IEC, as well as the President’s Cabinet and Dean’s Council, subsequently discussed how to ensure that both classified and part-time faculty members would be given the opportunity and encouragement to participate in planning. As a result, classified staff and part-time faculty members have been invited to take a more active role in the program

review process and serve on program, unit, and area plan teams—in addition to regular participation on governance committees. These efforts for increased involvement are evidenced in the 2014 Planning Process Survey, in which responses indicate increased participation by both classified staff and part-time faculty. Fig. 1-5 illustrates that reported participation rates increased from 16.2% to 29.7% for classified staff and from 20.0% to 24.2% for part-time faculty ([I.B.079: 2014 Institutional Planning Progress Report](#)).

Fig. 1-5: Planning Participation by Job Classification (2013 cf. 2014)



Source: 2014 Institutional Planning Progress Report

The College utilizes general, bond, and grant funds to fulfill resource allocation requests emanating from the planning process. The breakdown of funded resource allocations for the 2013-2014 and 2014-2015 planning cycles is illustrated in Table 1-1 below; both sets of requests culminated in Board approval on 11 December 2013 and 9 July 2014.

Table 1-1: Funded Allocation Requests (2013-2014 to 2014-2015)

Funded Resource Allocation Requests 2013/2014 - 2014/2015

Funded Positions by Year	Faculty	Classified
2013-2014	0	0
2014-2015	13	1

Other Resources Funded by Year	Facilities	Equipment/ Technology	Additional Budget
2013-2014*	\$2,310,000	\$435,200	\$343,100
2014-2015 *	\$365,223	\$971,950	N/A

** Totals include general, state, and bond funds*

Source: Rio Hondo Office of Institutional Research and Planning (IRP)

The College seeks and utilizes grant funds whenever possible and appropriate to fulfill and/or augment requests not immediately funded through the general fund. The Science, Technology, Engineering, and Math (STEM) program and its corresponding, award-winning MESA program have augmented program funds through grants from the Chancellor’s Office, the National Science Foundation, and Southern California Edison ([I.B.080: Grant Income \(2013\)](#); [I.B.081: 2013-2014 Edison Scholarship Grant Letter](#)). Bond funds are also utilized to support equipment and technology requests when general funds are not available. Among the many funded requests emanating from the planning process is the math redesign project ([I.B.082: Laptops for Basic Skills Math Redesign](#)). Program Review Committee recommendations are also an important factor considered by the Resource Allocation Committees when prioritizing requests.

ACTIONABLE IMPROVEMENT PLANS – I.B.4.

None.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY – Standard I.B.5.

The College utilizes documented assessment results to communicate matters of quality assurance to appropriate constituencies. Two means by which the College analyzes and presents quality assurance data is through two documents: the annual assessment of progress toward institutional goals and objectives document and the annual *Report to the Community*. These documents communicate institutional data to the College staff and

community. The assessment of progress document provides detailed information about progress toward each institutional goal and objective and is posted on the College website. The annual *Report to the Community* provides a less technical account of progress toward the goals and objectives of the College for the general public. A substantial portion of each report is a goal-by-goal summary of progress and accountability and quality assurance information on two important types of investments the community makes in the College: the building program and the College Foundation. A printed document is mailed to 134,000 District addresses, and an electronic version is posted prominently on the College website.

The College also documents assessment results from a variety of courses. Sources of quality assurance data at the institutional level include the annual assessment of progress toward institutional goals and objectives document, annual campus climate survey, student achievement data, and Student Learning Outcome (SLO) assessment reports. These sources provide specific data about how well the College achieves its goals; student and staff satisfaction with significant aspects of campus life; course completion and program awards; and student achievement of general education outcomes. Sources of quality assurance data also include professional/vocational examination results and program outcomes.

The College utilizes multiple communication modes to disseminate quality assurance data to appropriate community and campus audiences. Most sources of information are available to the public via the College website and publications mailed to community residents or distributed at public meetings. However, access to some sensitive information is limited to appropriate constituencies. Prominent among the protected information are the *AccessRIO* portal (segments available to all employees and/or students), *PlanBuilder* software (available to employees only), the shared P-drive on the server (segments available for reading and writing by work groups and committees), and *SLOlutions* software (metadata and outcome data and reports). These sources are accessible to institutional members who use and understand the information.

Relevant quality assurance data are also sent to employees and student leaders via e-mail. *Report to the Community* and the annual assessment of progress toward institutional goals and objectives document are the core quality assurance documents. Other such publications are posted to the College website: the *Weekly e-Messenger* and monthly *President's Update*, the *Fact Book*, the annual *State of the College Report*, summer newsletters, and the Student Success Scorecard. Public meetings addressing quality assurance data include the State of the College presentations, which are delivered to local governmental entities as well as to on-campus student groups on a regular basis.

SELF-EVALUATION – I.B.5.

The College meets this Standard.

The College collects many types of data, primarily at the institutional and program levels. Institutional data derive from an annual assessment of progress toward institutional goals

and objectives, an annual Campus Climate Survey, and student achievement data. The assessment of institutional goals and objectives provides numeric and narrative information on the progress of the College toward each of its institutional goals and objectives. The Campus Climate Survey addresses student and employee satisfaction with the various aspects of campus life, such as campus environment, student academic needs, and job satisfaction. Student achievement data aggregated to the institutional levels include campus-wide retention and success rates, as well as degree and certificate tallies. Information on Student Learning Outcomes (SLOs) is collected through *SLOlutions* software. Service Area Outcomes (SAOs) for Student Services and offices not primarily providing direct services to students are recorded in their annual planning documents. Individual programs, such as nursing, automotive technology, fire technology, computer information technology, and accounting, collect certification/employment examination results on their students ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.046: 2013 Climate Survey Report](#); [I.B.083: Flex Day State of the College 8-18-11](#); [I.B.084: Example of Retention & Success Rates in Planning](#); [I.B.085: Animation SLOs](#); [I.B.086: CNSD SAOs 2014-15 Plan](#); [I.B.087: AVS SAOs 2014-15 Plan](#); [I.B.088: RHC ACCJC SLO Proficiency Report October 2012](#); [I.B.089: NCLEX results 51.3801](#); [I.B.090: NREMT Exam Pass Rates](#)).

The annual spring Institutional Planning Retreat provides opportunity for representatives of campus constituency groups to receive information on, and understanding of, the planning process and institutional goals and objectives. The 2013 retreat included the kickoff for updating the Educational Master Plan, with results from documents with campus-wide assessment data: *Institutional Goals and Objectives*, *Fact Book*, *Student Success Scorecard*, and *Campus Climate Survey Report*. These retreat documents are posted on the College website for easy access ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.091: 2012 Table Assignments](#); [I.B.092: Institutional Planning Retreat 2013 Planning Resources on Planning Page](#)).

Program-level data include program accomplishments; progress toward the completion of program goals and objectives; student achievement data; professional/vocational examination results; and program outcomes, such as SLOs. During the planning process, programs document their accomplishments in numeric form, such as the number of financial aid disbursements, proficiency rates on SLOs, or numbers of positions filled. Other accomplishments are reported in narration and description, such as the process and progress in establishing career and technical programs in partnership with local employers, creating articulation agreements with local high school districts and universities, implementing and upgrading software applications, and updating curriculum. Student achievement data is aggregated to the program level to include success and retention rates, grade distribution, and degree and certificate tallies. Instructional programs record their SLO information in *SLOlutions* software ([I.B.093: Examples of Program Accomplishments](#); [I.B.094: Examples of Programs Completing Goals](#); [I.B.095: Example of Retention & Success Rates in Planning](#); [I.B.096: Examples of Grade Distribution and Awards in Program Review](#); [I.B.097: Animation SLOs](#); [I.B.098: CNSD SAOs 2014-15 Plan](#); [I.B.099: AVS SAOs 2014-15 Plan](#)).

The College Intranet provides an important and accessible means for sharing data within the campus. This includes *PlanBuilder* software used in planning documents, the *AccessRIO* portal on the College website, a shared drive on the information technology server, and *SLOlutions* software. These resources provide access to program plans and reviews, program-level data, information about SLOs, and campus-wide reports from the Office of Institutional Research and Planning (IRP) ([I.B.100: *PlanBuilder* Screenshot](#); [I.B.101: *AccessRIO* Screenshot](#); [I.B.102: P-Drive Screenshot](#); [I.B.103: *SLOlutions* Screenshot](#)).

The College utilizes publications to disseminate its data and analyses to the campus and community. The Office of the Superintendent/President issues the internally distributed *Weekly e-Messenger* and monthly *President's Update*, providing information about campus activities and achievements. The Office of Marketing and Communications produces, mails to each residence in the District, and posts on the College website the annual *Report to the Community*, which provides College demographics, updates on College policies and practices, sports highlights, student achievement data, financial status, audit results on the Measure A bond funds, and recent activities of the Rio Hondo Foundation. Of particular interest in this report is the documented progress toward each of the institutional goals. A summer newsletter, *News*, is another Marketing and Communication missive posted online and mailed to the 134,000 District addresses every year, containing information on graduation counts, national ranking for degrees by minority students, degrees conferred in security and protective services, new courses and programs, and curricular updates. The 2012 and 2013 editions of *News* featured success rates between students in specific programs, such as MESA/TRiO and the Fast Track Learning Communities programs, and counterpart students participating in the same courses outside of those programs. In addition, the College *Fact Book* has been published in two editions during the past six years, providing updated and detailed information about Rio Hondo's communities, student enrollment, demographics, special programs, and student achievement. The most recent edition was published in April 2013. The 42-page document is posted on the IRP webpage ([I.B.104: *Achievement in e-Messenger*](#); [I.B.105: *Achievement in Update*](#); [I.B.106: *Update and Messenger*](#); [I.B.107: *2012 Annual Report*](#); [I.B.108: *2011 Annual Report*](#); [I.B.109: *2010 Annual Report*](#); [I.B.110: *2009 Annual Report*](#); [I.B.111: *2008 Annual Report*](#); [I.B.112: *2013 Summer Newsletter*](#); [I.B.113: *2012 Summer Newsletter*](#); [I.B.114: *2011 Summer Newsletter*](#); [I.B.115: *2010 Summer Newsletter*](#); [I.B.116: *2009 Summer Newsletter*](#); [I.B.117: *2012 Factbook- Final*](#); [I.B.118: *2012-2013 Factbook on Research Reports*](#)).

The Superintendent/President delivers an annual State of the College presentation to the campus at fall FLEX Day assemblies. Past presentations have highlighted the President's priorities, demographics, student achievement data, selected accomplishments, strategic directions, and institutional goals for the upcoming year. The President has subsequently delivered the address to city councils within the District and at student meetings on campus. The address is also posted on the College website ([I.B.083: *Flex Day State of the College 8-18-11*](#); [I.B.119: *eMessenger w-State of the College 2013*](#)).

The College hosted Community Educational Forums in each of the five Trustee areas during spring 2012. This initiative came at a unique time in the College’s history. To conserve fiscal resources, the College decided in 2011 to discontinue holding community-based Board meetings. The beginning of 2012 brought changes based on the Student Success Task Force (SSTF) recommendations and potential course cuts due to the state budget. The purpose behind these meetings was to reach out and provide information to community members while soliciting community input on priorities for the coming year. The agenda for the forums included a welcome from the respective Trustee, a “Student Perspective” presentation, a “College Overview,” and an introduction to the SSTF recommendations. These presentations were followed by activities in which community members could express their opinions and interests related to the College. In addition, the College regularly holds meetings with community leaders, such as school superintendents and representatives of government, nonprofit, faith-based, and business constituents to assist in advising the College about community concerns ([I.B.120: Community Educational Forums concept paper](#); [I.B.121: 2012 Community Educational Forums Report of Findings](#); [I.B.122: 2012 Community Educational Forums Report - Final](#)).

Acting on a directive from the Accrediting Commission for Community and Junior Colleges (ACCJC), Rio Hondo College set and reported its first group of institution-set standards in early 2013, which were subsequently communicated to the Board in March and to the Institutional Planning Retreat participants in April. Since then, the Institutional Effectiveness Committee (IEC) has reviewed the current performance of the College, updated ACCJ- required institution-set standards, and developed additional standards adapted from the Student Success Scorecard. One particular goal for the additional standards is to apply Scorecard-type metrics to current and recent student cohorts, rather than those reported in the Scorecard, who began their time at the college six or more years ago. The 2013-2014 academic year provides the first opportunity to complete a cycle of setting up and reviewing these standards. Finally, IRP is vigilant in widely disseminating appropriate and pertinent data to the Board of Trustees and to the public via the Student Success Scorecard ([I.B.123: RHC - Accreditation 2014 Board update 3-13-13](#); [I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.124: IEC Meeting Minutes Nov. 26, 2013](#); [I.B.125: IEC Meeting Minutes Nov. 26, 2013](#); [I.B.126: IEC Meeting Minutes Dec. 10, 2013](#); [I.B.127: Minutes 12 July 2013 Special Board Meeting](#); [I.B.128: Minutes 13 November 2013 Board Meeting](#); [I.B.129: F13 agddft 8-12-2013](#); [I.B.130: SS Scorecard - Flex 2013 - Break-out](#); [I.B.131: Scorecard on Website](#)).

IRP shares responsibilities for communicating information about institutional quality to the public with the Offices of Marketing and Communications and Government and Community Relations (GCR). The program plans and reviews of these offices document their accomplishments. In fact, the College received a Gold Medallion of Excellence in the Annual Report category from the National Council for Marketing and Public Relations in September 2013 ([I.B.132: MC2011-12Review](#); [I.B.133: GCR2013-14Review](#); [I.B.134: IRP2012-13Review](#); [I.B.135: NCMPR Award Sep2013](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.5.

None.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY – Standard I.B.6.

Rio Hondo College assures the effectiveness of its planning and resource allocation process through surveys, round table discussions, and annual evaluation of the Institutional Planning Process by the Institutional Effectiveness Committee (IEC).

SELF-EVALUATION – I.B.6.

The College meets this Standard.

As its main function, the IEC assesses the effectiveness of the institutional planning process, which includes resource allocation. The IEC works with the Office of Institutional Research and Planning (IRP) to implement the annual Institutional Planning Process Survey and Institutional Planning Retreat Survey. These surveys allow the College community to evaluate the institutional planning process and provide feedback for IEC to utilize in its evaluation of the planning process. Additionally, the IRP webpage includes a feedback form, and office staff track phone call inquiries from a dedicated planning help line. The Planning and Fiscal Council (PFC), Dean’s Council, President’s Cabinet, and Academic Senate discuss ways to improve the institutional planning process on an annual basis and provide recommendations to the IEC. The IEC uses all these sources of feedback to evaluate the process on an annual basis. Examples of improvements include updating the resource allocation process, adding a Staff Development section to the planning template, and upgrading the SLO section of the planning template. In response to faculty Academic Senate feedback, IRP and the IEC held two round table discussions—one for the classified staffing process and the other for faculty staffing. These discussions, involving members of all constituent groups, were the basis for recommendations to improve the resource allocation process. Classified staff and faculty members participated and played a key role in shaping the resource allocation recommendations ([I.B.136: Governance Manual 2014](#); [I.B.137: DAP - IEC Coordinator](#); [I.B.138: RHC Institutional Planning Process Survey Report 2013](#); [I.B.139: Planning Page Screen Shot](#); [I.B.140: RA Roundtable Packet and Feedback](#); [I.B.141: Minutes 10 August 2013 Board Retreat](#); [I.B.142: GIS 2012-13 Program Review StaffDev](#); [I.B.143: CHEM 2014-15 Program Plan SLOs](#)).

The College planning process has been effective in fostering improvement based on accomplishment of institutional goals and objectives. The evaluation of institutional goals and objectives conducted by IRP and discussed at the annual Institutional Planning Retreat (discussed at length in I.B.2) reveal a steady cycle of accomplishment and

improvement. Evaluation and listing of accomplishments also occur at the program, unit, and area levels as part of the institutional planning process. Plan teams conduct strengths, weaknesses, opportunities, and threats analyses (SWOT) and review goals and objectives in their planning templates to identify accomplishments and improvements. Additionally, the program review component of the institutional planning process identifies program-level recommendations and accomplishments achieved through the planning process ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.142: Philosophy 2014-15 Program Review SWOT](#); [I.B.143: Outreach & Educational Partnerships 2014-15 Program Review Acc&Imp](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.6.

None.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY – Standard I.B.7.

The College uses multiple data sources to gather evidence about the effectiveness of its programs and services. These include local and statewide sources of student data, campus-wide surveys, narrative reports from program managers and staff, program-specific surveys and focus groups, post-session questionnaires on staff development, and program-level tracking procedures. Rio Hondo's institutional planning/review process also includes specific assessment of evaluation methods, as evidenced in many instructional, Student Services, and Library program plans ([I.B.144: Library Program Review 2011](#)).

SELF-EVALUATION – I.B.7.

The College meets this Standard.

The College uses California Community College Chancellor's Office (CCCCO) Data Mart as a highly accessible source of data on degrees and certificates, both for the College as a whole and for specific disciplines. The College holds membership in the National Student Clearinghouse and often uses the Student Tracker function to estimate transfer rates for the College as a whole, as well as for specific program areas, such as counseling courses, career and technical education, and EOPS ([I.B.145: Helping Your Department Use Data](#); [I.B.146: Tracking Student Success - Flex S14](#); [I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.147: EOPS 2011-2012 Year-end-data](#); [I.B.148: Counseling 2007-2013](#)).

At the local level, the Enrollment Strategies System (ESS) is available to all employees of the College, and the Cognos data system is available to employees with appropriate job assignments. These sources provide useful information on enrollment and student

performance. Each year, the Office of Institutional Research and Planning (IRP) receives more than 100 research and survey requests. A team of researchers provides data in response to specific requests from program managers, as well as faculty teams working on individual plans, projects, or studies. Recent examples include comparisons of student retention and success between online and on-ground course sections of the same courses, numbers of majors and programs awards in applied areas of the social sciences, progress reports on cohorts of students participating in the El Monte Pledge and STEM programs, comparisons of performance between students in various Title V programs (e.g., Fast Track Learning Communities, First-Year Experience, and Summer Bridge) and similar non-participants, and application of Student Success Scorecard procedures to current student cohorts ([I.B.149: ESS Screenshot](#); [I.B.150: Banner-Cognos Page](#); [I.B.151: IRP 2013-14 Program Review Excerpt](#); [I.B.152: Course Comparisons for DE Meeting](#); [I.B.153: Drug Studies Majors and Awards](#); [I.B.154: El Monte Pledge 2012 Cohort List](#); [I.B.155: MESA Student Performance](#); [I.B.156: Learning Communities Spring 2013](#); [I.B.157: 2012-13 Title V Cohort Findings](#); [I.B.158: Current Cohorts](#)).

Narrative self-reports from program managers and staff also offer an informative source of information. The College annually solicits a systematic set of reports through two initiatives. First, each spring, the College produces an assessment report of progress toward achieving institutional goals and objectives. Although IRP provides quantitative data from Banner and other sources, activities and outcomes for many goals are better depicted through narrative reports. Administrators, faculty, and classified staff provide detailed reports on progress toward achieving goals and objectives, for example, on program models for student success (Goal 3), planning for the South Whittier Educational Center (SWEC) facility (Goal 4), services for foster youth (Goal 5), educational partnerships with off-campus entities (Goal 6), and access to instructional technology (Goal 9). Secondly, virtually every program, unit, and area on campus participates in planning activities—both academic and administrative—responds to a series of question about current status, accomplishments during the past year, and suggestions for improvements. Programs undergoing program review on a six-year, rotating basis provide broader and deeper analysis of the progress of the program, current status, and prospects for the future. Planning also provides the opportunity for programs, units, and areas to review progress toward each of their goals and objectives ([I.B.045: Institutional Planning Retreat 2013 Planning Resources](#); [I.B.159: 2013-2014 Areas Unit Programs](#); [I.B.160: Program Review 6 year Schedule](#); [I.B.161: Example Student Services Program Review](#)).

The College conducts two campus-wide surveys each year. The Campus Climate Survey (of students and employees) provides concrete feedback on many aspects of campus life. Examples of campus programs receiving specific feedback from participants are Student Services (student survey), Human Resources (employee survey), and campus building projects (student and employee surveys). In fact, the previous Superintendent/President held two workshop sessions to focus on the results of the 2011 Climate Survey. The purposes of the discussions were to recognize areas where the College was doing well and address issues for improvement. Both sessions included representatives for each constituent group and were facilitated to review the Campus Climate Survey data and

capture ideas for improving the College climate for students and employees. Each year, and as recently as the Board retreat on February 1, 2014, Campus Climate Survey results have been presented to the Board of Trustees for information and discussion. Specific topics have included student academic needs, student inclusion and campus life, student diversity and equity, employee job satisfaction, employee communication, employee perceptions of governance, and campus relationships. Climate Survey data is also discussed at meetings of the Institutional Effectiveness Committee (IEC) and during the annual spring Institutional Planning Retreat. The Institutional Planning Process Survey is another campus-wide opportunity for staff members to offer feedback on their participation in and perceptions about the annual planning process. As detailed in Standard I.B.4, findings from the survey are compiled in the annual *Institutional Planning Process Report*. Results from both campus-wide surveys are reviewed and discussed each year by the IEC and IRP. The results of the discussions have led to improvements at the College. In fact, the Leadership Academy, initiated in the 2010-2011 academic year, was formed as a result of Campus Climate Survey results about the need for ladders to leadership. Other results include improvements in the institutional planning process and updates to the survey instrument itself ([I.B.046: 2013 Climate Survey Report](#); [I.B.078: RHC Institutional Planning Process Survey Report 2013](#); [I.B.162: Minutes 1 February 2014 Special Board Meeting](#); [I.B.163: 2013 Campus Climate Survey Report BOT 2-1-14](#); [I.B.164: Rio Hondo College Leadership Academy](#); [I.B.165: Leadership Academy Survey](#)).

The College also collects post-session questionnaires after staff development workshops and meetings. The Staff Development Coordinator regularly administers a questionnaire to assess participants' satisfaction and learning in workshops. Particular activities, such as the Institutional Planning Retreat and the Leadership Academy, also utilize post-session feedback questionnaires ([I.B.166: Fall 2012 Workshops](#); [I.B.167: RHCLA 2012-2013](#); [I.B.078: RHC Institutional Planning Process Survey Report 2013](#)).

Many offices on campus collect data to assess the effectiveness of their programs and services. The GO RIO transportation program conducts a participant survey each semester to gather opinions about the programs and solicit ideas for improvement. The Office of Student Success and Retention has commissioned focus groups and questionnaires for students in the Fast Track Learning Communities and First-Year Experience programs. In fact, a group of math instructors are implementing and refining an innovative redesign approach to streamlining students' progression through basic skills courses, having gathered evidence through student surveys and discussion of their own teaching observations ([I.B.168: Fall 2013 GO RIO Student Survey](#); [I.B.168: Fall 2013 GO RIO Student Survey](#); [I.B.169: Fast Track Data Discussion](#); [I.B.170: Learning Communities 2013 Data Analysis ADM](#); [I.B.171: Math Attitude and Perception Survey Results](#)).

The Student Services area implements many measures of the effectiveness of its programs and services. These measures include counts of students served, brief feedback questionnaires for students, and a pretest-posttest to measure student learning after financial aid orientations. Other Student Services measurements are discussed in

Standard II.B ([I.B.172: Examples of Student Services Data](#); [I.B.173: Counseling SAO Section](#); [I.B.174: 2011 Financial Aid SLO Post Survey](#)).

Academic programs regularly collect assessment results for SLOs. *SLOlutions* software allows faculty to produce program-level SLO reports on student progress. The Honors Program annually tracks the number of participating students transferring to University of California (UC) campuses. In keeping with the Student Success Initiative (SSI) bringing greater focus to the collection of data for students who are new to campus, the advent of a Freshman Success Center has led to the gathering of data on matriculation-related services and students' progress toward evidenced based milestones, for example, earning 30 units and passing a transfer-level course in math or English ([I.B.175: SLOlutions Reports Screenshot](#); [I.B.176: Honors Fall 2013 Newsletter](#); [I.B.177: Freshman Report](#)).

Federal grants require the collection and reporting of data on the effectiveness of programs and services. In recent years, the College has gathered effectiveness data on programs and services supported by GEAR UP, TRiO, Title V, and National Science Foundation grants. Most notably, the MESA/STEM programs at the College have made data collection and analyses foundational to their operations and growth. In addition, to tracking the progress of individual students through a *Blumen* database, the MESA/STEM office has requested data on numbers of students majoring and graduating in STEM fields, participating students' rates of transfer to four-year schools, course success rates of students earning a "C" in prerequisite course, comparisons of STEM course performance between program participants and non-participants in the same course, and analysis of the relationship between Academic Excellence Workshop attendance and course grades ([I.B.178: STEM Grants Data](#); [I.B.179: NSC 20130305](#); [I.B.180: NSF Grant Data](#); [I.B.181: MESA Student Performance](#)).

The College uses evaluation processes and results to promote improvement in program and services. Each year, common themes in program reviews are summarized in the form of institutional recommendations for the College. In one example, the College hired an articulation officer in 2011 in response to an institutional recommendation from program review. The work of the Articulation Officer led to 17 additional University of California transferrable courses for fall 2012 and development of an *Articulation Manual* ([I.B.182: Dance ProgRev ExecSumm 20081124](#); [I.B.183: ArticOff announcement](#); [I.B.184: CSD Newsletter2012sep-octB1](#); [I.B.185: COUN ProgRev 2014-15 \(excerpts\)](#)).

Individual programs also evaluate and suggest improvements to their programs on an ongoing basis. In response to unsatisfactory success rates in basic skills math courses, as evidenced in SLO results and program plans, a group of math faculty developed the Fast Track math initiative. They researched many math redesign models before choosing and implementing their redesigned approach. In addition, calculus instructors observed that their students were able to set up problems but made errors in computation. As a result of collaborative dialogue, the MESA/STEM program now includes more computational practice in Academic Excellence Workshops for calculus courses ([I.B.186: Math Redesign Flyer](#); [I.B.187: Fast Track Math](#); [I.B.188: Math Attitude and Perception Survey Results](#); [I.B.189: RHC Accreditation Survey](#)).

Other academic areas improve their programs in similar ways. The animation program revised its curriculum based on SLO data and assessments. In response to SLO results, the Department of Speech made improvements to instructional practices for nonverbal delivery and conflict management skills. This department also clarified guidelines and students’ accountability for attending lab components. The Department of English transitioned from a holistic essay exam to *Accuplacer* for incoming assessment placement with favorable results, and the Nursing program reports that improvements to the Childbearing Family/Women’s Health course are a direct result of SLO assessments ([I.B.190: RHC Accreditation Survey](#)).

ACTIONABLE IMPROVEMENT PLANS – I.B.7.

None.

STANDARD I.B. EVIDENCE

I.B.001: Flex Day Agenda 08-23-13
I.B.002: FLEX PowerPoint 1-24-14
I.B.003: SLO AuthenticAssessment
I.B.004: Vygotsky Talk Information
I.B.005: Math Redesign Flyer
I.B.006: Learning Communities 2013 Data Analysis ADM
I.B.007: Plan Builder SLO Section Updated 8-20-13
I.B.008: IEC Meeting Minutes Nov. 13, 2012
I.B.009: Governance Manual 2014
I.B.010: IEC Meeting Minutes 12-13
I.B.011: IEC Meeting Minutes 13-14
I.B.012: RA Roundtable Packet Feedback
I.B.013: Board Policy 3250, Institutional Planning
I.B.014: Administrative Procedure 3250, College Planning
I.B.015: PFC Minutes 3.11.14 accepted 4.22.14
I.B.016: BSI Committee 2011-12
I.B.017: 11-02-12 BSI Committee Meeting Minutes
I.B.018: 09-05-13 BSI Committee Meeting Minutes
I.B.019: Title V Team 2011-12
I.B.020: Title V Implementation Group, Mtg. Minute 05.02.13 Rev.
I.B.021: Title V Impl Team-Success Programs - Mtg Minutes--04 08 14
I.B.022: Objective 7g Response (2013)
I.B.023: IEC Meeting Agenda - 5-7-13
I.B.024: IEC Meeting Minutes Aug. 6, 2013
I.B.025. min 61312 with order of employment
I.B.026: 2013-14 Institutional Goals and Objectives
I.B.027: Flex Day State of the College 8-18-11



I.B.028: Planning Page w-IGO
I.B.029: Example of Program Goal matching Institutional Goal
I.B.030: Goal--Help Text
I.B.031: RHC Annual Planning - How to Develop Goals Evaluation Objectives Resources
I.B.032: Training Schedule 2014-2015 Planning Process
I.B.033: Leadership Retreat 2011 - G&O Assessment
I.B.034: Leadership Retreat 2012 - G&O Assessment
I.B.035: Planning Home Page
I.B.036: Program Review 6 year Schedule
I.B.037: Board Policy 4020, Program Curriculum
I.B.038: Administrative Procedure 4020, Program Curriculum Development
I.B.039: 2014-2015 Program Review Committee Sign Up Sheet
I.B.040: Program Review Executive Summary Examples
I.B.041: Articulation Officer Evidence
I.B.042: Program Review Recommendations - Lilac -Work Product 2014
I.B.043: Program Review Recommendations - PURPLE -Work Product 2014
I.B.044: Student Success Strategies
I.B.045: Institutional Planning Retreat 2013 Planning Resources
I.B.046: 2013 Climate Survey Report
I.B.047: Planning Page Screen Shot
I.B.048: Program Review Process Samples
I.B.049: Areas-Units-Programs 2014-2015 Process
I.B.050: Biology Program Review & Data Sample 2014-2015
I.B.051: AccessRIO Screenshot
I.B.052: Goal - Sample Program Progress section
I.B.053: RHC Planning Retreat Table Packet 2014, Page 22
I.B.054: Planning Process Training 13-14
I.B.055: Help Text Samples – PlanBuilder
I.B.056: Research & Survey Request Form
I.B.057: CHEM 2014-15 Program Plan SLOs
I.B.058: Health Sciences and Nursing HHA Executive Summary
I.B.059: S13 FLEX agd dft -gen final
I.B.060: RHC Planning Process Work Flow - Updated 7-2013
I.B.061: RHC Planning Process
I.B.062: Faculty Staffing Committee Packet 2014-2015
I.B.063: RHC Institutional Planning Process Survey Report 2013 (11-14-13)
I.B.064: Examples of Program, Unit, and Area Plan Outlines
I.B.065: PlanBuilder Participation Page
I.B.066: 2014-15 Kinesiology, Dance & Athletics Unit Team
I.B.067: 2014-2015 Planning Process Memo
I.B.068: Help Text--Mission Statement
I.B.069: Goal--Help Text
I.B.070: Mission, Vision & Values
I.B.071: Planning Home



I.B.072: 2014-2015 Planning Process Memo
I.B.073: All Staff - 2014-2015 Planning Process Memo 10-7-13
I.B.074: Unit Managers 2014-2015 Planning Process Memo
I.B.075: 2014-2015 Program Review Committee Sign Up Sheet
I.B.076: PlanBuilder Menu Page
I.B.077: All Staff - 2014-2015 Planning Process Memo 10-7-13
I.B.078: RHC Institutional Planning Process Survey Report 2013
I.B.079: 2014 Institutional Planning Progress Report
I.B.080: Grant Income (2013)
I.B.081: 2013-2014 Edison Scholarship Grant Letter
I.B.082: Laptops for Basic Skills Math Redesign
I.B.083: Flex Day State of the College 8-18-11
I.B.084: Example of Retention & Success Rates in Planning
I.B.085: Animation SLOs
I.B.086: CNSD SAOs 2014-15 Plan
I.B.087: AVS SAOs 2014-15 Plan
I.B.088: RHC ACCJC SLO Proficiency Report October 2012
I.B.089: NCLEX results 51.3801
I.B.090: NREMT Exam Pass Rates
I.B.091: 2012 Table Assignments
I.B.092: Institutional Planning Retreat 2013 Planning Resources on Planning Page
I.B.093: Examples of Program Accomplishments
I.B.094: Examples of Programs Completing Goals
I.B.095: Example of Retention & Success Rates in Planning
I.B.096: Examples of Grade Distribution and Awards in Program Review
I.B.097: Animation SLOs
I.B.098: CNSD SAOs 2014-15 Plan
I.B.099: AVS SAOs 2014-15 Plan
I.B.100: Plan Builder Screenshot
I.B.101: Access Rio Screenshot
I.B.102: P-Drive Screenshot
I.B.103: <i>SLOlutions</i> Screenshot
I.B.104: Achievement in e-Messenger
I.B.105: Achievement in Update
I.B.106: Update and Messenger
I.B.107: 2012 Annual Report
I.B.108: 2011 Annual Report
I.B.109: 2010 Annual Report
I.B.110: 2009 Annual Report
I.B.111: 2008 Annual Report
I.B.112: 2013 Summer Newsletter
I.B.113: 2012 Summer Newsletter
I.B.114: 2011 Summer Newsletter
I.B.115: 2010 Summer Newsletter
I.B.116: 2009 Summer Newsletter



I.B.117: 2012 Factbook- Final
I.B.118: 2012-2013 Factbook on Research Reports
I.B.119: eMessenger w-State of the College 2013
I.B.120: Community Educational Forums concept paper
I.B.121: 2012 Community Educational Forums Report of Findings
I.B.122: 2012 Community Educational Forums Report - Final
I.B.123: RHC - Accreditation 2014 Board update 3-13-13
I.B.124: IEC Meeting Minutes Nov. 26, 2013
I.B.125: IEC Meeting Minutes Dec. 10, 2013
I.B.126: Minutes 12 July 2013 Special Board Meeting
I.B.127: Minutes 13 November 2013 Board Meeting
I.B.128: F13 agddft 8-12-2013
I.B.129: SS Scorecard - Flex 2013 - Break-out
I.B.130: Scorecard on Website
I.B.131: MC2011-12Review
I.B.132: GCR2013-14Review
I.B.133: IRP2012-13Review
I.B.134: NCMPR Award Sep2013
I.B.135: Governance Manual 2014
I.B.136: DAP - IEC Coordinator
I.B.137: Planning Page Screen Shot
I.B.138: RA Roundtable Packet and Feedback
I.B.139: Minutes 10 August 2013 Board Retreat
I.B.140: GIS 2012-13 Program Review StaffDev
I.B.141: CHEM 2014-15 Program Plan SLOs
I.B.142: Philosophy 2014-15 Program Review SWOT
I.B.143: Outreach & Educational Partnerships 2014-15 Program Review Acc&Imp
I.B.144: Library Program Review 2011
I.B.145: Helping Your Department Use Data
I.B.146: Tracking Student Success - Flex S14
I.B.147: EOPS 2011-2012 Year-end-data
I.B.148: Counseling 2007-2013
I.B.149: ESS Screenshot
I.B.150: Banner-Cognos Page
I.B.151: IRP 2013-14 Program Review Excerpt
I.B.152: Course Comparisons for DE Meeting
I.B.153: Drug Studies Majors and Awards
I.B.154: El Monte Pledge 2012 Cohort List
I.B.155: MESA Student Performance
I.B.156: Learning Communities Spring 2013
I.B.157: 2012-13 Title V Cohort Findings
I.B.158: Current Cohorts
I.B.159: 2013-2014 Areas Unit Programs
I.B.160: Program Review 6 year Schedule
I.B.161: Example Student Services Program Review



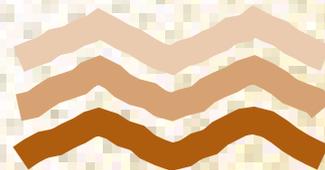
I.B.162: Minutes 1 February 2014 Special Board Meeting
I.B.163: 2013 Campus Climate Survey Report BOT 2-1-14
I.B.164: Rio Hondo College Leadership Academy
I.B.165: Leadership Academy Survey
I.B.166: Fall 2012 Workshops
I.B.167: RHCLA 2012-2013
I.B.168: Fall 2013 GO RIO Student Survey
I.B.169: Fast Track Data Discussion
I.B.170: Learning Communities 2013 Data Analysis ADM
I.B.171: Math Attitude and Perception Survey Results
I.B.172: Examples of Student Services Data
I.B.173: Counseling SAO Section
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I.B.175: SLOlutions Reports Screenshot
I.B.176: Honors Fall 2013 Newsletter
I.B.177: Freshman Report
I.B.178: STEM Grants Data
I.B.179: NSC 20130305
I.B.180: NSF Grant Data
I.B.181: MESA Student Performance
I.B.182: Dance ProgRev ExecSumm 20081124
I.B.183: ArticOff announcement
I.B.184: CSD Newsletter2012sep-octB1
I.B.185: COUN ProgRev 2014-15 (excerpts)
I.B.186: Math Redesign Flyer
I.B.187: Fast Track Math
I.B.188: Math Attitude and Perception Survey Results
I.B.189: RHC Accreditation Survey

Accreditation Self Evaluation 2014

Standard II

Student Learning Programs and Services

RIO
HONDO
COLLEGE



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY – Standard II.A.1.

The College ensures that all academic programs and services are current, appropriate, and high quality through monitoring and evaluation of processes that involve program planning, curriculum review, and SLO assessment. All programs at Rio Hondo College go through the planning and review process; in doing so, the College monitors and ensures instructional programs are congruent with the mission of the institution, regardless of location or means of program delivery.

SELF-EVALUATION – II.A.1.

The College meets this Standard.

The Rio Hondo College Mission Statement specifically addresses commitment to student success among the College’s diverse communities. The means for students to achieve success are provided through various programs offered by the College. Each program tailors its individual mission statement to reflect the College Mission Statement, while simultaneously focusing on the specific purpose of the program. This alignment ensures that all institutional offerings—be they academic, service-oriented, or operational—conform to and reflect the College’s mission. As a result, the Rio Hondo Mission Statement is the driving force behind all the workings of the College ([II.A.001: Rio Hondo College Mission Statement](#)).

Alignment of Rio Hondo’s instructional programs to its mission is ensured by several processes that systematically assess the College’s instructional programs, most notably the institutional planning/review process, curriculum review process, and SLO assessment process, among others. During the 2008-2009 academic year, the College extensively revised its institutional planning process, as was recommended by the Accrediting Commission of Community and Junior Colleges (ACCJC) following the College’s 2008 accreditation review. The new, expanded process introduced cyclical, comprehensive review of instructional programs. As detailed in Standard I.B.3, all organizational entities of the College are clearly defined as programs, units, or areas. Each year, all programs write/update/revise their program plans or program reviews, the latter of which are more comprehensive plans submitted once every six years. An important component of each plan/review is the program’s Mission Statement, which must reflect the Mission Statement of the College while highlighting the focus of the individual program. In particular, the sixth-year program review process assures a more pointed examination of all aspects of the program, which includes the program-level Mission Statement. The Program Review Committee begins an hour-long discussion of each program with consideration of the program’s mission; all aspects of the program are further considered in light of the stated mission. In this manner, instructional programs are aligned with the institution’s mission by showing how their program will provide “dynamic educational opportunities” that will help lead Rio Hondo’s students to one or more targeted educational goals—“associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, [or] lifelong learning” ([II.A.002: Planning Process Document](#); [II.A.003: Program Review Examples of Mission Statement Discussion](#)).

The Curriculum Committee, which includes representatives from across the disciplines, as well as the Articulation Officer, also ensures that courses offered in the name of the institution adhere to the requisite requirements for degrees and certificates ([II.A.004: Rio Hondo College Curriculum Committee By-Laws](#)). Members of the Curriculum Committee monitor the currency and appropriateness of courses and programs. Courses are revised every five years at a minimum, at which time course outlines are reviewed, including the following components:

- course descriptions
- needs, justifications, and goals
- entering and exiting skills
- course content
- course objectives and student learning outcomes
- methods
- materials
- assignments
- methods of evaluation ([II.A.005: RHC Curriculum New Course Form](#)).

On-ground and online courses are subject to the same curricular standards, although online courses must additionally exhibit compliance with Section 508 of the Rehabilitation Act. Decisions to offer courses in online and hybrid formats are made at the division level and approved by the Curriculum Committee ([II.A.006: Curriculum](#)



[Handbook p38 DE Instructions](#); [II.A.007: Division Minutes Including DE Course Approval](#), [II.A.008: Request to Offer a Course via Distance Education](#)). Data from online sections are evaluated in the same manner as on-ground sections. Online course content is identical to on-ground course content. Although test taking may differ in delivery and mode, assessments are otherwise equivalent to those on-ground ([II.A.009: Program Reviews Discussing DE](#); [II.A.010 RHC-IRP-DE Units Completed](#); [II.A.011: Administrative Procedure 4105, Distance Education](#)).

In addition to institutional planning/review and Curriculum Committee approval, ongoing assessment of Student Learning Outcomes (SLOs) provides opportunities for faculty members to consider instructional program missions in light of SLO proficiency rates. (Detailed discussion of the SLO assessment process at Rio Hondo is provided in Standard II.A.1.c.) Other means of assuring high quality and appropriateness of instructional programs include course-to-course articulation agreements with four-year institutions, Chancellor’s Office approval of degrees, California State University (CSU) and Intersegmental General Educational Transfer Curriculum (IGETC) course approvals, and the faculty evaluation process. Career and Technical Education (CTE) advisory committees also provide additional input regarding the direction, quality, and curriculum of those programs.

Suggestions for new fields of study emanate from various sources. Whether from advisory committees in CTE, interactions with transfer institutions, or campus constituencies, the process from inception to realization is uniform. Faculty members and administrators must include proposed new areas of study in program, unit, and area plans, and, as they move through the planning and review process, they must be supported at each level. When a new program requires resources, various planning committees determine allocations for staffing, facilities, equipment, and technology. Faculty members write the curriculum for courses related to new programs, and, as they progress through the curriculum approval process, changes may be made at the department, division, or Curriculum Committee levels. One new program created in spring 2011—the heavy equipment maintenance program (HEM), soon to be heavy equipment technology program—resulted from recommendations of a CTE advisory committee and the planning process ([II.A.012: CTE Unit Plan 2009-2010](#); [II.A.013: Advisory Committee Minutes Discussing New Program](#)).

The lifelong learning aspect of Rio Hondo’s Mission Statement is another important consideration for the College. Offerings through the Office of Continuing Education are a direct result of demonstrated needs in the community, as suggestions are solicited via surveys and monitored via class fill rates. The College also offers many educational events of interest to the community. These, and many other such events, are advertised in the community and open to the public ([II.A.014: List of Community Events for the Lifelong Learner](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.1.

None.

- a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY – Standard II.A.1.a.

Rio Hondo College relies upon several mechanisms to identify community needs, and in response, provides high quality programs and services to its students. Programs are offered to help students accomplish their many educational and career goals. Rio Hondo also provides systematic ways of assessing the quality of these programs, both through the program planning/review process and the Student Learning Outcomes (SLO) assessment process.

SELF-EVALUATION – II A.1.a.

The College meets this Standard.

In an effort to identify and address the educational needs of its students, Rio Hondo College has implemented several mechanisms involving data research and analysis. The Office of Institutional Research and Planning (IRP) collects, analyzes, and disseminates data to the College, to individual programs for discrete analysis in annual planning, and to the community as a means of transparency. These analyses, both college-wide and program-specific, are used in setting long- and short-term goals and objectives in regard to student needs and learning outcomes. In addition, programs assess their Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) for evidence of progress each semester. The College's annual Institutional Planning Retreat is further opportunity for constituency groups to discuss and analyze campus-wide data. Table discussions about data lead to prioritized goals and objectives for long-term planning ([II.A.015: Institutional Planning Retreat 2013 Agenda](#)).

Academic programs examine student success and retention rates, as well as proficiency rates, as part of their students' learning outcomes ([II.A.016: Examples of Program Plans-Reviews with extensive Data Analysis](#); [II.A.017: Examples of Program Plans-Reviews with SLO discussions](#)). Other data, specific to various programs, are also considered. Planning teams discuss and analyze data in light of trends evident in college-wide data, in various employment fields related to programs, and in higher education in general. Program-level interpretations and conclusions are reported in annual planning documents, and if a program is subject to program review in a given year, findings are discussed in an hour-long program review meeting. The results of these analyses are considered when faculty members write goals and objectives focused on program improvement to assist students with stated learning outcomes ([II.A.002: RHC Planning Process Document](#)).

Specifically, the following questions, found in *PlanBuilder* software, guide faculty analyses of SLO data:

- Consider all assessment results obtained for student learning outcomes (SLOs) in your program (including course and degree/certificate outcomes, where appropriate). Describe any common themes which have been identified through the assessment process. Be sure to identify gaps in students' learning and achievement which have been identified for multiple courses and/or degrees/certificates.
- What changes in instruction have been implemented to address these deficiencies? Have these changes led to improved student achievement of outcomes?
- What resources have been requested to implement these changes? Of those resources you have requested, which have been acquired? Describe the impact any acquired resources have had on the achievement of student learning outcomes.
- By this point in time, several assessment reports should have been completed for every regularly scheduled course in your area. Furthermore, these reports should have addressed multiple outcomes. Provide a thorough and detailed explanation for each course for which fewer than two assessment reports have been completed.
- Are any of the courses sections in your program taught completely online? If so, describe any differences in achievement of student learning outcomes between students in online sections and those sections offered in the traditional format ([II.A.018: Help Text Samples – PlanBuilder](#)).

Additionally, IRP staff members provide assistance for more specialized research projects. Such is the case when academic programs request course progression data, indicating how students pass through sequenced courses, such as English 035, 101, and 201. Noting patterns of student enrollment can yield information, which, in turn, can lead to program improvement in terms of scheduling, counseling, and other support services. Other studies, such as comparison of completion rates in Distance Education (DE) and face-to-face instruction, encourage fruitful discussions that lead to improved programs, as well ([II.A.019: IRP Reports Requested by Departments](#); [II.A.020: DE Retreat Documents 2013](#)).

Completion data, as well as Student Success Initiative (SSI) recommendations, have also inspired ongoing discussions at Rio Hondo about student success among faculty, staff, and administrators considering various ways to assist students in completing their educational goals in a timely manner. Overall, about 40 percent of students at Rio Hondo College complete their educational goals within six years. When that 40 percent is disaggregated into students “prepared” versus those “unprepared” for college-level work, the data indicate that approximately 64 percent of “prepared” students complete their educational goals within six years. For Career and Technical Education (CTE) students, completion rates are higher, at approximately 50 percent. These percentages reflect an unduplicated count of students who may be enrolling in courses at multiple institutions. It may be noted



that completion rates at Rio Hondo are comparable to those at other community colleges in the area.

Many programs on campus are specifically dedicated to assisting targeted groups of students, such as veterans, first-generation college students, and disabled students. Each of the more specialized programs conducts research to determine if services result in improved student learning. The research results for each specialized program are reported in annual program plans and reviews ([II.A.021: Examples of Research Analysis of Specialized Programs](#)). Innovative instructional designs aimed at maximizing and increasing student learning, such as Fast-Track Learning Communities, First-Year Experience, Gateway Tutoring, Springboard, and Summer Bridge, also conduct and report research to determine the efficacy of their efforts ([II.A.022: Programs with Innovative Instructional Designs](#)).

The educational preparation of Rio Hondo students is also evaluated through assessment of students' skills in English, reading, and mathematics, which ensures that incoming students are placed into appropriate level courses and provided with necessary resources for a successful college experience. Currently, *Accuplacer* is the assessment instrument for English, English as a New Language (ENLA), and reading. The mathematics assessment instrument is Math Diagnostic Testing Project (MDTP); recently, *Accuplacer* was added as a mathematics instrument when outreach staff visit local high schools to conduct assessment. Students' placements into appropriate English, ENLA, reading, and mathematics courses are based on multiple measures. Currently, faculty and counselors are re-examining the specific additional measures to be used in evaluating student placement ([II.A.023: Assessment Center Documents and Analysis](#)).

By ensuring that proper advisories and/or prerequisites are listed on courses, the Curriculum Committee also addresses the educational needs and preparation of students attending classes at Rio Hondo. The entering skills required for a given course must include those skills posted in the advisory and/or prerequisite.

ACTIONABLE IMPROVEMENT PLANS – II.A.1.a.

None.

- b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY – Standard II.A.1.b.

Rio Hondo College utilizes several delivery systems and modes of instruction, each of which is selected carefully, reviewed by committees, and evaluated through faculty evaluation, SLO assessment, and program review processes to ensure that



the delivery system and mode of instruction is appropriate for the course and aids the achievement of course objectives.

SELF-EVALUATION – II.A.1.b.

The College meets this Standard.

The College offers face-to-face instruction at the main campus, the South Whittier Educational Center (SWEC), the El Monte Educational Center (EMEC), and the Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. On-ground offerings are conducted in modes compatible with the objectives of the curriculum, which include lectures, labs, practicums, supervised field work, cooperative work experience/internships, apprenticeships, clinical experiences, and open entry/open exit labs. In addition, the College also offers Distance Education (DE) instruction through totally online, hybrid, and Web-enhanced on-ground formats ([II.A.024: Example of Schedule of Classes from Fall 2013](#)).

Discipline faculty members consider all aspects of a course/program before recommending methods of delivery and modes of instruction. Much of this discussion occurs in regularly scheduled department or division meetings but may transpire through email discussions, as well. ([II.A.007: Division Minutes Including DE Course Approval](#)). In particular, faculty members consider the needs, justification, and goals of a course; entering and exiting skills; course content; course objectives; and Student Learning Outcomes (SLOs), assignments, and methods of evaluation. These criteria are evaluated by the Curriculum Committee. Courses are reviewed and updated every five years ([II.A.025: Curriculum Form Course Outline of Record](#)).

For proposed online and/or hybrid courses, a “Course Outline Addendum for Delivery of a Course via Distance Education,” which includes a detailed explanation of how course requirements will be met through online delivery, must be approved by the Curriculum Committee. Additionally, Administrative Procedure (AP) 4105, “Distance Education,” outlines regular and effective student contact by faculty and other best pedagogical online practices ([II.A.011: Administrative Procedure 4105, Distance Education](#)).

Instructors at the College engage in ongoing discussions concerning appropriate methods and modes of delivery in courses. Annual program planning/review may instigate such discussions, but dialogue is continued throughout the year among faculty members attending division and department meetings, special task forces, standing committees, and other ad hoc committees. Instructors and academic administrators examine data, such as fill, success, and retention rates; SLO assessment report data; and other cogent data. For example, mathematics instructors deliberated for several years about a redesigned basic math delivery model to help students address their individual mathematics needs while simultaneously retaining, encouraging, and assisting students to achieve success. The chosen model uses a

blended approach of appropriate software, individual/small group instruction, and emphasis on critical thinking and problem solving. Evaluation of the delivery model includes SLOs and success and retention data, with subsequent course delivery adjustments ([II.A.026: Basic Skills Math Program Plan 2011](#)).

Dialogue occurs beyond discipline-specific programs. The Academic Senate holds discussions focused on delivery systems and modes of instruction ([II.A.027: Senate Minutes with DE Discussion](#); [II.A.007: Division Minutes Including DE Course Approval](#)). The campus-wide Distance Education Committee (DEC) was formed in fall 2013 to focus on DE issues that had previously been the purview of the Instructional Technology Committee (ITC). The new DEC has been working to define regular and effective contact for online courses, among other pertinent issues involving online course delivery and pedagogy. The Curriculum Committee also discusses the appropriateness of course offerings among various modes of instruction. Since approval of online delivery of a course by the Curriculum Committee begins with approval at the division level, discussion about the appropriateness of the delivery system and mode of instruction by Committee members expands the discussion begun among discipline faculty. Furthermore, presentations on DE to the Board of Trustees have involved Board members in the dialogue, as well ([II.A.028: Minutes from Board of Trustees Meeting April 10, 2013](#)) ([II.A.029: Program Review Discussion of Delivery Mode](#)).

At a recent ad hoc retreat to discuss online courses, participants examined data for DE, hybrid, and face-to-face offerings. Data from short-term and full-term online courses were also examined. Retreat participants concluded that some modes of instruction, DE in particular, do not seem to be strongly supporting the teaching of content in some course offerings (e.g., basic skills math). As a result, participants recommended the institution reduce the number of basic skills math courses offered in DE mode. After the retreat, the following statement was agreed upon as a summary of findings and conclusions:

In general, success and retention rates for short-term classes are lower than full term classes. The College should consider reducing the number of short term classes it offers, especially in Math/Science and Public Safety/Corrections where the numbers are very low. There are outliers within these data, possibly related to offering the short-term class on-ground and not online. So, the College may need to tease apart the data more or offer more short term on-ground classes to explore this option. In general, fill rates, success rates, retention rates, and SLO proficiency rates for online classes are lower than on-ground classes. Nine out of ten divisions show this pattern, with Arts being the only exception. The College should consider reducing the number of online classes it offers. Some areas have success rates that are so low that the College should consider canceling online sections altogether. Reductions could occur until the College has explored ways to increase success in the online and short-term domains ([II.A.020: DE Retreat Documents 2013](#)).

The above findings and recommendations are among many currently being addressed by the DEC.

One measure of whether delivery methods are meeting student needs at Rio Hondo College is the fill-rate for various classes. Division deans use *Enrollment Strategies Software (ESS)* to monitor enrollment, draw conclusions about current and future enrollment, and make changes to the class schedule in following semesters ([II.A.030: Deans Meeting Agendas with ESS Discussions](#)).

Success and retention rates for various modes of instruction (lecture, lab, etc.) are also examined annually by faculty and administration as part of the program planning/review process ([II.A.031: Program Review Chemistry 2012](#)). The effectiveness of these modes varies, depending on the specific areas of focus. For example, in chemistry, lab classes typically have higher success rates than lecture classes. In biology, the pattern is less obvious, with some labs having higher success and others not. The haphazard nature of the success of these labs has not led the campus to a general conclusion about modes of instruction (lecture, lab, etc.) ([II.A.032: Program Review GE Biology 2013](#)).

Excluding the lecture/lab dichotomy, other methods of instruction, such as practicums and internships, are generally more successful than lecture-based classes. This is probably due to the nature of the material in such courses that are more experienced-based rather than lecture-based in their delivery ([II.A.033: Program Reviews with Practicum and Internships](#)).

The faculty evaluation process is yet another measure designed to ensure that modes of instruction support course objectives and content. Deans evaluate contract and part-time faculty, while full-time faculty members engage in peer review. In both cases, evaluation and discussion of appropriate instructional modes and methods are addressed. In addition, students of contract and part-time faculty complete a survey about their course experiences, which includes questions about methods of instructional delivery ([II.A.034: Faculty Evaluation Process Documents](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.1.b.

None.

- c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY – Standard II.A.1.c.

The process for identifying, assessing, and integrating Student Learning Outcomes (SLOs) at Rio Hondo College involves faculty members writing and assessing SLOs

at the course and certificate/degree level. SLOs are assessed annually, and an assessment report is prepared, through which faculty members determine whether benchmarks for the SLO proficiency rate have been met. In an action plan, faculty members also determine what changes need to occur to improve proficiency rates. Furthermore, Rio Hondo SLO assessment reports contain a section for resource requests. Requests for resources have been tied to program planning more directly in recent years with the addition of questions regarding SLOs in *PlanBuilder* software. All SLOs, SLO assessment data, and SLO assessment reports are available to members of the campus community via *SLOlutions* software, which also houses similar data for Service Area Outcomes (SAOs).

SELF-EVALUATION – II.A.1.c.

The College meets this Standard.

Course-level student learning outcomes were written at Rio Hondo beginning in 2005. Curriculum Committee documents were updated to include SLOs in 2006. The first assessment cycles occurred in the 2006-2007 academic year. Following the 2008 accreditation site visit and recommendations, the SLO Committee and faculty established the following process and recommendations for SLOs:

- Each course at Rio Hondo has multiple SLOs—approximately two SLOs per unit.
- Course SLOs are written using course objectives and exiting skills as a guide.
- Although all SLOs are not always evaluated and analyzed every semester, a few SLOs in each course are considered “active.” These active SLOs are the ones being assessed.
- SLO assessment of courses occurs on a yearly basis.
- Throughout the six-year program review cycle, SLOs designated as “active” should cycle so that, within six years, all student learning outcomes will be evaluated.

Course objectives and exiting skills are developed as part of the curriculum development process at Rio Hondo College. These objectives/skills are verified to be at college-level through the articulation and curriculum approval processes. Since SLOs are written in conjunction with course objectives and exiting skills, SLOs are also college-level ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.036: SLOlutions website](#); [II.A.005: RHC Curriculum New Course Form](#)).

SLOs are created by discipline faculty. Discussion for evaluating SLOs and improving student performance is also faculty-driven. Department members meet to discuss SLO results. On FLEX day in fall 2010, a focused breakout session for faculty was held, entitled “Designing Effective Assessment Activities for Your SLOs,” which included information about how to write and evaluate assessments ([II.A.037: Division Meeting Agendas and Minutes showing SLO Participation](#)).



Since the last accreditation site visit in 2008, the College has made enormous strides in the definition and assessment of SLOs. The College has significantly improved its assessment process as a whole, particularly with respect to incorporating assessment results into the institutional planning/review process. Under the auspices of the campus SLO Committee, assessment procedures have been refined at all levels, and training has been offered in developing and authentically assessing outcomes. Using the “Rubric for Assessing Student Learning Outcomes”—published by the Accrediting Commission for Community and Junior Colleges (ACCJC)—as a benchmark, Rio Hondo College is “Proficient.” (II.A.038: SLO Committee Page from the RHC Governance Manual). Table 2-1 summarizes ACCJC’s rubric and how Rio Hondo meets the proficiency requirements.

Table 2-1. Rio Hondo College Proficiency Summary

Rio Hondo College Proficiency Summary

ACCJC Rubric	Rio Hondo Practice
Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates, and degrees.	All SLOs, SAOs, recorded data, and reports are in SLOlutions.
There is widespread institutional dialogue about the results of assessments and identification of gaps.	SLO discussions occur in order to prepare assessment reports, program plans, program reviews and the program review committee.
Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.	SLO analysis and discussion occurs as part of the program review process, as well as in the development of unit and area plans.
Appropriate resources continue to be allocated and fine-tuned.	The college provides release time for the SLO Coordinator and the Program Review Coordinator. Time is provided in Division/Department meetings for SLO discussions.
Comprehensive assessment reports exist and are completed and updated on a regular basis.	All assessment reports are located in SLOlutions.
Course student learning outcomes are aligned with degree student learning outcomes	Appropriate course outcomes are aligned with Degree outcomes in SLOlutions.
Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	Students receive information about programs in course syllabi and the college catalog. Student surveys query SLO and program awareness.

Sources: “ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes”; Rio Hondo College Student Learning Outcomes (SLO) Committee

The College continues to actively improve its processes even further, particularly with regard to assessment of higher-level (e.g., program outcomes), while striving to attain a uniform level of “Continuous Quality Improvement.”

Early in the implementation of the SLO assessment process at Rio Hondo, each department wrote program-level SLOs. However, in spring 2009, the SLO Committee decided that degree and certificate SLOs would replace program-level

SLOs. The first degree/certificate SLOs were developed between spring 2009 and fall 2010. Assessment of degree and certificate SLOs commenced fall 2011. At Rio Hondo College, SLOs are written for 98.7% of courses and 93% of programs (which include degrees and certificates). As new courses, certificates, and degrees are developed, new SLOs are written.

The SLO Committee, a subcommittee of Academic Senate, is comprised primarily of faculty, although membership includes administrators. As a measure of quality assurance, the SLO Committee reviewed course-level SLOs in spring 2012 and fall 2013 semesters for measurability, ambiguity, reasonability, level of expectations, and quality of writing ([II.A.039: SLO Committee Quality Control Document](#)).

Assessment reports are completed at the College on a regular basis. Most active course outcomes are assessed each semester, and reports are generally written on an annual basis (roughly half in the fall semester, half in the spring). All general education, Student Services, and degree/certificate outcomes are typically evaluated on an annual basis, as well. Assessment reports are composed of several sections. Each report begins with a summary of all data for a given outcome in rubric form for the specified term(s). Student performance on each proficiency standard is aggregated and compared against a benchmark which was set before assessment commenced. Any qualitative data or other comments provided by faculty are listed, along with the numerical data. Reports for higher-level outcomes also include summaries of data for each of the linked courses, consisting of narratives which summarize the authors' inferences of the data, an action plan, and resource requests to support future student success on the outcome. These reports are housed in *SLOlutions*, a web-based software system developed by the faculty SLO Coordinator, and may be cited as evidence in annual program plans and program review documents. All data and reports are maintained in *SLOlutions* ([II.A.036: SLOlutions website](#)).

Course-level SLOs are assessed by department faculty. In most cases, the faculty members who have taught the course are those who write the assessment reports. However, there have been cases of courses that are exclusively taught by part-time faculty; in these cases, full-time faculty write the assessment reports based on the data and feedback from the adjunct faculty. For degree and certificate SLOs, courses that are deemed to be relevant to a particular degree or certificate SLO are linked. Faculty then input the data for that SLO into *SLOlutions* in the same way that they do for a course-level SLO. Typically, full-time department faculty members write assessment reports for degree/certificate SLOs. These faculty members are also those who discuss and initiate changes based on the data ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.036: SLOlutions website](#)).

Periodically, changes to courses and programs are a result of faculty discussions of SLO assessment results. Since the implementation of the SLO process, faculty members have met both formally and informally to discuss the presentation of

material and teaching methodology in various subjects, which has led to changes in courses and programs. At the course-level, these changes can be categorized in the following ways: changes in specific instruction, changes in class structure, and changes in assessment method. As for changes to specific instruction, some instructors have added assignments to aid in the teaching of material due to poor SLO assessment results. For example, some English faculty members added a refresher segment at the beginning of their courses to emphasize skill sets covered in the prerequisite course ([II.A.040: English SLO Assessment Reports](#)). Other SLO assessments have led to changes in the way a class is structured. Speech faculty changed the sequence for presenting certain topics in classes due to a discussion about SLO data. By reordering the topics, their students' proficiency rates improved ([II.A.041: Speech SLO Assessment Reports](#)). Many faculty members have also determined that their assessment methods need to be modified due to SLO assessment data.

Ideally, resource requests from SLO assessments are linked to resource requests in the planning process. Although these two processes have historically functioned separately on campus, in fall 2013, additional questions, documents, and links were explicitly added to *PlanBuilder* software to encourage faculty to include information regarding SLOs as needs justification. For example, the Math Department's Fast-Track Program requested and received funds to re-purpose a computer lab to address specific needs of students in the program. The change was initiated by assessment of SLOs and carried through the planning process.

Course, certificate, and degree SLOs are the same for on-ground and online classes. Online classes do not offer a different curriculum than on-ground classes, just a different way of teaching. For this reason, course outcomes are the same for courses taught on-ground or online. Along similar lines, methods for assessing SLOs for online classes are the same as for on-ground classes. Until recently, no specific department had reason to separate online from on-ground data during SLO assessment. However, in an effort to encourage faculty to compare data from online and face-to-face classes, a change was recently made to the planning process. In fall 2013, a new area was added to *PlanBuilder*, entitled "Program's SLO Information—Online Results." This has led to discussions of online versus face-to-face SLO proficiency. Indeed, at the 2013 DE-focused retreat, SLO data from face-to-face, hybrid, and online classes were compared. Faculty and administrators examined data across many sections to determine whether patterns existed. Generally, SLOs for face-to-face classes had higher proficiency rates than those for online classes.

In their SLO assessment reports, a few faculty members have now begun to examine SLO proficiency specifically among online sections. In these instances, SLO proficiencies in online classes are compared to on-ground sections of the same course. As a result, some faculty members have increased the frequency of emails to their online students to encourage them to persist and succeed in their classes. Other faculty members believe that low proficiency rates in online classes are simply a

reflection of the trend for low completion rates in online courses. Some of these faculty members have taken a more proactive role in advising students about their current standing in the class and their likely outcomes for the semester.

Furthermore, many SLO assessment reports reveal that strategies for addressing deficiencies in online classes are similar to what faculty members do in their on-ground classes—develop additional assignments for their online students to aid in the instruction of the course material and change the structure of their online classes to increase proficiency rates ([II.A.042: Examples of Program Reviews that address SLOs in Online Classes](#); [II.A.020: DE Retreat Documents 2013](#)). Finally, the way in which the material is assessed is sometimes altered as a result of the SLO assessment reports for online classes.

Although the SLO assessment process and resulting discussions have proven to be valuable in promoting student success, the process has not been without its challenges. A significant challenge was maintaining momentum for SLO work in the face of ongoing budget and enrollment predicaments in recent years. The evolution of institutional priorities has proceeded slowly over the past six years, and the processes have required considerable fine-tuning to produce usable results. Moving forward, the College recognizes it must continue the fine-tuning as it also continues to incorporate SLO results into many aspects of institutional effectiveness ([II.A.042: Examples of Program Reviews that address SLOs in Online Classes](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.1.c.

None.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTIVE SUMMARY – Standard II. A.2.

Rio Hondo College is guided by regulations outlined in the *California Code of Regulations: Title 5. Education* as it establishes courses and programs. Locally, the College has many formal and informal processes through which to assure the quality and improvement of instructional offerings: both the Academic Senate and the Academic Deans Council monitor and make recommendations to the Superintendent/President in regard to instructional programs. The Curriculum Committee oversees and ensures adherence to Title 5 regulations. Relevant vocational areas consult with community advisory committees on a regular basis to determine current labor market trends and provide recommendations that help faculty members to update curriculum and program design every two years. Annual planning at the program, unit, and area levels also affords opportunity for reflection, analysis,

evaluation, and recommendations for improvement in an ongoing annual cycle, while program review on a six-year cycle provides opportunity for deeper introspection and analysis. In addition, relevant data, including Student Learning Outcomes (SLOs), are assessed in a thoughtful and meaningful manner, leading to course and program quality and improvement. Finally, ongoing staff development encourages faculty members to keep abreast of innovations in their respective fields and contributes to quality assurance.

SELF-EVALUATION – II.A.2.

The College meets this Standard.

Degree and transfer requirements are the basis for a majority of course offerings at the College. In addition, courses in basic skills are available to provide the requisite preparation for collegiate courses and programs. Labor market needs and advisory committee recommendations also inform the variety and number of vocational courses the College offers. The location and methods for course delivery are determined by the discipline faculty, administration, and, when appropriate, the community.

The Curriculum Committee has purview over the development, revision and quality of instructional courses and programs. The responsibility of this Committee, under the auspices of the Academic Senate, is to ensure that all items for consideration adhere to Title 5 requirements and exhibit academic rigor. Membership on the Curriculum Committee reflects the varied expertise of all academic, career/technical, and counseling disciplines. Discipline faculty members are the primary instigators of new and revised/updated courses and programs, although they are often motivated by trends in education; local, statewide, and national initiatives; or labor market trends. Faculty members collaborate on all aspects at the course and program levels: content, methods, requisite skills, evaluation, and modes of delivery (lecture, lab, discussion, on-ground, online, or hybrid) before presenting completed forms to the Curriculum Committee. In particular, a separate addendum for online and hybrid delivery must be approved by the appropriate division before application to the Curriculum Committee.

Proposed new baccalaureate-level courses submitted to the Committee for approval should be accompanied by verification that at least two or three California State University (CSU) or University of California (UC) campuses award lower-division credit for the proposed course. Courses at the collegiate level are reviewed for basic transferability to the UC system via the University of California Transferable Course Agreement (UCTCA). Courses included as part of Associate Degrees for Transfer (AD-Ts) are submitted to the Course Identification Numbering System (C-ID) for examination by CSU and California Community College (CCC) faculty for minimum standards. Courses may also be revised as needed to fulfill general education standards and/or course-to-course articulation requirements for major preparation for university transfer. The type of credit for new courses is initially proposed through discussions among area faculty members and division deans and considered by the Curriculum Committee in the course approval process.



The number of sections of developmental/pre-collegiate course offerings per term is determined by observable enrollment patterns via *Enrollment Strategies System (ESS)* software and by trends in English, math, and reading assessment/placement scores. (See Standard II.A.1.a. for details on the assessment/placement process.) These indicators inform discussions, primarily among division deans, discipline faculty, and the Vice President of Academic Affairs, leading to strategic decision making. *ESS* is continuously used to monitor enrollment trends. Assessment/placement data, which include the number of tests administered and placement recommendations, are given to appropriate deans on an annual basis for planning purposes.

The quality and improvement of continuing and community education is monitored by the Office of Continuing Education, which manages courses in three areas: continuing education courses, contract education, and community service (fee-based) offerings. In all cases, the criteria for developing and offering classes is based on assessment of community/campus needs, estimate of enrollment potential, and determination that there is no duplication of existing programs ([II.A.044: Assessment Data for Scheduling Purposes](#)).

The Office of Continuing Education accepts non-credit course proposals within its traditional service areas of health and fitness, older adult, citizenship/ESL, and short-term vocational training. Non-credit courses are first evaluated by office staff and then submitted to the Curriculum Committee, where they undergo the regular curriculum review process before being added to the *College Catalog*.

Office staff members also work directly with local and regional employers to provide contract education course training. These courses are generally short-term and designed to meet a specific set of requirements. In most cases, content area experts at the College work directly with employers to develop curriculum.

The process for offering community services courses is often launched externally. An instructor interested in teaching a class submits a “Course Proposal Form.” Proposals are reviewed by the scheduling technician and the Director of Continuing Education to determine whether the proposed class fits a need within the community. These vocational classes are offered on a fee-for-service basis. At the end of each class, students are asked to take a survey to determine their satisfaction with the course ([II.A.044: Assessment Data for Scheduling Purposes](#)).

The quality and improvement of Study Abroad program offerings are enhanced through discussions among institutions in the Southern California Foothills Consortium for Study Abroad. The consortium operates in partnership with the American Institute for Foreign Study. Consortium members meet on a bi-annual basis to discuss student feedback, suggestions from the travel organizer, and expertise from faculty members in crafting offerings that are conducive to student learning and advantageous to the study abroad experience ([II.A.045: Study Abroad Consortium Guidelines](#)).



The International Students Program ensures that students desiring to study at the College have met federal and institutional qualifications. Upon submission of required documents, the College issues a Form I-20, with which the prospective student may apply for a Student Visa. The College currently has 20 enrolled international students ([II.A.046: Rio Hondo College International Students Program Website](#)).

The location of course and program offerings at Rio Hondo is determined by several factors. Student success rates and enrollment patterns, observable via *ESS* software, provide insight for discussion among division deans, discipline faculty, and the Vice President of Academic Affairs. Community partnerships with neighboring high schools, youth centers, and other local agencies also influence the location of course offerings. Both off-campus educational centers (SWEC and EMEC) receive input regarding the location of course offerings from community advisory committees comprised of area stakeholders ([II.A.030: Deans Meeting Agendas with ESS Discussions](#); [II.A.047: Minutes from Advisory Meetings for Off-Site Centers](#)).

Decisions about course delivery modes are often based on enrollment patterns. These indicators inform discussion among division deans, discipline faculty, and the Vice President of Academic Affairs. At the 2013 Distance Education (DE) retreat, success rates, retention rates, and fill rates were examined for face-to-face, hybrid, and DE delivery modes. Recommendations were made to reduce the number of courses in DE delivery mode ([II.A.020: DE Retreat Documents 2013](#)). Additionally, discussions among faculty and deans that focus on content and logistics drive the mode of delivery for offering courses. In the Division of Mathematics and Sciences, faculty members determined that the single lab to be offered in DE mode was the geography lab, since the content for the other labs would be compromised if they were offered in DE mode ([II.A.048: Program Review Geography 2008](#)).

The decision to offer a course in DE mode starts with department faculty, which helps assure that the quality of DE course offerings remains as high as on-ground courses. For on-ground courses to be offered via online formats, discipline faculty must obtain a motion and majority vote of endorsement among division faculty at a division meeting. This process must be reflected in division minutes submitted to the Curriculum Committee along with a “Request to Offer a Course via Distance Education.” The Curriculum Committee decides if the course can be offered online ([II.A.008: Request to Offer a Course via Distance Education](#); [II.A.007: Division Minutes Including DE Course Approval](#); [II.A.049: Examples of Curriculum Minutes showing DE Course Approval](#)).

A few developmental/pre-collegiate classes are offered in DE format. Most discussion of the appropriateness of offering developmental/pre-collegiate courses online occurs at the division level, where faculty and deans examine the logistics and demand for such courses. Course, program, and college-wide data, such as fill, retention, and success rates and SLO assessments, are also used to address quality assurance. Thoughtful discussions about these data result in ongoing adjustments and improvements. And, although these discussions are a staple component in program planning/review, they are



occasionally addressed in ad hoc or task force subcommittees. Such was the case in fall 2013, when an ad hoc committee comprised of interested faculty and administrators compared data between online and on-ground courses and recommended a reduction of the number of online short-term and basic skills mathematics courses ([II.A.020: DE Retreat Documents 2013](#)).

Since offering a Continuing Education course is often an externally driven process, such courses are only offered in DE mode if the instructor so specifies on the application, which is then reviewed by the scheduling technician, curriculum coordinator, and Director of Continuing Education to determine whether the proposed DE class will meet a need within the community.

The quality of College instructional programs is also evaluated through the annual planning/review process, detailed in Standard I.B.3. Program self-evaluations are collaboratively undertaken by program team members and include analyses of strengths, weaknesses, opportunities, and threats (SWOT). They also include goals and objectives targeting improvements in quality, such as increased student retention and success. The more comprehensive and formal program review process culminates in a Program Review Committee meeting of peers, during which program participants consider the merits, opportunities, and recommendations for the program. This honest and fruitful dialogue has led to both program and institutional-level improvements. For example, suggestions to consider alternative scheduling and collaboration with other programs in learning communities have led to quality improvements in basic skills and other academic programs. As the Program Review Committee discusses varied programs across disciplines, trends and/or issues that affect several programs become apparent. One such institutional achievement that directly resulted from the program review process was hiring a 100-percent funded campus Articulation Officer, whose duties include establishing and maintaining course-to-course articulation with four-year institutions ([II.A.050: Program Review Dance 2008](#)).

Quality and improvement of Career and Technical Education (CTE) courses are assured through Labor Market Information (LMI) and analysis, advisory committee recommendations, and regional consortia approval. CTE programs are reviewed on a two-year cycle, per Education Code, section 78016. Programs with a highly specialized focus, such as nursing, automotive, child development, and journalism, receive curricular and program input from advisory committees comprised of field experts and stakeholders. These committees also provide feedback regarding the requisite skills for exiting/graduating students who are entering their respective fields ([II.A.051: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#)).

Course and program quality assurance is also addressed through the faculty evaluation process. All faculty evaluations are conducted in accordance with the *Collective Bargaining Agreement*. Deans evaluate non-tenured and part-time faculty, while tenured faculty are evaluated through a peer review process. Administrative evaluations of faculty include the Student Instructional Survey, which poses questions about course content and delivery. Survey results are compiled in a Student Instructional Report

(SIR) Analysis and used in non-tenured and part-time faculty evaluation ([II.A.052: New Student Instructional Survey](#)).

Staff development is another component in course and program quality assurance. As faculty members grow in subject matter expertise and skilled classroom performance, so does the program, the course, and the benefit to students. The College illustrates its commitment to such continuous improvement via the adoption of the FLEX calendar, which requires all full-time and part-time faculty members to engage in and verify a minimum number of professional development hours geared toward enhancing discipline-specific and/or pedagogical knowledge bases and skill sets.

A year-long theme, “Understanding the Student Experience,” guided on-campus FLEX activities during the 2013-2014 academic year. Workshops, discussion groups, and other staff development activities focused on attempting to navigate the college experience from a student perspective. A highlight on spring FLEX Day was a student panel whose members spoke about their varied experiences at the College ([II.A.053: Spring 14 FLEX Day Agenda](#)). The popularity of this yearlong-themed approach to on-campus staff development activities has inspired the Staff Development Committee to investigate other worthy themes for future consideration, such as the announced “Basic Skills Across the Curriculum” theme for 2014-2015.

Finally, a Title V Grant affords faculty members further opportunities for professional growth. In addition to individual activities focusing on improvements in SLOs, technology, and curriculum, a “Teaching for Learning Institute” has now been launched to provide an intensive program for faculty members to enhance professional teaching skills ([II.A.054: Teaching for Learning Institute June 2014](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.

None.

- a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY – Standard II.A.2.a.

Rio Hondo College has established board policies and administrative procedures for the writing, administration, and evaluation of courses and programs. These documents outline the curriculum process and identify faculty members to lead the process. The curriculum process includes steps regarding the writing and evaluation of course exiting skills, which are used to develop student learning outcomes (SLOs).

SELF-EVALUATION – II.A.2.a

The College meets this Standard.

The development of courses, programs, certificates, and degrees is outlined in Board Policy (BP) 4020 and Administrative Procedure (AP) 4020, “Program, Curriculum, and Course Development.” These documents explicitly state that curriculum development is the responsibility of faculty. Faculty members engage in discussion at the department and division levels for curricular development of programs and courses, and the Curriculum Committee, a subcommittee of Academic Senate, provides oversight and formal approval to course and program curricula. The membership of this Committee consists predominantly of faculty members, with representation from academic deans, as well. Additionally, curriculum items are reviewed by a librarian and the College Articulation Officer, both of whom are faculty members. The last step in the curriculum process is Board approval ([II.A.055: Board Policy 4020 - Program, Curriculum, and Course Development](#); [II.A.056: Administrative Procedure 4020 - Program, Curriculum, and Course Development](#); [II.A.057: Program Review Committee Page from RHC Governance Manual](#)).

In addition to the curriculum process, other methods for evaluating courses, programs, and certificates include annual program plans, program reviews (every six years), and SLO assessments. As previously mentioned, faculty teams collaborate on annual program plans, in which they analyze data, discuss trends, and formulate program goals and objectives. The Program Review Committee, co-chaired by a faculty representative and the Dean of Institutional Research and Planning (IRP), includes several faculty members, as well as a classified staff member an administrator. DE courses and programs are evaluated in the same way as on-ground courses, involving faculty members in the process.

The program review process involves discussions of course and program/degree/certificate quality ([II.A.058: Examples of Program Reviews with Curriculum Discussions](#)), which often lead to program improvements. For example, the Visual Arts Department added an online course in film to their offerings due, in part, to a recommendation from the program review process ([II.A.059: Program Review Arts 2008](#)). In 2009, the Psychology Department recognized the need for a transferable statistics course that focused on behavioral sciences. The course is now offered each semester, due, in part, to the program goals section of the planning process ([II.A.060: Program Plan Psychology 2010](#)).

The evaluation of courses and programs/certificates/degrees through the SLO process is entirely faculty-driven. Faculty write SLOs, assess them, and write assessment reports to discuss the data, indicating whether changes need to occur with regard to any aspect of the course under consideration. SLO assessments are used to examine the effectiveness of teaching methodology and class structure. Many SLO assessment reports cite the need to change the order of content, modify assignments,

or add review activities to courses to improve student learning. Assessment reports also refer to improvements in proficiency rates due to changes initiated and evaluated by faculty that had been made in response to SLO data. As an additional quality assurance measure, the SLO Committee—composed of faculty members from across campus and three administrators—recently reviewed course level SLOs for measurability, ambiguity, reasonability, level of expectations, and quality of writing ([II.A.061: SLO Assessment Reports showing Improvements](#); [II.A.062: SLO Committee Page from the RHC Governance Manual](#); [II.A.063: SLO Committee Quality Control Document](#); [II.A.017: Examples of Program Plans-Reviews with SLO discussions](#)).

After Curriculum Committee approval, courses and programs are approved by the Board of Trustees ([II.A.064: Minutes from Special Board Meeting April 20, 2011](#)). During the last six years, there was one circumstance where this process was altered slightly. In April 2011, the Board approved a motion to postpone approval of Associate in Arts for Transfer (AA-T) degrees to a special meeting because the Board believed that discipline faculty did not consider recommendations of the Articulation Officer. Later that month, the Board held a study session to learn more about the Assembly Bill (AB) 1440 degrees. During the study session, the chair of the Curriculum Committee explained the Transfer Model Curriculum (TMC) process and why the degrees did meet the requirements of the TMC. Board members questioned the course selections for a degree. After considerable discussion, the degrees were approved. An outcome of the session was a better understanding of the transfer degrees and a clarification of the role of the Board in the curriculum process and ongoing review of Board Policy (BP) 4020. Subsequent degrees were approved without controversy ([II.A.065: Senate Minutes regarding 4020 revision](#)).

In the past few years, Rio Hondo has started two new programs: animation and heavy equipment maintenance (HEM), soon to be heavy equipment technology. The animation program was developed prior to the College's current planning/review process; as such, few supporting documents exist to chronicle the decision-making that led to creation of the program and related faculty position ([II.A.066: Visual Arts Program Review 2008](#)). Under the old process, recommendations from program review may have included the establishment of new programs, but they were essentially separated from the resource allocation process. In spring 2009, with the implementation of Rio Hondo's new planning process, the HEM program and faculty position were funded after being officially requested and supported through the planning process ([II.A.012: CTE Unit Plan 2009-2010](#)). This process included the ranking of requested faculty positions by the Faculty Staffing Committee, which led to final approval of both programs by the Board of Trustees ([II.A.067: Board Minutes October 14, 2009 p15 HEM](#)).

Occasionally the process for creating a new program is piloted in order to test demand. For example, in fall 2009 and spring 2011, landscaping classes were offered to pilot a new program to support the architecture, civil, engineering design

drafting, and computer assisted drafting (CAD) program, known as ACEDD. The need for these classes was documented in the program planning process ([II.A.068: Program Review ACEDD 2011](#)). Unfortunately, enrollment was low, so subsequent classes have not been offered and the program not developed.

SLOs are assessed every semester, and assessment reports are written (analyzing the data) on a yearly basis. Results of the evaluations show a majority of programs have strong success rates, and a majority of SLO assessments indicate that most courses are meeting the benchmarks set by faculty ([II.A.002: Planning Process Document](#); [II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.061: SLO Assessment Reports showing Improvements](#)).

Faculty initiate decisions to deliver courses through Distance Education (DE) mode, but both faculty and academic division deans evaluate whether the course should be offered in this manner. Evaluation occurs at the department and division levels, as division approval is required to offer a course in DE mode ([II.A.007: Division Minutes Including DE Course Approval](#)). Ultimately, the Curriculum Committee evaluates whether a course should be offered in DE mode. ([II.A.049: Examples of Curriculum Minutes showing DE Course Approval](#); [II.A.006: Curriculum Handbook p38 DE Instructions](#)).

Distance Education (DE) courses are guided by Administrative Procedure 4105, “Distance Education.” As stated in the procedure, “The same standards of course quality shall be applied to the distance education courses as are applied to traditional classroom courses.” There are no differences between the evaluation of DE courses and on-ground courses ([II.A.011: Administrative Procedure 4105, Distance Education](#)). The only difference in the development and approval of DE courses is the addition of the “Request to Offer a Course via Distance Education” form required by the Curriculum Committee, wherein faculty members attest to the same content and rigor in the online course as the on-ground course ([II.A.008: Request to Offer a Course via Distance Education](#)). Faculty members describe why the course should be offered in DE mode, how effective contact will occur, and how instructional resources and materials will be provided to students. Faculty must also state how course objectives are achieved and whether evaluations need to be changed, given the change in delivery mode. This form is then reviewed for approval by the Curriculum Committee ([II.A.049: Examples of Curriculum Minutes showing DE Course Approval](#)).

Once a course has been approved, deciding how and when to offer the course in DE mode is typically under the purview of the faculty and academic deans. Once a course is offered in DE mode, success, retention, and fill rates, as well as SLO proficiency rates, are examined to determine whether this delivery mode is meeting the needs of students ([II.A.069: Examples of Program Reviews that address Online Instruction](#)). Each department and division examines these data each year through the annual planning process.



For many online classes, SLOs have served to illuminate areas where online students perform differently than their on-ground counterparts. In many circumstances, students do better in on-ground classes compared to online classes. Online faculty members examine contributing factors and suggest ways to address the issues. In some cases, more examples and explanations are needed; in other cases, faculty members conclude that immediacy of contact with the instructor in on-campus classes may be the reason for the difference. Ways to address the particular issues in DE courses continue to be investigated ([II.A.070: Examples of SLO Assessment Reports with online discussion](#)).

In addition to annual planning, faculty members confer periodically to assess their online courses and programs. Such was the case in October 2013, when interested faculty convened an informal retreat to examine data for online classes in comparison with data from similar on-ground sections. They analyzed success, retention, and fill rates, as well as SLO proficiencies, and participants concluded with scheduling/policy recommendations as a result of their deliberations ([II.A.020: DE Retreat Documents 2013](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.a.

None.

- b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY – Standard II.A.2.b.

Rio Hondo College relies on faculty expertise in the creation and evaluation of courses, program competency levels, and Student Learning Outcomes (SLOs). The processes ensuring faculty reliance include various committees, such as the Curriculum Committee, SLO Committee, and Program Review Committee, which are composed primarily of faculty. Additionally, for vocational areas, advisory committees are consulted to assist in these processes.

SELF-EVALUATION – II.A.2.b.

The College meets this Standard.

Competency levels and SLOs for courses are determined by faculty, based on previously developed and approved course exiting skills as listed in course outlines of record, which were developed with articulation in mind (CSUs, UCs, and private institutions) to ensure an appropriate level of academic rigor ([II.A.025: Curriculum Form Course Outline of Record](#)). For Career and Technical Education (CTE)

programs, competency levels and SLOs were developed utilizing industry standards ([II.A.071: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#)). Additionally, graduation requirements set the expected competency levels for all graduates. These were developed based on accepted norms for degrees, transfer agreements, California State University General Education (CSU GE), Intersegmental General Education Transfer Curriculum (IGETC), and, for CTE areas, with input from advisory committees ([II.A.072: Curriculum Form RHCGE Request](#); [II.A.073: Curriculum Form CSUGE Request](#); [II.A.074: Curriculum Form IGETC Request](#)).

For CTE courses and programs, advisory committees provide essential information regarding industry trends, workforce development, and industry standards, as advisory committee members review curricula and provide feedback regarding the quality and success of students from the program. Most CTE advisory committees meet with their programs at Rio Hondo at least once every academic year and, more frequently, every semester. Consultation with advisory committees enables faculty to establish competency levels, including SLOs, graduation requirements, and course exiting skills, which are necessary to complete academic programs and secure job placement ([II.A.075: Advisory Committee Minutes discussing curriculum](#); [II.A.071: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#)).

The relationship between SLOs and competencies for degrees, certificates, programs and courses is driven by the curriculum and SLO processes. New and revised curricula require faculty to list exiting skills for each course, which are instrumental in developing SLOs. Likewise, faculty review SLOs each term and analyze data to establish short-term and long-term goals for courses, programs, certificates, and degrees ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.025: Curriculum Form Course Outline of Record](#)). Evaluation of student progress toward achieving learning outcomes also occurs throughout each level of the planning/review process, which includes SLOs as well as other student learning data. Faculty members from every division serve on the campus SLO Committee, which spearheads the measurement of student learning outcomes, and a faculty member serves as chair of the SLO Committee and as campus SLO Coordinator.

Articulation of SLOs begins with individual course descriptions, and expectations for course achievements are outlined in course syllabi ([II.A.076: Examples of Syllabi](#)). Additionally, students can utilize resources such as the Rio Hondo *College Catalog* to navigate the completion of their courses, certificates, and degrees. The newly launched Rio Hondo Website allows students to explore academic and career pathways—as well as SLOs—via links to “Degrees & Certificates” and “Programs of Study” on the “Academics” page ([II.A.077: Academics web page](#)). Student Services provide essential resources for completion of degrees, certificates, and programs, as well. These are offered through general counseling, program-designated counseling, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and Veterans Services. Each of these areas assists students in completing educational plans, which help guide them toward their academic goals



([II.A.078: Sample Student Educational Plans](#)). Students also have access to degree requirements via the departments, the Counseling Center, and the College website ([II.A.079: Degree and Certificate Requirements](#); [II.A.080: Degree Fliers](#)).

Faculty members serve on the Distance Education Committee (DEC), which is chaired by a faculty member who serves as the Distance Education Coordinator. Recently, the faculty Coordinator and DEC members developed and discussed new guidelines for faculty to effectively teach DE courses at Rio Hondo ([II.A.081: Distance Education Committee Page from Governance Manual](#); [II.A.082: Distance Education Committee Agendas and Minutes](#)). Beyond faculty and staff expertise in DE, there is no specific advisory committee for DE. Rio Hondo College has maintained parallel standards for DE and on-ground courses. Since the beginning of DE at the College in the mid-1990s, the prevailing curriculum and Board Policy philosophy and practice is that there should be no differences between DE courses and traditional courses. This thinking still prevails at Rio Hondo College today. As a result, course exiting skills, SLOs, and competency levels are the same for DE and face-to-face courses. Currently, there are no certificates or programs that are offered exclusively online.

Within CTE programs, DE is included as an element of each program, and as such, CTE advisory committees may discuss and provide input concerning CTE distance education courses ([II.A.083: Advisory Minutes Online](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.b.

None.

- c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY – Standard II.A.2.c.

Rio Hondo College offers courses and programs of high quality and appropriate depth, breadth, rigor, sequencing, time to completion, and synthesis of learning. The College has established processes to address these qualities at the course and program/degree levels: Curriculum Committee, program planning/review, and SLOs.

SELF-EVALUATION – II.A.2.c.

The College meets this Standard.

The College addresses instructional quality assurance for these instructional characteristics in several ways. First, the professional competence of the faculty serves as a qualitative measure. The College hiring process for full-time and part-time faculty is comprehensive and rigorous with large hiring committees (mostly comprised of full-time faculty and an academic dean), comprehensive supplemental questionnaires that require detailed classroom lessons plans, intensive teaching



demonstrations, and rigorous scoring rubrics. Furthermore, Rio Hondo faculty members have earned notable awards and accolades in their professional fields, contributed articles for local, state, and national publication, and conducted presentations for colleagues both on-campus and at higher education conferences and other professional venues ([II.A.084: Examples of Faculty Achievements](#)).

College faculty evaluation procedures, which include administrative and peer review, help ensure high quality instruction. According to the *Collective Bargaining Agreement* (for 2007-2010 and 2010-2013), full-time, contract faculty are formally evaluated by their supervising administrator at least once each academic year during the first four years of employment; faculty also participate in yearly peer reviews during the untenured period. After tenure, faculty members participate in peer review once every three years. Part-time faculty undergo administrative review the first semester of employment, and thereafter, at least once every six semesters of employment. In addition, all administrative evaluations include student surveys, which assess students' perceptions of teaching effectiveness of the faculty member being evaluated ([II.A.034: Faculty Evaluation Process Documents](#)).

Subcommittees of Academic Senate and other campus committees examine the quality of instructional offerings. These include the Program Review Committee, Curriculum Committee, SLO Committee, and Distance Education Committee (DEC). The Program Review Committee reviews program review documents that include discussions of course offerings; data on success, retention, and fill rates; and SLOs. As noted earlier, these conversations lead to discussions of program quality and recommendations for improvements ([II.A.085: Examples of Program Plans-Reviews with intense data discussions](#)).

The Curriculum Committee, a subcommittee of the Academic Senate, ensures appropriate depth, breadth, and rigor when reviewing course curricula for both articulation purposes as well as overall program evaluation purposes. The Committee reviews each new course and all course revisions. Course sequencing, time to completion, and synthesis of learning breadth are also discussed through the curriculum development process ([II.A.086: Curriculum Handbook pp53-58 GE and Articulation](#)).

Courses and revisions are also reviewed by the Articulation Officer to ensure they are of appropriate quality and rigor to articulate with four-year institutions ([II.A.088: Curriculum Form Articulation Officer and Librarian Oversight Pages](#)). Additionally, Rio Hondo uses *assist.org*, the official online student-transfer information system, that shows how course credits earned at one public California college or university can be applied when transferred to another. This informs evaluators about the appropriate breadth, depth, sequencing, etc. of each program offered ([II.A.089: Assist.org Website](#)). At the College, final consideration and approval of course quality rests with the Curriculum Committee.



The SLO Committee also has begun periodic review of course SLOs where they are examined for measurability, ambiguity, reasonability, level of expectations, and quality of writing ([II.A.063: SLO Committee Quality Control Document](#)).

The campus Distance Education Committee (DEC), formed in fall 2013, is comprised of a faculty chair, two administrators (Information Technology Director and an academic dean), faculty representatives, and the Virtual College staff ([II.A.081: Distance Education Committee Page from Governance Manual](#)). The Committee meets monthly to address and make recommendations regarding issues relating to quality online education. The DEC provides guidelines and oversight for the online delivery of courses by establishing best practices, formulating statements on regular and effective contact, and making recommendations on other factors that impact course quality ([II.A.082: Distance Education Committee Agendas and Minutes](#)). The DEC is currently working to establish a series of training workshops and courses that will be required of instructors seeking to teach online.

Discussions regarding program quality occur at division meetings, through the program planning/review process, through staff development opportunities, and through the SLO assessment process. At regularly scheduled division, program, and department meetings, deans—with relevant faculty and instructional staff—review and discuss the effectiveness of each program ([II.A.090: Department and Division Minutes discussing program effectiveness](#)).

The program planning/review process, detailed in Standard I and previously throughout Standard II, is another way the College ensures high quality instruction and strives for continuous improvement. The Staff Development Committee contributes, as well, by offering a variety of professional development opportunities that target teaching and program improvement ([II.A.091: Title V Implementation Group Meetings](#); [II.A.092: Flex Agendas with relevance to Quality of Instruction](#)). Other opportunities are organized within the divisions for faculty teaching specific disciplines, such as the longstanding English Roundtables.

The ongoing course/program SLO assessment process inspires discussions of the quality of courses and programs. Course syllabi list Student Learning Outcomes (SLOs) to make students aware of expectations. At the end of each semester, SLO data for each section taught are collected and reported in *SLOlutions* software. Annually, department faculty collaboratively discuss the reported data, analyze the factors promoting or hindering student success in each course, and propose ways to improve success rates during subsequent semesters. The assessment report generated for each course is recorded in *SLOlutions*. SLO Committee members are available to assist division faculty members during the process ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.036: SLOlutions website](#); [II.A.093: Examples of SLO Assessment Reports](#)).

Quality assurance was also the topic of discussion at a fall 2013 retreat described earlier, which examined the success, retention, fill rates, and SLO proficiencies of



online classes in comparison to on-ground classes ([II.A.020: DE Retreat Documents 2013](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.c.

None.

- d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY – Standard II.A.2.d.

Students come to Rio Hondo with many different learning needs and learning preferences. Some arrive just out of high school and may be first-generation college students. Others returning to school have been away from formal education for some time. Still others have Bachelor’s degrees and are returning for additional classes. The College’s delivery modes and teaching methodologies take all of these situations into account and support the specific needs of each student.

SELF-EVALUATION – II.A.2.d.

The College meets this Standard.

The College assesses learning styles in a variety of classroom and other activities. For example, in Counseling 101, “College and Life Success,” and 151, “Career Exploration and Life Planning,” students take a variety of tests that help them assess their preferred learning styles. These include Myers-Briggs Personality Inventory, Strong Interest Inventory, and Career Values. Similar assessments are used in Education 90, “Tutorial Skills,” Reading 134, “Effective Study Methods,” and Educational Development courses. Distance Education (DE) students take online versions of Counseling 151, which includes several assessments of their learning preferences, such as the “Jung Typology Test,” Interest Inventory, Learning Style Inventory, and others. Counseling faculty also visit discipline-specific classes to give assessments and discuss results. When learning styles are assessed in classes, faculty members follow up those results with discussions and activities to increase student awareness of their own learning styles and needs. In addition, students explore strategies of how to improve learning by using their strengths ([II.A.094: Counseling 151 Syllabus](#)).

In addition, the Office of Disabled Students Programs and Services (DSPPS) conducts specialized testing for various types of learning disabilities. Students with verified learning disabilities are then recommended for appropriate accommodations ([II.A.095: DSPPS Summary Report](#)).

Different delivery modes of courses allow the College to address various student learning needs. The College offers classes in traditional on-campus, face-to-face mode,

as well as fully online and hybrid courses. Within these delivery modes, faculty members employ many different teaching methods to support student achievement. (For further discussion, see the IIA.1.b. discussion of institutional delivery modes in context of current and future needs of students.)

Rio Hondo has also begun offering more courses through learning communities, in which cohort groups of students enroll in related courses, as an alternate method of teaching and learning. Some of these learning communities are supported by Title 5 grant-funded projects ([II.A.096: FastTrack Learning Communities Website](#)). Staff development and other training opportunities are available for faculty and staff to explore and increase their awareness of ways to support various learning styles and new pedagogies to use in classes. Faculty members also attend workshops and conferences and access online resources that assist in maintaining the most up-to-date skills needed in the online environment. The Instructional Technology Committee (ITC) has begun to investigate and disseminate information about programs and mobile applications that online faculty may use to improve the delivery of online class material ([II.A.097: ITC Minutes](#)). Online classes—as well as face-to-face classes—must use video captioning to make courses 508-compliant and the material accessible to visual learners ([II.A.098: DSPS webpage-Tips on Dealing with the Deaf and Hard of Hearing](#)).

Faculty members select the most appropriate methods of presenting material and assessing student learning and needs, based on the type of course material. These methodologies include traditional lectures, lectures supplemented with PowerPoint and other audiovisual presentations, collaborative problem solving activities, small group discussions, field trips, simulations, laboratory activities, and inquiry-based learning. In online classes, instructors may use different methods to communicate with students asynchronously. These include audiovisual presentations, recorded lectures, problem solving programs that provide immediate feedback, and virtual field trips. Also, some online instructors use tools such as *Skype*, *Google Drive*, and cell phones and other mobile devices to maintain effective contact with their students. In accordance with the Course Outline of Record, faculty members must identify multiple ways of assessing student learning. These include essays, oral presentations, performance tests, multiple choice questions, research papers, case studies, discussions, projects, portfolios, and peer evaluations. When faculty members are evaluated, the evaluation criteria include a section on addressing diverse learning styles and needs ([II.A.099: Unit Members Evaluation Form](#)).

Faculty members are continually searching for the “perfect combination” of teaching methodologies and assessment methods that will lead to student success. This search finds faculty member engaging in informal discussions, as well as attending and leading formal presentations and staff development activities ([II.A.100: Staff Development Activities](#)). All efforts to promote and apply various “best practices” are meaningful attempts to match methodologies with student learning and performance. These efforts are followed by evaluation of the methodologies’ effectiveness. Faculty members at Rio Hondo College are constantly engaged in the identification of



delivery modes and teaching methodologies through which their diverse students will be able to accomplish their educational goals.

ACTIONABLE IMPROVEMENT PLANS – II.A.2.d.

None.

- e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY – Standard II.A.2.e.

Rio Hondo College has a comprehensive program planning/review process that includes yearly program plans and a thorough program review process which every program undergoes once every six years. Throughout these processes, discussion of program course offerings; SLO assessments and results; and program missions, goals, and strategic direction are reviewed and updated and revised. This process allows all programs on campus, both academic and non-academic, to evaluate their relevancy, appropriateness, currency, achievement of SLOs and SAOs, and future plans and needs.

SELF-EVALUATION – II.A.2.e.

The College meets this Standard.

The primary mechanism through which to examine course and program effectiveness is through the planning/review process. This entails annual, self-reflective plans, which analyze each program’s data and trends, resulting in long-term and short-term goals and objectives. Courses and programs are reviewed within program plans; programs plans within unit plans, and unit plans within area plans. The planning process also includes a comprehensive program review which every program undergoes once every six years. More detailed reports are discussed in collegial, hour-long meetings with colleagues from across the campus, during which commendations and recommendations are jointly reached ([II.A.016: Examples of Program Plans-Reviews with extensive Data Analysis](#)).

The program planning/review process includes discussions of curriculum revisions and updates. During the curricular review process, each course is checked for how it fits with other campus curricular offerings and with the educational goals of our student population campus. The content of a course is also checked to make sure it has been updated, typically by the Articulation Officer, who is a standing member of the Curriculum Committee, and by the Committee at-large. Whether a course articulates or not can be viewed as an additional measure of relevancy, appropriateness, and currency ([II.A.004: Rio Hondo College Curriculum Committee](#)



[By-Laws; II.A.088: Curriculum Form Articulation Officer and Librarian Oversight Pages](#)).

Several types of data are automatically populated into program plans and reviews as part of ongoing systematic review: overall program success and retention, college-wide success and retention for comparison purposes, enrollment by course, total program enrollment, and program FTES. Additionally, program reviews note success rates by course, grade distributions by course, and data on the delivery method(s) of program offerings. The newest data component is the addition of required SLO data ([II.A.016: Examples of Program Plans-Reviews with extensive Data Analysis](#)).

Additionally, advisory committees help determine the effectiveness of Career and Technical Education (CTE) programs by providing cogent feedback regarding curriculum within the context of industry trends and standards. In particular, feedback regarding the quality of graduates and the skills that are required of them guide programs toward improvement. Also, CTE programs complete required CTE program reviews every two years, according to Title 5 guidelines for vocational programs ([II.A.071: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#); [II.A.101: CTE 2 year program review form](#)).

Finally, SLO assessments guide discussions about the effectiveness of courses and programs, as the SLOs are focal points for effective teaching. These discussions have led to changes in content presentation and class structure in order to increase proficiency rates ([II.A.102: SLO Assessment reports showing changes in instruction](#); [II.A.103: SLO Assessment reports showing changes in class structure](#)). SLOs are also used to inform discussions regarding prerequisites and advisories ([II.A.104: SLO Assessment reports showing prerequisite discussion](#)). In addition, SLOs have been used to examine whether a particular delivery mode for a course is effective ([II.A.020: DE Retreat Documents 2013](#)).

SLOs have become increasingly integrated into program planning at Rio Hondo. Questions recently added to program planning documents require faculty to discuss SLO assessment data, changes in instruction resulting from those results, resource differences in online proficiency rates, and program-level SLOs, usually as a means of helping to justify resource requests ([II.A.105: Program Plans-Reviews with SLO discussions](#)) .

Program mission statements reflect the College Mission Statement, as discussed in Standard II.A.1., and goals and objectives explicitly link to institutional goals. This linkage ensures that programs stay connected and relevant to the mission and goals of the College ([II.A.106: Academic Affairs Area Plan 2013](#)).

Relevancy is also determined based on enrollment patterns ([II.A.030: Deans Meeting Agendas with ESS Discussions](#)), advisory committee recommendations, and articulation agreements ([II.A.089: Assist.org Website](#)). Low enrollment may be an indication that a course is not relevant. Low-enrolled courses are examined to

determine why and whether the particular enrollment issue can or should be addressed. For example, it is possible that a low-enrolled course required for a particular major among a particular subset of students should continue to be offered, but on a less frequent cycle. This determination would be made only after discussion involving department faculty members, the division dean, and the Vice President of Academic Affairs.

Relevancy of programs is also evident through the approval of College programs by state or external accrediting and licensing agencies, particularly those in vocational areas. Rio Hondo's programs maintain strong relationships with many such agencies ([II.A.107: RHC Catalog Page 8 List of state and licensing agencies](#)).

For academic courses, articulation provides another measure of relevancy. Course articulation is monitored during the initial creation of the course through the Curriculum Committee approval process and subsequent course revisions. Each time a course is updated, the College Articulation Officer checks whether course articulation is appropriate. For CTE courses, as mentioned above, advisory committees and state and external accrediting and licensing agencies provide input and measures for relevancy. Advisory committees also offer feedback regarding the skills that workers will need and the effectiveness of CTE programs in preparing students with requisite skills. Many advisory committees provide feedback on the curriculum of CTE programs, assisting faculty to keep courses relevant ([II.A.108: Advisory Committee Minutes Discussing Curricula](#)). In addition, many CTE programs partner with outside agencies to work with them in determining curricula and program development. (See II.A.5 for a list of these agencies.)

The annual planning/review process is another way for ongoing systematic review of courses and programs, which may result in resource requests, changes in mode of delivery, or other curricular changes. Funding for specific items, such as technology, are sometimes augmented as a direct result of program review. For example, as a result of program planning and program review, the Department of Math and Sciences purchased laptops equipped with mastery-based programs for its Fast-Track basic skills mathematics courses to improve skills and success ([II.A.026: Basic Skills Math Program Plan 2011](#)). Courses have been offered in different modes as a result of program planning and review, such as the film course, mentioned previously, that was developed by the Visual Arts Department as a result of its program review (Arts offered a class online from PR Rec, [II.A.059: Program Review Arts 2008](#)). Another new course developed as a result of program review was a statistics class for Behavioral and Social Sciences majors, developed by faculty in the Psychology Department ([II.A.060: Program Plan Psychology 2010](#)). And programs frequently receive recommendations about developing Associate degrees as a result of program review, as well ([II.A.109: Executive Summaries with Degree Recommendations](#)).

Rio Hondo offers no programs exclusively through Distance Education (DE); however, the College has developed many policies, procedures, and recommendations for faculty teaching online, which will help provide systematic review of DE courses.



The Distance Education Committee (DEC) is currently finalizing the College-recommended requirements for faculty preparation to teach online, which includes guidelines to address regular and substantive student contact. In addition, the Virtual College is staffed by an administrator and two instructional assistants to aid faculty and students in online classes. Data for DE classes and programs are also included in program review. Periodically, the College has examined campus DE course data in detail to ensure achievement of learning outcomes ([II.A.020: DE Retreat Documents 2013](#); [II.A.009: Program Reviews Discussing DE](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.e.

None.

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY – Standard II.A.2.f.

Rio Hondo College has a strong program planning/review process and a strong SLO assessment process. Although created as separate processes and monitored by different entities, these processes have become integrated, especially with the addition of SLO prompts within program planning/review documents. The planning process is cyclical and involves self-evaluation, goals for improvement, and formal review by the Program Review Committee. The SLO process is cyclical, as well, and primarily a tool for self-reflection and evaluation, leading to improvements in instruction. Results of institutional planning, specifically as related to institutional goals, are available to the College's constituency groups and surrounding communities.

SELF-EVALUATION – II.A.2.f.

The College meets this Standard.

Program planning has become ingrained within the College. Rio Hondo previously had a program review process wherein programs were revised and reviewed every few years by a panel that included faculty and administrators, but in the 2008-2009 academic year, the College launched a more comprehensive planning process. As explained previously, program plans are written and/or revised annually. Program plans are incorporated into unit plans, which typically occur at the division level. Unit plans are incorporated into area plans, which occur at the vice presidential and presidential levels. Each year, plans are written, revised, or updated. Plans include self-evaluation and goals for improvement. Implementation and re-evaluation occurs annually. Additionally, each year a pre-determined number of programs will go

through program review in lieu of writing a program plan. Although the written requirements are essentially the same for program plans and reviews, a program going through program review has more data to analyze. More importantly, the program review document is reviewed and discussed by the Program Review Committee, which makes commendations and recommendations. (See Standard I.B.3 for a detailed description of Rio Hondo’s institutional planning/review process, including its organizational structure assuring comprehensive campus participation and its link to resource allocation.)

Several sections in program plans and reviews explicitly integrate SLOs into the planning process, requiring planning team members to discuss course improvements and changes that have occurred within the program due to the SLO process. In addition, program-level and DE SLOs are discussed. An additional section pertains to courses with fewer than two SLO assessments on file ([II.A.105: Program Plans-Reviews with SLO discussions](#); [II.A.110: Program Review Executive Summaries with SLO Discussion](#)).

Once SLOs are written, data for SLOs are reported each semester and analyzed every year. Although all SLOs are not designated as active every semester, each SLO is reviewed and analyzed at least once every six years (one program review cycle) ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#)).

As a further quality assurance measure, the SLO Committee began evaluating course SLOs for various programs in spring 2013. Student learning outcomes are examined for measurability, ambiguity, reasonability, level of expectations, and quality of writing. This assessment of quality is ongoing ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#); [II.A.063: SLO Committee Quality Control Document](#)).

College-wide data on enrollment and success/retention rates are provided to each program through the planning/review process. Additionally, at the conclusion of the process at the Institutional Planning Retreat, data are analyzed for each of the goals and objectives of the College. These data are used to revise goals and are also reported to each constituency group, including the Board of Trustees ([II.A.111: Planning Data 2010](#)).

In order to help campus constituents understand the planning process, FLEX Day presentations occurred regularly from 2009-2011 (the period when Rio Hondo was implementing its current planning/review process). ([II.A.112: Flex Agendas with Planning Updates](#)) More recently, training sessions for planning have been offered to involve and educate the campus about the planning process. These sessions are offered by the Office of Institutional Research and Planning (IRP) every fall semester (when annual planning begins) and provide invaluable help for planning team members in writing plans and reviews, as well as navigating the planning software, *PlanBuilder* ([II.A.113: Schedule of Planning Process Trainings](#)).



For on-campus constituencies, planning outcomes are reported through FLEX presentations ([II.A.111: Planning Data 2010](#)). For off-campus constituencies, the primary methods for disseminating planning data and analyses are through mailers, press releases, and the campus website. Mailers have included an *Annual Report*, which includes data about our campus goals and demographics, and a summer mailer, “Rio Hondo College News,” which includes supplemental data, as well. Extensive planning-related data and reports are offered on the Institutional Research and Planning (IRP) homepage under the “About RHC” link, accessible to both on-campus planners and constituency members who live within and beyond our District ([II.A.114: 2013 Annual Report Webpage](#); [II.A.115: 2013 Summer Newsletter](#); [II.A.116: About RHC webpage](#)). Furthermore, Rio Hondo College has offered “State of the College” presentations off-campus, which typically have included interpretation of planning data ([II.A.117: State of the College Presentations](#)). These presentations were given at city council meetings, school districts, and other relevant groups, such as Rotary Clubs, Lions Clubs, and the Whittier Chamber of Commerce ([II.A.118: State of the College Presentations Timeline](#); [II.A.119: Supplemental Timeline for State of the College Presentations](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.f.

None.

- g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY – Standard II.A.2.g.

Rio Hondo College does not use many departmental course or program examinations, but in the few areas where it does, College faculty members write exams minimizing bias and review the exams to ensure validity. The grading of exams has also been set up to ensure standardized scores with minimal bias. Faculty members also review exams periodically to realign common exams with current teaching pedagogy.

SELF-EVALUATION – II.A.2.g.

The College meets this Standard.

Rio Hondo currently uses departmental exams for two reading classes: READ 021, Basic Reading, and READ 022, Intermediate Reading Skills. The Reading Department has created multiple equivalent versions of the final exam, each targeting course exiting skills. The validity of reading passages in the tests is determined through a standard readability scale to ensure selections appropriately reflect the levels of the courses. Passages contain minimal bias. Exams are administered in the Reading Lab with a standard page of instructions so that all instructors, both full-time and adjunct, administer the final exam in the same manner ([II.A.120: Guidelines for](#)



[Administering the Reading Common Final](#)). To ensure maximum standardization, the format of the exam is multiple choice/objective. The Reading Department revises the exam as needed. After several test administrations, faculty members revalidate the exam based on tests results and consideration of curricular modifications.

Currently, no other department administers a departmental exam. The English and English as a New Language (ENLA, formerly ESL) Departments eliminated their common final essay exam in fall 2012, which had been used for developmental composition courses for many years. Previously, that exam had been regularly evaluated by department faculty to ensure it was valid and unbiased. Holistic group grading according to a common rubric followed lengthy norming, or standardizing, sessions. Exams were graded twice (by two separate readers) on a six-point scale. Discrepancies of two points or more led to a third grading of the exam. Rubrics were revised periodically, as well ([II.A.121: Grading Rubric Documents for the English Common Final](#)). Through ongoing evaluation and departmental conversations, English faculty members determined that the common final no longer met their pedagogical approach to teaching composition. Since writing is a process, including drafting and revision, it was decided that a timed essay does not allow students the opportunity to employ such a process, which is emphasized throughout Rio Hondo's composition courses ([II.A.122: Curriculum Committee Minutes 11-21-12](#); [II.A.123: Muata Kamdibe 11.06.12 email](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.g.

None.

- h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY – Standard II.A.2.h.

Rio Hondo College awards credit based on student achievement of course objectives and outcomes described in the “Course Outline of Record.” The methods of instruction and evaluation are described in that document, as well. The College Curriculum Committee monitors the numbers of units of credit that are awarded for each course to ensure they are consistent with accepted norms in higher education.

SELF-EVALUATION – II.A.2.h.

The College meets this Standard.

Indirectly, Student Learning Outcomes (SLOs) are the basis for awarding credit because they are strongly linked to course learning objectives and identified with course depth, breadth, and rigor. Additionally, course exiting skills are considered



course content, and most SLOs were originally developed using course exiting skills as a guide. Because course evaluations and the awarding of credit are tied to objectives and exiting skills, and objectives and exiting skills have led to SLOs, the awarding of credit is essentially tied to SLO assessment ([II.A.025: Curriculum Form Course Outline of Record](#)).

Credit is awarded based on accepted norms in higher education: 18 hours per one unit of credit for lecture; 54 hours per one unit of credit for laboratory ([II.A.056: Administrative Procedure 4020 - Program, Curriculum, and Course Development](#)). These are set minimums, but in some cases the institution deems it necessary to include more hours of instruction for the same number of credits. In such cases, homework hours are reduced to increase lecture hours, per Education Code. Hours and units for classes are reviewed by the Curriculum Committee when new courses are presented or when courses are revised. Academic standards for a “C” are outlined in the “Course Outline of Record,” as well. Policies and procedures for awarding academic credit are the same for all courses, including on-ground and Distance Education (DE) courses.

ACTIONABLE IMPROVEMENT PLANS – II.A.2.h.

None.

- i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY – Standard II.A.2.i.

Rio Hondo College awards degrees and certificates based on student achievement of the courses that are required or taken. For each course, credit is awarded based on achievement as defined in the “Course Outline of Record,” which includes course objectives and exiting skills. Exiting skills inform course SLOs, which inform degree and certificate SLOs. Although SLOs may not be explicitly or separately assessed as a part of a class grade and/or the awarding of credit, analysis of SLO proficiency rates and class success rates indicate they are moderately correlated.

SELF-EVALUATION – II.A.2.i.

The College meets this Standard.

Currently, the awarding of degrees and certificates is based on standards outlined in Board Policy (BP)/Administrative Procedures (AP) 4025, “Philosophy and Criteria for Associate Degree and General Education,” and BP/AP 4100, “Graduation Requirements for Degrees and Certificates.” The standards are also printed in the *College Catalog*. Although SLOs are not specifically mentioned in board policy or catalog requirements, GE SLOs are listed in the *Catalog* with the graduation

requirements. Furthermore, course, degree, and certificate catalog descriptions outline course objectives and course content, including information about basic student learning outcomes for the course ([II.A.124: Board Policy 4025](#); [II.A.125: Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education](#); [II.A.126: Administrative Procedure 4100, Graduation Requirements](#)).

SLOs were written using course exiting skills as a guide. The exiting skills are part of the “Course Outline of Record.” The awarding of credits, which leads to the awarding of degrees and certificates, is based on the completion of the requirements and guidelines as specified in the “Course Outline of Record.” There is an indirect link between attaining a degree/certificate and SLOs where the attainment of a degree/certificate is linked to success in a class, and success in a class is linked to the “Course Outline of Record” exiting skills, which in turn are linked to SLOs ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#)). Enrollment data seem to support this notion. An analysis of “high enrollment courses” shows that class success rates and SLO proficiency rates are moderately correlated [$r(15) = 0.488$, $p < .05$ for Spring 2012, and $r(15) = .482$, $p < .05$ for Fall 2012] ([II.A.127: Worksheet for class success rates and SLO proficiency calculations](#)).

Dialogue about expected student learning occurs as part of discussions of degree and graduation requirements. When changes are made to graduation requirements, they come from institution-wide discussions. For example, during 2009 and 2010, changes were made to English and mathematics graduation requirements. In spring 2009, the College changed the graduation mathematics GE requirement to intermediate algebra or the equivalent. In spring 2010, the College changed the accepted grade for the English GE requirement, English 101, (from “credit” to “C or better”). These changes resulted from many discussions at Academic Senate and Curriculum Committee, which both include members from each division on campus ([II.A.128: Academic Senate Minutes showing changes to Graduation Requirements](#); [II.A.129: Division Minutes regarding changes to graduation requirements](#); [II.A.130: Curriculum Minutes showing changes to Graduation Requirements](#)).

Discussions regarding the expected student learning to earn a degree or certificate also occur when new degrees and certificates are written. The process involves discussions at the department and division level (8. Division Minutes showing New Degree Approval) and among members of the Curriculum Committee ([II.A.131: Curriculum Committee Minutes showing New Degree Approval](#)). GE SLOs were developed by the SLO Committee, which includes membership from all divisions on campus. The development of GE SLOs led to the discussion of what students should know when they are ready to graduate from the College ([II.A.132: SLO Committee Agenda with GE SLO](#)).

Initially, Rio Hondo developed program SLOs for each academic program. These were modified when degree and certificate SLOs were developed, and now degree and certificate SLOs are consolidated into “program SLOs.” Program SLOs come

from department faculty members. Programs with degrees and certificates were charged with writing these SLOs. For degrees or certificates that are not administered by a single program, such as the General Studies degrees, members of the SLO Committee from disciplines with courses related to those degrees or certificates have been charged with writing the program SLOs. Course SLOs are linked to program SLOs, providing much of their data. The discussion and analysis of program SLOs occurs among divisions and departments throughout the year. Program SLOs are assessed annually, just like course SLOs. This information is also included in program plans/reviews when comments are made regarding the mapping of courses to the program SLOs ([II.A.037: Division Meeting Agendas and Minutes showing SLO Participation](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.2.i.

None.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTIVE SUMMARY – Standard II.A.3.

Rio Hondo’s General Education (GE) pattern is the core linking Associate degrees at the College. The philosophy underlying this pattern is stated in various Board policies, the *College Catalog*, and the campus website. The General Education Student Learning Outcomes (GE SLOs) reflect this philosophy and are listed in the *College Catalog*.

SELF-EVALUATION – II.A.3.

The College meets this Standard.

The *College Catalog*, College website, and Board Policy (BP) 4025 and Administrative Procedure (AP) 4025, “Philosophy and Criteria for Associate Degree and General Education,” delineate Rio Hondo’s philosophy for General Education (GE). The Curriculum Committee oversees the process and implementation of the GE philosophy when recommending courses for inclusion into the various GE patterns ([II.A.133: RHC 2013-2014 Catalog p37 The AA or AS Degree Concept](#); [II.A.124: Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#); [II.A.125: Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education](#)).

GE patterns exist for three educational systems ([II.A.134: Red Notebook, p. 58, General Education](#)). These are the Associate degree, CSU transfer pattern, and



Intersegmental General Education Transfer Curriculum (IGETC). Any course proposed for a GE list must contain a justification for the request. The Curriculum Committee makes the final decision on whether a course has met the requirements for General Education for Associate Degrees. The Curriculum Committee also decides whether to forward CSU and IGETC general education requests. For the CSU and IGETC requests, organizations external to the College make the final decisions on GE courses. The Associate degree pattern follows the two transfer patterns closely in order to facilitate transfer ([II.A.135: RHC GE Request Memo](#); [II.A.136: IGETC \(UC GE\) Request Memo](#); [II.A.137: CSU GE Request Memo](#); [II.A.137: CSU GE Request Memo](#)).

In addition, the “Rio Hondo College Graduation Advising Form” is organized by GE categories ([II.A.138: RHC Graduation Advising Form](#)). Students and counselors utilize the form to help students navigate the curriculum. Students complete the pattern by developing the capabilities to think and communicate clearly, use mathematics, understand the modes of inquiry of the major disciplines, be aware of other cultures and times, achieve insights gained through experience in thinking about ethical problems, and develop the capacity for self-understanding. These are the components of Rio Hondo’s GE philosophy. More explicitly, Table 2-2 below shows the linkage between the GE philosophy and GE areas for Associate degrees:

Table 2-2. Link between GE Philosophy and GE Areas for Associate Degrees

General Ed Philosophy	General Ed Degree Areas
Ability to think and communicate clearly written expression	Area 1. Competence in reading and effectively orally and in writing Area 8. Language and Rationality
Use mathematics	Area 2. Competence in mathematics
Understand the modes of inquiry of the major disciplines	Area 4. American Institutions Area 5. Natural Sciences with Lab Area 6. Social and Behavioral Sciences Area 7. Humanities Area 8. Language and Rationality
Be aware of other cultures and times	Area 4. American Institutions Area 6. Social and Behavioral Sciences Area 7A. Humanities-Fine Arts Area 7B. Humanities
Achieve insights gained through experience in thinking about ethical problems	Area 7B. Humanities Area 8B. Communication and Analytical Thinking
Develop the capacity for self understanding	Area 3. Physical Education Area 6. Social and Behavioral Sciences

Source: *Rio Hondo College Catalog*



Finally, the College GE SLOs were developed to reflect the GE philosophy, as well. They are listed in the *College Catalog*. Each GE course links to at least one GE SLO, and through this linkage, data for GE SLOs is collected and used for further analysis. ([II.A.139: GE SLOs RHC 2013-14 Catalog p40](#); [II.A.140: GE SLOs with Course Mapping](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.3.

None.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY – Standard II.A.3.a.

Rio Hondo College requires its graduates to complete a local General Education (GE) pattern, which includes instruction in the humanities, fine arts, natural sciences, and social sciences. Through the curriculum process, courses are located in the appropriate GE area, and, collectively, these courses lead to an understanding of the basic content and methodologies of each major area of knowledge.

SELF-EVALUATION – II.A.3.a.

The College meets this Standard.

The College's GE pattern areas of knowledge are influenced by many factors. Administrative Procedure (AP) 4025, "Philosophy and Criteria for Associate Degree and General Education," lists major goals and objectives for students earning degrees at Rio Hondo College. These general skills, along with regulations outlined in Title 5, section 55063, of the *California Code of Regulations for Community Colleges*, lead to Rio Hondo's GE requirements ([II.A.141: Title 5, section 55063](#); [II.A.125: Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education](#)).

Descriptions for the areas of knowledge of the general education requirements are included on the curriculum general education request forms. The Curriculum Committee confirms that courses requested to be placed in a general education area need to meet the content and methodology required of that area.

One way to evaluate how well our students are learning the basic content and methodologies of the major areas of knowledge is through General Education SLOs

(GE SLOs). Rio Hondo’s GE SLOs are listed in the *College Catalog* ([II.A.139: GE SLOs RHC 2013-14 Catalog p40](#)). Data for these outcomes are derived from the courses in the relevant GE area, with at least one outcome identified for almost all GE courses. These outcomes generally provide broad coverage of skills attained in a particular family of disciplines. For example, GE SLOs in mathematics focus on the ability of students to consider “real-world” problems, translate the given situation to a correct symbolic representation, and solve the problem. Such skills are critical for success in all GE mathematics courses, although the nature of the problems presented will vary considerably from course to course. Collection of data for these outcomes has been ongoing in many disciplines for the past two years. However, actual reporting of these results and identification of resources to support these outcomes is a relatively new practice. Unlike outcomes for courses and degrees/certificates, the broad nature of GE SLO outcomes has posed unique challenges for collection and interpretation of assessment data. This particular aspect of the institution’s assessment activities is not as well-defined and understood by the campus community. Additional training and continued practice with these outcomes will be needed in the coming years to address this challenge.

Data on performance of GE outcomes suggests a high level of student achievement, with 75-85% of students identified as proficient, depending on the specific outcome being assessed. Proficiency rates on outcomes related to mathematics fall on the lower end of this average, while those for reading/written expression and the sciences are higher. Despite the fact that students are generally achieving these GE outcomes, faculty who participated in the analysis of the assessment results have proposed potential changes in instruction to raise proficiency rates to even higher levels. For example, the assessment report for an outcome in the sciences proposed the use of computer simulations in pre-laboratory exercises so that students become more familiar with the necessary measurement techniques and apparatus that they will soon encounter, a strategy which may be applied in numerous biology and chemistry offerings. Assessment of GE outcomes has identified a common need across disciplines for additional instructional computer laboratories. Through diligent evaluation of GE outcomes and targeted identification of resource needs, Rio Hondo College constantly strives to increase the number of students achieving these outcomes ([II.A.142: Examples of GE SLO Assessment reports](#)).

The College’s GE SLOs address each of the eight areas of local graduation requirements, which include competency in reading and written expression; mathematics; physical education; American institutions; natural sciences; social and behavioral sciences; humanities; language and rationality; and communication and analytical thinking ([II.A.143: SLOs and GE Areas](#)).

At the course level, SLOs for GE courses typically reflect student understanding of the basic content and methodology in the given area of knowledge. The integration of the College’s GE SLOs with course SLOs assist faculty members as they design and assess their own course objectives with GE standards in mind.



ACTIONABLE IMPROVEMENT PLANS – II.A.3.a.

None.

- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY – Standard II.A.3.b.

Rio Hondo College has developed a local General Education (GE) pattern for graduates that includes skills required to be a productive individual and lifelong learner. These skills are addressed through the curriculum process for accepting courses into specific GE areas and through the GE SLOs, as well.

SELF-EVALUATION – II.A.3.b.

The College meets this Standard.

To determine whether GE requirements lead to attainment of the abilities listed in this section of the Standard, the College examined GE SLOs and GE graduation requirements. GE SLOs cover each skill area listed in the Standard. In most areas, the College has more than one GE SLO that assesses these skills. Additionally, College GE requirements can be examined to determine the set of skills that are desired and required of a Rio Hondo graduate. Table 2-3 demonstrates how GE SLOs and College GE graduation requirement areas fit the categories mentioned in the Standard:

Table 2-3. How Rio Hondo College GE SLOs Address Skills Needed

Skills needed to be addressed	How our GE SLOs address it	Rio Hondo Local GE Area
oral and written communication	There is a group of eight GE SLOs under the category Reading and Written/Oral Expression	Area 1: Competence in reading and written expression
information competency	The student will evaluate the reliability of both print and electronic sources and use them effectively	Area 8A & 8B: English Composition and Communication and Analytical Thinking
computer literacy	Students effectively employ calculators, computers, and other relevant technology in solving mathematical problems	Area 8B: Communication and Analytical Thinking
scientific and quantitative reasoning	There are sections for Natural Sciences, Mathematics and Social and Behavioral Sciences	Area 2: Competence in mathematics, Area 5: Natural Sciences with Lab, Area 6: Social and Behavioral Sciences, Area 8B: Communication and Analytical Thinking
critical analysis/logical thinking	Many GE SLOs address this: Students critique artistic works, evaluating elements relevant to the given work and how these are effectively integrated in the work as a whole. Students critique and interpret data presented in appropriate graphical and/or verbal formats. Presented with an argument promoting a particular hypothesis, students critique the stated assertions and assess whether or not the given hypothesis may be valid. Students will critique their particular situation in relation to the principles of health, fitness, and wellness. The student will support an argument with evidence.	All Areas
the ability to acquire knowledge through a variety of means	All GE SLOs address this indirectly through the six groupings: Humanities, Mathematics, Natural Sciences, Physical Education, Reading and Written/Oral Expression, and Social and Behavioral Sciences	All Areas

Source: Rio Hondo College SLO Committee

For example, students may be exposed to the skills needed for “information competency” in many classes. Some instructors may teach how to evaluate sources as part of a class project. Other instructors may take their classes to the Library to have a librarian inform students on the topic. In a typical year, 150-180 presentations are made by librarians covering research topics that included skills to address information competency. The College continues to work on expanding the information competency plan (see Standard II.C).

To ensure that all courses offered have appropriate skills levels and meet College standards, quality assurance checks occur through the curriculum process. Courses are examined and discussed at division and department levels prior to presentation at the Curriculum Committee, which examines appropriate levels of rigor, including exiting skills, course content, course entering skills, and prerequisites ([II.A.144: Division minutes showing curriculum discussions](#); [II.A.145: Sample Curriculum Revision](#)). Expected skill levels are included in new course curricula and course revisions, written in the form of entering and exiting skills. For sequential courses or courses with a prerequisite, some or all of the exiting skills from the prerequisite are required in the

entering skills for the next level course. Instructors teach courses in accordance with the “Course Outline of Record,” which includes the course outline and course objectives (exiting skills). The curriculum approval process also includes approval from the College Articulation Officer, who ensures that the course and course content is appropriate, given the type of approved credit (transferable or non-transferable) ([II.A.146: Course Outline of Record form](#)). The College relies on the aforementioned GE approval process to assure collegiate course quality and rigor in GE areas.

To measure the attainment of exiting skills, the College uses multiple tools. First and foremost, students earn grades based on their level of mastery of course content and their demonstrated proficiency as defined by the exiting skills/course objectives utilizing the evaluation methods listed in the “Course Outline of Record.” Given that this is the norm for college curriculum and evaluation of students, the College is satisfied that this is an effective way to measure whether students attain the necessary skills.

Additionally, examinations of student skill levels occur within the SLO assessment process. In fact, course SLOs cover many exiting skills which were frequently incorporated when writing them. SLO assessments yield additional measures of student achievement. According to College assessment reports, a majority of courses are meeting benchmarks for SLO proficiency ([II.A.147: Examples of SLO Assessment Reports](#)).

To examine whether students are able to apply knowledge learned in previous coursework, the College uses SLOs and other data, as well as feedback from advisory committees. Instructors record notes in SLO assessments regarding the level of students’ preparation. Notes frequently suggest that students may not retain all the skills from the prerequisite, so instructors make necessary adjustments to their classes. For example, many instructors review material from the prerequisite course. This does not necessarily indicate students’ inability to use knowledge from the prerequisite, but instead the need for a refresher before proceeding toward new knowledge ([II.A.148: SLO Assessment Reports Prerequisites](#)).

For courses that are sequential or have prerequisites, instructors are able to observe how well students apply knowledge to subsequent coursework. This is of particular interest to the Division of Mathematics and Sciences, which contains the largest number of sequenced courses. In fall 2013, this division examined performances of students in the higher level class, given their performance in the prerequisite class. The data showed that the better a student performed in the prerequisite course, the greater the student’s chance of success in the higher level class. Also, it appears that earning a “B” in a prerequisite course leads to higher success in the subsequent course than earning a “C” in the prerequisite. Discussions for how to use these data occurred in a Mathematics and Sciences division meeting ([II.A.149: Math and Science data](#)). Some students in the classes were MESA students, and this resulted in the writing of a grant to create a program called the “C” Bridge. This program targets students that earned a “C” in a prerequisite course and places them into a summer workshop, focusing on



building their skill level to a level commensurate to increasing their chances of success in the higher level course. Rio Hondo started piloting this program in the 2013-2014 academic year. The long-term implications of these findings and changes remain unclear at this time. Similar analyses are not completed elsewhere in the College because most other course offerings are either not sequential or have too many outside factors that interfere with the ability to draw useful conclusions from the data.

Advisory committees provide information about how well students are able to apply their learned skills to subsequent endeavors in employment. This type of feedback can occur explicitly when an advisory committee discusses the strengths and/or weaknesses of program graduates or implicitly through review of Career and Technical Education (CTE) curriculum ([II.A.150: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#)).

Rio Hondo offers many GE courses in Distance Education (DE) mode. The rationale is explained in the *College Catalog*. In an attempt to give students the opportunity to attain a degree or certificate entirely through DE courses, the College has endeavored to give students options in each of the GE areas that are available in DE mode. Few students have obtained degrees entirely through DE classes, so the College continues to offer them to supplement on-campus offerings. DE offerings enable students to take both face-to-face classes and online classes, giving them flexibility. ([II.A.151: 2013-14 RHC Catalog page 22, Distance Education](#)). Online classes go through the same curricular review as on-ground classes. Assessment methods may differ somewhat in the mode of delivery (taking a test online instead of in person, discussing board posts instead of engaging in classroom discussion). However, course content is identical, so the assessment of that content does not differ. Since the two types of classes differ only in delivery mode, the method of assessment accommodates that difference. The same methods for evaluating the effectiveness of on-ground courses are used for online courses.

ACTIONABLE IMPROVEMENT PLANS – II.A.3.b.

None.

- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY – Standard II.A.3.c.

Rio Hondo College adheres to an institutional commitment to help students understand the qualities of ethical human beings and effective citizens. This commitment emanates from the College Mission Statement and is emphasized in GE graduation requirements, GE SLOs, and courses offered each semester. Student government and



student clubs provide additional opportunities for students to examine, ethics, civility, cultural diversity, aesthetics, and civic, political, and social responsibilities.

SELF-EVALUATION – II.A.3.c.

The College meets this Standard.

In its Mission Statement, Rio Hondo College asserts a commitment to the “success of its diverse students and communities” as well as to providing various types of course offerings that lead to “associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.” A large part of learning, which can be applied to the pursuit of such educational goals is the understanding and application of ethical behavior and effective citizenship. This is particularly applicable in fields such as political science, philosophy, and history. The College GE graduation requirements include courses from areas such as these. Additionally, Board Policy (BP) 4025, “Philosophy and Criteria for Associate Degree and General Education,” points to the need for students to develop awareness of, and ability to, evaluate and appreciate other cultures. It explicitly discusses how Rio Hondo graduates, through their degree requirements and GE requirements, should be able to think insightfully about ethical and societal problems. These guidelines have led to curricular inclusions in selected disciplines that incorporate the exploration and consideration of ethical behavior and effective citizenship.

Throughout individual courses, several Student Learning Outcomes (SLOs) address ethics and effective citizenship ([II.A.152: Course SLOs that deal with ethics](#)). These SLOs were written by departmental faculty to address the material within their course outlines. The College developed GE SLOs that address many of these concerns, as well. This is particularly true of the GE SLOs under the major headings “Reading and Written/Oral Expression” and “Social and Behavioral Sciences” ([II.A.153: GE SLOs RHC 2013-14 Catalog p40](#)).

Some extracurricular activities contribute to students’ understanding of ethical behavior and effective citizenship. The Associated Students of Rio Hondo College (ASRHC) sponsors a variety of committees that help develop ethical principles and effective citizenry among Rio Hondo students, including the Campus Engagement, Community Service, Cultural Diversity, Public Relations, and Sustainability Committees. The Office of Student Life and Leadership sponsors clubs that expose students to these attributes, as well, including the following:

- Alpha Gamma Sigma (AGS), a service club that focuses on academic excellence in conjunction with the AGS Honor Society
- Active Minds Club, a nationally recognized organization promoting awareness of issues surrounding mental health
- Association of Latino American Students (ALAS), focusing on community building and activism



- Green Tech and Sustainability Club, focusing on green and sustainability efforts
- Latinos United for Voting (LUV), focusing on educating students about local, state, and national issues and promoting voter registration
- Rio Hondo Veteran’s Club, a service-oriented club focusing on raising funds to donate to organizations that promote the health and welfare of military veterans
- Students Without Borders, a club for undocumented students, focusing on educating students about immigration issues, promoting higher education, and serving as a support system to undocumented students.

The Office of Student Life and Leadership also sponsors the Hispanic Scholarship Fund (HSF) Chapter, which is both a program and a club, whose aim is to promote the college-going culture among Hispanic communities. The program helps to connect students to various campus resources that can assist them in preparing for professional careers, including scholarships that will help fund their college education. Finally, the Office of Student Life and Leadership sponsors a Student Leadership Institute, whose goal is to train student leaders about the fundamentals of ethical behavior and civic responsibility ([II.A.154: Student Extracurricular Activities](#)).

The Office of Government and Community Relations (GCR) sponsors additional opportunities for students to become effective citizens. GCR sponsors GRACE (Government Relations Ambassadors for Community Events Program), which provides training and opportunities for students to represent the College to the surrounding communities as ambassadors. Also, GCR helps train students to attend state legislative meetings to discuss issues related to the state budget and bills that have potential impact on Rio Hondo students.

Respect for cultural diversity is promoted through curricular offerings in anthropology, Chicano studies, languages (Chinese, Japanese, French, Spanish, and American Sign Language), history, humanities, philosophy, and sociology. Historical and aesthetic sensitivity are nurtured through a wide array of course offerings that provide historical surveys of art, literature, music, theatre, and society. All of these courses may be taken by students to fulfill their GE requirements.

ACTIONABLE IMPROVEMENT PLANS – II.A.3.c.

None.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY – Standard II.A.4.

Rio Hondo College offers quality instructional programs that include—as of spring 2014—67 Associate degrees and 52 certificates ([II.A.197: RHC Degrees and Certificates](#))



[webpage](#)). All of these degrees and certificates include a focused study in an area of inquiry or in an established interdisciplinary core ([II.A.155: RHC 2013-14 Catalog pages with List of Degrees and Certificates p48-49](#)).

SELF-EVALUATION – II.A.4.

The College meets this Standard.

The *College Catalog* includes descriptions of each degree and certificate offered, including the focused area of study or interdisciplinary core. The *Catalog* also includes required courses, number of units, and courses with prerequisites for each degree/certificate.

ACTIONABLE IMPROVEMENT PLANS – II.A.4.

None.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY – Standard II.A.5.

Rio Hondo offers many vocational certificates and degrees through Career and Technical Education (CTE) programs in various divisions. To determine whether students are adequately being prepared, these programs rely on input from industrial partners through advisory committees, review data regarding student performance on exams from an external agency, or develop curricula and requirements that are certified and/or accredited by an external agency. Vocational programs within various programs include the following:

Arts and Cultural Programs Division

- Animation

Behavioral and Social Sciences Division

- Child Development
- Drug Studies

Business Division

- Accounting
- Business Administration
- Business Marketing
- Computer Systems
- Computerized Accounting
- Computer Information Technology
- Income Tax Preparer
- International Business



- Logistics Management
 - Management and Supervision
 - Microcomputer Specialist
 - Retail Management
 - Small Business Entrepreneurialism
- Career and Technical Education Division
- Architecture, Civil, Engineering Design Drafting, and Computer Assisted Drafting (ACEDD)
 - Alternative Energy Technology
 - Auto Collision Repair and Painting
 - Automotive Technology
 - Electronics Technology
 - Heavy Equipment Maintenance (soon Heavy Equipment Technology)
- Communications and Languages
- Mass Communications: Mass Media
 - Mass Communications: Print Media
- Health Sciences and Nursing Division
- Certified Nursing Assistant
 - Home Health Aide
 - Nurse Assistant Pre-Certification Training
 - Vocational Nursing
- Kinesiology, Dance, and Athletics Division
- Fitness Specialist
- Mathematics and Sciences Division
- Environmental Technology
- Public Safety Division
- Administration of Justice
 - Wildland Fire Technology and Fire Technology

SELF-EVALUATION – II.A.5.

The College meets this Standard.

Some vocational programs are certified by an accrediting agency, wherein an outside agency examines the curriculum and “accredits” the department to offer the appropriate courses that lead to certification. These programs include child development, administration of justice, fire technology, and wildland fire technology. Instructors in the environmental technology program are certified by an outside agency. Since the instructors are certified, students can become certified by passing the class. Other programs offer courses, after whose successful completion students may go to an outside agency to take an examination in order to obtain certification. These programs include drug studies, fitness specialist, and automotive technology. Finally, another subgroup of vocational programs have their curricula reviewed and accredited and then send students to an outside agency for certification (which means they do both of the above options). These include the nursing and accounting programs. A list of primary accrediting agencies is provided in the *College Catalog* ([II.A.107: RHC Catalog Page 8 List of state](#)

[and licensing agencies](#)). In all vocational programs, advisory committees provide feedback regarding the quality of graduates and their competency and preparation for employment. For programs that do not officially interact with an external agency, industry partners on advisory committees are even more important, as these are the primary sources for feedback on the quality of graduates ([II.A.071: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students](#)).

Industry partners are important components of many programs. The Automotive program has partnered with American Honda, Valley Power, John Deere, Bosch, and various municipalities in Southern California. The Division of Public Safety programs have partnered with numerous police and fire departments, as well as the National Forest Service. The Health Sciences and Nursing programs have associations with White Memorial, Beverly, Whittier Presbyterian, Kaiser Permanente, Arcadia Methodist, and Whittier and Downey Hospitals. The Drafting and CAD program partners with the Los Angeles County Sanitation District, Archway Systems, and Placecraft Corporation.

Determining whether students are adequately prepared requires information from a variety of sources. In some situations, the College is able to gather information about pass rates for tests administered by external agencies. For example, in the Nursing program, the Associate Degree in Nursing (ADN) pass rate was 94% ([II.A.156: DN \(RN\) Pass Rates](#)); the Vocational Nursing (VN) pass rate was 95% ([II.A.157: VN Pass Rates](#)); and the Certified Nurse Assistant (CNA) and Home Health Aide (HHA) pass rates were 98-100%. For most of the College vocational programs, however, little data is available from the testing agencies, as they administer the tests and do not relay feedback regarding the pass rates. Many of Rio Hondo's vocational programs ask students to self-report their successes and failures, but this process is less than ideal. For programs that receive Perkins funding, student progress is examined annually. The data includes skill attainment, completion rates, persistence rates, and employment rates ([II.A.158: PERKINS IV Core Indicators of Performance by Vocational TOP Code](#)). Although this feedback is not specific to the quality of Rio Hondo's graduates for employment purposes, the numbers can be used to examine the effectiveness of the College offerings and programs.

The most important and consistent sources of information for vocational programs are advisory committees. At committee meetings, industry partners provide specific information on industry needs, trends, and employment, as well as feedback on Rio Hondo's graduates and curricular offerings ([II.A.108: Advisory Committee Minutes Discussing Curricula](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.5.

None.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course



requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY – Standard II.A.6.

The *College Catalog* provides students and prospective students clear and accurate information about courses, degrees, and certificates. Course descriptions in the *College Catalog* include course objectives and course content, as well as information about basic student learning outcomes for courses. Additionally, the *Catalog* includes details about degrees and certificates, and policies and information for students starting their college experience at Rio Hondo, students transferring from another college, or students transferring from the College to another institution of higher learning.

SELF-EVALUATION – II.A.6.

The College partially meets this Standard.

When programs and courses are created, documents including basic course information are reviewed by the department faculty, division deans, the Curriculum Committee, and the Articulation Officer. Once approved, the Curriculum Articulation Specialist and Office of Instructional Support ensure that what is printed in the *College Catalog* is an accurate reflection of the curriculum forms. There is also ongoing review of catalog contents by members of the Catalog Committee, discipline faculty, and counseling faculty.

All College courses, degrees, and certificates are described in the *College Catalog*, which is available online and in print. While SLOs are not included in the descriptions of courses, general objectives and goals are provided. Students and other interested parties can obtain SLOs of interest from a website ([II.A.036: SLOolutions website](#)). In the 2014-2015 *College Catalog* (now in process), degree and certificate SLOs will be included when the *Catalog* is posted to the site ([II.A.159: Rio Hondo College Catalog](#)).

Although the College has many mechanisms in place to assure that information available to the public is accurate and includes the required items, the College does not have a mechanism in place to monitor the syllabus content for every class section. To determine whether students receive a syllabus with SLOs, the College uses multiple methods. When evaluating instructors, deans examine the syllabi, ensuring pertinent information is included, such as SLOs. This information is also included in the *Student Learning Outcomes Procedures and Evaluation Manual* (SLOPEM) ([II.A.035: SLO Procedures and Evaluations Manual SLOPEM](#)). Class observations also provide academic deans with avenues to ensure that the content that is taught follows course objectives and learning outcomes. Deans also monitor SLO assessment reports within their divisions ([II.A.160: Spring 2014 Summary of Degree and Certificate SLOs by Division](#)). The College SLO assessment process involves the collection of SLO data for all course sections. In addition, the SLO coordinator sends emails to faculty, requesting that SLOs be included in course syllabi. However, at present, there is no mechanism for verifying that a student has

received a syllabus that includes stated SLOs for the course ([II.A.161: Deans Worksheet for Faculty Evaluation](#); [II.A.162: Division Agendas and Meeting minutes showing SLO discussions](#)). Distance Education (DE) courses are held to the same standards as their on-ground counterparts. A repository of letters regarding course expectations was created by the Distance Education Committee (DEC) in 2013-2014 and will be available for online classes in fall 2014 ([II.A.163: Course Expectation letters](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.6.

Although in previous years Academic Senate confirmed the need for students to receive information on class syllabi regarding SLOs, academic honesty, and DSPS accommodations, during the 2014 summer session the Senate and senior administration worked to develop a mechanism using the College’s website and email system so that students will receive this information for the classes in which they enroll.

- a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY – Standard II.A.6.a.

Rio Hondo College maintains clear transfer policies and procedures for students. The College has a method for accepting transfer credits from other institutions and has articulation agreements to facilitate transfer for students, per our Mission.

SELF-EVALUATION – II.A.6.a.

The College meets this Standard.

The College engages in “pass-along” and “reciprocity” processes that are common across the state and intended to simplify student movement among institutions. The College also engages in a formal “course substitution” process when a course needs to be evaluated for its comparability to a course in the College curriculum. As the College is primarily a “sending” institution with respect to post-secondary articulation, a designated Articulation Officer ensures that courses at the College are articulated with common transfer destinations. In addition, individual faculty members may facilitate the establishment of such agreements or may request that articulation be sought ([II.A.164: Course Substitution Form](#)). California institutions of higher education and their students benefit from an online repository of existing articulation agreements from the California Community Colleges (CCC) to the California State University (CSU) and the University of California (UC) systems ([II.A.089: Assist.org Website](#)). Administrative Procedure (AP) 4050, “Articulation,” outlines procedures and priorities for establishing articulation agreements ([II.A.165: Administrative Procedure 4050](#)).



In addition to assisting students in transferring to other educational institutions, the College engages in efforts to establish articulation agreements with the high schools it serves. The College Career and Technical Education (CTE) Transitions Office is charged with this effort and focuses on the establishment of pathways in career and technical education areas ([II.A.166: CTE Transitions website](#)). Through the CTE Transitions program, students can take articulated high school courses for college credit.

General policies regarding transfer of coursework are communicated to the public via the *College Catalog*, whose contents are reviewed by the Catalog Committee. In previous years, this committee met two to three times a year, but in 2013-2014 the Catalog Committee began meeting monthly to complete a more comprehensive review of the *College Catalog* to ensure accuracy and consistency. Although they undergo no formal review, general transfer policies published in the *College Catalog* are revisited and new policies implemented on an as-needed basis ([II.A.167: College Catalog \(2013-14\) CLEP and AP credit, pages 29, 33-36](#); [II.A.168: College Catalog incoming transfer of coursework](#); [II.A.169: College Catalog Transfer Programs](#)).

Rio Hondo College accepts credit for lower division courses taken at accredited institutions of higher learning. Transcripts are evaluated by an academic counselor to determine whether course descriptions, syllabi, and Course Outlines of Record are equivalent to a Rio Hondo course. When questions arise, discipline faculty members are consulted. Additionally, when a student is graduating, the Office of Admissions and Records completes a similar process before the degree is conferred ([II.A.165: Administrative Procedure 4050](#); [II.A.170: RHC Articulation Website](#)).

Credit for work not verifiable via transcripts can be obtained through credit-by-exam, where available, as outlined in Board Policy (BP)/Administrative Procedures (AP) 4235, “Credit by Examination.” Detailed procedures on credit-by-exam exist in areas where they are especially relevant (such as CTE) (see http://www.riohondo.edu/career_tech/tech_prep/articulation.htm). The current means for determining which courses are available via credit-by-exam are as follows:

- a request is made through Admissions and Records ([II.A.173: Credit by Exam Form](#));
- the form is forwarded to the appropriate division dean, where a determination whether credit-by-exam is available for the course that is being requested;
- if credit-by-exam is available, arrangements are made and an exam is administered;
- if there is no credit-for-exam available, the student is notified ([II.A.171: Board Policy 4235, Credit by Exam](#); [II.A.172: Administrative Procedure 4235, Credit by Exam](#))

Rio Hondo College does not award credit for work experience that is not accompanied by formal instruction, transcript evidence, or an exam (i.e., credit-by-exam) ([II.A.173: Credit by Exam Form](#)).



ACTIONABLE IMPROVEMENT PLANS – II.A.6.a.

None.

- b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY – Standard II.A.6.b.

Program discontinuance is rare at Rio Hondo College. In fact, there have been no programs that were discontinued since our last accreditation visit. However, in the past, when a program was discontinued, the College has made arrangements for students to complete their education in a timely manner with a minimum amount of disruption.

SELF-EVALUATION – II.A.6.b.

Administrative Procedure (AP) 4021, “Vocational Program Discontinuance,” contains provisions to ensure that the needs of students in a discontinued program are addressed ([II.A.174: Administrative Procedure 4021](#)). Students hold catalog rights that ensure they are not harmed by changes in an existing program. Until fall 2013, no procedure existed for non-vocational, or academic, program discontinuance, since program discontinuance had never occurred outside of the vocational area. During fall 2013, the process began to expand AP 4021 to include non-vocational and academic programs, and it is currently going through the review process.

Although program discontinuance is rare at Rio Hondo College, programs may be suspended for a variety of reasons, such as low enrollment or loss of facilities, funding, or faculty. When this occurs, students are advised by the dean and division faculty members about how to complete their educational goals. The dean develops a plan for students to complete classes at Rio Hondo or another institution. If courses are not available, the course substitution process may be used to provide students alternative routes to completion ([II.A.164: Course Substitution Form](#)). In 2006, the College contemplated discontinuing the environmental technology program. Plans for how current students could complete their programs were written; however, these plans were not implemented because in spring 2007 the College decided to revise and revive the program ([II.A.175: Initial Plans for ET Discontinuance](#)). A second instance of program suspension occurred in spring 2007 with the Welding program. Due to the remodeling of facilities and the resignation of a key faculty member, the program was put on hiatus, affecting approximately 20 students. Each student was informally referred to nearby Mt. San Antonio College to complete program requirements. The welding program was revised and reinvigorated in summer 2013, and courses have filled consistently since then.

ACTIONABLE IMPROVEMENT PLANS – II.A.6.b.

None.



- c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY – Standard II.A.6.c.

Rio Hondo College has many mechanisms to ensure that it represents itself clearly, accurately, and consistently to prospective and current students, as well as the community. The College reviews policies, procedures, and publications to ensure consistency and validity across the documents and marketing materials.

SELF-EVALUATION – II.A.6.c.

The College meets this Standard.

Publications that represent the College emanate from one of four places on campus: the Catalog Committee, the Office of Marketing and Communications, the Office of Institutional Research and Planning (IRP), and the Office of Government and Community Relations (GCR). Policies and procedures that affect students are published in the *College Catalog*. A Catalog Committee meets periodically to review and update its contents. Sections of the *College Catalog* are assigned to committee members to review, based on their areas of expertise. Print copies are available in the College Bookstore, and an online catalog is published on the College website. The Office of Marketing and Communications creates and designs community mailers, press releases, brochures, *President's Updates*, and annual reports to the community. Additionally, all marketing efforts are planned and centrally implemented by this office, including social media marketing. The Offices of IRP and GCR provide oversight on presentations made to the public, ensuring they are completed with accuracy, clarity, and consistency. They also create data reports for the campus community, and, occasionally, for the public. For example, IRP is currently working with the Offices of Academic Affairs and Student Services on a comprehensive five-year Educational Master Plan for the College ([II.A.176: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014](#)). Rio Hondo also publishes annual reports and summer newsletters featuring student achievement data. In addition, press releases, State of the College presentations, and presentations to the Board are other avenues for the dissemination of data (Press releases, State of the College, ARCC Board presentation). Additionally, information on all California's community colleges is available via the Student Success Scorecard provided by the Chancellor's Office (CO) ([II.A.177: Rio Hondo College Scorecard, College ID 881](#)). A direct link to Scorecard information is available on the College's website ([II.A.178: Scorecard](#)). The institution has even developed a *Rio Hondo College Logo Usage Manual* to ensure consistent use of the College logo ([II.A.179: Press Releases](#); [II.A.180: ARCC Indicators Board Presentation Nov 2009](#); [II.A.181: Logo Usage Manual, 2009](#); [II.A.117: State of the College Presentations](#)).



Rio Hondo does not offer any programs through fully online mode of delivery. While individual programs oversee their Distance Education (DE) course offerings, the Virtual College coordinates online offerings as a whole. The Virtual College is represented to the community through their homepage ([II.A.182: Virtual College Home page](#)). It is also discussed in the *College Catalog* ([II.A.151: 2013-14 RHC Catalog page 22, Distance Education](#)). Internally, the Virtual College is treated as a college “program” and required to participate in the annual planning/review process, which includes annual program plans and program review once every six years ([II.A.183: Virtual College Program Review, 2011](#)). The effectiveness of DE courses at Rio Hondo is examined by the Distance Education Committee (DEC). Data on DE offerings is typically not presented separately from on-ground offerings when presented to the public. However, on a few occasions, the DE Coordinator has made special presentations to the Board of Trustees (the latest in spring 2013) ([II.A.028: Minutes from Board of Trustees Meeting April 10, 2013](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.6.c.

None.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTIVE SUMMARY – Standard II.A.7.

Rio Hondo College has Board Policies on academic freedom and student academic integrity, which clearly articulate the institution’s commitment to the pursuit of knowledge. The College does not encourage any particular institutional beliefs or world views.

SELF-EVALUATION – II.A.7.

The College meets this Standard.

Rio Hondo Board Policy 4030, “Academic Freedom,” details the College’s philosophy and guidelines governing academic freedom on campus. Board Policy (BP) 5500, “Standards of Conduct,” addresses academic dishonesty, among other student conduct concerns and expectations. Both policies are published in the *College Catalog* and available on the College website ([II.A.184: Board Policy 4030, Policy on Academic Freedom](#); [II.A.185: Board Policy 5500, Standard of Conduct](#); [II.A.186: Administrative Procedure 5500, Student Standards of Conduct](#)).

ACTIONABLE IMPROVEMENT PLANS – II.A.7.

None.



- a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY – Standard II.A.7.a.

Rio Hondo College faculty members distinguish between personal convictions and professionally accepted views in their disciplines. Faculty members are well trained in the professionally accepted views of their fields. Their classroom presentations and discussions are the result of this academic responsibility and are communicated in a variety of ways.

SELF-EVALUATION – II.A.7.a.

The College meets this Standard.

Board Policy (BP) 4030, “Academic Freedom,” is included in the *College Catalog* and on the College website. It includes sections describing the faculty’s academic responsibilities. In addition, Board Policy (BP)/Administrative Procedure (AP) 4020, “Program, Curriculum, and Course Development,” and BP/AP 4025, “Philosophy and Criteria for Associate Degree and General Education,” include references to the pursuit and dissemination of knowledge ([II.A.055: Board Policy 4020 - Program, Curriculum, and Course Development](#); [II.A.056: Administrative Procedure 4020 - Program, Curriculum, and Course Development](#); [II.A.124: Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#); [II.A.125: Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education](#)).

Academic responsibilities are also discussed in the *Faculty Handbook*, produced by the Office of Academic Affairs, which provides guidance for faculty on a variety of issues related to teaching ([II.A.187: Faculty Handbook](#)). Discussions of academic freedom and academic responsibilities, including the need to distinguish between personal conviction and professionally accepted views in a discipline, take place in divisions and departments ([II.A.188: Math and Science Division minutes Jan 2014](#)). The faculty evaluation process, peer review, and administrative evaluations also provide the opportunity to observe how successfully faculty members distinguish between their own and professionally accepted views. During the last six years, only one informal complaint was filed in the Office of Student Affairs regarding personal convictions being shared in the classroom. BP 4030 applies to all faculty and all courses taught by Rio Hondo College faculty. It also applies equally to faculty teaching traditional classes and those teaching Distance Education (DE) courses.

ACTIONABLE IMPROVEMENT PLANS – II.A.7.a.

None.



- b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY – Standard II.A.7.b.

The institution publishes clear policy statements regarding student behavior and academic honesty on its website, *College Catalog*, and in many course syllabi. These policy statements are very specific in terms of what constitutes academic dishonesty and unacceptable student behavior, as well as the consequences for both.

SELF-EVALUATION – II.A.7.b.

The College meets this Standard.

The College supports and enforces the Board Policy (BP)/Administrative Policy (AP) 5500, “Standards of Conduct,” and AP 5520, “Student Conduct Procedures” ([II.A.186: Administrative Procedure 5500, Student Standards of Conduct](#); [II.A.189: Administrative Procedure 5520, Student Conduct Procedures](#)). The College publishes an extensive statement on academic integrity—including examples of academic dishonesty and the consequences of violating this policy—in the *College Catalog* and on the College website. The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also outlined in the *College Catalog* and made available on the College website ([II.A.190: Student Code of Conduct](#); [II.A.191: Student Disciplinary Process](#); [II.A.192: Administrative Procedure 5530, Student Rights and Grievances](#)).

The Dean of Student Affairs informs faculty about policies on academic honesty by sending a campus-wide email at the beginning of each semester (to begin fall 2014). Faculty are encouraged to make clear to their students, in each course syllabus, the course requirements, grading procedures, and expectations for classroom behavior, and to reference the institution’s standards of conduct and expectations regarding academic honesty. Potential violations of these policies are investigated and enforced by the Dean of Student Affairs, following the procedures stated in AP 5520, “Student Conduct Procedures” ([II.A.193: Academic Honesty Statement](#)). The Office of Student Affairs maintains institutional data about the number and types of incidents of academic dishonesty that occur each year. Beginning spring 2014, the Dean of Student Affairs distributed a report to all academic deans summarizing this information. The Dean of Student Affairs also posts this information on the Student Affairs homepage ([II.A.194: Student Conduct Summary Report](#)).

Students in online classes have a secure student login and password that serves as a form of student identity verification and, at the same time, protects student privacy. The login and password are based on the student’s own information and can be changed by the student. Others do not have access to this student information. In addition, on the login page of *Blackboard*, students encounter a statement by which they affirm their identity as the person enrolled in the class. While some faculty



members use proctored exams and video conferencing with students to help verify identity, there is no universally used technique for this process on campus. The Distance Education Committee (DEC) will continue to explore new technologies to improve student identity verification ([II.A.195: Blackboard Login page](#)).

In fall 2013, the Office of Student Affairs conducted an online survey to assess students' knowledge of the "College Standards of Conduct." Based on this survey, a majority of Rio Hondo's students is familiar with the standards and are aware of their expected behavior. When asked what would be the best way to inform Rio Hondo students about the "Standards of Conduct" policy, students suggested emailing the policy to students, posting the information on Rio Hondo's website, passing out an informational pamphlet to the student body, and sending a notification about the policy through Rio Hondo's mobile application ([II.A.196: Standards of Conduct Awareness Report](#)).

Although most students were aware of College policies on student dishonesty and academic integrity, some were not, so there is still some concern regarding student awareness of these issues. The College will attempt to ensure that all students are aware of their individual rights and responsibilities.

ACTIONABLE IMPROVEMENT PLANS – II.A.7.b.

None.

- c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY – Standard II.A.7.c.

Rio Hondo College is a public, open access community college. There are no additional codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge and lifelong learning. The College does not seek to instill specific beliefs or world views on any constituencies.

SELF-EVALUATION – II.A.7.c.

Not applicable.

ACTIONABLE IMPROVEMENT PLANS – II.A.7.c.

None.



8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTIVE SUMMARY – Standard II.A.8.

Rio Hondo College does not offer curricula in foreign locations.

SELF-EVALUATION – II.A.7.c.

Not applicable.

ACTIONABLE IMPROVEMENT PLANS – II.A.7.c.

None.



STANDARD II.A. EVIDENCE

II.A.001: Rio Hondo College Mission Statement
II.A.002: Planning Process Document
II.A.003: Program Review Examples of Mission Statement Discussion
II.A.004: Rio Hondo College Curriculum Committee By-Laws
II.A.005: RHC Curriculum New Course Form
II.A.006: Curriculum Handbook p38 DE Instructions
II.A.007: Division Minutes Including DE Course Approval
II.A.008: Request to Offer a Course via Distance Education
II.A.009: Program Reviews Discussing DE
II.A.010: RHC-IRP-DE Units Completed
II.A.011: Administrative Procedure 4105, Distance Education
II.A.012: CTE Unit Plan 2009-2010
II.A.013: Advisory Committee Minutes Discussing New Program
II.A.014: List of Community Events for the Lifelong Learner
II.A.015: Institutional Planning Retreat 2013 Agenda
II.A.016: Examples of Program Plans-Reviews with extensive Data Analysis
II.A.017: Examples of Program Plans-Reviews with SLO discussions
II.A.018: Help Text Samples – PlanBuilder
II.A.019: IRP Reports Requested by Departments
II.A.020: DE Retreat Documents 2013
II.A.021: Examples of Research Analysis of Specialized Programs
II.A.022: Programs with Innovative Instructional Designs
II.A.023: Assessment Center Documents and Analysis
II.A.024: Example of Schedule of Classes from Fall 2013
II.A.025: Curriculum Form Course Outline of Record
II.A.026: Basic Skills Math Program Plan 2011
II.A.027: Senate Minutes with DE Discussion
II.A.028: Minutes from Board of Trustees Meeting April 10, 2013
II.A.029: Program Review Discussion of Delivery Mode
II.A.030: Deans Meeting Agendas with ESS Discussions
II.A.031: Program Review Chemistry 2012
II.A.032: Program Review GE Biology 2013
II.A.033: Program Reviews with Practicum and Internships
II.A.034: Faculty Evaluation Process Documents
II.A.035: SLO Procedures and Evaluations Manual SLOPEM
II.A.036: SLOolutions website
II.A.037: Division Meeting Agendas and Minutes showing SLO Participation
II.A.038: SLO Committee Page from the RHC Governance Manual
II.A.039: SLO Committee Quality Control Document
II.A.040: English SLO Assessment Reports
II.A.041: Speech SLO Assessment Reports
II.A.042: Examples of Program Reviews that address SLOs in Online Classes
II.A.043: SLO Assessment Reports that Address Online Instruction



II.A.044: Assessment Data for Scheduling Purposes
II.A.045: Study Abroad Consortium Guidelines
II.A.046: Rio Hondo College International Students Program Website
II.A.047: Minutes from Advisory Meetings for Off-Site Centers
II.A.048: Program Review Geography 2008
II.A.049: Examples of Curriculum Minutes showing DE Course Approval
II.A.050: Program Review Dance 2008
II.A.051: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students
II.A.052: New Student Instructional Survey
II.A.053: Spring 14 FLEX Day Agenda
II.A.054: Teaching for Learning Institute June 2014
II.A.055: Board Policy 4020 - Program, Curriculum, and Course Development
II.A.056: Administrative Procedure 4020 - Program, Curriculum, and Course Development
II.A.057: Program Review Committee Page from RHC Governance Manual
II.A.058: Examples of Program Reviews with Curriculum Discussions
II.A.059: Program Review Arts 2008
II.A.060: Program Plan Psychology 2010
II.A.061: SLO Assessment Reports showing Improvements
II.A.062: SLO Committee Page from the RHC Governance Manual
II.A.063: SLO Committee Quality Control Document
II.A.064: Minutes from Special Board Meeting April 20, 2011
II.A.065: Senate Minutes regarding 4020 revision
II.A.066: Visual Arts Program Review 2008
II.A.067: Board Minutes October 14, 2009 p15 HEM
II.A.068: Program Review ACEDD 2011
II.A.069: Examples of Program Reviews that address Online Instruction
II.A.070: Examples of SLO Assessment Reports with online discussion
II.A.071: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students
II.A.072: Curriculum Form RHCGE Request
II.A.073: Curriculum Form CSUGE Request
II.A.074: Curriculum Form IGETC Request
II.A.075: Advisory Committee Minutes discussing curriculum
II.A.076: Examples of Syllabi
II.A.077: Academics web page
II.A.078: Sample Student Educational Plans
II.A.079: Degree and Certificate Requirements
II.A.080: Degree Fliers
II.A.081: Distance Education Committee Page from Governance Manual
II.A.082: Distance Education Committee Agendas and Minutes
II.A.083: Advisory Minutes Online
II.A.084: Examples of Faculty Achievements
II.A.085: Examples of Program Plans-Reviews with intense data discussions



II.A.086: Curriculum Handbook pp53-58 GE and Articulation
II.A.087: Curriculum website
II.A.088: Curriculum Form Articulation Officer and Librarian Oversight Pages
II.A.089: Assist.org Website
II.A.090: Department and Division Minutes discussing program effectiveness
II.A.091: Title V Implementation Group Meetings
II.A.092: Flex Agendas with relevance to Quality of Instruction
II.A.093: Examples of SLO Assessment Reports
II.A.094: Counseling 151 Syllabus
II.A.095: DSPTS Summary Report
II.A.096: FastTrack Learning Communities Website
II.A.097: ITC Minutes
II.A.098: DSPTS webpage-Tips on Dealing with the Deaf and Hard of Hearing
II.A.099: Unit Members Evaluation Form
II.A.100: Staff Development Activities
II.A.101: CTE 2 year program review form
II.A.102: SLO Assessment reports showing changes in instruction
II.A.103: SLO Assessment reports showing changes in class structure
II.A.104: SLO Assessment reports showing prerequisite discussion
II.A.105: Program Plans-Reviews with SLO discussions
II.A.106: Academic Affairs Area Plan 2013
II.A.107: RHC Catalog Page 8 List of state and licensing agencies
II.A.108: Advisory Committee Minutes Discussing Curricula
II.A.109: Executive Summaries with Degree Recommendations
II.A.110: Program Review Executive Summaries with SLO Discussion
II.A.111: Planning Data 2010
II.A.112: Flex Agendas with Planning Updates
II.A.113: Schedule of Planning Process Trainings
II.A.114: 2013 Annual Report Webpage
II.A.115: 2013 Summer Newsletter
II.A.116: About RHC webpage
II.A.117: State of the College Presentations
II.A.118: State of the College Presentations Timeline
II.A.119: Supplemental Timeline for State of the College Presentations
II.A.120: Guidelines for Administering the Reading Common Final
II.A.121: Grading Rubric Documents for the English Common Final
II.A.122: Curriculum Committee Minutes 11-21-12
II.A.123: Muata Kamdibe 11.06.12 email
II.A.124: Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education
II.A.125: Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education
II.A.126: Administrative Procedure 4100, Graduation Requirements
II.A.127: Worksheet for class success rates and SLO proficiency calculations
II.A.128: Academic Senate Minutes showing changes to Graduation Requirements



II.A.129: Division Minutes regarding changes to graduation requirements
II.A.130: Curriculum Minutes showing changes to Graduation Requirements
II.A.131: Curriculum Committee Minutes showing New Degree Approval
II.A.132: SLO Committee Agenda with GE SLO
II.A.133: RHC 2013-2014 Catalog p37 The AA or AS Degree Concept
II.A.134: Red Notebook, p. 58, General Education
II.A.135: RHC GE Request Memo
II.A.136: IGETC (UC GE) Request Memo
II.A.137: CSU GE Request Memo
II.A.138: RHC Graduation Advising Form
II.A.139: GE SLOs RHC 2013-14 Catalog p40
II.A.140: GE SLOs with Course Mapping
II.A.141: Title 5, section 55063
II.A.142: Examples of GE SLO Assessment reports
II.A.143: SLOs and GE Areas
II.A.144: Division minutes showing curriculum discussions
II.A.145: Sample Curriculum Revision
II.A.146: Course Outline of Record form
II.A.147: Examples of SLO Assessment Reports
II.A.148: SLO Assessment Reports Prerequisites
II.A.149: Math and Science data
II.A.150: Examples of Advisory Minutes showing a Discussion of Quality of Programs-Students
II.A.151: 2013-14 RHC Catalog page 22, Distance Education
II.A.152: Course SLOs that deal with ethics
II.A.153: GE SLOs RHC 2013-14 Catalog p40
II.A.154: Student Extracurricular Activities
II.A.155: RHC 2013-14 Catalog pages with List of Degrees and Certificates p48-49
II.A.156: DN (RN) Pass Rates
II.A.157: VN Pass Rates
II.A.158: PERKINS IV Core Indicators of Performance by Vocational TOP Code
II.A.159: Rio Hondo College Catalog
II.A.160: Spring 2014 Summary of Degree and Certificate SLOs by Division
II.A.161: Deans Worksheet for Faculty Evaluation
II.A.162: Division Agendas and Meeting minutes showing SLO discussions
II.A.163: Course Expectation letters
II.A.164: Course Substitution Form
II.A.165: Administrative Procedure 4050
II.A.166: CTE Transitions website
II.A.167: College Catalog (2013-14) CLEP and AP credit, pages 29, 33-36
II.A.168: College Catalog incoming transfer of coursework
II.A.169: College Catalog Transfer Programs
II.A.170: RHC Articulation Website
II.A.171: Board Policy 4235, Credit by Exam
II.A.172: Administrative Procedure 4235, Credit by Exam



II.A.173: Credit by Exam Form
II.A.174: Administrative Procedure 4021
II.A.175: Initial Plans for ET Discontinuance
II.A.176: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014
II.A.177: Rio Hondo College Scorecard, College ID 881
II.A.178: Scorecard
II.A.179: Press Releases
II.A.180: ARCC Indicators Board Presentation Nov 2009
II.A.181: Logo Usage Manual, 2009
II.A.182: Virtual College Home page
II.A.183: Virtual College Program Review, 2011
II.A.184: Board Policy 4030, Policy on Academic Freedom
II.A.185: Board Policy 5500, Standard of Conduct
II.A.186: Administrative Procedure 5500, Student Standards of Conduct
II.A.187: Faculty Handbook
II.A.188: Math & Science Division minutes Jan 2014
II.A.189: Administrative Procedure 5520, Student Conduct Procedures
II.A.190: Student Code of Conduct
II.A.191: Student Disciplinary Process
II.A.192: Administrative Procedure 5530, Student Rights and Grievances
II.A.193: Academic Honesty Statement
II.A.194: Student Conduct Summary Report
II.A.195: Blackboard Login page
II.A.196: Standards of Conduct Awareness Report
II.A.197: RHC Degrees and Certificates webpage

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

B. Student Support Services

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

DESCRIPTIVE SUMMARY – Standard II.B.

Rio Hondo College is an open-access California community college that contains nine cities, in whole or part, four distinct unincorporated communities, and a portion of another unincorporated community of Los Angeles County within our district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, as well as portions of Norwalk, Downey, La Mirada, and the City of Industry. The unincorporated communities include Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights. The College is a Hispanic Serving Institution with over 70 percent of students identified as Hispanic/Latino/a and a total ethnic minority student population nearing 90 percent ([II.B.001: College Catalog 2013-2014 Student Access and Success, p.7, Admissions: Becoming a Rio Hondo Student, p.9](#); [II.B.002: CCC SSI-Rio Hondo College Profile](#)).

SELF-EVALUATION – II.B.

The College meets this Standard.

Rio Hondo College recruits students via a variety of programs and services, including, but not limited to, college fairs, high school presentations, Senior Preview Day, College Planning Family Nights at local high schools, and some tours specific to Disabled Students Programs and Services (DSPS). Rio Hondo’s programs and services are aligned with the Student Success Initiative (SSI) and designed to increase support for entering students. Staff members from the Office of Outreach and Educational Partnerships visit 17 local area high schools on a regular basis to ensure students are properly guided through the steps for



successful matriculation at Rio Hondo College. On-site services at the local high schools include workshops on *CCCApply*; assistance in completing applications for Free Application for Federal Student Aid (FAFSA) and the DREAM Act; sessions to conduct assessment testing, orientation, and educational planning; and assistance with registration and use of the *AccessRIO* portal. Nearly 3,000 local high school students are served annually through services provided by the Outreach team ([II.B.003: Outreach Requests 12/13, 13/14](#); [II.B.004: High School Presentations 2013-2014](#); [II.B.005: Senior Preview Days flyer 2014](#); [II.B.006: College Planning Family Nights flyers](#); [II.B.007: DSPS Outreach 13-14](#); [II.B.008: Outreach HS Contacts](#); [II.B.009: Rio Days flyer 2014](#); [II.B.010: Assessment-Orientation HS data](#); [II.B.011: Outreach & Ed Partnerships 14-15 Program Review](#) Outreach p.7-12).

The College admits diverse students through programs and services such as Early College Academy (ECA)—a cohort learning opportunity at three local high schools (one in each of the three service area high school districts) for students to prepare for college and get a head start. Students in ECA complete up to 24 units of University of California (UC) or California State University (CSU) transferable course work. ECA was created to address access-to-college issues at the high schools within our feeder districts with the lowest college participation rates. Currently, ECA services 120 students in three high schools ([II.B.012: Early College Academy web page](#); [II.B.011: Outreach & Ed Partnerships 14-15 Program Review](#) ECA p. 12-13).

Concurrent enrollment involves high school students enrolling in college classes either on the main campus, at one of two educational centers (South Whittier Educational Center, or SWEC, and El Monte Educational Center, or EMEC), or at any of the off-campus sites (such as a high school or community center where Rio Hondo offers courses). The College works closely with local school districts and community members to identify high demand courses that support college and career readiness to be offered on campus at local high schools or at Rio Hondo's educational centers. In fall 2011, the College implemented the El Monte Pledge (EMP), a Memorandum of Understanding (MOU) between El Monte Union High School District (EMUHSD), University of California, Irvine (UCI), California State University, Los Angeles (CSULA), and Rio Hondo College, outlining a seamless pathway from high school to college or university. The EMP provides students and parents from EMUHSD with college preparation and financial aid information and services, such as College Planning Family Nights and application workshops, and provides EMP students at the College with one-time priority registration. Prior to the EMP being implemented in 2011, college participation rates from the EMUHSD were the lowest in our service area. Since implementation of the EMP, the College has nearly doubled the number of entering students from EMUHSD annually. As a result of the success of the EMP in student achievement, some best practices have been scaled up to include a larger portion of the new student population at the College. Beginning fall 2013, all recent high school graduates who graduate from one of the service area high schools who complete an application, assess in English/math/reading, attend an orientation, and have an abbreviated educational plan will receive a one-time priority registration appointment. In addition, the College is strongly recommending that all incoming high school graduates who enroll at Rio Hondo College attend a four-hour Freshman Welcome Day. This event is designed to provide incoming students with a two-hour counseling presentation, along with a one-hour student life component and one-hour campus tour ([II.B.013: El Monte](#)



[Pledge Compacts](#); [II.B.006: College Planning Family Nights flyers](#); [II.B.009: Rio Days flyer 2014](#); [II.B.014: Board Minutes July 14, 2010-EM Pledge Priority](#), p22; [II.B.011: Outreach & Ed Partnerships 14-15 Program Review](#), EM Pledge data p.2-6; [II.B.015: Priority Registration-Board Item and flyers](#); [II.B.016: Freshman Welcome Days Schedule 2014](#)).

Other programs introduce specific K-12 student populations to the supportive learning environment at Rio Hondo. Career and Technical Education (CTE) Middle School Outreach is a grant-funded CTE program that brings middle school students to Rio Hondo’s campus to provide them an introduction to CTE programs and potential job opportunities. Women’s History Month Program is an annual event sponsored by Rio Hondo and Whittier Union High School District (WUHSD), providing over 300 high school senior females a wide variety of workshops focused on career, personal improvement, college choices, and motivation. Students benefit from these programs as they become introduced and acculturated to college, get an early start on their college careers, are encouraged in high school to complete their “A-G” requirements to become college-ready, and take advantage of priority registration to access “hard-to-get” classes in their inaugural semester at Rio Hondo ([II.B.017: CTE Summer Academy web page](#); [II.B.018: Women’s History Conference program and e-messenger 2014](#)).

The College considers its diverse student population and identifies their needs. A majority are first-generation, under-represented college students with a very low socioeconomic status and corresponding financial aid needs and lack of financial aid literacy. In response, the Office of Financial Aid has increased the amount of Pell Grants disbursed from under \$8 million in 2008 to just under \$20 million in 2013. Additionally, more financial aid workshops have been provided, as well as participation in the “Cash-for-College” workshops hosted at local high schools. Outreach staff members are deployed to 17 local high schools to provide FAFSA and DREAM Act application assistance through the “Cash-for-College” model. These workshops are held in the evenings and on weekends to provide multiple opportunities for parents and students to complete their applications. These two types of workshops, coupled with priority enrollment, demonstrate College concern for student access, progress, learning, and success ([II.B.019: Financial Aid Disbursement Data](#); [II.B.020: Financial Aid Information Sessions 14-15](#); [II.B.021: Cash for College schedule 2014](#); [II.B.015: Priority Registration-Board Item and flyers](#)).

The Office of Disabled Student Programs and Services (DSPS) provides program outreach to local high schools and community organizations serving students with disabilities. DSPS also coordinates with local high schools to host students with disabilities for information sessions about the DSPS program and a campus tour. During the summer, DSPS also provides an extended program orientation for new, incoming students to assist with successful transition to college ([II.B.007: DSPS Outreach 13-14](#); [II.B.022: Transition to Rio 2013 program and letter](#)).

The College recently received a Student Mental Health Grant through the California Community Colleges Chancellor’s Office (CCCCO) and the California Mental Health Services Authority (CalMHSA). This grant promotes awareness of student mental health issues, including programs to promote suicide prevention. The grant has provided DSPS and

the Office of Veteran’s Services with the opportunity to hire, train, and develop student ambassadors for their programs to assist new students and support current students with finding resources and successfully navigating into and through the institution ([II.B.023: Board Minutes, August 8, 2013-Mental Health Grant](#), p.3; [II.B.024: SMHG Ambassadors list](#)).

The College’s ongoing efforts also include targeted counseling and the implementation of the First-Year Success Center (FSC)—formerly the Freshman Success Center—in fall 2013 to manage a cohort of nearly 1,500 incoming freshmen. Mandated services include assessment, comprehensive educational planning, and support services. All freshmen who are not currently enrolled in a counseling course and/or participating in a specialized counseling-based program are required to attend a one-hour Student Success Appointment. At these appointments, students meet with a Counselor to identify a program of study and complete a comprehensive educational plan. In addition, students meet with an Educational Advisor to review student support services and student portal navigational tips. Students also sign up to attend a follow up one-hour Freshman Success Seminar. The FSC supports the finalization of the Student Success and Support Plan (SSSP). That plan, to be submitted mid-October 2014 to the Chancellor's Office as part of the SSI—along with the Student Equity Plan to be submitted mid-November 2014—are crucial to the efforts of the College to focus on student access, progress, learning, and success ([II.B.025: FSC Announcements](#); [II.B.026: FSC Counseling and Advisement](#)).

The College continues to assess efforts that lead to improvement through Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), program planning/review, campus climate surveys, and federal and state annual reports and plans. The College also reviews priority enrollment statistics, drop-for-non-payment statistics and process, and student information booth statistics to assess ongoing efforts ([II.B.027: Student Learning Outcomes web page](#); [II.B.028: Student Services SLO-SAO progress grids](#); [II.B.029: IRP web page](#); [II.B.030: 2013 Climate Survey Report](#); [II.B.031: PriorityRegKPI 13-14](#); [II.B.032: D4NP Counts 2013-2014](#); [II.B.033: Help Center data SP12-FA13](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.

None.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY – Standard II.B.1.

The institution assures the quality of student support services through the annual planning/review process. Student Learning Outcome (SLO) assessments are part of the planning process, which has been a routine practice at the College since 2007. In addition, Student Services added Service Area Outcomes (SAOs) in 2009. Outcomes for Student



Services programs are currently assessed, presented to program leaders, and critiqued on an annual basis.

SELF-EVALUATION – II.B.1.

The College meets this Standard.

The College assures the quality of student support services through the annual planning process, which includes program plans and reviews. The College has been using SLO assessments since 2007, and SAO assessments were added to Student Services in 2009. Numerous student support programs, such as Disabled Students Programs and Services (DSPS), Equal Opportunity Programs and Services (EOPS), and Student Support Services (SSS)/TRiO programs, also require federal or state annual program reports ([II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.028: Student Services SLO-SAO progress grids](#)).

The College is committed to participatory/shared governance committee self-evaluations and regularly conducts campus climate surveys and encourages faculty and staff members to invest in professional development, both on and off campus. The College has also created a Leadership Academy, a yearlong academic leadership training program to enhance leadership, open to all staff on campus. The Student Services area provides multiple opportunities for discussions and review, including department meetings, the Student Services Program Leadership Council (SSPLC) that identifies issues of common concern in providing student services, the Student Services Deans and Directors meetings, and the combined Joint Deans and Directors meetings with administrators from Academic Affairs ([II.B.036: Governance Manual](#)-Governance Committee Review Process p.10, Student Services Program Leadership Council p. 50; [II.B.030: 2013 Climate Survey Report](#); [II.B.037: FLEX web page](#); [II.B.038: Leadership Academy App2010](#); [II.B.039: SSPLC 13-14 Schedules](#); [II.B.040: SSDD 13-14 Schedule](#); [II.B.041: Deans and Joint Deans Meeting Schedule 14-15](#)).

Faculty members attend training offered by the California State Universities (CSUs), the University of California campuses (UCs), and private universities to stay abreast of ongoing changes and updates in student services areas. Additionally, there is significant employee involvement in professional development workshops and conferences offered by the following organizations, to name a few:

- California Association for Postsecondary Education and Disability (CAPED) (<https://www.caped.net/>)
- Association of California Community College Administrators (ACCCA) (<http://www.accca.org/i4a/pages/index.cfm?pageid=10>)
- Community College League of California (CCLC) (<http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>)
- National Association of Student Personnel Administrators (NASPA) (<https://www.naspa.org/>)



- American Association of Community Colleges (AACC)
(<http://www.aacc.nche.edu/Pages/default.aspx>)
- Association of Community College Trustees (ACCT)
(<http://www.acct.org/>)
- California Community College Chancellor’s Office (CCCCO)
(<http://www.cccco.edu/>)
- California Teachers Association (CTA)
(<http://www.cta.org/>)

Several employees are involved in leadership roles within many of these organizations and contribute to quality updates and information ([II.B.042: Requests for Travel Jan2009-Jun2014](#)).

Support for student learning occurs regardless of location, as evidenced by the South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), high school site offerings, online courses, the Early College Academy (ECA), and the Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs. Counselor liaisons are assigned to each academic division and to the training center, and assessment and counseling services are offered at the two educational centers, as well. Additionally, the Divisions of Career and Technical Education (CTE), Public Safety, and Health Sciences and Nursing have assigned counselors who motivate students and assist with retention efforts. EOPS, DSPS, and the Veterans Service Center also offer specific tutoring assistance. Through the program review process, a “Work-In-Progress” (WIP) form for multiple programs was improved to provide consistency and greater clarity in the way the form would be used among counselors, faculty members, and students in various programs. This improvement also has helped educate faculty members about their responsibility to conference with students about course progress before signing WIP forms. The number of counselor contacts has also been examined and enhanced through these student support programs ([II.B.043: SP14 Course Locations](#); [II.B.044: Counselor List](#); [II.B.045: Services Chart](#); [II.B.046: Tutoring web page](#); [II.B.047: CalWORKs Program Review Executive Summary 10-11](#); [II.B.048: WIP form SP2009, SP2014](#)).

ECA data have been examined by the College institutional researchers. Persistence and success rates were compared and contrasted with rates from the general student population. From this assessment, it was decided to revise the curriculum offerings and change the beginning grade level of high school students participating in ECA from 10th to 11th grade.

All these Student Services functions help to enhance the achievement of the Rio Hondo Mission Statement as part of the “dynamic educational opportunities and resources” that lead to the achievement of students’ educational goals.

ACTIONABLE IMPROVEMENT PLANS – II.B.1

None.



2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information

DESCRIPTIVE SUMMARY – Standard II.B.2.a.

General information is available in print and online via the College website as follows:

- Official Name, Addresses, Telephone Numbers, and Website (p.1)
- Address of the Institution (p. 1)
- Educational Mission (p. 6)
- Course, Program, and Degree Offerings (Degrees and Certificates pp. 48-131, Courses of Instruction pp.132-269)
- Academic Calendar and Program Length (Instructional Calendar 2013-2014, p. 5)
- Academic Freedom Statement (p. 270)
- Available Student Financial Aid (Federal Financial Aid Programs, p. 18; State Financial Aid Programs, Scholarships, Loans, p. 19)
- Available Learning Resources (Academic Support Services pp. 20-21)
- Names and Degrees of Administrators and Faculty (Administrators p. 278; Faculty pp. 279-84)
- Names of Governing Board Members (p.1)

SELF-EVALUATION – II.B.2.a.

The College meets this Standard ([II.B.001: College Catalog 2013-2014](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.2.a.

None.

- b. Requirements

DESCRIPTIVE SUMMARY – Standard II.B.2.b.

Information is available in print and online via the College website regarding the following student requirements:

- Admissions (Admissions: Becoming a Rio Hondo Student, p. 9)
- Student Fees and Other Financial Obligations (Educational Costs, pp. 14-15; Student Financial Obligations, p.15)
- Degree, Certificate, Graduation, and Transfer (Certificate Programs, p.41; Degrees and Certificates pp. 48-131; Degree and Certificate Guidelines, pp.37-41; Transfer, pp.42-47)



SELF-EVALUATION – II.B.2.b.

The College meets this Standard ([II.B.001: College Catalog 2013-2014](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.2.b.

None.

c. Major Policies Affecting Students

DESCRIPTIVE SUMMARY - Standard II.B.2.c.

Information is available in print and online via the College website regarding the following major policies affecting students:

- Academic Regulations, including Academic Honesty (pp. 25-26)
- Non-discrimination (pp. 271-72)
- Grievance and Complaint Procedures (p. 271)
- Sexual Harassment Policy (pp. 272-74)
- Refund of Fees (p. 15)
- Acceptance of Transfer Credits (Evaluation of Transcripts, p. 11)

SELF-EVALUATION – II.B.2.c.

The College meets this Standard ([II.B.001: College Catalog 2013-2014](#)).

In addition to making information available in print and online via the College website, annual public notification of non-discrimination and harassment is provided to all Rio Hondo College employees and students at the beginning of each academic year. It is vital that the College communicates to faculty members, staff, and students that they are expected to work, study, and learn in an environment safe from harassment and discrimination. The notice informs the campus community of District policies regarding discrimination, harassment, and complaint resolution procedures ([II.B.049: Annual Notification of Non-Discrimination Harassment](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.2.c.

None.

d. Locations or Publications Where Other Policies May Be Found

DESCRIPTIVE SUMMARY - Standard II.B.2.d.

The *College Catalog* is current, complete, and generally easy to use. Although the *College Catalog* is published annually, the Catalog Committee reviews its contents on a monthly basis for accuracy and currency. The College ensures that the information in its *Catalog*, as well as schedule of classes, is easily accessible in electronic format.

SELF-EVALUATION – II.B.2.d.

The College meets this Standard.

The *College Catalog* is produced on an annual basis. In addition, an *Addendum* is produced at the end of the fall semester to ensure currency. The previous catalog review was done on an annual basis by a team that included the Curriculum Chair, Articulation Officer, Scheduling Technician, Curriculum Specialist, and Dean of Library and Instructional Support. The new Catalog Committee now reviews portions of the catalog on a monthly basis, leading up to publication. Membership on the Committee has also broadened to include the previously mentioned personnel, as well as representatives from the President’s Office, Student Services, and Academic Affairs. Board policies and administrative procedures are posted on the College website, and hard copies are kept at the Library Reference Desk ([II.B.001: College Catalog 2013-2014](#); [II.B.050: Catalog Addendum 2013-2014](#); [II.B.051: Catalog 2014-15 Distribution List](#); [II.B.052: Board Policies and Administrative Procedures web page](#)).

The College records student complaints/grievances filed by all students, including students enrolled in Distance Education (DE) courses. The Office of Student Affairs is responsible for resolving formal student complaints/grievances through the College grievance process in accordance with Administrative Procedure (AP) 5530, “Student Rights and Grievances.” Office staff members maintain records about the complaint/grievance being filed, including the course title and whether the course is a DE or on-ground course. The number of complaints/grievances received is higher for students studying in traditional mode than for students studying in DE mode ([II.B.053: AP5530 Student Rights and Grievances](#); [II.B.054: Student Complaint Summary 13-14](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.2.d

None.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY – Standard II.B.3.

The College regularly determines student support needs through the annual Campus Climate Survey, conducted through a random sampling of course offerings, including

those offered at the off-site educational centers. Survey results are shared campus-wide, and the data is used to improve services to meet student needs. The annual program planning/review process, which includes program plans and Student Learning Outcomes (SLOs) for each academic area and Service Area Outcomes (SAOs) for student service programs, are additional ways through which the institution regularly determines the support needs of our students. (For detailed explanation of the institutional planning/review process, see Standard I.B.3.)

SELF-EVALUATION – II.B.3.

The College meets this Standard.

The College conducts research in an effort to identify learning support needs and provide appropriate services and programs. Research is conducted by general surveys, campus climate surveys, program plans, program reviews, SLOs/SAOs, cut score validations, multiple measures, and research data from the El Monte Pledge (EMP). Additionally, the College utilizes *Accuplacer* for assessing incoming students' English, reading, and English as a Second Language (ESL) skills, as well as math skills, in limited fashion. The College also utilizes the Math Diagnostic Testing Project (MDTP) for assessing higher levels of math ([II.B.055: Conduct Survey Results](#); [II.B.056: NCHA Health Services Survey](#); [II.B.030: 2013 Climate Survey Report](#); [II.B.057: Institutional Planning Retreat 2013 Agenda p.1](#); [II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.058: Areas-Units-Programs 13-14](#); [II.B.028: Student Services SLO-SAO progress grids](#); [II.B.059: MDTP Renewal data](#); [II.B.060: Math Pre-requisite Clearance Pilot EMUHSD email](#); [II.B.011: Outreach & Ed Partnerships 14-15 Program Review](#), EMP data p. 2-6).

The College identifies learning support needs through orientations, assessment, the Veterans Service Center, Office of Disabled Students Programs and Services (DSPS), Office of Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Office of California Work Opportunity and Responsibility to Kids (CalWORKS), the First-Year Success Center (FSC), General Counseling, the Early Alert Program, Learning Assistance Center (LAC), and formal LAC referrals from instructors ([II.B.061: Get Started web page](#); [II.B.062: Veterans Service Center web page](#); [II.B.063: DSPS web page](#); [II.B.064: EOPS-CARE web page](#); [II.B.065: CalWORKS Services web page](#); [II.B.066: Freshman Success Center Services web page](#); [II.B.067: Counseling web page](#); [II.B.068: Learning Assistance Center web page](#); [II.B.069: LAC Tutoring Referral Form](#)).

The College addresses those learning support needs by reviewing SLO/SAO data. For example, the Office of Financial Aid reviews their respective SLOs annually. During the 2009-2010 review, Financial Aid staff members reviewed SLO data pertaining to financial aid information sessions. These annual sessions inform students about the financial aid process at Rio Hondo, including how to apply and how and when funds will be received. Results of the SLO assessment indicated that additional topics needed to be covered during the information sessions and steps taken to provide information more effectively to

students. Based on SLO assessment results, Financial Aid staff members modified the content presented in the information sessions, allowing for additional time spent on the areas where students showed significant variance increases or decreases from pre-/post-assessments. The general question-and-answer session that follows the main presentation was also modified to offer an extended individual advising session with Financial Aid staff to provide students specific information regarding their status and to file processing questions ([II.B.070: Financial Aid SLO Report SP2010](#)).

In addition, Veterans' concerns prompted additional counseling services, more space, telephones, and computers. DSPS concerns led to a full-time instructor for that program. Other concerns led to pre-test preparation and post-assessment counseling via the LAC and other discipline-specific labs; on-going re-evaluation of supporting materials; Public Safety tutoring; online math tutoring for El Monte Educational Center (EMEC) students; and full-time staff members being assigned to off-site educational centers.

ACTIONABLE IMPROVEMENT PLANS – II.B.3.

None.

- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY – Standard II.B.3.a.

Rio Hondo College offers high quality, co-curricular programming throughout the Academic Affairs and Student Services areas with methods of evaluation and assessment for each. The aforementioned co-curricular involvement offers a diverse scope of learning in various methods that enhance the understanding and appreciation of civic responsibility. Online students or students enrolled at educational centers can also participate in club programming through Student Life and Leadership online club management. They can also view online publications and attend other events or enroll in courses offered off campus in the local community ([II.B.071: OrgSync Announcement](#), [II.B.072: How to Join Clubs web page](#)).

SELF-EVALUATION – II.B.3.a.

The College meets this Standard.

The College provides equitable access to services for students regardless of service location or delivery method. For instance, ongoing counseling services are available at Rio Hondo College's main campus, El Monte Educational Center (EMEC), South Whittier Educational Center (SWEC), the Rio Hondo College Regional Fire Technology Training Center at Santa Fe Springs, and online, as well. Tutoring is offered at each of the locations mentioned above, including online, except the Santa Fe Springs location.



Computer labs are available at all facilities mentioned, and assessment services are available at Rio Hondo’s main campus, EMEC, and SWEC. Bookstore services are available at Rio Hondo’s main campus and online ([II.B.045: Services Chart](#); [II.B.073: Online Counseling web page](#); [II.B.046: Tutoring web page](#); [II.B.074: Computer Resources web page](#); [II.B.075: Rio Hondo Bookstore online](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.a

None.

- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY – Standard II.B.3.b.

Rio Hondo College offers multiple opportunities for students to engage in events that teach civic responsibility and development. These learning environments take place inside and outside of the classroom, and include both academic curriculum and co-curricular experiences.

SELF-EVALUATION – II.B.3.b.

The College meets this Standard.

The College provides an environment that encourages personal and civic responsibility. Opportunities include student clubs, domestic violence awareness month, “Safe Zone” training, “Unconscious Bias” training, March-in-March activity, Voto Latino participation, Constitution Day activity, Volunteer Income Tax Assistance (VITA) support, hazardous waste collection for community members, and the extremely active and involved Associated Students at Rio Hondo College (ASRHC). ASRHC led the initiative to increase fees to further sustain the “Go Rio” program (a Bellwether Award winning program in 2009), which provides full-time enrolled students a free bus pass. Student government was also instrumental in introducing a recycling program on campus to create a more aesthetically appealing campus and support environmental concerns brought up by the students ([II.B.076: ICC Clubs & Organizations web page](#); [II.B.077: Denim Day 2014](#); [II.B.078: Safe Zone flyer 2013](#); [II.B.079: Unconscious Bias 2013](#); [II.B.080: March In March 2014 flyer and e-messenger](#); [II.B.081: Voto Latino flyer 2014](#); [II.B.082: Constitution Day email 2013](#); [II.B.083: VITA flyer and e-messenger 2014](#); [II.B.084: Hazardous Waste Clean up](#); [II.B.085: ASRHC Campus Wide Committees email 2013-2014](#); [II.B.086: GO RIO web page](#); [II.B.087: Recycling Program](#)).

Intellectual development is fostered through programs, publications, special activities, and annual events, such as Writes of Spring, a two-day celebration of writers and writing; Reading Festival; and River Deep Student Film Festival. Honor’s Transfer Program and

Alpha Gamma Sigma (AGS) Honor Society are programs that foster scholarship while developing leadership skills. The annual Student Success Celebration and Outstanding Student Awards ceremony recognize student achievement in academic and intellectual endeavors. Publications include the award-winning *La Cima* magazine, featuring student writers and editors, *El Pai* (officially known as *El Paisano*) student newspaper, and *River's Voice* journal of art and literature (published collaboratively by the Divisions of Communications and Languages and Arts and Cultural Programs) ([II.B.088: Writes of Spring flyer 2014](#); [II.B.089: Writes of Spring web page](#); [II.B.090: The River Deep Student Film Festival web page](#); [II.B.091: Honors Program web page](#); [II.B.092: AGS web page](#); [II.B.093: Student Success Celebration Invitation 2014](#); [II.B.094: Outstanding Student Awards Program 2014](#); [II.B.095: La Cima web page](#); [II.B.096: El Paisano web page](#); [II.B.097: El Paisano online](#); [II.B.098: River's Voice web page](#)).

Aesthetic development has been encouraged through a very vibrant cultural arts program on campus. The College has demonstrated a major commitment through its annual Arts and Cultural Events calendar. Some highlights over the past five years include the annual Student Art Sale, which provides an opportunity for the campus community to purchase works of art created by Rio Hondo students in ceramics, photography, painting, jewelry, and prints. The annual End of the Year Art Show showcases student art in a variety of media. Students also participate in the SUR: Biennial, which showcases local contemporary artists who have descended, lived, worked and/or been inspired by countries south of the U.S. border. Countless theatre, dance, and music performances create opportunities for students to develop an appreciation of the performing arts. One visual arts highlight in the 2013-14 year was the permanent installation of artwork in the local El Monte Metro Station (the largest bus facility west of Chicago). This unique opportunity for collaboration between two public agencies (Rio Hondo College and the Los Angeles Metropolitan Transportation Authority—Metro) provided students a rare glimpse into both the artistic process of creating a work and the logistical process for choosing and placing it into the public sphere. *Transitway* features the work of four artists and is on permanent display at the El Monte Metro Station ([II.B.099: Arts and Cultural Events Calendar 2013-2014](#); [II.B.100: SUR Biennial 2011-2013](#); [II.B.101: Transitway Program](#)).

To assist in personal development for all students, the College offers Career Development Center classroom presentations and career fairs, university and college transfer fairs, a “Helping Hands” clothing project to assist parents with small children, a canned food drive, leadership opportunities through the Inter-Club Council, and for the past three years, a Student Leadership Institute Certificate offered in conjunction with California State University, Fullerton (CSUF) ([II.B.102: Career Center calendars](#); [II.B.103: Career Fair](#); [II.B.104: Transfer Fair](#); [II.B.105: Helping Hands flyer](#); [II.B.106: Canned Food Drive 2013](#); [II.B.076: ICC Clubs & Organizations web page](#); [II.B.107: Student Leadership Institute web page](#); [II.B.108: SLI Brochure](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.b

None.

- c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY – Standard II.B.3.c.

Rio Hondo College strives to develop, implement, and evaluate counseling and academic advising. The Division of Counseling and Student Success offers a range of services that foster the development and success of the student, including general, academic, career, and transfer counseling, along with counseling courses and personalized guidance for college and career exploration ([II.B.067: Counseling web page](#)).

SELF-EVALUATION – II.B.3.c.

The College meets this Standard.

Student development and success is supported through a wide array of programs, services, and courses. Programs mentioned previously, such as the Honor’s Transfer Program; Math, Engineering, Science Achievement (MESA); and TRiO/Student Support Services (SSS), all provide support for students’ intellectual development and success. Services such as Disabled Student Programs and Services (DSPS), California Work Opportunity and Responsibility to Kids (CalWORKs), and Equal Opportunity Programs and Services (EOPS) provide additional support for student development and success. There are courses designed to assist students grow, explore, and benefit, such as Counseling 101, “College and Life Success,” and Counseling 151, “Career Exploration and Life Planning,” as well as the new Counseling 105 course, a half-unit course inspired by the Student Success Initiative (SSI) which provides orientation and comprehensive educational planning. Specific courses within academic divisions also target student development and success, including Library 101, which promotes information literacy and competency in locating Library resources, and Reading 012, which assists students in acquiring study techniques in the areas of note taking, test taking, text reading, memorizing, time planning, and communicating ([II.B.091: Honors Program web page](#); [II.B.109: MESA web page](#); [II.B.110: TRiO web page](#); [II.B.063: DSPS web page](#); [II.B.065: CalWORKs Services web page](#); [II.B.064: EOPS-CARE web page](#); [II.B.001: College Catalog 2013-2014 p.172, 207, 250](#); [II.B.111: COUNS105 Flyer 2014](#)).

The College relies on the Education Code and Title 5 to guide itself in designing programs. The SSI has also provided direction (creating the First-Year Success Center based on best practices), along with information from our Office of Institutional Research and Planning (IRP) ([II.B.112: SS Area Plan 2013-14 Strategic Direction #1](#)).

The College maintains its programs, practices and services through funding from a Title V grant, Basic Skills Initiative (BSI) funding, Student Success and Support Program (SSSP) funding, and support from the General Fund for Counseling, Transfer, and Honors.

Evaluation of student services and offices is conducted via institutional program review, an evaluation process involving staff, faculty, and administration. The Honor’s Program is



also evaluated through the UCLA Honor’s Program review process ([II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.113: Counseling Program Review 2011-2012](#); [II.B.114: UCLA Honors Program 6-19-14 TAP letter](#)).

College counseling and academic advising programs include general counseling, transfer and career counseling, Veterans counseling, DSPS counseling, EOPS counseling, some division- or department-specific counseling (e.g., Nursing, Fire and Police Academies, Career and Technical Education (CTE), and Child Development) ([II.B.044: Counselor List](#)).

College faculty members are prepared through their educational pursuit of a Master of Arts (MA) degree in counseling or an equivalent degree; intersegmental counselor training; California State University (CSU), University of California (UC), and private university training days for counselors; UCLA honors transfer review; and the Honors Program meetings held each semester with Honors Program faculty members ([II.B.001: College Catalog 2013-2014](#) p.279-284; [II.B.042: Requests for Travel Jan2009-Jun2014](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.c.

None.

d. The institution designs, maintains, appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY – Standard II.B.3.d.

The College offers high quality, diverse, co-curricular learning experiences that enhance the understanding and appreciation of diversity for students at the main campus and off-site educational centers. Online students and those enrolled at off-site locations can participate in club programs through Student Life and Leadership’s online club management (OrgSync). This includes web workshops and posting resources for students to get the same education on diversity-related information that students are receiving on campus ([II.B.071: OrgSync Announcement](#); [II.B.072: How to Join Clubs web page](#)).

SELF-EVALUATION – II.B.3.d.

The College meets this Standard.

The College offers high-quality, diverse, co-curricular activities and clubs that enhance the understanding and appreciation of diversity. Focused programming topics from departments and the Office of Student Life and Leadership include Gender, Ethnicity, Culture, College Acculturation, Educational Goals, Physical Ability, Income, Academic Ability, and Level of Self-Awareness. Campus clubs include the French Club, Gay/Straight Alliance (GSA), Students without Borders, Spanish Club, and English as a New Language (ENLA) Club. The ASRHC also has a Senator for Cultural Diversity, and

the Student Life and Leadership hosts six signature cultural months: Women’s Herstory Month, Asian Pacific Islander Heritage Month, Black History Month, Latino/a Heritage Month, Native American Heritage Month, and National Coming Out Month ([II.B.115: Student Life & Leadership web page](#); [II.B.076: ICC Clubs & Organizations web page](#); [II.B.116: Club Award Policy](#); [II.B.117: ASRHC web page](#); [II.B.118: ASRHC Org Structure and elections info](#); [II.B.119: SL&L Cultural Events](#)).

Abiding by Education Code, Title V, College Board policies and administrative policies provide avenues to assist in designing and maintaining programs. The College has very strong Vision/Mission/Values Statements to guide itself in its commitment to the “success of its diverse students and communities.” All employment applications and interviews include questions on diversity. The College publishes a non-discrimination clause and has conducted Lesbian/Gay/Bisexual/Transgender/Questioning/Intersex/Allies (LGBTQIA) “Safe Zone” training, as well as “Unconscious Bias” training ([II.B.052: Board Policies and Administrative Procedures web page](#); [II.B.120: Vision, Mission & Values web page](#); [II.B.121: Non-Discrimination web page](#); [II.B.122: AP 3435 Discrimination and Harassment](#); [II.B.078: Safe Zone flyer 2013](#); [II.B.079: Unconscious Bias 2013](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.d.

None.

- e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY – Standard II.B.3.e.

The College utilizes the Chancellor’s Office approved online application, *Open CCCApply*. The Director of Admissions and Records serves on the statewide Open CCCApply Advisory Board that regularly reviews the process and corrects any issues that may arise.

The College also ensures the consistency and effectiveness of the placement processes by utilizing assessment instruments that have been approved by the Chancellor’s Office. Recently, Rio Hondo College was named as a pilot college that will be participating in the statewide Common Assessment Initiative (CAI).

SELF-EVALUATION – II.B.3.e.

The College meets this Standard.

The College utilizes the *Open CCCApply* application system that is consistent throughout California community colleges. The Director of Admissions and Records serves on the statewide advisory committee for *Open CCCApply* to maintain knowledge and participate in ongoing evaluation of the practices related to this tool ([II.B.123: Apply web page](#)).



Rio Hondo College currently utilizes *Accuplacer* for English, reading, and English as a New Language (ENLA). The math assessment instrument currently used is the Math Diagnostic Testing Project (MDTP); however, a pilot in spring 2014 has established *Accuplacer* math assessment as an outreach tool, as well. Already underway are the multiple measures for English and reading, while the pilot math assessment will incorporate multiple measures including the last high school math class taken, if within a two-year period ([II.B.060: Math Pre-requisite Clearance Pilot EMUHSD email](#)).

Cut scores are re-validated for English, reading, and math. Until recently, there had been a common final assessment in English composition, which also underwent revalidation. The Student Equity Plan Task Force is examining cut scores and assessment instruments as part of their review and will be looking at any disproportionate impacts and making recommendations to mitigate any that exist as part of their plan to be submitted in mid-November 2014. Recently, Rio Hondo was named as one of twelve community colleges in California to participate as a pilot college in the Common Assessment Initiative (CAI), which will provide Rio Hondo faculty members an even greater opportunity for analysis of the effectiveness of placement instruments used for English, math, ENLA, and multiple measures assessment, with far-reaching implications that may result in eventual implementation of a common assessment tool across the state community college system ([II.B.059: MDTP Renewal data](#); [II.B.124: Common Assessment Initiative Pilot College Selection](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.e.

None.

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY – Standard II.B.3.f.

Rio Hondo College maintains its student records in accordance with legally required or state mandated codes, federal guidelines, and local practices and policies.

SELF-EVALUATION – II.B.3.f.

The College meets this Standard.

The College abides by the California Education Code, Title V, the Family Educational Rights and Privacy Act (FERPA), local policies and procedures, and Government Code 6250 regarding the maintenance of its records. Hard copies are currently held in two different vaults, as old and new records continue to be scanned. Board Policy (BP) 5040, “Students Records and Directory Information,” ensures that the College adheres to



FERPA, as well ([II.B.125: BP 5040-Student Records and Directory Information](#); [II.B.001: College Catalog 2013-2014](#) p. 270).

Currently, records are permanently stored in hard copy and also in the “cloud.” The hard copy records are locked in the two vaults, accessible only to the Director and Coordinators of Admissions and Records. With our new MIS system (*Banner*, implemented in 2010), there are more secure levels of access to student records than previously offered by the *Legacy* system. Back-up of records are not only in the cloud but also maintained at two separate locations—one over 80 miles away and the other out-of-state.

The release of records is governed by BP 5040 and FERPA ([II.B.125: BP 5040-Student Records and Directory Information](#); [II.B.001: College Catalog 2013-2014](#) p. 270).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.f.

None.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard II.B.4.

Rio Hondo College regularly reviews its student support service departments through program plan and program review assessment and evaluations, ongoing Student Learning Outcomes/Service Area Outcomes (SLOs/SAOs) assessment, and annually submitted categorical program reviews. The Office of Student Services continues to improve upon programs and services based on data findings, while striving to align goals and objectives of this area to support institutional goals and objectives.

SELF-EVALUATION – II.B.4.

The College meets this Standard.

The College evaluates its services through its institutional planning/review process, which includes program plans that identify Strengths, Weaknesses, Threats, and Opportunities (SWOT). Program review provides a much more comprehensive consideration. (See Standard I.B.3 for details of the annual planning/review process.) There are also annual categorical reviews based on specific grant or program plans. Finally, there is ongoing SLO/SAO assessment, with improvement plans resulting from the findings. (See Standard II.A.1.c for details of the SLO assessment process.) The College strategy is to input and assess all SLO/SAO data to continue identifying success in meeting student needs.

Assessment data will also be measured through the upcoming Student Success and Support Plan (SSSP), due in mid-October 2014, and Student Equity Plan, due in mid-November, to



ensure that results of SLO/SAO assessment will be the basis for ongoing improvement ([II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.058: Areas-Units-Programs 13-14](#); [II.B.027: Student Learning Outcomes web page](#); [II.B.028: Student Services SLO-SAO progress grids](#); [II.B.070: Financial Aid SLO Report SP2010](#); [II.B.126: Veterans Program Plans SLO-SAO 2009-2015](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.4.

None.



STANDARD II.B. EVIDENCE

II.B.001: College Catalog 2013-2014
II.B.002: CCC SSI-Rio Hondo College Profile
II.B.003: Outreach Requests 12/13, 13/14
II.B.004: High School Presentations 2013-2014
II.B.005: Senior Preview Days flyer 2014
II.B.006: College Planning Family Nights flyers
II.B.007: DSPS Outreach 13-14
II.B.008: Outreach HS Contacts
II.B.009: Rio Days flyer 2014
II.B.010: Assessment-Orientation HS data
II.B.011: Outreach & Ed Partnerships 14-15 Program Review
II.B.012: Early College Academy web page
II.B.013: El Monte Pledge Compacts
II.B.014: Board Minutes July 14, 2010-EM Pledge Priority
II.B.015: Priority Registration-Board Item and flyers
II.B.016: Freshman Welcome Days Schedule 2014
II.B.017: CTE Summer Academy web page
II.B.018: Women’s History Conference program and e-messenger 2014
II.B.019: Financial Aid Disbursement Data
II.B.020: Financial Aid Information Sessions 14-15
II.B.021: Cash for College schedule 2014
II.B.022: Transition to Rio 2013 program and letter
II.B.023: Board Minutes, August 8, 2013-Mental Health Grant
II.B.024: SMHG Ambassadors list
II.B.025: FSC Announcements
II.B.026: FSC Counseling and Advisement
II.B.027: Student Learning Outcomes web page
II.B.028: Student Services SLO-SAO progress grids
II.B.029: IRP web page
II.B.030: 2013 Climate Survey Report
II.B.031: PriorityRegKPI 13-14
II.B.032: D4NP Counts 2013-2014
II.B.033: Help Center data SP12-FA13
II.B.034: Planning Process Work Flow
II.B.035: Program Review 6 Year Schedule
II.B.036: Governance Manual
II.B.037: FLEX web page
II.B.038: Leadership Academy App2010
II.B.039: SSPLC 13-14 Schedules
II.B.040: SSDD 13-14 Schedule
II.B.041: Deans and Joint Deans Meeting Schedule 14-15
II.B.042: Requests for Travel Jan2009-Jun2014



II.B.043: SP14 Course Locations
II.B.044: Counselor List
II.B.045: Services Chart
II.B.046: Tutoring web page
II.B.047: CalWORKs Program Review Executive Summary 10-11
II.B.048: WIP form SP2009, SP2014
II.B.049: Annual Notification of Non-Discrimination Harassment
II.B.050: Catalog Addendum 2013-2014
II.B.051: Catalog 2014-15 Distribution List
II.B.052: Board Policies and Administrative Procedures web page
II.B.053: AP5530 Student Rights and Grievances
II.B.054: Student Complaint Summary 13-14
II.B.055: Conduct Survey Results
II.B.056: NCHA Health Services Survey
II.B.057: Institutional Planning Retreat 2013 Agenda
II.B.058: Areas-Units-Programs 13-14
II.B.059: MDTP Renewal data
II.B.060: Math Pre-requisite Clearance Pilot EMUHSD email
II.B.061: Get Started web page
II.B.062: Veterans Service Center web page
II.B.063: DSPS web page
II.B.064: EOPS-CARE web page
II.B.065: CalWORKs Services web page
II.B.066: Freshman Success Center Services web page
II.B.067: Counseling web page
II.B.068: Learning Assistance Center web page
II.B.069: LAC Tutoring Referral Form
II.B.070: Financial Aid SLO Report SP2010
II.B.071: OrgSync Announcement
II.B.072: How to Join Clubs web page
II.B.073: Online Counseling web page
II.B.074: Computer Resources web page
II.B.075: Rio Hondo Bookstore online
II.B.076: ICC Clubs & Organizations web page
II.B.077: Denim Day 2014
II.B.078: Safe Zone flyer 2013
II.B.079: Unconscious Bias 2013
II.B.080: March In March 2014 flyer and e-messenger
II.B.081: Voto Latino flyer 2014
II.B.082: Constitution Day email 2013
II.B.083: VITA flyer and e-messenger 2014
II.B.084: Hazardous Waste Clean up
II.B.085: ASRHC Campus Wide Committees email 2013-2014
II.B.086: GO RIO web page



II.B.087: Recycling Program
II.B.088: Writes of Spring flyer 2014
II.B.089: Writes of Spring web page
II.B.090: The River Deep Student Film Festival web page
II.B.091: Honors Program web page
II.B.092: AGS web page
II.B.093: Student Success Celebration Invitation 2014
II.B.094: Outstanding Student Awards Program 2014
II.B.095: La Cima web page
II.B.096: El Paisano web page
II.B.097: El Paisano online
II.B.098: River’s Voice web page
II.B.099: Arts and Cultural Events Calendar 2013-2014
II.B.100: SUR Biennial 2011-2013
II.B.101: Transitway Program
II.B.102: Career Center calendars
II.B.103: Career Fair
II.B.104: Transfer Fair
II.B.105: Helping Hands flyer
II.B.106: Canned Food Drive 2013
II.B.107: Student Leadership Institute web page
II.B.108: SLI Brochure
II.B.109: MESA web page
II.B.110: TRiO web page
II.B.111: COUNS105 Flyer 2014
II.B.112: SS Area Plan 2013-14 Strategic Direction #1
II.B.113: Counseling Program Review 2011-2012
II.B.114: UCLA Honors Program 6-19-14 TAP letter
II.B.115: Student Life & Leadership web page
II.B.116: Club Award Policy
II.B.117: ASRHC web page
II.B.118: ASRHC Org Structure and elections info
II.B.119: SL&L Cultural Events
II.B.120: Vision, Mission & Values web page
II.B.121: Non-Discrimination web page
II.B.122: AP 3435 Discrimination and Harassment
II.B.123: Apply web page
II.B.124: Common Assessment Initiative Pilot College Selection
II.B.125: BP 5040-Student Records and Directory Information
II.B.126: Veterans Program Plans_SLO-SAO_2009-2015

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY – Standard II.C.1.

Rio Hondo College provides extensive library and learning support services for its students and faculty to support educational offerings. Many of the services are also available for online students and for students enrolled in classes at South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Rio Hondo is striving to improve accessibility for all students at the College.

SELF-EVALUATION – II.C.1.

The College meets this Standard.

Rio Hondo College offers strong library and learning support services that enhance the quality of its instructional programs. The most obvious of these is the Rio Hondo Library. In fall 2009, the Library and several student support labs moved to the newly constructed Learning Resource Center (LRC). The Library, which now occupies the second floor of the LRC, provides a much larger facility than it did at its previous



location, with more student seating, additional small group study rooms, and more computer work stations. In addition, the Library includes two dedicated computer labs for Library orientations. A comparison of new and old Library spaces is provided in Table 2-2:

Table 2-2: Comparison of New and Old Library Spaces at Rio Hondo College

	Old Library	Learning Resource Center (LRC)
Sq Footage	23,445	39,186
Number of Seats	254	295
Number of Study Rooms	3	7
Number of Computer Workstations	36	46
Number of Computer Labs	0	2

Source: Rio Hondo College Library

In terms of learning support services, Rio Hondo offers District computer labs, tutoring service centers, and other discipline-specific instructional labs. Although students can access lab facilities equipped with computers in 16 locations, there are three designated District computer labs: one on the main campus and one at each of the two educational centers (SWEC and EMEC). (For additional discussion of Rio Hondo’s computer technology resources, see Standard C.3.1.) A comparison of services offered in the District’s three primary computer labs is provided below in Table 2-3:

Table 2-3: Comparison of Computer Labs at Rio Hondo College

	SWEC	EMEC	District Computer Lab
Hours	M/T 7:30 a.m. - 7:30 p.m. W 9 a.m. - 7:30 p.m. Th 9 a.m. - 6 p.m. F 7:30 a.m. - 12:30 p.m.	M 9:30 a.m. - 3 p.m. T/Th/F 9:30 a.m. - 12 p.m. W 10 a.m. - 12 p.m. & 2 - 4 p.m.	M-Thu 8 a.m. - 7 p.m. F 8 a.m. - 1 p.m.
Number of Computers	35	44	72
Number of Printers	1	1	2
Instructional Support	1 FT and 1 PT Staff Member	1 FT Staff Member	2 FT Staff Members
Planning Process	SWEC Unit Plan	EMEC Unit Plan	None

Source: Rio Hondo College Library



Rio Hondo offers two campus-wide tutoring centers: the Math and Science Center (MSC) and the Learning Assistance Center (LAC). These centers provide a variety of services for students including individual tutoring, access to printers, and helpful workshops. Details of each tutoring center are provided in Table 2-4.

Table 2-4: Campus-wide Tutoring Centers at Rio Hondo College

	Math/Science Center	Learning Assistance Center (LAC)
Location	Science bldg., room S300	Learning Resource Center, room LR114
Hours	M-Th 9am-8pm, 9am-2pm Sat	M-Th 7am-8pm, F 8am-1pm
Usage	Open to all students with instructor referral	open to all students
Instructional Support	1 FT Instructional Assistant, 2 PT Instructional Assistants, 1 Faculty	1 Faculty coordinator, 2 Instructional Assistants, 19 "At-Will" Classified student staff members
Number of computers	18 computers	38 computers, 1 printer
Link to Planning Process	Under the Math and Sciences Unit	LAC is a program, under the Communications and Languages Unit
Services Provided	Tutoring for Math and Science classes, Many online and fasttrack math students take exams there, audio conferencing with CCC Confer for SWEC and EMEC students	Group and Individual tutoring over many subjects, Student success workshops covering a variety of topics

Source: Rio Hondo College Library

Finally, a handful of learning support labs at Rio Hondo are tied to specific programs but are not solely for the use of students during class time (in contrast, for example, to a chemistry lab that students would access only during the scheduled lab time). These labs include, on the main campus, the Child Development Lab, Nursing Skills Lab, Nursing Simulation Lab, Reading Lab, Writing Center, and English as a New Language (ENLA)/Languages Lab, as well as a Learning Assistance Center at the Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Each of these learning support facilities is open to students outside of scheduled class time. Students may have a required number of hours to attend these labs for their particular class, but in other cases students may choose to use these labs more often than required to increase their skills.

ACTIONABLE IMPROVEMENT PLANS – I.I.C.1.

None.

- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY – Standard II.C.1.a.

The mission of Rio Hondo College Library is to support College goals by “providing instruction and services that introduce students to the depth and breadth of information sources available to them in an academic library, encourage the development of critical thinking about information and its use, and highlight the ‘lifelong learning’ aspect of the College Mission Statement.” A team of five full-time and several part-time librarians and support staff members supports the instructional process at Rio Hondo by selecting and maintaining library materials and assisting students in locating, evaluating, and using the materials. The librarians maintain many mechanisms to receive input from instructional faculty members about needed library materials.

The two off-site educational centers, SWEC and EMEC, as well as the Santa Fe Springs Fire Technology Training Center, each have computer labs staffed with instructional assistants. This allows any students taking classes at these facilities to connect to all of the online library resources and obtain assistance in searching for information.

SELF-EVALUATION – II.C.1.a.

The College meets this Standard.

Librarians are responsible for selecting material and maintaining the Library collection. Librarians regularly evaluate resources available and recommend the purchase of additional materials, as needed, to aid students in the successful completion of assignments.

Instructional faculty members have many opportunities to engage with librarians and request new Library materials. The Library remains informed of new and revised courses and programs through active participation on the Curriculum Committee. The required curriculum forms include a Library statement for requesting additional Library materials. A librarian attends the Curriculum Committee meetings and works with instructional faculty to ensure the Library collection is sufficient to support new and revised curriculum ([II.C.01: Curriculum Form Articulation Officer and Librarian Oversight Pages](#); [II.C.02: Rio Hondo College Curriculum Committee By-Laws](#)). Librarians also participate on other campus committees, survey instructional faculty members, participate in new faculty orientations, and attend division and department meetings to maximize awareness of Library services to instructional faculty ([II.C.03: Accreditation Survey Results - Employees General 2013](#); [II.C.04: New Faculty Orientation Agenda 2008](#); [II.C.05: Division Minutes with Librarian Visits](#)).

Statistical reports are used for detailed evaluation of the quantity, currency, depth, and variety of the Library collection. Statistics on the number of items owned, use of materials, and number of new items acquired are collected by type of material and subject area. These statistics are reviewed in multiple ways to ensure a reliable and valid measurement. Every five years (most recently December 2012), a complete collection

inventory is conducted to identify any missing materials needing replacement. The Library has an annual collection development plan that allocates funding targets by Library of Congress subject areas. Circulation statistics by subject area are analyzed annually in order to base new purchases on the greatest need ([II.C.07: Collection Development Plan 2013-14](#)). Searches done in the Library catalog are reviewed regularly in *Google Analytics* to identify title or subject areas that need immediate catalog enhancements.

These analyses have led to several conclusions. For the 2012-2013 academic year, the ratio of books checked out per student enrolled was up 18% compared to 2008-2009; the ratio of reserve books used per student enrolled was up 36%. Demand for electronic resources, such as database usage per student, has increased by 13% since 2008-2009. Further analyses indicate that much of this increase is due to a drop in College enrollment. In fact, the raw number of books checked out and the raw number of database searches have both decreased over this period. Only reserve book checkouts have increased in raw numbers ([II.C.06: Statistics per Enrolled Student 2008 vs 2012](#)).

There are other methods to assess the quality of a Library book collection. A recent *Collection Age Report* indicates that, although the Rio Hondo Library collection seems to be adequate in terms of quantity, it is not as current as it should be. Library Studies practices suggest a good rule of thumb is that the rate of adding new items to a collection and weeding existing items from a collection should both be sustained at about five percent per year. Over the last four years, the Rio Hondo Library has acquired new materials at the rate of less than two percent, while librarians have weeded less than one-half of one percent of the collection ([II.C.09: Collection Age Report](#)).

Other measures are also examined. When Rio Hondo College was compared to ten like-sized California community college libraries in 2012, the College total expenditures for books and e-books were average. However, the circulation transactions per Full-Time Equivalent Students (FTES) were nearly double the average of the other colleges ([II.C.08: NCES Comparisons](#)).

While the Library collection is challenging to truly analyze and understand, the librarians at Rio Hondo consider multiple measures and complete many analyses of the numbers to make alterations and to ensure that the Library contains the necessary resources to aid student success.

In addition to the Library, other learning support services provide materials and equipment to support student learning and enhance the mission of the College. The evaluation of these services occurs through the planning/review process, outlined in Standard I.B.3. Through this process, support services are connected to the Mission Statement of the College.

ACTIONABLE IMPROVEMENT PLANS – II.C.1.a.

None.

- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY – Standard II.C.1.b.

Information competency is the ability to recognize the need for information, acquire and evaluate information, organize and maintain information, and interpret and communicate information. A plan to expand information competency instruction to all students on campus is currently under discussion at Rio Hondo.

Librarians provide instruction that helps to integrate information competency into the curriculum. Library instruction includes individualized assistance at the reference desk, Library orientations for classes, a credit course in “Fundamentals of Library Research,” instructional handouts, the Library website, and *LibGuides* (web-based subject and course guides).

SELF-EVALUATION – II.C.1.b.

The College meets this Standard.

The reference desk is staffed with librarians who work one-on-one with students to teach information competency skills. For example, when a student comes to the desk looking for journal articles, the librarians do not simply find articles for the student, but rather instruct and guide the student through the research process in order to find the articles. During the 2012-2013 academic year, the librarians answered 11,959 reference questions ([II.C.10: Pertinent Statistics](#)).

Instructional faculty may request Library orientations for their classes. These orientations include general Library orientations, as well as more tailored sessions offered over one or more class meetings. General orientations include an introduction to the Library and a review of the assistance available; using the Library catalog and periodical databases; evaluating information; and citing sources. The sessions are tailored to concentrate on specific research topics or resources relevant to the class. During the 2012-2013 academic year, librarians instructed 5,092 students in 184 Library orientations for courses in 16 different disciplines. This is an 18% increase in the number of students compared to the 2008-2009 academic year. Classes from a wide range of disciplines attend specific orientations. For example, students in approximately 53% of all English 101 course sections attended face-to-face Library orientations ([II.C.10: Pertinent Statistics](#)). Most orientations are taught in the two Library classrooms and include hands-on exercises. Student learning is assessed in a variety of ways, such as pre-/post-tests; in-class exercises; poll questions before and during instruction; post-orientation student surveys; feedback from instructors; and general observations of the librarian teaching the session ([II.C.11: Sample Library Instruction Quizzes and Exercises](#)).

Other ways in which librarians have promoted information competency in recent years is through small group student tutorials provided periodically by librarians, and the assignment of a roving librarian for a few hours each week to the Writing Center to address immediate questions from students engaged in writing research papers for English classes. Although the latter practice was temporarily suspended for budgetary reasons, discussions are underway to resume offering this unique support service in the Writing Center during 2014-2015.

An additional way that librarians inform students regarding information competency is through “Fundamentals of Library Research” (Library 101), a three-unit transferrable course. Library 101 students learn research skills, find and evaluate print and electronic sources, learn citation styles, and discuss issues of plagiarism and copyright infringement ([II.C.12: LIB101 Course Outline of Record](#)). Every semester, at least one online section is offered to provide Distance Education (DE) students the opportunity for in-depth information competency instruction. In recent semesters, this course has been offered as part of a Fast Track Learning Community cohort, linked with English and English as a New Language (ENLA) courses. Course SLOs have been developed and assessed for the past several years. Librarians have used these assessments to improve instruction and student success.

The Library also fosters information competency skills through the use of *LibGuides*. In June 2009, the Library began subscribing to this service which allows librarians to create both general research guides and custom class/subject research guides. These guides have become very popular student resources. During 2013, *LibGuides* received 29,858 individual views. Furthermore, *LibGuides* can be embedded in online courses in order to improve access to specific research guides for our online population ([II.C.13: LibGuides Stats](#)).

In order to improve Library outreach to our online students, the College has granted one of the full-time librarians a sabbatical for the 2014-2015 academic year, during which she will develop a series of information literacy tutorial modules that can be embedded in online courses in *Blackboard* and used by students at off-site locations.

Finally, in order to examine the information skills of our student population, “Information Competency” is an important category among Rio Hondo’s General Education Student Learning Outcomes (GE SLOs), which are assessed through course data from courses that address these competency skills ([II.C.14: RHC College Catalog Pg 40 GE SLOs](#)). In spring 2014, the librarians presented to the Planning and Fiscal Council (PFC) their plans for expanding instruction in information competency to more students at Rio Hondo ([II.C.15: Information Competency](#)).

ACTIONABLE IMPROVEMENT PLANS – II.C.1.b.

None.



- c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY – Standard II.C.1.c.

The Library is open Monday through Saturday, for a total of 68 hours per week. The online Library resources, including Library catalogs, research databases, and subject guides, are available to all Rio Hondo students and faculty 24 hours per day through the *AccessRIO* portal ([II.C.16: Library Homepage](#)). The Math and Science Center (MSC) and Learning Assistance Center (LAC) offer tutorial and other learning support services to students during standard daytime and evening hours when many students are on campus.

SELF-EVALUATION – II.C.1.c.

The 46 computers in the library are available for student use. In addition, the Library has two work stations specially designed for disabled students: tables are wheelchair accessible, and computers have *JAWS*, *WYNN*, and *Zoomtext* software to assist the visually impaired. The Office of Disabled Student Programs and Services (DSPS) provides these software tools for the Library, as well as a videophone for the hearing impaired. Purchase of video recordings for the Library collection is limited to materials accessible to the hearing impaired. Even though the new facility provides increased seating and Library hours have remained fairly constant for the past few years, an evaluation of Library services in the most recent student and faculty surveys found that increased hours and increased seating were common requests.

All students, including students enrolled in online classes and those at off-site locations, have 24-hour access to the Library's online research databases through *AccessRIO*. A Library tab in *AccessRIO* provides an abbreviated view of the Library webpage, including links to the Library catalog, Library handouts, *LibGuides*, and general Library information. The Library online database page clearly informs students about using *AccessRIO* for database access. Besides the periodical databases, the Library also owns 325 subject encyclopedia e-books accessible via Gale Virtual Reference Library through *AccessRIO*.

For online students specifically, the Virtual College webpage and the Virtual College Online Orientation page include links to Library resources. An October 2013 campus faculty survey indicated 44% of faculty members who teach online or hybrid courses include Library resources in their online course ([II.C.21: Accreditation Survey - Students 2013](#)). Statistics from *Google Analytics* for fall 2013 indicate 85% of Library catalog searches are done from on campus and 15% from off-campus ([II.C.17: Google Analytics](#)). However, the College is unable to determine whether those searches completed off campus were done by online students or simply on-ground students accessing databases from home. Nonetheless, the 85/15 split closely mirrors the



percentages of classes offered on ground vs. online, which were 88/12 in spring 2014. Librarians are continuing to work on an interactive online information competency tutorial.

Librarians provide Library orientations either in the Library or in classrooms. Librarians also travel to the off-site centers when requested to provide orientations. In addition, the October 2013 faculty survey found only 32% of respondents teaching off-site agreed or strongly agreed that “Library resources provide adequate support for my teaching off campus” ([II.C.03: Accreditation Survey Results - Employees General 2013](#)). Since there is no regular librarian presence at any of the off-site locations, students may email or phone the Library reference desk for assistance. Librarians are currently developing a plan to increase the support for the off-site educational centers, Santa Fe Springs site, and online students.

Many of the learning support services at Rio Hondo College are also available at our off-site locations and online students. The educational centers have computer labs (see Table 2-3) that can be used as a lab for students to develop writing, reading, language, or English as a New Language (ENLA) skills. Furthermore, the MSC uses *CCCConfer* to assist students remotely at the EMEC location.

For online students, the instruction-specific labs—for example, the Writing Center—are adjusted to fit the online environment. In some cases, lab work is completed through a virtual environment, so it is more conducive to an online course. In other circumstances, students may be required to attend a lab on campus to complete lab time requirements. Faculty members continue to experiment with new techniques to create a functional online lab experience. Additionally, discussions are currently underway to develop an online tutoring program for the Learning Assistance Center (LAC) which expands on an online tutoring pilot program recently tested for online basic skills classes ([II.C.18: Online Tutoring Planning - Notes and Proposed Next Meeting Time](#)).

ACTIONABLE IMPROVEMENT PLANS – II.C.1.c.

None.

- d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY – Standard II.C.1.d.

The College provides maintenance and security for the Library and all other learning support centers. Library materials are identified for security purposes and recognized by an alarm system. The Library and learning support centers have computers and software that are maintained by College staff. Most labs with computers are also equipped with alarm systems.



SELF-EVALUATION – ILC.1.d.

The College meets this Standard.

The Library and learning support centers are regularly maintained by custodial staff from the Office of Facilities Services. Maintenance of facilities is completed daily. Work orders are submitted for basic repairs and completed in a timely manner.

Newly acquired Library books are covered with protective Mylar to extend the life of the books. All Library materials on open shelving are sensitized with 3M security strips. The 3M security gates at the Library entrances/exits signal an alarm when materials have not been properly checked out. If students fail to return Library materials, holds are placed on their records, preventing registration, transcripts, or diplomas until the materials are paid for or returned. The College has recently approved the purchase of a new desensitizer/re-sensitizer machine to replace an old machine. This purchase was requested and approved through the program planning/review process and improves the security of Library materials ([ILC.19: Program Plan Library 2013](#)).

The Library computer operator maintains the Library computers, with support from the Office of Information Technology Services (ITS). Online Library resources are accessed through the *AccessRIO* portal and are relatively secure, since students and staff must have access to enter the portal.

ACTIONABLE IMPROVEMENT PLANS – ILC.1.d.

None.

- e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY – Standard ILC.1.e.

The Library maintains contractual agreements for several support systems and services, which include a Library system, catalog records, subscription databases, a reciprocal borrowing agreement, and photocopier and printer services. These services are evaluated regularly for volume of use, need, and reliability.

SELF-EVALUATION – ILC.1.e.

The College meets this Standard.

The Library has a maintenance and hosting contract with *Sirsi* for the integrated library system. This system consists of circulation, acquisitions, cataloging, and public access catalog modules, which are used extensively in the Library's daily operations. Librarians and Library support staff regularly attend *Sirsi* user group meetings and conferences. Questions, concerns, and requests for enhancements to the software are regularly logged into *Sirsi's* support portal. In June 2013, Rio Hondo librarians hosted librarians from a multi-library community college district and provided a presentation of the strengths and limitations of *Sirsi*.

The Library is a member of the Online Computer Library Center (OCLC). The contractual agreement allows for purchase of bibliographic records for the Library catalog and interlibrary loan services for Library borrowers. This is a very cost effective way to obtain catalog records. Librarians and Library support staff use OCLC services daily. The Library also has a reciprocal borrowing agreement with California State University, Los Angeles (CSULA). This agreement allows Rio Hondo students, faculty, and staff to borrow from the CSULA collection of nearly one million books. The Library receives reports of Rio Hondo usage of the CSULA library. Librarians are reminded to notify students of this service during Library orientations and reference desk interactions ([II.C.20: Cal State LA Agreement](#)).

Additionally, the Library purchases access to subscription databases through individual contractual agreements with vendors and a discounted purchasing program through the Community College Library Consortium (CCLC). The Library relies on the database vendors to provide newspaper, magazine, and journal articles. The librarians continuously evaluate the databases while assisting students, as well as monitor usage statistics provided by the vendors.

The Library photocopiers and computer printers are used extensively. Students print or copy approximately 400,000 pages per year. In summer 2009, the Library began a five-year lease with IBE for three photocopiers. Library staff and students continually evaluate these services and have been mostly satisfied with the quality of the photocopiers. Service requests are documented, and concerns are immediately brought to the attention of the vendor.

In summer 2009, the Library also began a five-year lease with *VendPrint* for a computer reservation and print release system. The librarians who later evaluated *VendPrint* identified concerns about cost and reliability. Recently, the librarians explored the *PaperCut* system for printing, which is being piloted in the District Computer Lab on campus. Based on the pilot, there is a plan to extend the use of *PaperCut* to several other labs and off-site locations. The Library may make this change or explore another system for computer reservations and copier services.

ACTIONABLE IMPROVEMENT PLANS – II.C.1.e.

None.



2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard ILC.2.

The Library keeps extensive statistics and participates in several annual state and national library statistical surveys. These surveys include Annual Data Survey for the Chancellor’s Office, the National Center for Education Statistics (NCES) Academic Libraries Survey, and the Association of College and Research Libraries (ACRL) Academic Library Trends and Statistics Survey. The results of these surveys allow comparison to other libraries and are useful in evaluating and planning future Rio Hondo Library services. The Library also reviews data from student and faculty feedback, Service Area Outcomes (SAOs), and General Education Service Area Outcomes (GE SAOs) to evaluate its services.

SELF-EVALUATION – ILC.2.

The College meets this Standard.

Library services are evaluated by circulation and usage statistics that are analyzed annually (for details, see Standard ILC.1.a.). This analysis leads to adjustments made to acquisition plans for each subject area.

The Library strives to provide equal access to quality resources for all students, providing convenient access to books and other resources that support student learning. Rio Hondo College offers classes from 6:30 am-10:10 pm, Monday-Thursday; from 8:00 am-2:00 pm, Friday; and 8:00 am-1:00 pm, Saturday. Library hours mirror the prime hours that students take classes on campus: 7:00 am-9:00 pm, Monday-Thursday; 7:00 am-3:00 pm, Friday; and 9:00 am-1:00 pm, Saturday. With these hours of operation, students are given access to the books and resources they need when they are likely to be on campus. Further, electronic resources are available 24 hours per day, ensuring access through *AccessRIO* portal. According to the October 2013 campus faculty survey, 76% of faculty members agreed or strongly agreed that “librarians and library resources help my students achieve the student learning outcomes in my courses.” However, the same survey found that only 32% of faculty members who teach off-campus agree or strongly agree that Library resources provide adequate support for their students. As a result of the survey, librarians plan to increase outreach to faculty teaching off-campus ([ILC.03: Accreditation Survey Results - Employees General 2013](#)).

Librarians are constantly reviewing Library evidence to improve services. For example, when the recent faculty survey showed possible issues, librarians quickly made changes to address the issues. Specifically, faculty members indicated they would like to see a list of all new Library materials in their subject area. Currently, faculty members are

informed of individual items as they are acquired for their areas, but a comprehensive list was also requested. As a result, librarians are now working to automate a process via the Library catalog so faculty, as well as students, will have convenient access to see lists of new Library materials by subject area. Also, comments from the survey led to the realization that students were unaware that the Library offers three computers available for quick printing, catalog searching, or other short-term needs. Signs were immediately changed at the computer reservation station to alert students of the “quick computers” and to improve convenient access. Based on the librarians’ observations, students’ complaints, and survey results, another priority project was wireless network reliability ([II.C.03: Accreditation Survey Results - Employees General 2013](#)). The Office of Information Technology Services (ITS) has identified several locations for wireless routers to improve wireless network access.

The Library has developed several Service Area Outcomes (SAOs) that are evaluated by methods such as quizzes, exercises, and pre-/post-testing during Library instruction sessions; statistical data analysis; student and faculty surveys; and self-evaluation by librarians in program reviews and annual program plans. The Library contributes to the campus General Education Student Learning Outcomes (GE SLOs), particularly for reading and oral/written expression. These include the following SLOs:

- The student will evaluate the reliability of both print and electronic (research) sources and use them effectively.
- The student will document both print and electronic sources using a conventional format.

Librarians regularly instruct students in evaluation of sources and documenting sources, both at the reference desk and during Library instruction sessions. Librarians also provide workshops and instruction sessions dedicated to the topics of website evaluation and proper citation formats for source documentation ([II.C.14: RHC College Catalog Pg 40 GE SLOs](#)).

ACTIONABLE IMPROVEMENT PLANS – II.C.2.

None.



STANDARD I.I.C. EVIDENCE

II.C.01: Curriculum Form Articulation Officer and Librarian Oversight Pages
II.C.02: Rio Hondo College Curriculum Committee By-Laws
II.C.03: Accreditation Survey Results - Employees General 2013
II.C.04: New Faculty Orientation Agenda 2008
II.C.05: Division Minutes with Librarian Visits
II.C.06: Statistics per Enrolled Student 2008 vs 2012
II.C.07: Collection Development Plan 2013-14
II.C.08: NCES Comparisons
II.C.09: Collection Age Report
II.C.10: Pertinent Statistics
II.C.11: Sample Library Instruction Quizzes and Exercises
II.C.12: LIB101 Course Outline of Record
II.C.13: <i>LibGuides</i> Stats
II.C.14: RHC College Catalog Pg 40 GE SLOs
II.C.15: Information Competency
II.C.16: Library Homepage
II.C.17: Google Analytics
II.C.18: Online Tutoring Planning - Notes and Proposed Next Meeting Time
II.C.19: Program Plan Library 2013
II.C.20: Cal State LA Agreement
II.C.21: Accreditation Survey - Students 2013

Accreditation Self Evaluation 2014

Standard III

Resources

RIO
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COLLEGE



STANDARD III

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY – Standard III.A.1.

Rio Hondo College follows board policies, administrative procedures, and a planning process which clearly outlines and ensures that recruitment and hiring processes result in employing diverse personnel who possess the appropriate education, training, and experience to successfully meet job expectations and requirements. Once a job description is finalized with the required basic and essential functions of the position; the minimum qualifications necessary to qualify for the job; and the knowledge, experience, and education required for the position; a job announcement is prepared and distributed. Job announcements are clear and comprehensive, and accurately describe the duties and minimum employment qualifications for the position. College job announcements are linked to the required and desired employment qualifications to ensure the College supports its programs and services.

SELF-EVALUATION – III.A.1.

The College meets this Standard.

Rio Hondo College adheres to comprehensive and inclusive employment processes to employ faculty members, administrators, and staff members who possess integrity, the

appropriate education, training, and experience necessary to contribute to high quality College programs and services. The Office of Human Resources manages and monitors a highly structured set of recruitment and hiring policies: Board Policy (BP) 7120, “Recruitment and Selection” ([III.A.01: Board Policy 7120, Recruitment and Selection](#)); Administrative Procedure (AP) 7217, “Faculty: Employment Contract” ([III.A.02: Board Policy 7217, Faculty, Employment Contract](#)); College Procedure (CP) 5030, “Classified and Confidential Employees: Employment” ([III.A.03: College Procedure 5030, Classified and Confidential Employees, Employment of](#)); and CP 5025, “Employment Procedures for Administrators” ([III.A.04: College Procedure 5025, Employment Procedures for Administrators](#)). Adherence to these policies and administrative procedures yield highly qualified and diverse employees. The policies and procedures are based on the College mission, values, vision, as well as commitment to diversity, per BP 7100, “Commitment to Diversity” ([III.A.05: Board Policy 7100, Commitment to Diversity](#)).

The College abides by BP 7120, “Recruitment and Selection” ([III.A.01: Board Policy 7120, Recruitment and Selection](#)), which mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Candidates must possess the ability to support District programs and services to ensure a successful student learning environment. The Office of Human Resources manages and monitors these board policies and procedures to ensure a District-wide, fair and equitable process for all applicants. BP 3420, “Equal Employment Opportunity,” ([III.A.06: Board Policy 3420, Equal Employment Opportunity](#)) delineates the commitment of the District to equal opportunity in educational programs, employment, and access to all institutional programs and activities. District staffing decisions are made on the basis of recommendations resulting from the planning/review process in the context of strategic planning and budget analysis. Workforce planning is linked to the College planning process ([III.A.43: The Planning Process Handbook](#)).

Prior to the advertisement of a vacant position, the hiring administrator reviews the roles, responsibilities, and desired qualifications of the vacancy to ensure the classification is aligned to fulfill the missions of the program and the College. All District job descriptions include the basic and essential functions of the position; the minimum qualifications needed to qualify for the job; and the knowledge, experience, and education needed for the position. If changes are made to a job description, they are negotiated with the proper bargaining union prior to announcing the vacancy. All job announcements are comprehensive and accurately describe the duties and qualifications necessary to fulfill the job requirements. It is essential that any new hire can provide quality service and possess the ability to support District programs and services to ensure a successful student learning environment.

Required minimum employment qualifications for faculty and administrative positions are in compliance with Education Code 87356 ([III.A.07: Education Code 87356](#)); BP 7211, “Faculty Service Area, Minimum Qualifications, and Equivalency” ([III.A.08: Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency](#)); and the *Minimum Qualifications for Faculty and Administrators in California*

Community Colleges Handbook ([III.A.09: Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)). Minimum qualifications indicated in the *California Community Colleges Handbook* “serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.” Districts may establish different qualifications beyond the minimum standards defined in the Disciplines Lists. Districts have flexibility in how they organize courses within disciplines, how to apply equivalencies, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the Board of Trustees and the Academic Senate.

In order to continue to employ qualified faculty members to guarantee the integrity and quality of its programs and services, the District and the Rio Hondo Academic Senate have embarked on a District-wide analysis and update of minimum qualifications, equivalencies, and Faculty Service Areas (FSAs) for all disciplines. This project will be completed by late fall 2014 and then placed in the collective bargaining agreement in Appendix I.

The recruitment and hiring of all personnel are coordinated by the Office of Human Resources and overseen by the Human Resources Director. The District clearly and publicly publishes criteria and minimum qualifications for all job opportunities in employment announcements, which are widely distributed and posted in several formats including the Human Resources job bulletin board located in the Administration Building and via email ([III.A.10: Examples of Job Announcements](#)). Job announcements are published in regional dominant newspapers, the *San Gabriel Valley News*, *Los Angeles Times*, *Orange County Register*, the College web site, and the *California Community College Registry*, as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com*, to name a few, in addition, to the Los Angeles County Office of Education. Job announcements are also advertised in specialty magazines that target different specialties or trades, such as nursing, athletics, information technology, and civil engineering.

The Office of Human Resources is accountable for federal and state compliance of all recruitment and hiring policies and procedures, confirming all applicants forwarded to selection committees possess the minimum employment qualifications for the position to which they are applying. Applicants submitting required degrees for a position must provide official educational transcripts awarding the degree from an accredited institution. Degrees from a country other than the United States must be evaluated by an evaluation service and submitted with the application prior to the closing date of the job announcement.



ACTIONABLE IMPROVEMENT PLANS – III.A.1.

None.

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

DESCRIPTIVE SUMMARY – Standard III.A.1.a.

The District hires qualified faculty, administrators, and classified staff who are selected according to board policies and procedures, Title V, Education Code, and state and federal employment mandates. Selection committee members are comprised of campus experts who possess the skill and ability to select the most knowledgeable candidate from the applicant pool. Job announcements for faculty, classified staff, and administrators clearly reflect the College’s Mission, Vision, and Values Statements, which stress Rio Hondo’s commitment and dedication to instruction and student services. Job descriptions clearly emphasize the necessary teaching and/or occupational experience, training, certificates, educational background, and necessary understanding of community colleges to provide and support student learning programs and services. Job announcements also describe essential functions of each position and minimum necessary degrees, as well as any other desirable qualifications to meet District goals. Ultimately, the District understands that its recruitment outcome is to employ the best candidates who possess a passion and desire to ensure student success.

SELF-EVALUATION – III.A.1.a.

The College meets this Standard.

Rio Hondo Community College is committed to employing qualified faculty, classified staff, and administrators who support student learning programs and services and are dedicated to improving institutional effectiveness. The recruitment and hiring of all staff is dictated by Board Policy (BP) 7120, “Recruitment and Selection” ([III.A.01: Board Policy 7120, Recruitment and Selection](#)); BP 7100, “Commitment to Diversity” ([III.A.05: Board Policy 7100, Commitment to Diversity](#)); BP 3410, “Non-discrimination” ([III.A.11: Board Policy 3410, Nondiscrimination](#)); and BP 1200, “District Vision, Mission, Value” ([III.A.12: Board Policy 1200, District Vision, Mission, Value Statement](#)); and are



coordinated by the Office of Human Resources, which is overseen by the Human Resources Director. The Office of Human Resources manages these board policies and procedures to ensure a District-wide fair and equitable employment process.

Staffing committees for faculty and classified staff prioritize and recommend which positions should be filled, based on unit plans and program reviews. The committees then forward recommendations to the Planning and Fiscal Council (PFC) as an information items and the Superintendent/President for final approval. In general, staffing decisions are made on the basis of the recommendations resulting from the planning process in context of strategic planning, budget analysis, program review, enrollment trends, educational needs, and contributions to student success.

Once the position(s) are identified and approved, the hiring administrator completes a Personnel Requisition form ([III.A.13: Personnel Requisition Form](#)). The form includes budget and account information, division name, job title, and rationale for the position (replacement, new, etc.). The Personnel Requisition form must be signed by the appropriate Vice President, the Vice President of Finance and Business, the Superintendent/President and the Director of Human Resources prior to advertising the position. The completion of the form prompts the recruitment and hiring process, a vital sequence of events which must be followed to insure a successful recruitment.

Prior to announcing the position both internally and externally, the Office of Human Resources works with the hiring administrator and applicable Vice President to assure the current job description is directly related to the mission and goals of the District and accurately reflect the duties and responsibilities of the position. Should the job description need adjustments, these are negotiated with the proper bargaining unit and subsequently approved by the Board. Job descriptions must reflect accurate duties, responsibilities, working conditions, salary range, minimum qualifications, educational qualifications, knowledge, skills, and abilities necessary to perform the job prior to announcing the position. Should the hiring administrator want to add desired qualifications prior to announcing the position, these are reviewed prior to announcing the position by the Director of Human Resources to ensure these desired qualifications are job-related and do not create an adverse impact on under-represented candidates or a barrier to equal employment opportunity.

The District clearly and publicly states criteria and minimum qualifications for all job opportunities in announcements, which are widely distributed and posted in several formats including the Human Resources bulletin board located in the Administration Building and via e-mail. Job announcements are published in newspapers, such as the *San Gabriel Valley Publishing*, *Los Angeles Times*, and *Orange County Register*, as well as the College's web site and *Monster.com*. In addition, the College's outreach efforts also include delivering job postings to local civil and county offices in the region. The Office of Human Resources posts all

vacant administrative and faculty positions in the California Community College Registry as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com*, to name a few. All applicants are required to submit a District application, educational transcripts (as required), a résumé, and responses to a supplemental questionnaire asking applicants to elaborate how they meet minimum qualifications, as well as their experience fulfilling the positions requirements of the position.

Volunteer members wishing to serve on a selection committee are forwarded by the leadership of the respective bargaining unit, the Academic Senate, and/or the Management/Confidential Council (MCC) and receive training from Human Resources personnel in equal employment opportunity, non-discrimination laws, employment regulations and status, as well as hiring procedures for the classification. More specifically, the training is aimed to comply with guidelines in Title 5, §53003(c) (4) of the California Code of Regulations ([III.A.14: Title V Training Form](#)). The Office of Human Resources receives application materials from candidates and verifies degrees, certificates, and minimum qualifications; conduct tests as required by specific job descriptions and/or requirements; and screens and sets up interviews. All applicants must complete an Employment Application form and corresponding supporting materials necessary for employment. The Office of Human Resources is responsible for collecting and verifying that applications are complete. After certifying that applicants meet the minimum employment qualifications for the position, the Office of Human Resources submits the complete application to the prospective interview committee members from the hiring division for paper screening and interview. All references and employment information are verified by the Office of Human Resources or the hiring administrator, as mandated by Administrative Procedure (AP) 7126, “Applicant Background Checks” ([III.A.15: Board Policy 7126, Applicant Background Checks](#)) prior to extending any job offer. Once employed, all applicants must fill out appropriate employment paperwork mandated by the District and by state and federal laws.

Employment of Faculty Members

The procedure for hiring full-time faculty members is detailed in Administrative Procedure (AP) 7120, “Faculty: Employment of Contract” ([III.A.02: Board Policy 7217, Faculty, Employment Contract](#)). This administrative procedure specifically addresses position identification and approval, search procedures, applicant screening, equivalencies, committee orientation, interview and selection processes, and notification of candidates. Apart from requiring the job description directly relate to the College’s Mission, Vision, and Values Statements, the institution has also implemented a rigorous selection criteria to assure it hires the most qualified,

knowledgeable, effective, and talented candidates who will contribute to the College mission.

Part of the selection criteria involved in selecting faculty members consists of a job interview and teaching demonstration to a selection committee comprised of the division dean and faculty experts in the discipline for which the candidate is interviewing. Having discipline experts play a significant role in the selection of new faculty assures that the College hires the most knowledgeable and qualified faculty who can enhance and support the College programs and services. Interview questions are related to teaching strategies, mastery of the academic discipline, and student-centered experiences. Teaching demonstrations are utilized to ascertain candidates' teaching style, ability, and effectiveness. All final candidates selected by the selection committee are then forwarded to a second-level interview with the appropriate Vice President and a final interview with the Superintendent/President. The final candidate is forwarded to the Board of Trustees for employment approval.

“The Minimum Qualifications for Faculty and Administrators in California Community College” ([III.A.09: Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)) governs the minimum qualifications a faculty member and an administrator must possess to be employed in a California Community College (CCC). Verification of degrees and any corresponding experience is conducted by the Office of Human Resources. If an applicant does not meet the minimum qualifications, the applicant may petition the District to allow her to meet the minimum qualifications by listing course work and experience which she believes entitles her to claim equivalency mastery of the discipline. The Academic Senate President is responsible for reviewing and approving an equivalency request for full and part-time faculty. This process is governed by BP 7211, “Faculty Service Area, Minimum Qualifications and Equivalency” ([III.A.08: Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency](#)).

Employment of Classified Staff

The District abides by College Procedure (CP) 5030, “Classified and Confidential Employee: Employment of” ([III.A.03: College Procedure 5030, Classified and Confidential Employees, Employment of](#)), which describes the process and selection for hiring of classified and confidential employees. It dictates that hired personnel meet the qualifications required on the job description in order to provide and support the educational programs and services of the District. Based on the contractual bargaining agreement between the District and California School Employees Association (CSEA), in-house employees are given the opportunity to request lateral transfers for which they are qualified in their wage classification prior to any outside recruitment. If an internal candidate is not selected, the Office of Human Resources will then announce the position to outside candidates. Qualified candidates who apply and meet minimum

qualifications will be forwarded from the eligibility pool to the hiring administrator and the selection committee. The selection committee consists of the department or program administrator as well as internal classified personnel who possess knowledge of the skills and requirements necessary for the vacant position. The final classified or confidential employee chosen by the selection committee is scheduled for a “meet-and-greet” with the Superintendent/President prior to Board approval.

The District also employs hourly student workers, federal work-study students, and short-term and substitute employees on an as-needed basis. All of these employees are interviewed by the hiring administrator prior to employment and ratified by the Board of Trustees.

Employment of Administrators

The hiring of administrative positions is coordinated by the Office of Human Resources and mandated by CP 5025, “Employment Procedures for Administrators” ([III.A.04: College Procedure 5025, Employment Procedures for Administrators](#)). CP 5025 describes the entire application process, which includes the job announcement, training for selection committees, selection of the interviewing pool, consensus for recommendation of the final candidates, process for a second-level interview with the Superintendent/President and all Vice Presidents, and the Governing Board approval. Faculty members serving on the selection committee are forwarded by the Academic Senate President, classified members serving on the selection committee are forwarded by California School Employees Association (CSEA), and administrators serving on the committee are forwarded by the Management Confidential Council (MCC). Once the Superintendent/President approves the requests to fill an administrative vacancy, the Office of Human Resources prepares a position announcement which contains essential functions of the position, minimum and desirable qualifications, salary range, and the method of application. If the administrative position is a new one, the newly created job description is forwarded to the Planning and Fiscal Council (PFC) for review and input. The final job description and the salary range are approved by the Board of Trustees.

A vacancy in an administrative position may be filled on an interim basis in accordance with Title V for the time necessary to allow for a full and open recruitment. An interim administrator may serve in this capacity as long as he/she meets the minimum qualifications prescribed for the position by the Governing Board and the California Community College Chancellor’s Office (CCCCO). An interim administrator may apply for the permanent position during the recruitment period. All administrative interim appointments are approved by the Governing Board.

The Office of Human Resources assures that all applicants meet the minimum qualifications prior to allowing selection committees to conduct paper screening

and interview applicants. Interview questions at the first-level interview are created by the selection committee and reviewed and approved prior to the interview by the Director of Human Resources to ensure fairness and equity. Interview questions are directly related to the job duties and the College's Mission, Vision, and Values Statements. Successful candidates must pass through a panel of educational experts at first- and second-level interviews. Selection committees can sometimes consist of 10 to 15 selection committee members.

ACTIONABLE IMPROVEMENT PLANS – III.A.1.a.

None.

- b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY – Standard III.A.1.b.

Performance evaluations for personnel at the College are systematic and at stated intervals. The institution has clearly established written criteria for its performance evaluations for all personnel, which measure assigned duties and participation in institutional responsibilities and other activities and proficiencies described in job descriptions. Evaluation processes seek to assess effectiveness of personnel and encourage improvement and growth. If additional follow-up is necessary, actions are taken following the formal, timely, and documented evaluation by the evaluator.

In the last few years, improvements to half of our performance evaluations have been made. Since the 2008 Accreditation visit, the College has redeveloped and improved both the faculty and administrative evaluation criteria and processes. The new performance evaluation forms capture the necessary College criteria to measure the effectiveness of personnel in the performance of their duties. All College performance evaluations contain clear and specific criteria which address required expectations for work performance. Meaningful feedback is provided to those needing improvement, with the goal of improving overall institutional effectiveness.

SELF-EVALUATION – III.A.1.b.

The College meets this Standard.

At Rio Hondo Community College, performance evaluations of administrators, instructors, and staff are fundamentally important to student success and continued improvement of the College. An effective evaluation system is necessary to provide College personnel with support, recognition, and guidance to sustain and improve their efforts. The College has developed solid performance evaluation processes to provide timely feedback in order to recognize and develop excellent staff. The College performance evaluations criteria aim to improve the effectiveness of the institution and departments, enhance employee competencies, provide clear job expectations, achieve institutional goals, and adhere to the College mission.

Evaluations for employees adhere to current contractual bargaining agreements and board policies, and are systematic and at stated intervals. Criteria, timelines, and procedures for full- and part-time faculty performance evaluations are negotiated between the faculty union, the Rio Hondo College Faculty Association/CCA/CTA/NEA (RHCFA) and the District. Classified staff performance evaluations are negotiated with the classified California State Employees Association (CSEA) and the District. All other performance evaluation criteria, timelines, and procedures for unrepresented employees are delineated in Board Policy (BP) 7255, “Administrative Evaluation” ([III.A.16: Board Policy 7255, Administrative Evaluation](#)) and College Procedure (CP) 5550, “Administrative Evaluation” ([III.A.17: College Procedure 5550, Administrative Evaluation](#)).

Constructive feedback and suggestions for improvement, if any, are specific and in writing. If major inadequacies are found to exist, they are followed by additional supportive assistance. Information relating to the strengths and weaknesses of an employee are discussed openly and frankly with the employee being evaluated and written on performance evaluation. All completed performance evaluations are placed in the employee’s official personnel file in the Office of Human Resources.

College performance evaluation criteria measure the effectiveness of personnel in performing their duties. College performance evaluations contain clear and specific criteria which address required personnel work performance. The criteria on all performance evaluations are carefully selected and negotiated to capture and improve upon the employee’s work performance. These criteria are focused towards employee accomplishments and areas of improvement and are intended to provide feedback and support to personnel for continuous professional growth and improvement.

The District determines appropriate personnel job performance by linking job descriptions to employee performance outcomes. College job descriptions specify essential duties, which employees must perform or accomplish. In addition, personnel are given instructions, training, and desired outcomes by their direct supervisor, which must be achieved. College job descriptions are regularly reviewed and improved by the administrative staff and the Director of Human Resources. Classified job descriptions must be renegotiated with the classified union if notable changes are needed. By providing a performance evaluation to

measure the desired outcomes, the District determines if an employee is performing in a satisfactory manner.

The evaluation process for faculty members is described in the contractual bargaining agreement between the District and RHCFA in Article 9 ([III.A.18: CTA – CBA](#)). Evaluation of full-time contract faculty members is the primary responsibility of the District and is conducted by the unit member's direct supervisor. Supervisors are responsible for adhering to timelines and activities negotiated with RHCFA. Performance evaluation of full-time regular faculty is the primary responsibility of a peer review committee, and the RHCFA President is responsible for adhering to timelines and activities negotiated with the District. The Office of Human Resources has developed a comprehensive performance evaluation tracking log to assure that all faculty evaluations are conducted systematically, at stated intervals, and in compliance with the College contractual bargaining agreement. All evaluation processes and forms used in the performance evaluation for faculty have been negotiated between RHCFA and the District.

Unit members with assignments in more than one department are evaluated in the department in which the greatest proportion of the assigned load exists. If a split assignment is of equal proportion, the unit member may initially select the division or department in which the evaluation will take place; thereafter, the division or department shall alternate. Unit members may be visited by the authorized evaluator(s) of the other department(s) in which said unit member has an assignment.

All full-time contract unit members are evaluated every fall semester during their first four years of employment. The evaluation consists of two classroom visitations prior to the end of the fall or spring semester by the instructor's direct administrator. Such evaluation visitations are followed by a consultation to discuss class observations and other relevant evaluation information. During the consultation, the administrator reviews areas where the unit member is satisfactory, as well as specific suggestions for improvement, if any. This information is noted on the Unit Member Evaluation Report ([III.A.19: Unit Member Evaluation Report](#)). The complete evaluation consists of the Unit Member Evaluation Report and the summary of the Student Instructional Report ([III.A.20: Student Instructional Survey](#)). Additional visitations may be arranged as appropriate.

The unit member is also evaluated by a peer review committee ([III.A.21: Peer Review Selection Committee](#)), which is selected by the unit member and approved by the immediate supervisor and takes place by the tenth week of the semester. Peer review is a process for evaluating faculty performance quality; faculty members evaluate other faculty members and provide collegial feedback. The peer review committee consists of two fellow faculty members, one of whom must be in the evaluatee's service area. The peer review committee meets with the contract employee to discuss the required performance observations: teaching portfolio,

student surveys, online/classroom instruction materials, or statement of teaching philosophy. When an instructor has completed the peer review, the committee reconvenes to discuss the results. The peer review committee decides if their colleague is satisfactory or must be placed on a professional development plan. This information is provided to Human Resources on a Peer Review Results form ([III.A.22: Peer Review Results](#)). The timeline for completing the professional development plan is contingent upon the instructor's employment status.

The performance evaluation and peer review, as well as all other related materials, are then placed in the employee's official personnel file in the Office of Human Resources. The final evaluation package for contract faculty members includes student and peer reviews, as well as their administrative evaluation.

Full-time contract faculty performance evaluations are provided to the appropriate Vice President and the Superintendent/President, who thereafter reviews and recommends approval or denial of a further employee contract to the Board of Trustees. In accordance with Education Code 87607 and the bargaining agreement, non-tenured performance evaluations are presented to the Board of Trustees for contract renewal recommendations. All performance evaluations are then placed in the employee's official personnel file, located in the Office of Human Resources.

Tenured full-time faculty members are evaluated no less than once every three years by a peer review committee, consisting of a minimum of two faculty members: one must be a regular full-time faculty member and the other may be a full-time contract faculty or a part-time faculty member who has taught at least three semesters at the College. If the committee finds the unit member has completed the peer review in a satisfactory manner, the peer review process shall then be deemed complete. If the committee finds the unit member has completed the peer review in an unsatisfactory manner, the committee shall provide a written report to the Office of Human Resources outlining the reasons the unit member's performance was unsatisfactory. The unit member shall be subject to administrative evaluation during the following academic year. If the committee finds the unit member has completed the peer review in a satisfactory manner and is in need of a professional development plan, the committee shall provide a professional development plan to the District. The unit member shall then be subject to administrative evaluation during the following school year.

Division deans or immediate supervisors are the primary evaluators for part-time unit members during their first year of employment. The process used for evaluating full-time contract faculty members is also used for evaluating part-time faculty members. Part-time faculty members receive an administrative evaluation with one administrative classroom visitation during the first semester of employment and at the discretion of the authorized evaluator in subsequent semesters, as well. Thereafter, evaluations occur at least once every six semesters. The authorized evaluator is responsible for the evaluation process and the final evaluation report of a part-time unit member. The evaluation is prepared in

accordance with the roles and responsibilities as they relate to the assignment of the unit member.

During negotiations in 2010 between RHCFA and the District, both parties expressed an interest in improving the faculty evaluation criteria and process. From 2010 to May 2014, a faculty evaluation subcommittee consisting of members from RHCFA and the District worked toward improving the current evaluation criteria, timelines, evaluation definitions, and procedures for the performance evaluation of all unit members. The subcommittee agreed and implemented new contractual language addressing the faculty evaluation process (Article 9), a new Student Instructional Survey, a new Unit Member Evaluation Report, and a new Peer Review Results form ([III.A.22: Peer Review Results](#)).

On 11 January 2012, the RHCFA and the District agreed to update Article 9 of the current contractual bargaining agreement, with the primary intention of improving the professional effectiveness of teaching. The revised Article 9 addresses timelines and procedures for evaluating full- and part-time faculty members, as well as tenured and non-tenured faculty members. Article 9 provides administrative guidelines in assessing a faculty member's performance. It stipulates that the administrative evaluator consider only the member's roles and responsibilities as identified in the Unit Member Evaluation Report and such other criteria that are mutually determined. In addition to observations made during arranged classroom visits, Article 9 allows the evaluator to consider observations made of the performance of the faculty member's duties outside the classroom that are in line with roles and responsibilities as listed in the Unit Member Evaluation Report ([III.A.19: Unit Member Evaluation Report](#)) and Article 9 ([III.A.18: CTA – CBA](#)).

RHCFA and the District formed an evaluation subcommittee to create a comprehensive Unit Member Evaluation Report, which focused on addressing and improving students' learning environment, faculty professional growth and development, faculty District-wide participation, and professional expertise and responsibilities for faculty members serving as coaches, nurses, counselors, librarians, and coordinators.

Although the previous Unit Member Evaluation Report provided vital evaluation criteria to the faculty performance evaluation, the new Unit Member Evaluation Report now contains 14 additional evaluation criteria, specifically addressing student interest under "Learning Environment," such as critical thinking, respect, understanding of diversity, interactive teaching techniques, curriculum development, subject mastery, and classroom management skills. The Unit Member Evaluation Report provides the evaluator with a tool to assess faculty on professional growth and development, as well as campus-wide participation and involvement. Having faculty serve as campus community members by attending and contributing to campus committees is a primary goal for including these evaluation criteria. Lastly, our previous Unit Member Evaluation Report did not

contain criteria to allow an evaluator to evaluate faculty in non-instructional areas. With the new Unit Member Evaluation Report, coaches can be evaluated on ethical recruitment of student athletes and practices; health science instructors, on proper student oversight at clinical and hospital units; counselors, on student advisement; librarians, on library technologies and improvements; and finally coordinators, on the effectiveness of strategies, resources, and data implementation to meet the goals for the program they coordinate. Together and significantly, these new 54 criteria allow the District to assure the effectiveness of its faculty members by evaluating all personnel systematically and at stated intervals.

The subcommittee also recreated a new Student Instructional Survey ([III.A.20: Student Instructional Survey](#)), an evaluation criteria pertaining to class expectations, instructor's knowledge, class syllabus, and objectives, which permits students to evaluate instructors anonymously and without the fear of retaliation.

Finally, the subcommittee completed its mission to improve guidelines and evaluation criteria to provide peer review committees the tools and training on evaluating and providing critical feedback for enhancing instructional and non-instructional teaching improvement. The new Peer Review Form was ratified by RHCFA in June 2014.

Overall, improvements to the faculty evaluation processes seek to assess effectiveness of personnel and encourage improvement to their overall teaching ability and student learning outcomes.

The evaluation process for all administrators is outlined in Board Policy (BP) 7255, "Administrative Evaluation" ([III.A.16: Board Policy 7255, Administrative Evaluation](#)) and College Procedure (CP) 5550, "Administrative Evaluation" ([III.A.17: College Procedure 5550, Administrative Evaluation](#)). Administrators are hired based on Education Code, sections 72411 and 72411.5. Administrative evaluation consists of four major components: the first year review, a professional development plan, annual review of goals, and a biennial performance evaluation. Performance evaluation for administrators is an overall process where administrators are evaluated in relation to their job descriptions, institutional and department goals, and expected work outcomes.

Since the 2008 WASC Accreditation visit, the District has made several changes to the Management Performance Appraisal Survey ([III.A.23: Management Performance Appraisal Survey](#)), starting with its criteria and implementation. When an administrator evaluation is due, the Office of Human Resources sends an e-mail to the administrator's direct supervisor, advising him/her of a scheduled performance evaluation for his/her subordinate. Shortly after, the evaluatee and the supervisor mutually agree to provide Human Resources with a list of individuals who shall receive an electronic evaluation survey ([III.A.24: E-mails from HR regarding Management Performance Appraisal Survey](#)), asking them to provide an anonymous performance rating of the evaluatee between one and five, with five

being the highest on the evaluation scale. This anonymous survey consists of evaluation criteria such as job knowledge, planning, organization, adaptability, communication, judgment decision making, initiative, equal opportunity development, development of subordinates, leadership skills, participation, and student learning outcomes or service area outcomes. While Human Resources is gathering anonymous responses from the survey, the evaluatee is also asked to conduct a self-evaluation ([III.A.25: Management Performance Appraisal Self Evaluation](#)) on the same evaluation criteria. Once this information is gathered, the supervisor receives all anonymous survey responses and the subordinate's self-evaluation. The evaluatee's supervisor is then responsible for providing the evaluatee with a final Management Performance Appraisal (MPA). In addition to criteria mentioned above, the MPA also contains sections where the status of past goals are evaluated, a section where future goals are established, and a section where a training and/or professional development plan is drafted, addressing areas needing special attention and activities recommended for improvement.

Should an evaluatee need additional support to meet a goal or improve on work performance, the evaluator indicates recommended job activities and/or special training and/or education on the MPA. The timing of these required actions are documented on the form, as well. Should an additional evaluation be needed, other performance evaluations may be conducted to assure that areas noted as needing improvement are addressed on a timely basis. A professional development plan may be provided to the evaluatee, if necessary. When the MPA is completed, it is signed by both the administrator being evaluated (evaluatee) and the direct supervisor. The complete MPA is then forwarded to Human Resources for inclusion in the evaluatee's official personnel file located in the Office of Human Resources. The improvements made to the evaluation criteria on the MPA and the Self-Evaluation form have allowed the College to align personnel effectiveness to the overall improvement of the institution. Necessary actions are addressed, taken, and documented on a timely basis.

The performance evaluation process for classified personnel is described in the contractual bargaining agreement between the District and the California School Employees Association (CSEA), Chapter #477, in Article 6.13, "Performance Salary Adjustment" ([III.A.26: CBA with CSEA](#)). Newly hired classified employees receive an evaluation prior to their first ten months of probation. They are evaluated at the end of their fourth and ninth month of employment, on the anniversary of the date they started their current position, and annually thereafter. The classified personnel evaluation process is initiated by the Office of Human Resources, which distributes and collects the classified performance evaluation forms. Classified employees are evaluated on their duties and responsibilities, as described in their negotiated and board-approved job descriptions, skills and knowledge, and on their overall effectiveness in meeting their job responsibilities. Although criteria have been established for classified performance evaluations, direct supervisors are responsible for establishing performance standards, which are used to measure employees ratings, including components directly related to

department goals and institutional effectiveness. The Performance Evaluation Form ([III.A.27: Classified Evaluation](#)) includes rating factors such as personal characteristics, initiative, quality and quantity of work, skills, and knowledge necessary to perform the job. Classified employees have the right to perform a self-evaluation on the strengths and weaknesses pertaining to their job performance.

Classified performance evaluations include an overall rating, ranging from “outstanding” to “needs improvement.” An overall rating of “needs improvement” requires a follow-up performance improvement plan, which contains specific improvement strategies, training recommended for improvement, overall established goals which must be accomplished, and a timeline indicating a completion date. Classified employees have the right to attach personal comments to their performance evaluation and/or performance improvement plan. The Director of Human Resources monitors all performance improvement plans attached to performance evaluations to assure fairness, compliance with the negotiated contract, reasonable timelines, and obtainable goals and expectations. It is the responsibility of the supervisor to monitor performance expectations and improvements.

If any employee is noted as anything other than “satisfactory” by their supervisor, a performance improvement plan is developed with recommended actions and activities, targeted toward improvement in the area marked as either “needs improvement” or “unsatisfactory.” These activities may include additional training, mentoring, or participation in workshops and/or training sessions. Should an evaluation contain anything other than “satisfactory” and no professional plan is attached, the evaluator is contacted by the Director of Human Resources, who will ask for a professional development plan. All professional development plans are attached to the performance evaluation as part of the complete performance evaluation package and must contain accessible avenues for improvement. It is the responsibility of the evaluator to monitor and assist the evaluatee in areas deemed to require improvement. Should improvement noted on any performance evaluation not occur within the established guidelines, discipline, and up to termination may occur. All performance evaluations are provided to the appropriate Vice President for final approval and are then placed in the official personnel file of the employee, located in the Office of Human Resources.

ACTIONABLE IMPROVEMENT PLANS – III. A.1.b.

None.

- c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY – Standard III.A.1.c.

The College faculty and the SLO Committee are active in production and assessment of Student Learning Outcomes (SLO) data. The College faculty is committed to ensuring the students are learning and assessing this data from developed SLOs that have been infused into the courses.

SELF-EVALUATION – III.A.1.c.

The College meets this Standard.

The Rio Hondo faculty has taken the central role in the creation, production, and assessment of Student Learning Outcomes (SLOs). The SLO Coordinator has received 40% reassigned time from his full-time teaching load to lead the College in creating, reviewing, and developing the SLO language for each division ([III.A.28: Job Announcement for SLO Coordinator – 40% Release Time](#)). The SLO Coordinator developed the software *SLOlutions* for the creation and assessment of data related to SLOs on campus ([III.A.32: SLO Committee](#)). This software allows faculty to run program-level, course-level, and section-level reports for the quality assessment data needed and is used to verify that the changes made to course/programs are effectively working. The SLO Coordinator leads divisions in assessment, audits, and revisions using *SLOlutions*. Through FLEX workshops, division meetings, and administration presentations, the SLO Coordinator assures that faculty members meet deadlines for the SLO reporting. On a program level, faculty members meet within their specific areas to discuss SLO integration into course syllabi, at which time they also discuss how to post assessment data and reports in the software. *SLOlutions* has increased production of quantifiable assessment data from SLO development. Rio Hondo College offers a website link in *AccessRIO* to assist faculty with common *SLOlutions* questions and provides examples and help text ([III.A.29: SLO Link](#)).

The SLO Committee is a sub-committee of the Academic Senate and is charged with several responsibilities including the development of campus policy related to SLOs. The Committee provides guidance and support to faculty and the campus community in the development of SLOs for courses, programs, degrees. The sub-committee also ensures that a uniform, high-level standard for assessment is employed campus-wide ([III.A.30: Academic Senate Presentation 10/6/2009](#)). It also regularly evaluates campus student learning outcome policies to ensure that current practices are relevant, meaningful, and appropriately linked to the program review process, College planning, and budgeting ([III.A.31: Division Presentation on SLO](#)). The SLO Coordinator, who is also the chair of the Committee, is responsible for assuring the College is on pace with SLO requirements and reporting cycles. The SLO committee is composed of the Vice President of Academic Affairs, the Vice President of Student Services, the Dean of Institutional Research and Planning, the Dean of Library and Instructional Support, one administrator each from Student Services and Academic Affairs, two faculty members each from the Divisions of Communications and Languages, Behavioral



and Social Science, and Math and Sciences, and one faculty member each from all remaining academic divisions (including one each from Library, Counseling, and DSPS).

On 16 May 2014, the Rio Hondo College Faculty Association (RHCFA) and the District signed a tentative agreement indicating the following:

. . . effective Fall 2014, full-time faculty shall be responsible for entering Student Learning Outcomes (SLO) assessment data, and engaging in dialogue and writing assessment reports with other faculty for one semester each academic year. Faculty evaluations may be based, in part, on whether a unit member provides assessment data. However, the result of the assessment (i.e., whether they show high or low levels) shall not be used as a basis for evaluation. Part-time faculty can participate in the SLO process on a voluntary basis. No retribution will take place against part-time faculty who choose not to participate in the creation of SLOs and the assessment mechanisms (such as exams, assignments, etc.). ([III.A.33: TA Signed on May 2014 Between CTA and The District Regarding SLOs](#))

This agreement encourages open discussion and collaboration among faculty on the implementation of SLOs. In this manner, faculty members can continue to assess and discuss among peers their effectiveness in producing learning outcomes and promote instructional consistency across disciplines, ultimately promoting teaching and learning. The tentative agreement was ratified by the RHCFA and the District in June 2014.

Although the RHCFA and the District recently ratified the tentative agreement allowing the District to use SLOs as part of a formal evaluation, the District and RHCFA have, for many years, conducted an orientation for new faculty members on the importance of SLOs while training new full-time contract faculty members on how to successfully perform during their performance evaluations/non-tenured contract years. This training is provided in collaboration between the District's Director of Human Resources, a dean, and the RHCFA President. SLOs have been mentioned as an important aspect of the performance evaluation process during this training session ([III.A.34: Evaluation Orientation Package for New Faculty](#)).

ACTIONABLE IMPROVEMENT PLANS – III.A.1.c.

None.

- d. The institution upholds a written code of professional ethics for all its personnel.

DESCRIPTIVE SUMMARY – Standard III.A.1.d.

Rio Hondo has always striven to provide a healthy and ethical environment where ethical principles are fostered and valued. To reinforce this, the District created an Institutional Code of Ethics in 2009. Should the District receive complaints of unethical behavior against personnel or students, the District immediately investigates and takes action if needed. And, in a continued effort to improve upon the District’s Values Statement, the Board of Trustees approved “integrity and civility” as an essential component to the overall ethics philosophy on 12 December 2012. This added component was created by the campus community and can be found in Board Policy (BP) 1200, “District Vision, Mission, Values Statement,” and in all printed forms and websites where the College Vision, Mission, and Values Statement is found. Upon its approval, Board Policy (BP) 1200 was also sent to all employees via email from the Office of the Superintendent/President.

SELF-EVALUATION – III.A.1.d.

The College meets this Standard.

Shortly after the 2008 WASC Accreditation visit, representatives from all constituents participated in the crafting of an institutional code of ethics statement ([III.A.35: Web Site – Code of Ethics](#)). The institutional Code of Ethics was approved by the Board of Trustees on 12 August 2009. The statement emphasizes respect, professionalism, and ethical behavior towards students, staff, and community. In addition, the Code has, as component guidelines, values and aspirations to assist all personnel in fostering and complying within an ethical environment. The institutional Code of Ethics is posted on the College website ([III.A.35: Web Site – Code of Ethics](#)), in the *Faculty and Student Handbooks*, and in the *Organizational Structure and Governance Manual* ([III.A.36: Governance Manual](#)). Furthermore, as of July 2011, all new employees receive and sign an acknowledgement and receipt of the College Code of Ethics ([III.A.37: Code of Ethics – New EE’s Acknowledgement](#)), which is placed into their personnel file.

In January 2014, the Board of Trustees revised Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” for Board members ([III.A.38: Board Policy 2715, Code of Ethics / Standard of Practice](#)). This policy addresses and demonstrates examples of “Standards of Good Practice,” which promote a healthy working environment based on mutual trust among Board members and the Superintendent/President. BP 2715, “Code of Ethics/Standards of Practice,” also addresses consequences for any violation of the code.

The College Code of Ethics statement fosters an ethical environment for employees by providing an “open-door philosophy,” striving to protect human dignity and

individual freedom and fostering teamwork and cooperation among all College employees. Employees are encouraged to report unethical, unwelcomed, or harassing behavior without fear of retaliation. Based on the claims history of the College, the District has a limited number of unethical behavior complaints filed against employees.

All College employees are subject to official policies and procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards, when applicable. This includes policies such as BP 3430, “Prohibition of Harassment” ([III.A.39: Board Policy 3430, Prohibition of Harassment](#)); BP 3410, “Non-discrimination” ([III.A.40: Board Policy 3410, Nondiscrimination](#)); and BP 4030, “Policy on Academic Freedom” ([III.A.41: Board Policy 4030, Policy on Academic Freedom](#)). In addition, most employees are members of professional organizations with their own established codes of ethics, such as the California Teachers Association (CTA), California School Employees Association (CSEA), and Association of California Community College Administrators (ACCCA). As constituents of Rio Hondo College, students are likewise encouraged to maintain high Standards of Conduct through BP 5500, “Standards of Conduct” ([III.A.42: Board Policy 5500, Standard of Conduct](#)).

ACTIONABLE IMPROVEMENT PLANS – III.A.1.d.

None.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTIVE SUMMARY – Standard III.A.2.

The link between institutional planning and resources allocation is evident. Personnel requests submitted from divisions through program, unit, and/or area plans are forwarded to appropriate staffing committees that prioritize requests. This transparent and open process ensures that a sufficient number of qualified faculty and staff members with requisite preparation and experience who will support the District’s mission and purposes are employed within budget. Should unusual circumstances arise where a staff member needs to be employed (due to a new grant, staff replacements, etc.) and is not documented in the planning process, administration has the authority to employ additional personnel outside the planning process to support the mission of the College as the budget allows. At all times, the Governing Board ratifies these exceptions.

SELF-EVALUATION – III.A.2.

The College meets this Standard.

The District relies on the College planning processes ([III.A.43: The Planning Process Handbook](#)) to ensure it has a sufficient number of qualified faculty and staff with appropriate preparation and experience to support the District’s mission and purposes. Planning is the process through which Rio Hondo College accomplishes its mission. Planning is linked to budgeting. By means of the planning process, programs, units, and areas examine their present positions, project how they can improve, and create plans for the future. (See Standard I.B.3. for a full description of the institutional planning/review process.)

Since 2008, the College has utilized its planning process to connect human resource needs to the College goals and mission. Planning provides the vehicle through which faculty, classified, and administrative positions are requested and ranked by the appropriate resource allocation committee.

Requests to fill vacancies or create new faculty positions arise from plans of those programs and units that contain faculty members. The plans are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who presents them to President’s Cabinet for review before being forwarded to the Staffing Committee for prioritization. The Vice President of Finance and Business, in consultation with the Superintendent/President, estimate the cost of proposed new positions and determine how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Requests for new classified positions also arise from program and unit plans. They are submitted by area managers, who bring them to President’s Cabinet for review before being forwarded to the Classified Staffing Committee for prioritization. The Vice President of Finance and Business, in consultation with the Superintendent/President, estimate the cost of proposed new positions and decide how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Administrative requests may arise from program, unit, or area plans. Each segment compiles a prioritized list of requests and rationales to present to President’s Cabinet. The Vice President of Finance and Business then takes the list to the Superintendent/President, who determines funding for the position(s). The authorized positions are placed into the College budget for Board action, and area managers are notified as funding is provided.

Following the ranked recommendation of the Staffing Committees and final approval of the Superintendent/President and Board, a signed Personnel Requisition form approving the recruitment of staff is sent to Human Resources for advertisement and recruitment. The number of approved staff depends on the financial capabilities of the



District. At all times during this process, the District is focused on meeting the Faculty Obligation Number (FON) and the 75/25 faculty obligation and ensuring its financial resources to ensure to sustain augmented faculty and staff.

Every area in the District contains units or programs, wherein staffing requests are made. As units and/or program plans are developed, they address the needs for additional staff. A detailed description of new positions and/or augmentation of current positions are described along with a cost analysis of the proposed position(s). They are then forwarded to the appropriate Vice President and/or Superintendent/President for review and approval. All personnel request are forwarded to appropriate Staffing Committees that prioritize positions based on the requisite services needed to support the College mission.

ACTIONABLE IMPROVEMENT PLANS – III.A.2.

None.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

DESCRIPTIVE SUMMARY – Standard III.A.3.

Board Policy (BP) 2410 and Administrative Procedure (AP) 2410, “Board Policy and Administrative Procedures,” specifically address the implementation and revision of all College policies and procedures. The Board regularly reviews and evaluates board policies and administrative procedures to ensure consistency with the mission of the College and compliance with requirements established by appropriate external agencies. In addition, board policies and administrative procedures are evaluated for their effectiveness as measured by specific outcomes, clarity of language, and intent. All approved board policies and administrative procedures are intended to provide personnel and students with fair and equitable treatment and are equitably and consistently administered.

SELF-EVALUATION – III.A.3.

The College meets this Standard.

Rio Hondo Community College District is a subscriber to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service. The policy and procedure service is based on principles inherent to effective board governance, policy development, and local decision-making. As a subscriber, the District receives updates on policies and procedures in partnership with the law firm of Liebert Cassidy Whitmore. Updates provide information on revised laws, regulations, and legal opinions.

The Board regularly reviews and evaluates Board policies and procedures to ensure consistency with the College mission and compliance with requirements established by appropriate external agencies. In addition, policies and procedures are evaluated regularly for their effectiveness as measured by specific outcomes, clarity of language, and intent. The process for review is delineated in Administrative Procedure (AP) 2410, “Board Policies and Administrative Procedures” ([III.A.44: Administrative Procedure 2410, Board Policy and Administrative Procedures](#)). All College constituent groups, administrators, faculty, staff, and students are provided the opportunity to participate in the formulation and development of District policies and procedures. Proposed changes to Board Policies and proposed new Board Policies are reviewed by the President’s Cabinet, President’s Council, Administrative Council, and the Planning and Fiscal Council (PFC) for input before adoption. Should the Board wish to revise a Board Policy, an amended version goes through the review process and returns to the Board within three months ([III.A.45: Board Policy 2410, Board Policy and Administrative Procedures](#)).

Administrative procedures are issued by the Superintendent/President as statements of method to be used in implementing board policies and are consistent with the intent of board policies. Administrative procedures may be revised as deemed necessary by the Superintendent/President after undergoing the review process outlined in AP 2410, “Board Policies and Administrative Procedures.”

Policy and procedure revisions not requiring collegial consultation between the District and the Academic Senate or needing to be negotiated are reviewed by President’s Cabinet, President’s Council, and Administrative Council. Upon the recommendation of the Superintendent/ President, revisions are forwarded to the Planning and Fiscal Council (PFC) for consensus, where, if consensus is not reached or cannot support a recommendation, PFC will generate a written report reflecting reason(s) for not reaching consensus. This report will be forwarded to the Superintendent/President and Board of Trustees for action. Although AP 2140 allows for this process, no report has been filed within the last five years.

In accordance with AP 2410, “Board Policies and Administrative Procedures,” the Office of the Superintendent/ President alerts those responsible for board policies and administrative procedures under their auspices of necessary updates. The Director of Human Resources is responsible for all personnel board policies and administrative procedures in the 7000s, the Human Resources section. Once all new and/or revised personnel board policies are approved by the Board, the Office of the Superintendent/President communicates them to the campus community through electronic communication.

Where the Board does not adopt a specific policy governing any aspect of the operation of the District, applicable provisions of the Education Code, federal and state laws, and Title 5 prevail.



All final approved policies and procedures are communicated to the campus community through electronic communication from the Office of the Superintendent/President. Copies of all approved policies and procedures are also readily available through the Office of the Superintendent/President, the College website, and the College Library.

It is the responsibility of the Office of Human Resources to ensure that all personnel policies and procedures are equitably and consistently administered. Various methods are employed to educate employees of District personnel policies and procedures including during the new hire orientation and other forms of training and workshops. Vital personnel policies such as nondiscrimination, prohibition of harassment, and equal employment opportunity are provided to all staff electronically on an annual basis from the District’s Compliance Officer.

ACTIONABLE IMPROVEMENT PLANS – III.A.3.

None.

- a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY – Standard III.A.3.a.

The Office of Human Resources ensures fairness in all employment policies and procedures as outlined in Board Policy (BP) 7100, “Commitment to Diversity,” and has not received any discrimination complaints with respect to hiring procedures in over ten years.

The District is committed to equal employment opportunity by ensuring all employment procedures are fair, nondiscriminatory, and equally applied. The Office of Human Resources has broad responsibility for developing and reviewing policies and procedures which promote equal opportunity and fosters the development of an innovative workforce. Human Resources has also established preventative measures to ensure all employment procedures are adhered to by incorporating an Equal Employment Opportunity (EEO) monitor to oversee all employment procedures, including interviews. By providing fair and equitable employment opportunities, the District is able to provide a healthy environment which enables employees to contribute to the District’s overall mission.

SELF-EVALUATION – III.A.3.a.

The College meets this Standard.

Rio Hondo Community College systematically develops and adheres to written policies ensuring fairness in all employment procedures. The District ensures its employment policies and procedures are in compliance with Title 5, California Education Code; state, federal and other applicable laws, codes, and statutes; and board policies. Among these are Board Policy (BP) 7100, “Commitment to Diversity” ([III.A.05: Board Policy 7100, Commitment to Diversity](#)); BP 3410, “Non-discrimination” (III.A.11- Board Policy 3410, Nondiscrimination); BP 3420, “Equal Employment Opportunity” ([III.A.06: Board Policy 3420, Equal Employment Opportunity](#)); and BP 7120, “Recruitment and Selection” ([III.A.01: Board Policy 7120, Recruitment and Selection](#)). These board policies represent the District commitment in providing all staff an equitable and fair working environment free from unlawful discrimination and harassment. They have been created and implemented to protect and safeguard the rights of employees and students against discrimination and to provide effective remedies that will eliminate discriminatory practices.

The services of Community College League of California (CCLC) are to provide the District with legal updates to policies and procedures based on changes in law, statutes, or codes. These changes are implemented into College policies and procedure and are sent forward to President’s Cabinet, where the review process begins. The final approval of all board policies and administrative procedures rests with the Board of Trustees, after which new and/or revised policies and procedures are disseminated to all employees via e-mail.

The District is an equal opportunity employer, ensuring all employment policies are adhered to on a consistent and equitable basis. The College employment policies encourage applicants from ethnic and racial minorities, women, persons with disabilities, and veterans to apply for positions. No applicant is denied employment or promotional mobility based on race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, sex, gender, sexual identity, sexual expression, sexual orientation, age, pregnancy, military or veteran status, or the perception that a person has one or more of these characteristics. To ensure these principles are complied with, the Office of Human Resources utilizes an Equal Employment Opportunity (EEO) monitor to observe all employment interviews. When the District is engaged in a recruitment process, the Office of Human Resources takes a very proactive role in the hiring process to secure fairness in all employment procedures. The Office of Human Resources is responsible for the following:

- administering the required training for selection committee members regarding the District hiring procedures and equal employment opportunity regulations ([III.A.46: Agenda – Orientation Meeting for Selection Committee](#))
- ensuring equal opportunity for all applicants throughout the process
- reviewing all screening criteria and interview questions created by the selection committee to ensure fairness and compliance



- maintaining strict confidentiality throughout the hiring process

The EEO monitor is responsible for the following:

- ensuring all members serving on a selection committee do not discriminate against an applicant on the basis of race, color, religious creed, national origin, ancestry, physical ability, medical condition, marital status, sex, gender (sexual identity or sexual expression), sexual orientation, age, pregnancy, military or veteran status throughout the hiring and interview process
- being present during all interviews and serving as the time monitor
- enforcing all confidentiality of the hiring process.

ACTIONABLE IMPROVEMENT PLANS – III.A.3.a.

None.

- b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY – Standard III.A.3.b.

Permanent personnel records are safely kept in the Office of Human Resources under lock and key and are only available to authorized Human Resources personnel. All current and former employees have the right to inspect their personnel files and are given full knowledge of the information contained in their files. Employees who review their personnel files are required to sign an inspection log located in their personnel file certifying the review. Information of a derogatory nature is not entered or filed until, and unless, the employee is given written notice and an opportunity to review and comment on the information within ten calendar days of such notice.

SELF-EVALUATION – III.A.3.b.

The College meets this Standard.

The Office of Human Resources assures confidentiality and privacy of employee personnel records by issuing office keys only to Human Resources staff. This means that the personnel drawers, where the files are kept, are only available when Human Resources personnel are present.

In accordance with labor law and contractual bargaining agreements with California Teachers Association (CTA), Article 10.5 ([III.A.19: Unit Member Evaluation Report](#)); California School Employees Association (CSEA), Article 15.4 ([III.A.26-](#)



[CBA with CSEA](#)); and Board Policy (BP) 7145, “Personnel Files,” ([III.A.47: Board Policy 7145, Personnel Files](#)) a current or former employee or representative has the right to examine her personnel record at a reasonable time but no later than 30 calendar days from the date the District receives a written request. Employment application materials, hiring documents, job performance related data, and other personnel documents are kept and maintained in the personnel files located in the Office of Human Resources for safe keeping.

Should an employee wish to review her personnel file, she must notify Human Resources, and a reasonable and convenient time for both parties is then scheduled. Should an employee wish to allow the content of her personnel file to be available to a representative, Human Resources must be notified in writing, authorizing such action. Employees or their representatives examining personnel files are required to log in the review, per BP 7145, Article 15.4 of the College faculty contractual bargaining agreement, and Article 10.5 of the contractual bargaining agreement with CSEA.

When necessary in the proper administration of District affairs and in order to maintain confidentiality of personnel files, designated administrators are allowed to review the personnel files of their subordinates. Those who are allowed to review personnel files, when necessary, consist of the College Superintendent/President, Vice Presidents, deans, directors, and the employee’s direct supervisor. All inspections must be logged, as well as the dates such examinations were made. Routine clerical transactions are not documented.

ACTIONABLE IMPROVEMENT PLANS – III.A.3.b.

None.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY – Standard III.A.4.

The District has implemented programs, trainings, and workshops aimed at educating the campus community on diversity and equality. These offerings are geared toward cultivating an environment of trust, respect, understanding, and reducing stereotypes, resulting in an inclusive educational environment. Due to programs like these, the District was awarded the Fair Employment and Housing Partnership Program Pipeline Diversity Award in July 2013. This honor was bestowed upon the District by the Fair Employment Housing for promoting its diversity and equity awareness and building an educational institution who continuously works towards educating students and staff on the importance of fostering an appreciation for diversity among members of the community.



The District aims to provide policies, administrative procedures, and practices which enhance diversity and equity awareness, thereby fostering an educational institution that supports its constituents as it works towards a common good. Empowering students with equity awareness will provide them a better understanding of their rights as they enter the workforce in our communities. Implementing policies, procedures, and programs addressing equity and diversity at Rio Hondo College has benefited the institution.

SELF-EVALUATION – III.A.4.

The College meets this Standard.

Rio Hondo College has institutionalized a substantial number of policies and procedures that illustrate strong commitment to maintaining a campus culture which supports an understanding of and concern for issues of equity and diversity. Policies and procedures include the College’s Mission, Vision, and Values Statements ([III.A.12: Board Policy 1200, District Vision, Mission, Value Statement](#)), specifying diversity as a key component of the College identity; Board Policy (BP) 7100, “Commitment to Diversity” ([III.A.05: Board Policy 7100, Commitment to Diversity](#)); and the establishment of a Cultural Diversity Committee, which, in conjunction with Student Life and Leadership, plans an annual calendar of events celebrating diversity ([III.A.48: Samples of Diversity Training and Announcements](#)). Resources and support services are provided to student populations, including Equal Employment training for all employment selection committees ([III.A.46: Agenda – Orientation Meeting for Selection Committee](#)); providing a \$90.00 monthly stipend for up to 21 bilingual classified employees ([III.A.26-CBA with CSEA](#)); offering ongoing professional development and other cultural activities aimed at understanding and appreciating diversity ([III.A.48: Samples of Diversity Training and Announcements](#)); and providing resources, policies, and procedures that enable students, faculty, and/or staff to file complaints and/or seek redress for instances of perceived discrimination and/or harassment ([III.A.49: Complaint Form](#)).

Rio Hondo makes every effort to initiate and establish District diversity goals and objectives of fostering equal participation and ensuring a campus climate that welcomes and respects differences. Specifically, personnel policies and procedures reflect an ongoing commitment to creating and providing an environment that acknowledges and respects issues of equity and diversity for students, faculty, staff, and administrators. All administrator job descriptions have, as an essential requirement under Minimum Qualifications/Experience, “demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” The District’s website under job announcements indicates the College is an Equal Employment Opportunity Employer (EEOE) ([III.A.50: HR Web Site of Job Announcements](#)).

District policies and procedures are carefully crafted to be in compliance with state and federal mandates and are also designed to ensure the equitable and consistent treatment of all students and employees. The policies and procedures are written to



promote steps for all personnel to be provided with equal employment and promotional opportunity that are in addition to, and consistent with, the nondiscrimination requirements of state and federal laws.

While these efforts are successful in creating an environment that is mindful and welcoming of diversity, the College ensures that clear avenues exist to address perceived violations of this intent through its administrative procedures. District administrative procedures provide an avenue for those who wish to file a complaint with the District Compliance Officer, should discrimination or harassment by a student or employee be perceived. District programs and training focus on fostering an awareness of understanding and acceptance. Trainings, workshops, and professional development offerings are designed to support its diverse personnel. These offerings provide personal enrichment and cultural sensitivity and awareness.

The District has implemented programs, trainings, and workshops to educate the campus community on diversity and equality. The education is geared toward cultivating an environment of trust, respect, and understanding, which reduces stereotypes and leads to an inclusive and tolerant environment. Non-discriminatory policies and administrative procedures are written, targeting the prevention of undesirable behavior.

The District strives to provide policies, administrative procedures, and practices that enhance diversity and equity awareness. The District believes its efforts are effective in promoting an understanding of equity and diversity issues. Due to College practices, the College received the Fair Employment and Housing Partnership Program Pipeline Diversity Award in 2013 and the State Bar of California Education Pipeline Diversity Award ([III.A.51: Diversity Awards Granted to the District](#)). In addition, the College 2010 Campus Climate survey crafted a specific section to inquire into issues related to diversity and equity, finding that a majority of students and employees agreed that Rio Hondo College treated individuals of different backgrounds fairly, and equally supported individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

ACTIONABLE IMPROVEMENT PLANS – III.A.4.

None.

- a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY – Standard III.A.4.a.

Staff development programs and services are designed through a collaborative process that brings together relevant constituency groups to discuss campus needs (i.e. the Staff Development and Cultural Diversity Committees). They facilitate the planning, organization, and scheduling of programs to meet expressed needs.

SELF-EVALUATION – III.A.4.a.

The College meets this Standard.

The Staff Development Committee regularly assesses the professional growth needs of the campus community. Faculty needs assessments ([III.A.52: Faculty Needs Survey](#)) are gathered on an annual basis and on a semi-annual basis for California School Employees Association (CSEA) ([III.A.53: Classified Needs Survey](#)). Since the 2011-2012 academic year, the institutional planning/review software, *PlanBuilder*, has included a required field in which managers identify professional development needs for their programs and themselves. As part of the College planning cycle, the Staff Development Committee reviews relevant feedback as priorities, goals, and offerings for the following year are considered.

The College offers many programs and services to support its personnel in understanding and valuing diversity, ranging from one-time workshops and cultural events, to month-long celebrations, such as Native American History Month to extended training or cohort experiences. Other examples include the following:

- “Unconscious Bias” training at the Fall 2012 FLEX Day, with two extended follow-up workshops in January and September 2013 ([III.A.48: Samples of Diversity Training and Announcements](#))
- Lesbian Gay, Bisexual, Transgender, Questioning, Intersex Safe, and Allies “Safe Zone” Training for 40 staff, faculty, and managers in March 2013 ([III.A.48: Samples of Diversity Training and Announcements](#))
- Rio Hondo College Leadership Academy, now in its fifth year of a ten-month cohort experience, featuring a “Strengths Based” leadership curriculum, placing emphasis on valuing a diversity
- Professional Development Days for staff and managers in the areas of both Student Services (June 2012) and Academic Affairs (June 2013) on the assessment and application of diverse strengths in order to increase understanding and effectiveness in departments

In addition, the following are a sampling of recent offerings:

- Staff Development-supported conference/workshop attendance, 2010-2014
- Latina Leadership Network Workshops/ Conference (multiple years)
- Women Hold up Half the Sky Conference (multiple years)
- African-American Male Summit Conference
- Challenges of Teaching Spanish Language Workshop
- Teaching Spanish Heritage Speakers Workshop
- Cultural Excursion to Cuba

- National Chicano/a Scholar Conference (multiple years)
- Society of Hispanic Professional Engineers
- ESL Summit
- Presenter on Panel on “Bilingualism, *Experimentation* and Identity”
- Taipei American School Project

FLEX Day Breakouts during 2010-2014 included the following:

- Muslims for Peace
- Understanding Autism: Exploring Discrimination faced by the Deaf
- The Contradictions of Cuba: My Trip to Havana
- Fostering a Constructive Classroom Climate
- “Unconscious Bias” Introduction (offered to the entire campus on Fall 2012 FLEX Day)
- Understanding the Student-Veteran with Traumatic Brain Injury (TBI)
- In Our Own Voice: Living with Mental Illness and Achieving Recovery
- The Hegemony of English in STEM Higher Education

The following are a sampling of the College cultural celebration events held during one calendar year:

- Black History Month, February 2013
- Women’s History Month, March 2013
- International Day, April 2013
- Asian-Pacific Islander Month, May 2013
- Hosting of English Learners from China, July 2013
- Latino Heritage Month, September 2013
- National Coming Out Month, October 2013
- Native American Heritage Month, November 2013
- Chinese New Year’s Celebration, January 2014

The effectiveness of these efforts is supported by results from a recent Campus Climate Survey, which finds a majority of students and employees agree that Rio Hondo College treats individuals of different backgrounds fairly, and equally supports individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

Rio Hondo College Office of Staff Development regularly evaluates program offerings in order to better serve the needs of the campus. The regular processes used for this include pre-semester Professional Development FLEX Day evaluations ([III.A.54: FLEX Day Evaluation Summaries](#)). Results are discussed by the FLEX Committee and subsequent recommendations, and survey results are forwarded to the Academic Senate and administration. Following all Staff Development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community ([III.A.55: Workshop](#)



[Evaluation](#)). As part of the fall annual planning cycle, the Staff Development team conducts a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis that includes a review of relevant evaluative feedback and data ([III.A.56: Staff Development SWOT Analysis](#)).

ACTIONABLE IMPROVEMENT PLANS – III.A.4.a.

None.

- b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTIVE SUMMARY – Standard III.A.4.b.

The Office of Human Resources monitors applicants throughout the hiring process to ensure compliance with federal and state employment regulations and to confirm hiring activities are consistent with the College mission and board policies. The current employment record of diverse candidates demonstrates District commitment to equity and diversity.

Every February, the Director of Human Resources compiles data reflecting the diversity of permanent staff to ensure compliance with the College mission statement, Title V, Fair Employment and Housing Act, and California Education Code. The data demonstrate the College employment practices from year-to-year and highlight any adverse impact on a particular race or gender. The current record, compared with other California community colleges, demonstrates the College’s strong commitment to recruiting, hiring, and retaining employees of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds. Lastly, the District has consistently prevailed in legal lawsuits filed against it for employment discrimination in the last decade.

The Human Resources office tracks demographic data collected from the Employee Ethnicity Questionnaire applicants complete. This information is gathered and tracked throughout the hiring process to ensure compliance with federal and state employment regulations, confirming hiring activities are consistent with the College mission and board policies.

SELF-EVALUATION – III.A.4.b.

The College meets this Standard.

The Office of Human Resources regularly assesses its record of employment for equity and diversity. Board Policy (BP) 7100, “Commitment to Diversity” ([III.A.05: Board Policy 7100, Commitment to Diversity](#)), commits to equal opportunity in educational programs, employment, and access to institutional



programs and activities. BP 1200, “District Vision, Mission, Value Statement” ([III.A.12: Board Policy 1200, District Vision, Mission, Value Statement](#)), addresses the College’s pledge toward equity and diversity.

Rio Hondo has employed diverse applicants who demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Every aspect of personnel policies and practices are designed to advance the realization of inclusion throughout the District in its programs and equal employment opportunity.

The employment of all staff is coordinated by Human Resources and overseen by the Director of Human Resources. Job announcements are published in regionally dominant newspapers, including the *San Gabriel Valley Publishing*, *Los Angeles Times*, and *Orange County Register*, as well as the College web site. Additionally, the College posts all management and faculty vacant positions with the California Community College Registry, as well as other special publications as a method of outreaching under-represented groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com*, to name a few. These efforts ensure that under-represented groups are reached. All applicants are asked to demonstrate their knowledge and understanding of diversity and equity in their employment interview and/or in supplemental questionnaire they complete as part of the application process.

In order to ensure equitable treatment of all applicants, the Office of Human Resources monitors all recruitment processes and provides Equal Employment Opportunity (EEO) training to selection committees on EEO programs, state and federal discrimination laws, applicant screening practices, the educational benefit of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection committee ([III.A.46: Agenda – Orientation Meeting for Selection Committee](#)). Human Resources also oversees all interviews through the EEO monitor’s presence during interviews and investigates any complaint related to hiring practices.

Each employment application contains a confidential voluntary Employee Ethnicity Questionnaire ([III.A.57: Employee Ethnicity Questionnaire](#)), which allows an applicant the opportunity to self-identify race, ethnicity, disability, and military status, among other classifications. The Office of Human Resources gathers this data and analyzes it to determine if an adequate number of under-represented applicants have applied for a position. The data is also utilized to determine if further efforts are needed to increase diversity in the applicant pool.

Diversity in applicant pools are analyzed at every level of the recruitment and selection process in order to assure diverse applicants are not intentionally or unintentionally terminated from the applicant pool and are also evaluated for

potential for adverse impact. The EEO monitor is responsible for assuring that applicants are being considered on the basis of job-related qualifications and no other discriminatory criteria, and the monitor identifies and is responsible for eliminating any barriers to employment opportunities. Most importantly, the EEO monitor assures the College is in compliance with BP 3420, “Equal Employment Opportunity” ([III.A.06: Board Policy 3420, Equal Employment Opportunity](#)).

Every February, the Director of Human Resources compiles staff diversity and gender data to ensure equity in the College employment practices. It is important this data reflects the District mission of equity and diversity. Yearly comparisons of existing College employee demographics are then shared with the Superintendent/President and Board of Trustees. In addition, comparisons to local regional California community college ethnic and gender reports are used to measure the College employment success and set future employment goals ([III.A.58: Comparisons to Local Regional California Community College Ethnic and Gender Reports](#)).

Tables 3-1 and 3-2 summarize Employee Demographic Data reported in Rio Hondo’s EB04 and EB03 District Reports, submitted to the California Community Colleges Chancellor’s Office in fall 2013 as part of the MIS Report.

Table 3-1: Fall 2013 Ethnicity as Reported in the EB04 District Report in Rio Hondo College’s MIS Report

	Asian	African American	Hispanic	American Indian/ Alaska Native	Pacific Islander	White Non-Hispanic	Multi Ethnicity	Unknown	District wide Headcount
Educational Administrator	4 17.39 %	4 17.39%	6 26.09%	0	0	7 30.43%	2 8.70%	0	23
Tenured/Tenure track	16 8.89%	6 3.33%	58 32.22%	2 1.11%	0	94 52.22%	3 1.67%	1 0.56%	180
Academic Temporary	43 12.54 %	13 3.79%	82 23.91%	1 0.29%	2 0.58%	192 55.98%	3 0.87%	7 2.04%	343
Classified Administrator	0	0	2 22.22%	0	0	7 77.78%	0	0	9
Classified	26 9.85%	4 1.52%	172 65.15%	1 0.38%	0	58 21.97%	2 0.76%	1 0.38%	264

Source: Rio Hondo College *MIS Report*, 2013

Table 3-2: Fall 2013 Gender as Reported in the EB03 District Report

	Female #	Male#	District wide Headcount
Academic Administrator	10	13	23
Tenured/Tenure Track	90	90	180
Academic Temporary	174	169	343
Classified Administrator	2	7	9
Classified	174	90	264

Source: Rio Hondo College *MIS Report*, 2013

ACTIONABLE IMPROVEMENT PLANS – III.A.4.b.

None.

- c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY – Standard III.A.4.c.

The District provides notice of its anti-harassment and discrimination policies to new employees during their new hire orientation as part of their new hire package and, thereafter, to all employees and students on an annual basis. All members of the administration are also required to attend a mandatory interactive sexual harassment awareness training every two years. New administrators are mandated to attend the training within six months of employment. Furthermore, District policies, procedure, and contractual bargaining agreements are published on the District website. In conclusion, the District strives to ensure it provides and promotes fair and equitable treatment in all aspects of personnel management and learning environment by addressing any challenge timely and effectively.

SELF-EVALUATION – III.A.4.c.

The College meets this Standard.

Rio Hondo Community College is committed to providing a work and learning environment in which employees and students are treated with integrity, dignity, and respect.

The District has a proven record of compliance with federal and state labor laws, collective bargaining agreements, Education Code, and Title V, which prohibit unlawful treatment of employees and students. Significantly, the District has also implemented policies and procedures which prohibit unlawful treatment and discrimination against administrators, faculty, staff, and students. Board Policy



(BP) 3410, “Non-discrimination” ([III.A.11: Board Policy 3410, Nondiscrimination](#)), ensures “equal opportunity in educational programs, employment, and access to all institutional programs and activities.” Furthermore, “integrity and civility” serves as core values in the College Vision, Mission, and Value Statements.

The institution has mechanisms for ensuring integrity in the treatment of faculty and staff through its contractual bargaining agreements. Rio Hondo College Faculty Members (RHCFA) is part of a Community College Association/California Teachers Association/National Education Association (CCA/CTA/NEA) collective bargaining unit, and classified employees are part of the California School Employees Association (CSEA). The faculty collective bargaining agreement includes explicit language ensuring integrity towards its members in Article 13, “Non-discrimination” ([III.A.18: CTA – CBA](#)):

The District shall not discriminate against unit members with respect to wages, hours of employment, and other terms and conditions of employment as defined in Government Code 3540 et seq., or application of the provisions of this Agreement with respect to age, color, creed, residency, marital status, membership in an employee organization, national origin, physical handicap, race, religion, sex, gender, gender identity, gender expression, or sexual orientation, military and veteran status (Government Code §12940 et. seq.).

“Grievance Procedures,” Article 16, also provides faculty members the right to grieve any violation of rights stipulated in the contract. A grievance process can also be found in the classified bargaining agreement. At all levels of the grievance process, the District strives to provide employees fair and due process without the fear of retaliation. Academic Senate is charged with promoting academic and professional matters.

The District is committed to student equity as well; BP 5300, “Student Equity” ([III.A.59: Board Policy 5300, Student Equity](#)), clearly identifies this objective: “The Board is committed to assuring student equity in educational programs and college services.” The District houses the Associated Students of Rio Hondo College (ASRHC) within the Student Life and Leadership Program, which is the core of student activities on campus. This is a student representative organization comprised of students who are elected to serve as the student voice through the participatory/shared governance process. The organization integrates student needs and concerns with those of the administration, faculty, and staff in order to improve the campus environment and overall college experience.

The President of ASRHC serves as the voice of the students, and the Student Trustee is the voice of the student body at the Board of Trustee meetings. The Student Trustee sits with the Board of Trustees as an advisory voting member who is recognized as a full member, within limits of BP 2015, “Election of Student Members,” and state laws. The Student Trustee has the ability to move,

second, and vote on Board motions. These two elected student leaders are committed to serving students by ensuring they receive the best educational experience possible and are treated with dignity and respect. However, if a student feels she has been treated unfairly or need to address an academic issue, students have the right to file a grievance, per Administrative Procedure (AP) 5530, “Student Rights and Grievances” ([III.A.60: Administrative Procedure 5530, Student Rights and Grievances](#)). This procedure is available to any student who reasonably believes a District decision or action has adversely affected her status, rights, or privileges as a student. This procedure and form, along with the California Community Colleges Chancellor’s Office (CCCCO) Complaint Process, are located on the College website under “Student Affairs” and in the *College Catalog* on page 271 ([III.A.61: California Community Colleges Chancellor’s Office Complaint Process](#)).

Should a staff member choose to file a complaint against the District or an employee, she may do so with the District Compliance Officer. If an individual believes she has been harassed or discriminated against based on a protected status, the District strongly encourages her to inform the District Compliance Officer for a quick resolution. For employees and students who observe or experience any form of discrimination or violence, the District has a number of policies and procedures mandating the reporting of these incidents. These policies and procedures include AP 3410 “Nondiscrimination”; ([III.A.11: Board Policy 3410, Nondiscrimination](#)), BP 3430, “Prohibition of Harassment” ([III.A.39: Board Policy 3430, Prohibition of Harassment](#)); AP 3435, “Discrimination and Harassment Investigations” ([III.A.62: Administrative Procedure 3435, Discrimination and Harassment Investigations](#)); BP 3510, “Prevention of Workplace Violence and Disruption” ([III.A.63: Board Policy 3510, Prevention of Workplace Violence and Disruption](#)); BP/AP 3540, “Sexual and Other Assaults on Campus” ([III.A.64: Board Policy and Administrative Procedure 3540, Sexual and Other Assaults on Campus](#)); BP 7160, “Sexual Harassment” ([III.A.65: Board Policy 7160, Sexual Harassment](#)); and BP 7700, “Whistleblower Protection” ([III.A.66: Board Policy 7700: Whistleblower Protection](#)). All complaints are seriously considered and investigated within the allowable time frame. These policies strive to provide access to services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The procedures instruct personnel on mechanisms available for filing of complaints, should a person feel the need to do so.

The District ensures that its personnel and students are treated fairly by implementing policies and procedures which promote a harmonious work and learning environment. Aside from creating and implementing these policies and procedures, the District posts them on the website to inform administration,



faculty, staff, and students of their rights. They are also sent via e-mail to all staff on an annual basis ([III.A.67: E-mails from the Compliance office regarding BP & AP's on non-discrimination](#)). In addition, the District seeks to increase confidence in the effectiveness of existing policies and procedures by providing a work and educational environment free from harassment and intimidation.

ACTIONABLE IMPROVEMENT PLANS – III.A.4.c.

None.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY – Standard III.A.5.a.

The Rio Hondo College Staff Development team coordinates a variety of growth, training, and renewal opportunities to meet the needs of its personnel.

SELF-EVALUATION – III.A.5.a.

The College meets this Standard.

Staff development plans are made as a direct result of regular communication with and surveying of the campus community. Faculty and staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the institutional planning/review software, *PlanBuilder*, has included a required field in which managers identify their own and their program professional development needs. As part of the fall planning cycle, the staff development team reviews relevant feedback as the next year's priorities, goals, and offerings are crafted. Provided below is a summary that captures the major professional development efforts resulting from the above-mentioned planning/review process:

- Grant funding for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops, and trainings.
- In partnership with Information Technology (IT), technology training workshops and individual or small group training sessions by request
- Two full pre-semester professional development days, which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty,

staff, and managers in enhancing their ability to serve students and/or the campus

- Area-wide professional development initiatives, such as the “Strengths Quest” training provided to staff and managers in Student Services and Academic Affairs
- Trainings geared toward a deeper appreciation of diversity, such as Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Allies (LGBTQIA) “Safe Zone” training, as well as “Unconscious Bias” training
- Bi-Annual “Reflection and Renewal” retreats
- Leadership Development across all employee groups through a 10-month Leadership Academy cohort program and participation in the San Gabriel/Foothill Association of Community Colleges (SanFACC) consortium Mentor Program
- Responses to emerging needs on campus, such as the Student Success Initiative (SSI), as evidenced by a 2013-2014 FLEX theme of “Understanding the Student Experience”
- New full-time faculty workshop series
- Via Title V funding, instructional development workshops and the offering of faculty development stipends to enable instructors to enhance their use of technology, improve the quality of their Student Learning Outcomes (SLOs), and/or update their curriculum to enhance student success
- Events to improve collegiality and campus morale

ACTIONABLE IMPROVEMENT PLANS – III.A.5.a.

None.

- b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III.A.5.b.

In each formal evaluation following a FLEX Day or Staff Development offering, attendees are asked to identify whether the workshop/training enhanced their ability to perform their jobs and/or serve students or the campus. Additionally, attendees are asked to identify one or two specific positive outcomes they gained via their participation and how these outcomes will positively enhance their ability to serve students and/or the College. All staff, faculty, and managers who attend off-campus conferences, trainings or workshops are required to provide a Board report detailing the benefits to the College and employee as a result of participation in the activity. Faculty and staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the institutional

planning/review software, *PlanBuilder*, has included a required field in which managers identify their own and their program professional development needs. After each pre-semester Professional Development FLEX Day, an all-campus evaluation is sent out. Results are discussed by the FLEX Committee, and subsequent recommendations, as well as survey results, are forwarded to the Academic Senate and administration. After all staff development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community. As part of the annual fall planning cycle, the Staff Development team conducts a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis that includes a review of relevant evaluative feedback and data.

SELF-EVALUATION – III.A.5.b.

The College meets this Standard.

Rio Hondo College’s Office of Staff Development regularly evaluates its program offerings in order to better serve the needs of the campus. After each pre-semester Professional Development FLEX Day, an all-campus evaluation is sent out. Results are discussed by the FLEX Committee, and subsequent recommendations, as well as survey results, are forwarded to the Academic Senate and administration ([III.A.54: FLEX Day Evaluation Summaries](#)). After all staff development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community ([III.A.55: Workshop Evaluation](#)). As part of the annual fall planning cycle, the Staff Development team conducts a SWOT analysis that includes a review of relevant evaluative feedback and data ([III.A.56: Staff Development SWOT Analysis](#)). District funding is available for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops, and trainings. In partnership with Information Technology (IT), technology training workshops for individual or small group training sessions occur by request. Two full pre-semester professional development days occur, which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty, staff, and managers seeking to enhance their ability to serve students and/or the campus. Area-wide professional development initiatives, such as “Strengths Quest” training, are provided to staff and managers in Student Services and Academic Affairs, as well as trainings geared toward a deeper appreciation of diversity, such as “Safe Zone” and “Unconscious Bias” training. The Office of Staff Development sponsors bi-annual “Reflection and Renewal” retreats. Leadership development across all employee groups transpires through a 10-month Leadership Academy cohort program and participation in the San Gabriel/Foothill Association of Community colleges (SanFACC) consortium Mentor Program. In addition, the Office of Staff Development responds to emerging needs on campus, such as the Student Success Initiative (SSI), as

evidenced by a 2013-2014 yearlong FLEX theme of “Understanding the Student Experience.”

There are new full-time faculty workshop series, as well. Title V funding, instructional development workshops, and the offering of faculty development stipends enable instructors to enhance their use of technology, improve the quality of their SLOs, or update curriculum to enhance student success. Safety Training, provided by Keenan and Associates, and Sexual Harassment Training is provided by the Office of Human Resources. Faculty needs assessments are gathered on an annual basis ([III.A.52: Faculty Needs Survey](#)) and from CSEA on a semi-annual basis ([III.A.53: Classified Needs Survey](#)). Further, beginning in 2011-12, institutional planning/review software, *PlanBuilder*, has included a required field in which managers identify their own professional development needs ([III.A.68: Needs Survey\(s\)](#)). Finally, all staff, faculty, administrators and Board members who attend off campus conferences, training, or workshops are required to provide a Board report detailing the benefit to the College and employee as a result of participating in the activity ([III.A.69: Conference Board Report](#)). These reports are added to the monthly Board agenda.

ACTIONABLE IMPROVEMENT PLANS – III.A.5.b.

None.

6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III.A.6.

The Office of Human Resources is integrated with institutional planning through the College planning/review process, which allows the institution systematically to assess the effective use of human resources and uses the results of the evaluation as the basis for improvement. After careful evaluation of human resources, needs are presented to the appropriate Staffing Committee (faculty or classified) described in the planning process; each Staffing Committee prioritizes requests and forward prioritized lists for approval. Human resources are augmented based on the availability of resources to meet the needs of the College and on contributions to institutional effectiveness.

SELF-EVALUATION – III.A.6.

The College meets this Standard.

Rio Hondo assesses the use of its human resources through program review ([III.A.43: The Planning Process Handbook](#)) and annual planning. Human Resources

decisions, especially as they relate to filling replacement positions or employing additional staff, faculty, or administrators are the result of the institutional planning/review process. Human resources requests must be included and justified in program review documents and program plans. This consists of a comprehensive evaluation of instructional programs and identified areas of improvement and resources allocation.

As part of the planning process, each program (department or office) must identify its student and/or service area outcome, characteristics, performance, trends, strengths, weaknesses, opportunities, threats, and challenges, as well as its proposed strategic direction, staff development, and annual goals. As part of this process, personnel needs are presented and prioritized by the various employment prioritizing committees. The principal evaluation criteria used in deciding whether to grant a request is dependent on the availability of resources to meet the need, a clear identification of the problem or enhancement to be addressed by the position and evidence, or sound rationale that allocation of a personnel requested is linked to solving a problem identified by the goal or objective. In short, a human resources request must provide evidence demonstrating that the requested position supports the goals and mission of the institution. (See Standard I.B.3. for a full description of Rio Hondo's institutional planning/review process.)

When a classified, confidential, or management vacancy occurs, the immediate administrator must evaluate the vacancy and determine the appropriate classification needs. If the same classification is determined to meet the needs of the program, a personnel requisition is routed for the appropriate approvals and recruitment. If a different classification is more suitable for the success of the program, a program/department evaluation and dialogue begin to ascertain the correct fit between the department administrator, the appropriate Vice President, the Director of Human Resources, and the Superintendent/President.

Requests to fill vacant faculty positions or create new positions arise from the plans of those units that employ faculty. They are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who brings them to the President's Cabinet for review before being forwarded to the Faculty Staffing Committee. This Committee reviews the rationale and supporting information for each faculty request and discusses the merits of each request. The Committee creates a prioritized list of faculty positions to be filled. The Vice President of Finance and Business, in consultation with the Superintendent/President, assesses the number of replacement and new faculty requirements and presents the results, the prioritized list, and the estimated cost of the new positions, to the Planning and Fiscal Council (PFC) ([III.A.70: PFC Minutes regarding Faculty Hires](#)). The list is forwarded to the College Superintendent/President for authorization to fill the requested positions, following the prioritized list. Any exceptions to following the list order of priority are reported back to the Committee with supporting rationale. The authorized positions are placed into the College budget for Board action. Once approved, unit



managers are notified and a personnel requisition is created, which triggers the recruitment and employment of a new faculty member.

Request for new classified positions arise from unit plans. These requests are submitted by the area plan manager and are then forwarded to the President’s Cabinet for review prior to forwarding them to the Classified Staffing Committee. This Committee reviews the rationale and supporting information for each request and discusses the merits of each request. The Committee makes a prioritized list of classified positions to be filled. The Vice President of Finance and Business, in consultation with the Superintendent/President, assesses the number of replacement and new classified staff and presents the results, the prioritized list, and the estimated cost of the new positions to PFC. The list is sent to the College Superintendent/President for authorizations to fill the requested positions, following the prioritized list. Any exceptions to following the list order of priority are reported back to the Committee with supporting rationale. The authorized positions are placed into the College budget for Board augmentation. Once approved, area managers are notified and a personnel requisition is created, which triggers the recruitment and employment of new classified employees.

Administrative positions may arise from program, unit, or area plans. Each area compiles a prioritized list of administrative requests and rationales to present to President’s Cabinet. The list is then presented to the Superintendent/President, who assures funding for the finalized positions. The authorized positions are placed into the College budget for Board augmentation. The area managers are notified if funding is provided.

ACTIONABLE IMPROVEMENT PLANS – III.A.6.

None.



STANDARD III.A. EVIDENCE

<u>III.A.01: Board Policy 7120, Recruitment and Selection</u>
<u>III.A.02: Board Policy 7217, Faculty, Employment Contract</u>
<u>III.A.03: College Procedure 5030, Classified and Confidential Employees, Employment of</u>
<u>III.A.04: College Procedure 5025, Employment Procedures for Administrators</u>
<u>III.A.05: Board Policy 7100, Commitment to Diversity</u>
<u>III.A.06: Board Policy 3420, Equal Employment Opportunity</u>
<u>III.A.07: Education Code 87356</u>
<u>III.A.08: Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency</u>
<u>III.A.09: Minimum Qualifications for Faculty and Administrators in California Community Colleges</u>
<u>III.A.10: Examples of Job Announcements</u>
<u>III.A.11: Board Policy 3410, Nondiscrimination</u>
<u>III.A.12: Board Policy 1200, District Vision, Mission, Value Statement</u>
<u>III.A.13: Personnel Requisition Form</u>
<u>III.A.14: Title V Training Form</u>
<u>III.A.15: Board Policy 7126, Applicant Background Checks</u>
<u>III.A.16: Board Policy 7255, Administrative Evaluation</u>
<u>III.A.17: College Procedure 5550, Administrative Evaluation</u>
<u>III.A.18: CTA – CBA</u>
<u>III.A.19: Unit Member Evaluation Report</u>
<u>III.A.20: Student Instructional Survey</u>
<u>III.A.21: Peer Review Selection Committee</u>
<u>III.A.22: Peer Review Results</u>
<u>III.A.23: Management Performance Appraisal Survey</u>
<u>III.A.24: E-mails from HR regarding Management Performance Appraisal Survey</u>
<u>III.A.25: Management Performance Appraisal Self Evaluation</u>
<u>III.A.26-CBA with CSEA</u>
<u>III.A.27: Classified Evaluation</u>
<u>III.A.28: Job Announcement for SLO Coordinator – 40% Release Time</u>
<u>III.A.29: SLO Link</u>
<u>III.A.30: Academic Senate Presentation 10/6/2009</u>
<u>III.A.31: Division Presentation on SLO</u>
<u>III.A.32: SLO Committee</u>
<u>III.A.33: TA Signed on May 2014 Between CTA and The District Regarding SLOs</u>
<u>III.A.34: Evaluation Orientation Package for New Faculty</u>
<u>III.A.35: Web Site – Code of Ethics</u>
<u>III.A.36: Governance Manual</u>
<u>III.A.37: Code of Ethics – New EE’s Acknowledgement</u>
<u>III.A.38: Board Policy 2715, Code of Ethics / Standard of Practice</u>
<u>III.A.39: Board Policy 3430, Prohibition of Harassment</u>



<u>III.A.40: Board Policy 3410, Nondiscrimination</u>
<u>III.A.41: Board Policy 4030, Policy on Academic Freedom</u>
<u>III.A.42: Board Policy 5500, Standard of Conduct</u>
<u>III.A.43: The Planning Process Handbook</u>
<u>III.A.44: Administrative Procedure 2410, Board Policy and Administrative Procedures</u>
<u>III.A.45: Board Policy 2410, Board Policy and Administrative Procedures</u>
<u>III.A.46: Agenda – Orientation Meeting for Selection Committee</u>
<u>III.A.47: Board Policy 7145, Personnel Files</u>
<u>III.A.48: Samples of Diversity Training and Announcements</u>
<u>III.A.49: Complaint Form</u>
<u>III.A.50: HR Web Site of Job Announcements</u>
<u>III.A.51: Diversity Awards Granted to the District</u>
<u>III.A.52: Faculty Needs Survey</u>
<u>III.A.53: Classified Needs Survey</u>
<u>III.A.54: FLEX Day Evaluation Summaries</u>
<u>III.A.55: Workshop Evaluation</u>
<u>III.A.56: Staff Development SWOT Analysis</u>
<u>III.A.57: Employee Ethnicity Questionnaire</u>
<u>III.A.58: Comparisons to Local Regional California Community College Ethnic and Gender Reports</u>
<u>III.A.59: Board Policy 5300, Student Equity</u>
<u>III.A.60: Administrative Procedure 5530, Student Rights and Grievances</u>
<u>III.A.61: California Community Colleges Chancellor’s Office Complaint Process</u>
<u>III.A.62: Administrative Procedure 3435, Discrimination and Harassment Investigations</u>
<u>III.A.63: Board Policy 3510, Prevention of Workplace Violence and Disruption</u>
<u>III.A.64: Board Policy and Administrative Procedure 3540, Sexual and Other Assaults on Campus</u>
<u>III.A.65: Board Policy 7160, Sexual Harassment</u>
<u>III.A.66: Board Policy 7700: Whistleblower Protection</u>
<u>III.A.67: E-mails from the Compliance office regarding BP & AP’s on non-discrimination</u>
<u>III.A.68: Needs Survey(s)</u>
<u>III.A.69: Conference Board Report</u>
<u>III.A.70: PFC Minutes regarding Faculty Hires</u>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY – Standard III.B.1.

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The Measure A Bond program has made it possible for the College to advance the quantity and quality of physical resources necessary to support its programs and services. The implementation of the Facilities Master Plan has improved instructional and educational support facilities. The Office of Finance and Business, along with program and construction managers, oversee construction programs. These programs implement the previous versions of the Educational, Technology, and Facilities Master Plans that continue to transform the main campus and off-site educational centers into twenty-first century educational venues.

SELF-EVALUATION – III.B.1

The College meets this Standard.

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The College is a single-campus District with educational centers located within the communities it serves, including the South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and Rio Hondo Regional Fire Technology Training Center in Santa Fe Springs. Facilities on these sites, which comprise a total of 31 buildings, make up the physical educational assets of the District. The main campus on Workman Mill Road, as well as each off-site center, employs staffing appropriate to serve the student population and offers support services, such as campus safety and security,

general maintenance, grounds, utility service, and custodial service, which are centralized and housed at the main campus but provided at the same level of service to the off-site centers on a set routine schedule. Special requests are attended to in a timely manner on the main campus and are addressed at the off-campus centers with the same urgency, using College vehicles that are dedicated specifically to each service department to ensure no lag in service response.

Buildings and structures are constructed to comply with State of California standards under the 1933 California Field Act, which applies to the design, construction, and renovation of all K-12 schools and community college buildings in California. The Division of the State Architect (DSA) is the primary enforcement body over school construction, and since 1940, no building constructed under the Field Act has either partially or completely collapsed, and no students have been killed or injured in a Field Act-certified building. The DSA reviews and approves all College building plans, and all buildings are constructed or modernized with DSA field inspection oversight and then “closed out,” or certified complete, by DSA. The process to certify completed construction projects with DSA can take years, and Rio Hondo College is contracted with the Del Terra Group to focus on the close-out certification of all projects within the District.

Desired modifications by divisions to existing campus facilities are evaluated by two methods: annual institutional planning/review requests, and requests for modifications to campus facilities ([III.B.01: Launch Pad - Grant Application](#)). Both planning/review requests and modification requests require awareness and evaluation by the Office of Facilities Services within the area of Finance and Business. Prospective modifications to existing facilities are examined in conjunction with the mission and goals of the College and the Facilities and Technology Master Plans, as well as the requirements and laws pertaining to current building codes.

Recently, the process for requesting modifications to campus facilities was updated and is in the review process with the President’s Cabinet. The working title of the request form is the “Facilities Modification Request Application” ([III.B.02: Facilities Modification Request Application](#)), similar to the Grant Launch Pad form used by College personnel who submit proposals to pursue grant funding. The form captures division requests to modify existing facilities that would be classified differently than a routine maintenance work order and/or those appearing in the annual planning/review process. The application would undergo a similar President’s Cabinet review process as the Grant Launch Pad undergoes.

Staff members in Facilities Services consciously work to create a culture of safety awareness, wherein safety is a primary focus of the College. Facilities staff members routinely inspect buildings and grounds on the main campus and at its off-campus centers for safety issues. They attend monthly safety trainings, while campus faculty and staff members report safety concerns to Facilities Services staff via phone, email, work orders, and directly to Safety Committee representatives. The Rio Hondo College Safety Committee, co-chaired by a faculty member and the Director of Facilities Services, meets

monthly and is comprised of representatives from faculty, classified staff, administration, students, and the College Risk Management Specialist—a part-time consultant provided by the Alliance of Schools for Cooperative Insurance Programs (ASCIP). This position provides support to the College on regulatory compliance, chemical inventory/hazardous waste management, emergency management, and topics involving the California Division of Occupational Safety and Health (Cal/OSHA)—Illness and Injury Prevention Program (IIPP)/Title 8. The Risk Management Specialist also presents safety information to the Safety Committee ([III.B.03: Risk Management Specialist Goals](#)). The Safety Committee discusses safety issues, and Committee members report on campus safety topics, review faculty and staff feedback after emergency preparedness drills, and discuss other reports from faculty and staff on the general safety conditions of the main campus and off-campus centers, including the 2010-2013 Safety Performance Benchmark Survey, which compared safety data of ten community college districts within a local geographic region ([III.B.04: 2010-2013 Safety Performance Benchmark Survey](#)). The Committee also reviews safety-related bulletins and emails for the campus prior to their publication and provides input on emergency preparedness procedures, emergency drill notices, and schedules for training and drills.

Prior to emergency preparedness drills, the Office of Facilities Services conducts annual training for Building Emergency Coordinators (BECs) and Building Emergency Leaders (BELs) on their leadership responsibilities during drills or actual emergencies. The College also conducts an annual emergency drill in coordination with the Great California ShakeOut for day classes on the main campus and off-site centers, and a second drill on the main campus for evening students.

The main campus and off-site centers are equipped with Blue Light Emergency Phones. These phones are visibly situated at 29 locations and very simple to use. Pressing a button on these phones immediately calls the Office of Campus Safety and Security to report a problem or concern. The system operates like an intercom for immediate two-way communication, and the location of the caller shows up on the Security Officer's phone; a Security Guard is dispatched to that location right away. The Blue Light Emergency Phones are tested twice weekly by Campus Safety and Security personnel.

Facilities Services staff members are on campus daily and report safety concerns to supervisors via radio, email, or written report, depending on the nature or urgency of the concern. The College contracts with an outside vendor to provide campus safety and security services. Personnel from the Office of Campus Safety and Security patrol the entire campus and off-site centers regularly, 24/7. Safety concerns are reported either to Facilities Services managers, the Evening College Dean, or Campus Safety and Security. All known and reported facilities safety concerns are logged into the College work order system to track evaluation and repair ([III.B.05: Work Order System and Samples](#)). For example, if a handrail is reported to be loose on an ongoing basis, the manager evaluates the rail attachment repair method and recommends either an alternative repair or possible replacement.

Throughout each year, all reports of crimes that occur on campus or at the off-site centers are reported to both the Offices of Student Affairs and Campus Security. Crimes committed near campus are reported to local law enforcement. On-campus and near-campus crime report data are compiled each year by the Director of Facilities Services and reported to the campus community in the *Annual Security Report to the Campus*, in keeping with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This annual report is filed with the State, housed on the College website, and posted in the Campus Security office. Rio Hondo College has excellent (low) crime statistics at, and near all facilities ([III.B.06: Annual Security Report to the Campus](#)).

The College uses different resources to determine the sufficiency of its educational facilities: *FUSION*, *Space Inventory Report 17*, the Five-Year Capital Construction Plan, and the Facilities Master Plan. *FUSION* is a database for community colleges that allows the College to update and track classroom/office space inventory and capacity load ratios. *Space Inventory Report 17* identifies current classroom space, categorized by its educational use, and is used to project future instructional space based on enrollment growth trends ([III.B.07: Space Inventory Report 17](#)). These systems are used to prepare the Five-Year Capital Construction Plan ([III.B.08: Five-Year Capital Construction Plan](#)), which is presented to the Board of Trustees for annual approval, prior to submission to the California Community College Chancellor's Office (CCCCO). A recent example of a new facility built as part of the Five-Year Capital Construction Plan to meet program needs is the Physical Education Complex, which houses the Division of Kinesiology, Dance, and Athletics. Through the annual institutional planning/review process, planning teams in each division evaluate their current facilities, staffing, and equipment needs and submit requests for facilities or equipment through their division's unit plan ([III.B.09: Unit Plan 2013 – Facilities and Samples Funded](#)).

In 2005, the College conducted an evaluation of campus facilities through a campus-wide needs assessment survey. An architect was then contracted to develop a Facilities Master Plan with the goal of developing a long-range plan where the strategic goals and objectives from the College's Educational and Technology Master Plans would inform the Facilities Master Plan. Much of the work in the Facilities Master Plan has been realized, with the completion of the El Monte Educational Center (EMEC), the Physical Education Complex, and the Softball Renovation project. The College has made great strides improving the physical campus to serve the students, faculty, and staff, while accomplishing the goals of the College. The Educational Master Plan and Technology Master Plan have been recently updated and provide current educational facilities needs information and data that shape the updated Facilities Master Plan ([III.B.13: Facilities Master Plan](#); [III.B.14: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014](#); [III.B.15: Technology Plan 2014 FINAL](#)).

The College uses a similar evaluation process to assure the safety and sufficiency of campus equipment. Prior to the design of new campus facilities, starting in 2006 to the present, the College surveyed and determined that most existing classrooms and office furniture and equipment had outlived its effective usefulness and did not meet current College standards. As a result, replacement of furniture and equipment became a requirement of the Bond construction projects. In addition, as part of the 2005 needs assessment survey, campus

infrastructure was evaluated and major updates effected. This included the construction of a central plant for heating and cooling. Much of the campus heating, ventilation, and air-conditioning (HVAC) equipment installed through the Bond program is monitored via a web-based energy management system (EMS), which electronically monitors performance and efficiency of the central plant HVAC systems. The College also contracts with vendors who provide routine preventative maintenance inspections and service for equipment such as elevators and the central plant control systems. Similar to safety reports received from the campus community, reports are also received on equipment performance, which are reported through the work order system for immediate or future action. Through the continued monitoring of the work order system by the Facilities Services managers, any concerns or chronic issues with equipment are flagged for investigation. Also, Facilities Services staff members inspect and report monthly on all maintenance-related equipment, as well as inspect, service, and exercise all emergency generators. This ongoing facility evaluation to ensure safety and sufficiency of equipment is consistently applied to the main campus, the two off-site educational centers, and the training facility at Santa Fe Springs.

ACTIONABLE IMPROVEMENT PLANS – III.B.1.

None.

- a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY – Standard III.B.1.a.

Rio Hondo College has completed a substantial portion of the Measure A Bond Program, utilizing the Facilities Master Plan as a road map to modernize campus facilities and construct new buildings and off-site centers. The current updating of the Educational and Information Technology Master Plans guides the updates to the Facilities Master Plan, assuring continuing quality and support to College programs and services. At all points in these processes, the College ensures that architects meet with College constituents to gather input.

Rio Hondo’s user-friendly web-based work order system provides access to all divisions and supports ongoing maintenance and replacement of building materials or equipment that may have outlived its service life.

SELF-EVALUATION – III.B.1.a.

The College meets this Standard.

The institution relies on the Educational Master Plan and annual resource allocation planning/review processes in considering program and service needs when planning its buildings. The Educational and Technology Master Plans identify program directions



and equipment needs that shape the Facilities Master Plan, which, in turn, provides a road map to plan, build, upgrade, or replace physical resources. Annual plans, the Five-Year Capital Construction Plan, the Scheduled Maintenance Plan, and space inventory reports provide ongoing evaluation and reporting, assuring physical resources are used effectively and provide quality to support programs and services.

The Educational and Facilities Master Plan and the Information Technology Plan were updated in the 2013-2014 academic year. Recent, current, and growth enrollment projections are used to update these plans, which involve all campus constituent groups through information-gathering workshop sessions.

The annual planning/review process provides the opportunity for divisions to evaluate their facilities, staffing, and equipment needs for improvements and new or replacement equipment. This information is funneled from the program level to unit and area levels for further evaluation. Those requests making the final cuts are referred to various resource allocation committees for prioritized ranking. However, those requests that are already provided for in other plans are deferred. (For a comprehensive explanation of Rio Hondo's institutional program/review process, see Standard I.B.3.)

Each year, the Director of Facilities updates the Five-Year Capital Construction Plan with any new or modified Initial Project Proposals (IPPs) or Final Project Proposals (FPPs) and presents them to the Board of Trustees for approval prior to their submissions to the California Community College Chancellor's Office (CCCCO).

The College also updates a Five-Year Scheduled Maintenance Plan ([III.B.10: Five-Year Scheduled Maintenance Plan](#)), which is an opportunity to identify projects for State of California funding within the category of maintenance, such as repairs, upgrades, or replacement. This report is submitted to the Chancellor's Office and ensures that facilities are continually evaluated for effective use.

Routine maintenance needs are reported through a web-based software work order system called *School Dude*. Effective use of this system supports the College's commitment to programs and services for routine repairs. Faculty and classified staff members in each division report work orders to their division manager or secretary, who inputs work orders in the user-friendly system. The system provides automatic acknowledgement that work orders were submitted, and the status of requests can be tracked as work orders are assigned to appropriate Facilities Services staff. Urgent work orders that are health- and safety-related are flagged as priorities.

Another tool the College uses to evaluate the effective utilization of physical resources is the *FUSION* database used by many community colleges. *FUSION* allows the College to update and track space inventory reports. It also calculates capacity load ratios. *Space Inventory Report 17* identifies current classroom spaces, categorized by their educational uses, and is used to project future instructional space needs based on current and enrollment growth trends. Efficiencies are calculated by *FUSION* based on the capacity the College has to generate contact hours and the current or projected enrollment.

ACTIONABLE IMPROVEMENT PLANS – III.B.1.a.

None.

- b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY – Standard III.B.1.b.

The physical resources at all locations of the College where courses and services are provided are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. College buildings and structures are constructed per state codes and adhere to federal laws to ensure a safe and accessible environment for the College community and visitors.

A culture of safety and personal responsibility is promoted campus-wide. Expanded and enhanced training in emergency preparedness is provided for faculty members, classified staff, administrators, and students on an annual basis. The Safety Committee meets monthly and represents the main campus and all off-campus centers. Faculty and staff report maintenance and potential safety concerns through several means, but primarily through the web-based work order system, *School Dude*.

SELF-EVALUATION – III.B.1.b.

The College meets this Standard.

Rio Hondo is a hillside campus, and the College has made it an essential part of its mission and vision to assure accessibility. Commitment to access is demonstrated through the construction of a pedestrian access bridge in 2008, the first Measure A Bond project. This bridge connects isolated student Parking Lot A to the main campus. Campus-wide access is assured with continuous shuttle transportation, Americans with Disabilities Act (ADA) parking, compliant door hardware, and clearly marked pathways to buildings, elevators, and ramps and campus-wide directional signage. The College coordinates with a para-transportation group, ACCESS, to provide three designated, clearly marked campus vehicle drop-off and pick-up locations. In addition, the Bond construction program included the design and construction of a “Way Finding” signage system utilized throughout the campus. The signs, now installed, are consistent in their design and format, so they are easily recognized as directional signs to all visitors to the campus.

Buildings and grounds are constructed, renovated, and maintained to comply with California Building Code and the ADA. The College contracts with Keenan and



Associates to provide monthly workplace safety training for facilities staff. In addition, Keenan and Associates conduct property and liability inspections and hazardous materials inventory on an annual basis.

The College maintains a strong relationship with first responders that serve the main campus and off-campus centers and coordinates with law enforcement to assist in training campus security personnel whenever possible. The Safety Committee meets on a monthly basis and is co-chaired by faculty and the Director of Facilities, and is made up of faculty members, classified staff, administration, student representation, and the Campus Safety Coordinator. Committee members are a resource for input and communication to the College constituencies they represent, providing input for meeting agendas and promoting safety throughout the college.

As directed by the Superintendent/President, emergency preparedness procedure training opportunities have been expanded to include all staff and faculty. Training for faculty began at the fall 2013 FLEX Day and included a 90-minute presentation on preparation for an active shooter scenario ([III.B.11: Flex Day Presentation on Emergency Preparedness Active Shooter](#)). The materials were developed by Facilities Services and the Division of Public Safety. Training opportunities were also afforded to emergency campus leaders on four separate occasions to ensure that all faculty and staff could attend. Training for emergency leaders also occurred in spring 2014 for Evening College faculty members and staff prior to the Evening College emergency drill. To support the training, the fall emergency drills included the shelter-in-place component as well as building evacuation.

ACTIONABLE IMPROVEMENT PLANS – III.B.1.b.

None.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTIVE SUMMARY – Standard III.B.2.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The College uses the *FUSION* database to input current and projected trends and to evaluate utilization of campus facilities. Through the institutional planning/review process, divisions evaluate the effectiveness of facilities and equipment and subsequently request facilities modifications or equipment to support programs and services. For projects that are funded by grants, divisions submit a Grant Launch Pad, which is evaluated by the President’s Cabinet for alignment with the Educational Master Plan and possible facilities modifications. The Facilities Master Plan is the overarching road map for new and modernizing projects, based on input from College constituents and other data to support institutional programs and services. And the Five-Year



Capital Construction Plan tracks the planned construction projects through State of California review and funding approval processes in preparation for construction.

SELF-EVALUATION – III.B.2.

The College meets this Standard.

The College uses the *FUSION* database as a tool to assure the feasibility and effectiveness of physical resources to support institutional programs and services. Facilities Services staff update *FUSION* and *Space Inventory Report 17* on an annual basis. The California Community Colleges Chancellor's Office (CCCCO) conducts a physical space inventory inspection approximately every three years. The *FUSION* database is utilized by many community colleges and allows the College to update and track space inventory reports and calculate capacity load ratios. *Space Inventory Report 17* identifies current classroom space, categorized by its educational use, and is used to project future instructional space needs at the main campus and off-site centers.

Current and projected enrollment data are entered in the *FUSION* database annually. As program needs change or utilization efficiencies are examined, facilities are considered for modification to support the program or added to the Five-Year Capital Construction Plan. The Five-Year Capital Construction Plan and the Initial Project Proposal (IPP) and the Final Project Proposal (FPP) are updated annually and presented to the Board of Trustees for approval prior to submission to the Chancellor's Office (CO) ([III.B.12: Final Project Proposal \(FPP\) Update Samples: L-Tower & Fine Arts Diagrams](#)).

Updates are another tool used by the College to support institutional programs and services. Annually, each division has the opportunity to evaluate their current facilities and equipment and report needs for improvements to facilities or purchase of new equipment. Updated information is prepared by faculty members and classified staff each year and presented in program and unit plans, which inform area plans before priority ranking by the Facilities Committee made up of representatives of College constituent groups. Facilities and equipment requests are data-driven, and classroom utilization evaluation information is used to support the planning requests. As funds become available, facilities improvements or equipment purchases are scheduled to support area plan requests. (For comprehensive explanation of Rio Hondo's institutional program/review process leading to resource allocation approval, see Standard I.B.3.)

Throughout the year, program opportunities that emerge through grant funding are submitted to President's Cabinet in a Grant Launch Pad for evaluation relative to the Educational Master plan, Technology Master Plan, and Facilities Master Plan to ensure alignment and assess impact to facilities.

The Facilities Master Plan is annually updated, and architects meet with constituent groups to gather input for each update. The input from these meetings, as well as the guiding direction from the Education Master Plan and space inventory data from *FUSION*, provides a current profile of needs, along with projected enrollment trends for updates.

The Five-Year Capital Construction Plan includes all new construction or modernization projects that are in the planning phases through the CCCCCO. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) are initiated by the College’s senior administrators and include preliminary design plans prepared by consultants that are the result of data and information provided by College constituents, the Educational and Technology Master Plans, and the *FUSION* database. All projects are entered into *FUSION*, tracked, and updated in the Five-Year Capital Construction Plan. Updates are presented to the Board each year for review and approval. When approved, the Five-Year Capital Construction Plan and the IPPs and FPPs are submitted to the CCCCCO for review and funding approval. Once funded, the projects may move into the design, plan approval, bid, and construction phases.

ACTIONABLE IMPROVEMENT PLANS – III.B.2.

None.

- a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY – Standard III.B.2.a.

The College provides opportunities for all College stakeholders to provide input in the development of capital projects. Facilities and equipment are evaluated for their effective life cycle cost benefits when considering capital planning projects.

The College has been effective in advancing College improvement goals. The transformation of Rio Hondo College over the past nine years has been remarkable. The College has improved access around and on campus with facilities projects, such as construction of a new bridge from Parking Lot A to the main campus; new campus “Way Finding” signage to provide automobile and pedestrian directions to navigate the hillside main campus; pedestrian stairs and ramps constructed at the lower campus tiered parking lots; drop-off and pick-up locations created near the Student Services Building; and continued tram services to all campus visitors both day and night. Implementation of the Facilities Master Plan had also advanced improvement goals and included the construction of five major buildings on campus, as well as the construction of two new off-campus centers in the communities that we serve. In addition to access and construction, the College’s public open spaces have been greatly improved, not only from a safety and functional point of view to support student life, but as a source of pride for students, faculty, and staff alike.

SELF-EVALUATION – III.B.2.a.

The College meets this Standard.

Long-range capital planning at Rio Hondo College is exhibited in two major documents: the Facilities Master Plan and the Five-Year Capital Construction Plan.

These plans are road maps toward implementation of the institutional direction and goals documented in the Educational and Technology Master Plans. The Educational, Technology, and Facilities Master Plans were all updated in 2013-2014, as the first big push of implementation of the previous Facilities Master Plan is winding down and the College is looking toward the future.

The Facilities Master Plan update was prepared by West Edge Architects and was presented to the Board as an information item in June 2014. The Five-Year Capital Construction Plan represents future capital projects planned and describes how these and existing projects will be utilized. This report uses current and projected College enrollment data and the *Space Inventory Report 17* from *FUSION* to plan future growth. The Five-Year Capital Construction Plan is annually updated and presented to the Board of Trustees for approval prior to submission to the State Chancellor's Office.

The College evaluates existing facilities and equipment in a similar fashion, from purchase to disposal. The College strives to meet the institutional mission and goals while balancing fiscal operational costs. For facility needs, the College evaluates elements of the current condition of a facility in areas, such as the ability to provide a safe and functional space for education to occur. The infrastructure is evaluated for increased or excessive maintenance and service costs, and building components are evaluated to determine if they are beyond the ability for routine maintenance. The cost to modernize or replace a building is weighed against those elements mentioned.

Equipment is evaluated in a similar fashion, where operating costs are evaluated against the cost of purchasing new equipment: for example, equipment exceeding its effective life; maintenance and service costs exceeding the cost to purchase new; and maintaining service minimized and production limited. Rio Hondo College strives to ensure that capital project planning methods support the College mission and goals by seeking input from College stakeholders. For example, the process to update the Educational, Technology, and Facilities Master Plans included presentation and input gathering meetings with the Board of Trustees, Citizens Oversight Committee, Academic Senate, student groups, Planning and Fiscal Council (PFC), and faculty and staff representatives.

ACTIONABLE IMPROVEMENT PLANS – III.B.2.a.

None.

- b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.



DESCRIPTIVE SUMMARY – Standard III.B.2.b.

Through the annual institutional planning/review process, all campus divisions participate in the resource planning process in which the College consistently assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

SELF-EVALUATION – III.B.2.b.

The College meets this Standard.

Through the annual institutional planning/review process, each division has the opportunity to evaluate its current facilities, staffing, and equipment needs and request improvements to facilities, additional staffing, and replacement or new equipment. This information is prepared by faculty members and classified staff and presented in program and unit plans, which are reviewed each year by the various resource allocation committees to evaluate the needs presented. Needs that fall into the area the Facilities Master Plan are addressed through budget augmentation, once reviewed and approved by the Facilities Committee, or incorporated into future projects as documented in the Five-Year Capital Construction Plan. Needs to support programs that request furniture, some equipment, or modifications to physical space are brought to the Facilities Committee for review. Program needs that are technology-related are brought to the Equipment and Technology Committee for review. For example, during the 2013-2014 annual planning/review process, one of the unit plan’s objectives targeted a need “to provide campus lighting in poor [sic] lit areas and at emergency assembly points.” This request was moved through the process, approved, and funded at the December 2013 Board meeting ([III.B.09: Unit Plan 2013 – Facilities and Samples Funded](#)). The College is consistent in its institutional planning/review process each year, affording each division the opportunity to self-evaluate and determine how effectively their physical resource needs are being met.

ACTIONABLE IMPROVEMENT PLANS – III.B.2.b.

None.



STANDARD III.B. EVIDENCE

<u>III.B.01: Launch Pad - Grant Application</u>
<u>III.B.02: Facilities Modification Request Application</u>
<u>III.B.03: Risk Management Specialist Goals</u>
<u>III.B.04: 2010-2013 Safety Performance Benchmark Survey</u>
<u>III.B.05: Work Order System and Samples</u>
<u>III.B.06: Annual Security Report to the Campus</u>
<u>III.B.07: Space Inventory Report 17</u>
<u>III.B.08: Five-Year Capital Construction Plan</u>
<u>III.B.09: Unit Plan 2013 – Facilities and Samples Funded</u>
<u>III.B.10: Five-Year Scheduled Maintenance Plan</u>
<u>III.B.11: Flex Day Presentation on Emergency Preparedness Active Shooter</u>
<u>III.B.12: Final Project Proposal (FPP) Update Samples: L-Tower & Fine Arts Diagrams</u>
<u>III.B.13: Facilities Master Plan</u>
<u>III.B.14: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014</u>
<u>III.B.15: Technology Plan 2014 FINAL</u>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

DESCRIPTIVE SUMMARY – Standard III.C.1.

Rio Hondo College is committed to using technology both academically and operationally to improve teaching and learning and provide efficient service to its stakeholders. The College has developed a series of long-term information technology plans that are updated approximately every five years ([III.C.01: Technology Plan 2014 FINAL](#); and [III.C.02: Technology Plan Final update 1-15-10](#)). The long-term Technology Master Plan for the College is augmented on an annual basis through the annual institutional planning/review process ([III.C.23: Planning Process Document](#)). These planning approaches consider academic and administrative hardware, software, network infrastructure, classroom systems, and support services to support the student experience. Through its annual and long-term planning processes, numerous opportunities exist for the many stakeholders of the College to provide feedback and guidance on the institution's technology needs and effectiveness.

SELF-EVALUATION – III.C.1.

The College meets this Standard.

The institution uses its long- and short-term planning processes to guide its operational and classroom use of technology. (For a detailed discussion of the IT planning process, see Standard III.C.2.) The College provides a wide array of technologies to support learning experiences. Students can access computer lab facilities in sixteen locations throughout the College and at its three educational centers: South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and the Rio Hondo College



Regional Fire Technology Training Center in Santa Fe Springs ([Computer Resources](#)). Some labs are dedicated to particular functions tied to a program of study or skill, such as reading, writing, or nursing. Others are open to all students at the College. Tutoring services for both academic subjects and technology issues are available in seven of these labs. (See Standard II.C.1. for an in-depth discussion of learning support labs.)

Unsecured wireless access is available in and around the campus; it is also available at SWEC, EMEC, and the training center in Santa Fe Springs ([III.C.03: Wireless Diagram Overview](#)). Additionally, Rio Hondo has over 6,000 ports on its wired network ([III.C.04: Wired Diagram Overview](#)). Students apply, search for classes, register, make payments, receive disbursements, complete assignments, and access grades through electronic systems supported by the College ([AccessRio](#)). Students have the ability to maintain and view their educational plans online and perform “what if” analyses to consider changes to majors and programs ([AccessRio](#)). Student Learning Outcomes (SLOs) are also developed, tracked, and aggregated using electronic systems.

One unique service Rio Hondo College provides its students enrolled in the Graphical Information Systems (GIS) and Computer-Aided Design (CAD) programs is the ability to perform GIS mapping and CAD services “virtually” from off-campus. This reduces the time students must be on-campus to access the powerful work stations demanded by such programs. Finally, the College has a mobile iPhone/iPad application that puts general College information at students’ fingertips on their mobile phones and tablets ([Rio Hondo iOS App](#)).

Rio Hondo provides various audio/visual systems to support classroom instruction. The types of systems vary somewhat, depending on particular needs and space limitations, but at a minimum, classrooms are equipped with projection and sound systems, stationary computers, accommodations for laptops and other external devices, and wired and wireless Internet access ([III.C.05: Classroom Audio Visual Inventory](#) and [III.C.06: AV Standard Configuration](#)).

For students interested in online education, Rio Hondo offers 115 Distance Education (DE) courses via its Virtual College. These online, hybrid, and enhanced courses use *the Blackboard Learning Management System*, which is hosted offsite by *Blackboard*. The College has a staff of three who maintain the relationship with Blackboard and provide help desk services to faculty and staff, as well as provide training in new Blackboard features and functions as they become available. A campus Distance Education Committee (DEC) oversee teaching and training issues related to teaching online, while the Instructional Technology Committee (ITC), a committee of Academic Senate, makes recommendations on matters relating specifically to the technologies used in academic and student services, including DE contexts.

Operationally, Rio Hondo College uses the *Banner Student Information System* and its ancillary products as its core administrative tool. Catalog and schedule information is maintained in *Banner*, and its portal functions drive the registration and payment processes. All financial aid processing is performed using *Banner*, including packaging



and disbursement. Faculty members manage their classes using *Banner* to add, drop, and waitlist students, as well as to submit final grades at end of term. *Banner* is also the source for much of the institutional student reporting and analysis. It is used extensively by the Office of Institutional Research and Planning (IRP) and for various regulatory reports such as the Management Information System (MIS) Report, the “320” Report, and the Fiscal Operations Report and Applications to Participate (FISAP). The MIS Report includes term and annualized enrollment, human resources, and financial aid information submitted to the Chancellor’s Office (CO). The “320” Report is used to determine state apportionment funding for community colleges in California, and the FISAP Report is used by schools to apply for and report campus-based program financial aid information.

Rio Hondo has made a significant investment in its infrastructure and systems and works diligently to stay abreast of technology and the evolving needs of its constituents.

ACTIONABLE IMPROVEMENT PLANS – III.C.1.

None.

- a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY – Standard III.C.1.a.

Technology decisions are made through a three-fold process. First, the College creates long-term Information Technology (IT) plans on a five-year schedule. Second, the long-term plan is reviewed as part of the annual institutional planning/review process. Third, several shared governance committees review and provide oversight for the technology processes of the College. (The College’s IT planning and decision-making processes are fully discussed in Standard III.C.2.)

The institution makes a concerted effort to use technological tools to enhance its operation and effectiveness. Goal 9 of the College’s *Institutional Goals and Objectives for 2013-2014* states: “Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.” The College achieves this goal by providing hardware, software, networking, and support services to students, faculty, staff, and administrators to improve the educational experience and operational efficiencies of the institution.

SELF-EVALUATION – III.C.1.a.

The College meets this Standard.

In 2006, the College decided to replace its aging *Santa Rosa Student Information System* with SunGard, now *the Ellucian Banner Student Information System*. The institution went live with *Banner Student* in late 2009, when registration for the spring 2010 semester began ([Banner](#)). This major system enhancement was followed by a series of additional upgrades designed to modernize the software systems available to the College. In 2010, the College performed its first electronic financial aid disbursement, eliminating paper checks ([Disbursement Information](#)). In 2011, Rio Hondo centralized many of its student, faculty, and staff self-service modules into one campus-wide portal, *AccessRIO* ([AccessRio](#)). Today, *AccessRIO* is the central source for student, faculty, and staff interactions with the College. Students use *AccessRIO* to perform the following functions:

- Register
- Make payments
- View grades
- Track financial aid disbursements
- Access Library resources
- Manage email
- Interact with faculty
- View their educational plans and perform “what if” analyses
- Update contact information
- Make counseling appointments

Faculty use *AccessRIO* to add, drop, and waitlist students, use Library resources, submit grades, maintain and update Student Learning Outcomes (SLOs), interact with students, and access email.

Rio Hondo uses the *Blackboard Learning Management System* for its Distance Education (DE) course offerings. The College has outsourced the hosting of this system to *Blackboard* and is subject to its reliability and disaster recovery constraints, although the standards are very high ([Blackboard SLA](#)).

Authentication to *Blackboard* is controlled via the same methodology used to control access internal systems of the College. Student accounts are automatically created when a student is accepted to the College by the Office of Admissions and Records. A student account grants the student access to the Rio Hondo portal, which, in turn, controls access to *Blackboard*, using single sign-on.

The institution supports its community-based training activities using the web-based system *Lumens*, which allows members of the community considering enrolling in community education classes to search, register, and pay for classes online. During the 2012-2013 academic year, nearly 1,600 people were processed using this technology ([III.C.07: Community Education 2012-2013](#)).



Rio Hondo has undertaken a series of construction projects during the past six years that has resulted in substantial upgrades to its cabling and network infrastructure. All buildings on campus have redundant fiber connections, and there is additional “dark fiber” to accommodate growth in networked applications.

Finally, there are a number of ancillary systems used by the institution that improve effectiveness and overall efficiency. The College uses *SARS Grid* for appointment scheduling in most Student Services offices. *SARS Track* is used to monitor student usage in computer labs. In addition, the College uses *SLOlutions* to develop, track, aggregate, and report on SLOs. Rio Hondo uses *Blackboard Connect* for emergency notification to students, faculty, and staff. The use of this system is tested at least once per term during the regularly scheduled emergency drills.

ACTIONABLE IMPROVEMENT PLANS – III.C.1.a.

None.

- b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY – Standard III.C.1.b.

Rio Hondo College provides many training options for students, faculty, and staff wishing to expand their information technology knowledge and skills. The College offers formal computer training on a wide range of topics for both credit and non-credit students. Support personnel are available to assist computer users in computer labs. Training is available to online students and faculty in Distance Education (DE), and the College has recently approved a mandatory online certification program for faculty teaching online courses. Finally, the Offices of Staff Development and Information Technology Services (ITS) provide faculty and staff members training based on the results of needs assessment surveys. Recent training sessions addressed the following topics.

- Programming and networking for credit and non-credit
- Lab support for tutors
- DSPTS training
- Virtual College training
- Library resources
- DE program
- General computer training for faculty and staff

The College regularly evaluates its need for technology. The Office of Staff Development conducts surveys of faculty and staff to identify training needs and desires ([III.C.08: Faculty Development Needs Survey Summary](#)). In addition, the annual and long-term planning/review processes of the College create openings to

identify technology training issues. And the College Director of Information Technology interacts with Academic Dean’s Council on a monthly basis, which affords opportunities to discuss academic issues related to technology training needs and identify ways in which those needs can be addressed.

SELF-EVALUATION – III.C.1.b.

The College meets this Standard.

Student technology training is available through a number of mechanisms. The College offers a wide range of computer courses through its Computer Information Technology (CIT) program; courses are available from computer basics to advanced programming and networking, and they are available to students from all disciplines. Moreover, the College offers a similar selection of non-credit courses to supplement understanding and comfort with computer systems ([Computer Courses](#)).

Among the main campus and three off-site centers of the College, nearly 850 computers are available for student use ([Computer Resources](#)). A number of labs are dedicated to specific courses or programs, but seven labs are staffed with tutors and lab personnel trained to assist students with technology-related questions. These labs are open morning, afternoon, and evening hours to accommodate the varying schedules of students when classes are in session.

The Disabled Student and Programs Services (DSPS) office has its own computer lab, with dedicated software and support personnel to assist DSPS students. This environment is tuned to meet the special requirements of DSPS students and augments, through personalized service, the other computer resources available to Rio Hondo students.

For students and faculty members who take classes or teach online, a number of specialized technology training opportunities are available. Students taking their first online courses are encouraged to complete an online orientation to understand how to use the *Blackboard* system. There are many tutorials and other online learning tools available to students to familiarize them with the use of *Blackboard* ([Blackboard Login](#)). Faculty members teaching online have access to these same tools, but the College also has dedicated a lab, two staff members, and a part-time faculty member to support what is called the Virtual College. This resource center and the staff members who support it are available to assist online faculty with technical issues and provide training in teaching online.

In 2014, Rio Hondo College approved an online teaching certification process. Rio Hondo certification is now required of all faculty teaching online, regardless of their online teaching experience, and covers *Blackboard* technology, online andragogy, and 508 compliance. Rio Hondo College online certification will be required of all staff teaching online beginning with the fall 2015 semester.

The Library provides 46 computers for student access in the Computer Commons; the two library classrooms are used as overflow labs during busy times. Student computers have access to the Internet, library databases, and the Library catalog, as well as *Microsoft Office* and other software needed by students. *Zoomtext* and *JAWS* software are installed on two computers to assist visually impaired students. Scanners, printers, and photocopy machines are also available to students. Librarians provide one-on-one training in the use of these technologies and databases as needed. They also assist students in navigating the College portal, *AccessRIO* (signing in, adding classes, etc.), and the *Blackboard Learning Management System*, Rio Hondo’s online education platform.

General technology training for faculty and staff is evaluated in three ways. First, the Office of Staff Development conducts a regular survey of faculty and staff members to identify training needs and desires ([III.C.08: Faculty Development Needs Survey Summary](#)). Second, the annual and long-term planning/review processes of the College create opportunities to identify technology training issues ([III.C.23: Planning Process Document](#)). Third, the College’s Director of Information Technology interacts with Dean’s Council on a monthly basis, which provides a forum to discuss academic issues and technology training needs and identify ways those needs can be satisfied. The institution uses these techniques to construct its information technology training program for faculty and staff. In the past several years, the College has provided staff training on a wide range of topics ([III.C.09: Staff Technology Courses](#)).

ACTIONABLE IMPROVEMENT PLANS – III.C.1.b.

None.

- c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY – Standard III.C.1.c.

The institution plans, acquires, maintains, and upgrades or replaces technology to meet institutional needs through its systematic planning process, specifically its long-term Information Technology (IT) plan ([III.C.01: Technology Plan 2014 FINAL.pdf](#)), its annual planning/review process (see Standard III.C.2), and its IT governance structure (see Standard III.C.2). Additionally, the College has developed technology refresh plans, created collaboratively between the Office of Information Technology Services (ITS) and the campus Instructional Technology Committee ([III.C.10: Computer Inventory Aging](#)). The replacement of said equipment is satisfied out of a combination of unrestricted General Fund dollars and Bond funds.

SELF-EVALUATION – III.C.1.c.

The management responsibility of the Office of Information Technology Services (ITS) ([III.C.11: IT Organization Chart](#)) encompasses the network, hardware, and enterprise software systems for the College.

The network backbone consists of the College router and switch “core,” which consists of doubly redundant switches located in the main data center and in the backup data center located in a second location on campus ([III.C.12: Core Network](#)). Campus buildings are connected to this backbone using redundant, independent fiber connections that run from campus buildings to each data center of the College. Within each building, network connections are distributed through numerous distribution switches to work stations, access points, and other connected devices. It is the responsibility of the ITS network staff to manage the entire College network.

ITS is also responsible for the maintenance, troubleshooting, and upgrading of the College hardware infrastructure. This includes data center servers, storage area networks, file servers, printers, and user work stations. In addition, ITS is responsible for all Enterprise-level software. Examples include the student information system, various database systems, the College Internet presence, and widely used workstation software such as *Microsoft Office Suite* ([III.C.13: Data Center Applications](#)). Some department or division-specific software is maintained within that department or division.

Overlaying the support provided by ITS is a series of network, hardware, and software maintenance agreements designed to augment the internal staff of the unit and insure high availability of the College information technology systems ([III.C.14: Annual IT Maintenance Agreements](#)). The two on-campus data centers are supported by a backup generator and redundant air conditioning systems for support in a power outage or less serious emergency. To protect against catastrophic failure, the institution utilizes an off-site storage vendor to back up data electronically each night to two offsite locations. One location is 80 miles away, and the second location is out-of-state. Everything stored in these locations is encrypted—using encryption keys known only to Rio Hondo College personnel—both in transit and when stored on the off-site servers.

ITS staff maintain an equipment inventory of all network, server, work station, and audio visual equipment deployed throughout the College’s main campus and educational centers ([III.C.10: Computer Inventory Aging](#) and [III.C.05: Classroom Audio Visual Inventory](#)). This information is used to establish useful lives for differing equipment types and to fund the replacement of equipment in the various categories on a regular and scheduled basis.

The equipment inventories outlined above are integrated into the institutional long-term and annual planning/review processes ([III.C.01: Technology Plan 2014 FINAL](#) and [III.C.15: Technology Resource Allocation](#)) and are used to maintain and upgrade the institution's technology to meet the ever-increasing demands of its students, faculty, and staff.

ACTIONABLE IMPROVEMENT PLANS – III.C.1.c.

None.

- d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY – Standard III.C.1.d.

Major technology decisions, such as the choice of a student information system, are made through the participatory/shared governance process that typically involves a designated task force, consisting of members representing all constituency groups. More mundane technology decisions are made through the College technology governing committees, the College long-term information technology planning process, and the annual institutional annual planning/review process (see Standard III.C.2).

The College currently offers approximately 115 online courses, for which it uses *Blackboard* as its Learning Management System (LMS). This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct impact on Distance Education (DE) programs.

A wide range of technologies are available to support students and College programs and services. Nearly 850 machines are available to students in various settings to augment educational programs and student opportunities. These resources are enhanced by the personal devices students bring to the campus that are accentuated by College and Internet resources made available through Rio Hondo's wireless network ([III.C.03: Wireless Diagram Overview](#)). All classrooms are enhanced with projection, sound, and computer systems with Internet access to enrich the educational experience. These technologies are supported by the institution's annual and long-term planning/review processes and maintained by the College's technology refresh program.

SELF-EVALUATION – III.C.1.d.

The College meets this Standard.

Major technology decisions, such as the choice of a student information system, are made through a participatory/shared governance process that typically involves a



designated taskforce, consisting of members from all constituent groups. “Normal” technology decisions are made through the institution’s technology governing committees, its long-term information technology planning process, and the annual institutional planning/review process (See Standard III.C.2).

The College supports technological resources at its main campus and its three remote locations: South Whittier Education Center, El Monte Education Center, and the Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Among these four locations, the College provides nearly 600 machines to students in computer labs to support a wide range of program areas, including English, languages, math, sciences, business, and health services. The institution provides nearly 120 computers in various computer-equipped classrooms, and it makes available nearly 120 machines for student use in support service areas of the College, such as Disabled Services Programs and Services (DSPS), Veterans Services, and so forth ([III.C.16: Computer Lab Machine Breakdown](#)).

The institution maintains a database of network, server, and work station hardware that outlines the life expectancy of the various equipment types and individual pieces of equipment. The College uses this database to schedule and budget its equipment replacements to maintain currency ([III.C.10: Computer Inventory Aging](#)).

Rio Hondo College uses *Blackboard* as its LMS. This has been outsourced to *Blackboard*, so campus technology equipment decisions do not have a direct impact on online courses and programs. The College currently offers approximately 115 online courses. The College also maintains a computer lab of 12 machines, used to train faculty in the use of online technology and provide an environment for faculty and staff to test *Blackboard* updates and features.

All users of College technology systems are required to be authenticated. User accounts for faculty and staff are created at the time they are hired and deleted or inactivated when they leave. Student accounts are created automatically when they are accepted as students. Currently, these accounts continue indefinitely, although email is purged on a periodic basis.

Student facing machines are secured with *Deep Freeze*. Windows updates are applied on a weekly basis through a centralized update process for both student and faculty machines. Regular anti-malware and virus pattern updates are applied via a similar centralized mechanism.

The Rio Hondo College network is protected from the Internet by a *Fortinet* firewall and various access control lists. Internally, the *Banner* student information system is further isolated from the internal network by a second firewall. The College has segmented its network by classroom or work area to isolate network issues to small segments of its overall network. Lastly, RHC uses a *Barracuda* appliance to remove spam and malware from incoming email stream.

All main campus and education facility classrooms are equipped with projection, sound, and computer systems to enhance classroom lectures and presentations. These systems are maintained by the College's Office of Information Technology Services (ITS) and are updated through the College's planning and refresh cycle ([III.C.05: Classroom Audio Visual Inventory](#)).

ACTIONABLE IMPROVEMENT PLANS – III.C.1.d.

None.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III.C.2.

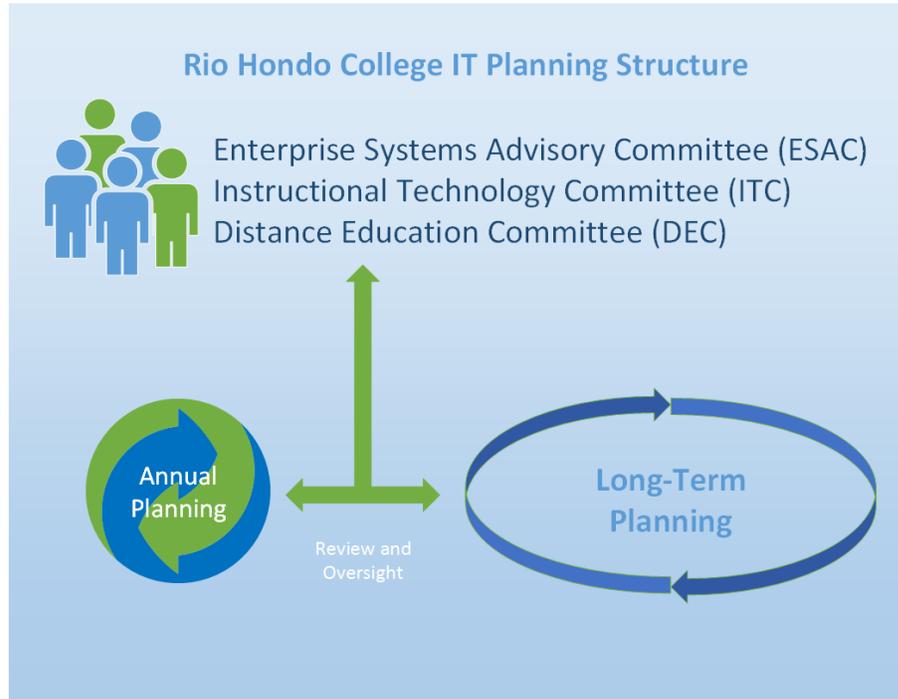
Rio Hondo College integrates its Information Technology Services (ITS) planning with the institutional planning/review process through a combination of long-term strategic planning and annualized tactical plans, which are coordinated with the Educational Master Plan of the College. Additionally, the institution has developed a formal information technology governance structure as part of participatory/shared governance to assist in the prioritization and management of ITS projects and plans on an ongoing basis.

At approximately five-year intervals, the institution updates its Technology Master Plan. The strategic planning process includes representatives for the primary constituencies of the College: faculty, administration, staff, and students. In this process, the institution assesses the current state of its technology resources, gauges important technology trends that will impact the institution, and develops strategies for leveraging these technologies. This is the process the institution uses to discuss and consider large, systemic changes to its systems.

On an annual basis, the institution undergoes a thorough program planning and review cycle. Part of this process involves assessing current and pending technology needs, which affords additional opportunity to review relevant items from the Technology Master Plan and amend the College technology plans, as needed. This is especially important, given the rapidity with which technology changes and evolves.

Overlaying the institutional planning/review process is a committee structure designed to provide oversight and guidance regarding College management of its technology solutions. These committees are part of the institutional shared governance schema, and, as such, ultimately report through the College shared governance hierarchy to the Superintendent/President and the Board of Trustees, as outlined in Fig. 3-1:

Fig. 3-1: Rio Hondo College Information Technology (IT) Planning Structure



Source: Rio Hondo Office of Information Technology Services (ITS)

SELF-EVALUATION – III.C.2.

The College meets this Standard.

During the past seven years, the College has developed two long-term, strategic technology plans. The first was created in 2006 and updated in 2010 ([III.C.02: Technology Plan Final update 1-15-10](#)), and the second was developed in late 2013 and early 2014 ([III.C.01: Technology Plan 2014 FINAL](#)). Creating these plans involved the primary stakeholders of the College—faculty, staff, and students—and allowed the institution to consider major changes in technology. The 2006 plan served as the basis for the conversion of the student information system to *Banner* and significant upgrades to the College network and telephony infrastructure. Based on the 2014 plan, Rio Hondo College will examine its use of personal computer technology and re-orient its computer labs toward virtual desktops.

In addition to the College’s long-term technology plans, Rio Hondo also evaluates technology issues as part of its annual planning/review process. Each year during the planning cycle, the 114 programs, 14 units, and 4 areas of the College update or modify their plans as part of the ongoing planning process ([III.C.23: Planning Process Document](#)). One component of this process is outlining technology requirements that may be necessary for a program, unit, or area to fulfill its mission. Such requests are evaluated by the Equipment and Technology Committee, which meets each year to



assess technology requests that arise from the annual institutional planning/review process. During the 2014-2015 planning year, additional technology requests totaling \$971,950 were funded. The figure for 2013-2014 was \$435,200 ([III.C.15: Technology Resource Allocation](#)). Technology requests that flow from the annual planning/review process are considered in addition to the structural investments identified in the institution’s long-term Technology Master Plan. (For a detailed discussion of Rio Hondo’s institutional planning/review process, see Standard I.B.3.)

Additionally, the College has three standing committees that function primarily as governance committees but have secondary planning roles through their abilities to prioritize and alter the trajectory of projects that are part of the other formal planning processes of the College. The Enterprise Systems Advisory Committee (ESAC) provides direction regarding the College student information system and other institution-wide software systems ([III.C.17: ESAC Charter](#) and [III.C.18: ESAC Minutes](#)). The Instructional Technology Committee (ITC) provides a similar function to ESAC but for technology used to support education in the classroom ([III.C.19: ITC Charter](#) and [III.C.20: ITC Minutes](#)). Finally, the Distance Education Committee (DEC) addresses a wide range of issues related to online teaching and training, such as policies and procedures, online pedagogy, and student/instructor interactions. The DEC also provides valuable recommendations regarding distance education technology and its use in the virtual classroom ([III.C.21: DE Charter](#) and [III.C.22: DE Minutes](#)).

The College’s three-pronged approach to technology planning—long-term planning, annual planning, and an oversight committee structure—ensures that Rio Hondo College derives appropriate value from its technology investment.

ACTIONABLE IMPROVEMENT PLANS – III.C.2.

None.



STANDARD III.C. EVIDENCE

<u>III.C.01: Technology Plan 2014 FINAL</u>
<u>III.C.02: Technology Plan Final update 1-15-10</u>
<u>III.C.03: Wireless Diagram Overview</u>
<u>III.C.04: Wired Diagram Overview</u>
<u>III.C.05: Classroom Audio Visual Inventory</u>
<u>III.C.06: AV Standard Configuration</u>
<u>III.C.07: Community Education 2012-2013</u>
<u>III.C.08: Faculty Development Needs Survey Summary</u>
<u>III.C.09: Staff Technology Courses</u>
<u>III.C.10: Computer Inventory Aging</u>
<u>III.C.11: IT Organization Chart</u>
<u>III.C.12: Core Network</u>
<u>III.C.13: Data Center Applications</u>
<u>III.C.14: Annual IT Maintenance Agreements</u>
<u>III.C.15: Technology Resource Allocation</u>
<u>III.C.16: Computer Lab Machine Breakdown</u>
<u>III.C.17: ESAC Charter</u>
<u>III.C.18: ESAC Minutes</u>
<u>III.C.19: ITC Charter</u>
<u>III.C.20: ITC Minutes</u>
<u>III.C.21: DE Charter</u>
<u>III.C.22: DE Minutes</u>
<u>III.C.23: Planning Process Document</u>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

DESCRIPTIVE SUMMARY – Standard III.D.

The financial resources of the Rio Hondo Community College District are sufficient to support student learning programs and services and improve institutional effectiveness. Financial resource planning, integrated with institutional planning, provides a reasonable expectation of financial solvency.

SELF-EVALUATION – III.D.

The College meets this Standard.

The total budget for all the funds for the fiscal year 2013-2014 is \$97,248,550. This includes \$74,854,100 for the General Unrestricted and Restricted Funds; \$20,150,000 for the Financial Aid Fund; \$395,700 for the Children’s Center Fund; \$568,850 for the Auxiliary Service Organization (ASO) and Associated Student Fund; \$440,000 for the Capital Project Fund, Revenue Bond Project, and Construction Fund; and \$840,000 for the Internal Services Fund ([III.D.01: Adopted-Budget-2012-2013.pdf](#)).

In the fiscal year 2013-2014, the anticipated revenue from federal sources in the General Restricted and Unrestricted Funds is \$1,872,000; from state sources, \$59,771,000; and from local sources, \$13,211,100. The total budget for salary and benefits for the 2013-2014 fiscal year is \$64,746,000, which represents 86 percent of the General Fund. Other operating expenditures are budgeted at a total of \$10,085,000, which represents 14 percent of the General Fund. The reserves from fiscal years 2011-2012 and 2012-2013 have been consistently at seven percent, exceeding the five percent required minimum reserves as



stated in Board guidelines ([III.D.01: Adopted-Budget-2012-2013.pdf](#); [III.D.02: 5-Year-General-Fund-Summary.pdf](#)).

Rio Hondo Community College District secured over \$10,200,000 in federal and state grants during fiscal year 2012-2013, which provided the College additional resources to augment student services. In September and October 2013, the College was awarded two state \$300,000 grants: Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant. The College continues to seek new federal, state, and private grants to supplement its educational objectives and programs ([III.D.03: BOG-Grant-Agreement-13-156-004-Amendment-1-Economic-and-Workforce-Development-Program-Fiscal-Year-2013-2014.pdf](#)).

Rio Hondo College demonstrates fiscal solvency while simultaneously allocating sufficient revenue to support educational improvements. Even with the recent economic downturn and severe budget reduction, the District did not lay off personnel or institute furloughs or salary reductions. Only recently, in spring 2013, did the College reduce class sections by 263 in order to control the budget. It should be noted, however, that 56 sections were restored for spring 2014. And it must also be acknowledged that the College collaborated on a Budget Reduction Task Force, which commenced on 2 August 2012, during which faculty members, administrators, staff, and students discussed ways to increase revenue and reduce expenditures. One of the outcomes from the Budget Reduction Task Force was the recommendation to increase parking fees. This increase was approved by student leadership and subsequently by the Board of Trustees ([III.D.04: Budget-Reduction-Task-Force-meeting-080212.pdf](#); [III.D.05: Budget-Reduction-Task-Force-Meeting-091312.pdf](#); [III.D.06: Budget-Reduction-Task-Force-Meeting-120312.pdf](#)).

To process receipts and expenditures, the College follows the Governmental Accounting Standards Board, the Financial Accounting Standards Board, and state, local, and Board of Trustees guidelines. The Superintendent/President and the Vice President of Finance and Business review and estimate the revenues from state apportionment through actual and projected FTES to ensure the financial stability of the College. Based on the financial projection of the College during the 2011-2012 fiscal year, the number of the College's Full-Time Equivalent Students (FTES) was over cap by 1,671 credit FTES, and in the 2012-2013 fiscal year, by 243 credit FTES. This demonstrates that Rio Hondo College manages its financial affairs with integrity and in a manner that ensures financial stability ([III.D.07: Exhibit-E-fy1213-FY1112-FTEs-over-cap.pdf](#)).

Rio Hondo Community College District maintains open fiscal communications with the Board of Trustees, as well as with faculty, staff, and administrators. The *Quarterly Financial Status Report (311Q)* and *Bond Expenditure Reports* are on the Agenda of the Board of Trustees every quarter. In addition, relevant information about the state and College budgets and the District's responses to the changing economy are presented at that time. And on an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees,

as well as to faculty, staff, and student leadership ([III.D.08: CCFS-311Q-2011-2012-Qtr-ended-June-30-2012.pdf](#); [III.D.09: CCFS-311Q-for-2011-12-Qtr-Ended-Dec-31-2011.pdf](#)).

The Annual Report is the vehicle for disseminating fiscal affairs as well as other useful information to the community. In addition, the Tentative and Adopted Budgets are posted on the College website. The Superintendent/President regularly delivers a State of the College presentation to the five city councils in the District: Whittier, Santa Fe Springs, Pico Rivera, El Monte, and South El Monte. The most recent “roadshows” occurred in the 2012-2013 academic year ([III.D.01: Adopted-Budget-2012-2013.pdf](#); [III.D.10: RHC-State-of-the-College-for-Pico-Rivera-City-Council-11-13-12.pdf](#)). FLEX Days are other regularly scheduled opportunities to share financial information with College constituents. The spring 2014 Flex Day featured a breakout workshop titled “Finance and Budget 101,” during which the Superintendent/President updated the attendees on fiscal affairs and entertained questions following the presentation. The following questions were discussed and answered during the workshop:

- What is the budget?
- Who is instrumental in the budget?
- What are the timelines?
- What are the components of the local budget/General Fund?
- What is the *CCFS-311 Annual Financial Report*?
- What is the 50 Percent Law?

([III.D.11: Finance-and-Budget-101-flex-day-spring-2014.pdf](#); [III.D.12: Flex-Day-Spring-2014-Agenda.pdf](#))

The development of the College budget begins with budget requests that filter through the institutional planning process via program plans and program reviews (see Standard 1.B.3 for full details on the institutional planning/review process.) Planning documents, which are submitted by faculty and staff members and reviewed by administrators, include resource requests for personnel, equipment, technology-related items, and facility improvements, as well as additional one-time or ongoing budget augmentations. Program plans and program reviews are incorporated into unit plans by the appropriate administrator before being forwarded to the designated Vice President or Superintendent/President for consideration in their area plans. All program, unit, and area plans for recent fiscal years are posted on the College website. Resource requests are then reviewed by the President’s Cabinet and forwarded to one of five committees for review and prioritization: President’s Council, Facilities Committee, Equipment and Technology Committee, Faculty Staffing Committee, and Classified Staffing Committee. The results of the prioritized scoring are presented at the annual spring Institutional Planning Retreat, which includes campus constituent leaders. The final determination is made by the Vice President of Finance and Business, in conjunction with the Superintendent/President, based upon the need of the program and the available financial resources ([III.D.13: Planning Process Document](#)).



ACTIONABLE IMPROVEMENT PLANS – III.D.

None.

1. The institution’s mission and goals are the foundation for financial planning.
 - a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY – Standard III.D.1.a.

Rio Hondo College annually reviews its mission and goals at the spring Institutional Planning Retreat. The Mission, Values, and Vision Statements, as well as Institutional Goals and Objectives, are published on the College website and are part of the strategic planning process. The Board of Trustees approved a revision of the Mission Statement on 18 November 2013 ([III.D.44 Board of Trustee Goals; III.D.47: RHC Vision, Mission, Values](#)).

SELF-EVALUATION – III.D.1.a.

The College meets this Standard.

The institution values fiscal responsibility as is evident in one of its Values: “Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.”

During fiscal year 2013-2014, the District embarked on implementation of the Chancellor’s Office Student Success Task Force Initiative recommendations, including setting aside restricted categorical funds. The District collaborated with all campus constituency groups in implementing a plan, congruent with the College Mission Statement, designed to increase completion rates for certificates and degrees, transfers to four-year institutions, and graduation. The planning, collaboration, and implementation of the student success program demonstrate that financial planning is integrated with and supports all institutional planning.

As teams revise and develop their annual plans—be they program, program review, unit, or area plans—each goal and more discrete objective is based on data and linked to the institutional goals, which are also linked to and congruent with the College Mission Statement. In fact, the software program into which plans are submitted, *PlanBuilder*, explicitly requires the writer to specify and explain how the program, unit, or area goals mirror the institutional goals. This linkage ensures that resource requests are grounded in the Mission Statement of the College. Resource requests are then ranked by committees, presented at the annual Institutional Planning Retreat, and approved by the Board of Trustees, if funds are available. Through this process the College identifies priority activities. Each program, unit,



and area plan identifies goals and objectives as either long-term or short-term. (For a detailed description of the institutional planning/review process, see Standard I.B.3.)

An example of a fiscal expenditure that supports achievement of institutional planning is illustrated within the Certified Nurse Assistant (CNA) program. In the 2013-2014 Academic Affairs area plan, Goal # 15.1 identified the CNA program's request for a "centralized office space" and proper maintenance of the equipment they currently possess. This resource request corresponded to Institutional Goal #10. The amount of the request was \$10,000 in furniture and equipment to accommodate the expansion of the CNA program. The request was included on the 11 December 2013 Board Consent Agenda as item 11.A.10., "Budget Augmentation," and was approved ([III.D.14: Budget-Augmentation-December-11-2013.pdf](#); [III.D.15: Purchase-of-Labority-Chairs-from-Budget-Augmentation.pdf](#)).

At the same Board meeting, the Board approved augmentation to the College Student Success and Retention Program in the amount of \$7,500 for tutors and peer mentors, which will supplement 12 basic skills course sections toward the goal of increasing student success by a concomitant 12 percent. This resource fulfilled Goal # 24 in the 2013-2014 Student Services area plan and corresponded to Institutional Goal # 3: "Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills leading to increased completion of Basic Skills sequences."

The integrated planning/review process of the College is the source of resource requests. Resource requests are augmented by local Bond and General Funds. Bond funds are restricted to the projects listed on the project list, mostly facilities, that was approved by voters. Certificated personnel requests are fulfilled through the General Fund and are based on the Faculty Obligation Number (FON), prioritization, and availability of funds. Classified personnel requests are subject to fund availability. All faculty and classified personnel requests are discussed in committees and prioritized through a scoring process that utilizes the "College Resource Allocation Weight Template." The highest scores receive priority. This cycle occurs every year. High ranking requests not funded receive a slight bump in scoring the following year; otherwise, the process begins anew ([III.D.16: Faculty-Resource-Allocation-Requests-Sample.pdf](#); [III.D.17: Classified-Resource-Allocation-Requests-Sample.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.1.a.

None.

- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTIVE SUMMARY – Standard III.D.1.b.

Institutional planning/review at Rio Hondo College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

SELF-EVALUATION – III.D.1.b.

The College meets this Standard.

The budget cycle starts every year with the Governor’s proposed budget for the upcoming fiscal year. The budget cycle typically starts in January. The Governor’s proposed budget includes the current economic conditions, the state forecast, and projected available resources for community colleges. The Vice President of Finance and Business, in conjunction with the Superintendent/President, projected available resources based upon the state budget, economic forecasts, and the projected enrollment of Full-Time Equivalent Students (FTES) ([III.D.18: 2013-14-and-2014-15-Budget-Development-Calendar-FINAL.pdf](#)). The available resources are continually reviewed and revised throughout the development of the Tentative and Adopted Budgets, incorporating new financial information derived from the State Chancellor’s Office (CO) and Rio Hondo College enrollment information. FTES are monitored at specific stages (P1, P2, Final, and Recalc) to ensure the College meets cap and projected FTES. If there are significant changes in financial outlook, then the budget is either augmented or reduced, depending on the revised available resources. Rio Hondo College builds in realistic assessment of available financial resources.

The College develops additional resources of revenue by seeking new grants. As mentioned previously, the College was awarded two state \$300,000 grants: Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant ([III.D.03: BOG-Grant-Agreement-13-156-004-Amendment-1-Economic-and-Workforce-Development-Program-Fiscal-Year-2013-2014.pdf](#)). All restricted revenue is budgeted in a General Restricted Fund, which is not available for General Fund unrestricted expenditures. Restricted Funds are budgeted and monitored based on the applicable restrictions by federal, state, or local regulations and guidelines.

Faculty, staff, and administrators are notified of items being augmented through the Planning and Fiscal Council (PFC), Administrative Council, and the Agenda of the Board of Trustees. It is then the responsibility of constituent leaders to disseminate the information. During the most recent round of resource allocations, 12 faculty positions were augmented for the 2014-2015 academic year.



The Board of Trustees has set funding priorities to include local implementation of the Student Success Task Force recommendations and measures to increase completion rates of certificates, transfers, and degrees. Development of basic skills is the underpinning for all completion rates, thus it continues to be a College-wide priority. The establishment of a First-Year Success Center (FSC), creation of on-line orientation and one-half unit orientation counseling course, and evaluation of incoming students utilizing multiple measures are also prioritized goals in action.

On an ongoing basis, the District provides instructional and non-instructional budgets for full-time and part-time needs, as well as funding for instructional and non-instructional equipment. These needs are prioritized by resource allocation committees and are forwarded to President’s Council and Planning and Fiscal Council (PFC) for review before presentation at the annual spring Institutional Planning Retreat. During the retreat, participants review prioritized resource allocation requests, area strategic directions, and recent accomplishments. Also discussed are the Educational Master Plan, Mission Statement, educational philosophy and institutional standards, and budget updates and financial information.

ACTIONABLE IMPROVEMENT PLANS – III.D.1.b.

None.

- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY – Standard III.D.1.c.

Rio Hondo College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

SELF-EVALUATION – III.D.1.c.

The College meets this Standard.

The Planning and Fiscal Council (PFC) makes recommendations regarding the development, planning, and budgetary needs of the College. In addition, this council partners in the planning, development, and recommendations of the Educational Master Plan and Facilities Plan in prioritizing short-range and long-range financial needs. The College incorporates long-term fiscal planning in a multi-year budget process. The budget is a rollover budget, which is adjusted for step and column increases of all personnel; projected increases in utilities, health, and welfare benefits; negotiated salary increases; insurance; maintenance; and supplies.

As a result of effective long-term planning and strict fiscal control of revenue and expenses of the General Fund, Rio Hondo College has been able to withstand the reduction of state funds during the recent economic downturn without layoffs or furloughs. Because the College places students first, the unrestricted General Fund was used to backfill reductions to the categorical funds of the Student Services area, such as Disabled Students Programs and Services (DSPS), Matriculation, and the Board Financial Assistance Program.

The College is not fiscally independent; therefore, it does not collect and disburse funds for long-term debt with regard to Bond repayment. Rio Hondo College does not have a long-term debt fund. The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County Office of Education (LACOE) maintains the Bond funds and ensures all obligations are met. The Vice President of Finance and Business, in conjunction with the Superintendent/President, oversees and reviews all resources and disbursements with regard to the Bond funds. Income, disbursements, and cash position are included in the financial statements of the College. The District does not have any other long-term debt except Other Post-Employment Benefits (OPEB) obligations. The College allocated 4.2 million dollars from the initial sale of General Obligation Bonds in a Revenue Bond Fund (35.0) for future maintenance.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with Governmental Accounting Standards Board (GASB) 42 and 45 standards, the District has set up a trust account and has deposited ten million dollars to this trust account for retiree benefits. The College has also set aside 13 million dollars toward retiree benefits in the Southern California Community College District Joint Powers Authorities (SCCCD JPA) Fund, eight million dollars in the Internal Service fund, and eight million dollars in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees was \$59,991,448. The Annual Required contribution was \$4,657,190. The annual pay-as-you-go for the District was \$2,015,282 for the fiscal year ending 30 June 2013; the net OPEB obligation as of 30 June 2013 was \$11,054,704. Rio Hondo College has contributed \$741,200 in fiscal year 2012-2013 and has projected to contribute \$780,000 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits ([III.D.19: RioHondoCCD3141Final 2012 Report Total Compensation study.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.1.c.

None.

- d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY – Standard III.D.1.d.

Rio Hondo College clearly identifies and follows its guidelines and processes for financial planning and budget. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

SELF-EVALUATION – III.D.1.d.

The College meets this Standard.

The College adheres to established board policies and administrative procedures for financial planning and budget development. All constituencies have appropriate opportunities to participate in the budget development process through their participation in institutional planning/review at the program, unit, and area levels.

The Superintendent/President oversees the annual institutional planning/review process. Planning begins on fall FLEX Day and concludes with the spring Institutional Planning Retreat. In brief, the College utilizes a bottom-up approach, organized around four levels of planning (program, unit, area, and institution). Programs can be departments within academic divisions, such as the Nursing Program in the Division of Health Sciences and Nursing, or offices or programs within Student Services—such as the Gear Up program in the Office of Educational Partnerships and Outreach—or within Finance and Business—such as the Office of Operations and Maintenance within Facilities Services. Each program submits an annual plan in October; the more comprehensive program review is completed on a six-year cycle in lieu of a program plan. Program plans inform unit plans; unit plans inform area plans. Everyone on campus has the opportunity to participate on plan teams at various levels. Faculty members, classified staff, and administrators are notified by email when the planning cycle starts so they can participate in their respective program plans or reviews. (See Standard 1.B.3 for full details on the institutional planning/review process.)

The College utilizes a rollover budget with adjustments for step and column increases, negotiated salary increases, personnel changes, benefits additions, and augmented budget additions. A detailed budget, by cost center, is developed prior to summarization in the adopted budget. Each cost center manager receives a detailed budget for every line item for the fiscal year. All constituents are informed about the financial status of the College during the June Board of Trustees meeting when the tentative budget is presented; thereafter, the adopted budget is presented and approved at the September Board meeting ([III.D.01: Adopted-Budget-2012-2013.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.1.d.

None.

2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

DESCRIPTIVE SUMMARY – Standard III.D.2.a.

Financial documents, including the Los Angeles County Office of Education (LACOE) financial reports, *311Q* and *CCFS-311*, the adopted budget, and the annual independent audit reflect appropriate allocation and use of financial resources that support student learning programs and support services. The College meets all budgeting and accounting standards as required by the California State Chancellor’s Office Budget and Accounting Manual as well as Generally Accepted Accounting Standards and Procedures, with no significant exceptions.

The College responds to all audit findings and recommendations in a timely manner and in collaboration with appropriate managers.

SELF-EVALUATION – III.D.2.a.

The College meets this Standard.

As required by the California Code of Regulations, an annual audit is performed by an independent certified public accounting firm.

Audits are conducted in accordance with Generally Accepted Accounting Standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor obtain reasonable assurances that the financial statements are free from material misstatement. The audit includes examining evidence supporting the accuracy of the financial statements and accounting practices of the College on a test basis. The College has a history of receiving unqualified audit reports, which means there have been no material weaknesses or reportable conditions identified during the audit ([III.D.20: Financial-Statements-final-FY-2012-2013.pdf](#); [III.D.21: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2011.pdf](#); [III.D.22: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2012.pdf](#)).

The audit report may include findings, which are accompanied by recommendations. These findings require a response by management and an action plan to rectify the findings. Typically, the findings are rectified by the following

year. All findings and recommendations are reviewed with the appropriate administrators and their Vice President and/or the Superintendent/President.

For fiscal year 2012-2013, the College audit had two findings: one in the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs and the other in the California Work Opportunity and Responsibility to Kids (CalWORKS) program. On both findings, the Vice President of Student Services met with the appropriate dean or director to develop corrective action, which was implemented in the 2013-2014 fiscal year.

The audit of the EOPS/CARE programs found that one student file out of 25 selected for testing did not contain a completed mutual responsibility contract and was not signed by the student or the EOPS/CARE Counselor or Director. In response to the findings, the District responded: “The District will ensure students’ files are complete and all the required documents are signed by the students and District personnel.”

The other finding in the CalWORKS program found that several student files were incomplete; either the intake form was not signed, the file did not contain a verification of eligibility, the file did not contain evidence of correspondence with the County of Los Angeles, or the student was not enrolled in courses for a specific semester. The District responded: “We are already working on ensuring every file has an intake for every semester and ensuring that a notice of action and/or verification of benefits are placed in the file to verify eligibility requirements. Interim Director has met with the CalWORKS Coordinator/Counselor and staff to ensure intake and eligibility requirements are maintained in files.”

The annual audit also incorporates a variance analysis between the adopted budget and the actual expenditures. All major variances (if any) are documented and noted. Cost center managers review department and division budgets throughout the year to ensure a high degree of accuracy. The adopted budget reflects funds that are allocated and aligned with the Mission Statement of the College, as well as goals and objectives for student learning.

The budget is a rollover budget. The budget includes cost adjustments to some accounts and incorporates both the available projected funds and the planning process to provide a realistic and achievable budget.

As a result of the institutional planning/review process, the College augmented 15 certificated faculty positions during fiscal year 2009-2010 and 12 during 2013-2014. The College meets its Faculty Obligation Number (FON).

Rio Hondo College has several procedures in place to ensure financial integrity and that appropriate internal controls are in place and operating effectively. The budget control process ensures that expenditures in the 4000, 5000, 6000, and 7000 object codes disburse correctly and have the applicable available funds. The accounts

payable and disbursement procedures ensure that all expenditures have the appropriate documentation and signatures, and have gone through the budget control process. The accounts receivable and deposit procedures ensure that all proceeds are deposited, recorded, and reconciled.

The College also incorporates budget control on expenditures in the 1000 and 2000 object codes. Deans or cost center managers must fill out a transmittal sheet for each permanent employee for new hires, itemizing the employee's name, title, and position, including the accounting string. These transmittals are forwarded to the Office of Finance and Business for verification of accounting string and that the position was a budgeted position. The transmittals are then placed on the Board Agenda for Board approval when the position is filled. Each transmittal must be signed by the dean or cost center manager, their respective Vice President, and then the Vice President of Finance and Business and the Superintendent/President. Each transmittal is then photocopied and filed for future reference, and the original is forwarded to the Office of Human Resources for processing. To facilitate budget control, accounting creates a monthly report for all part-time and hourly employee expenditures. This report includes monthly and year-to-date versus actual expenditure amounts for each cost center. These reports are sent to the Vice President of Academic Affairs for appropriate distribution.

ACTIONABLE IMPROVEMENT PLANS – III.D.2.a.

None.

- b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY – Standard III.D.2.b.

The College follows standard accounting practices and consistently meets the standards for exemplary audits. Audits are conducted annually for the period ending 30 June of a fiscal year.

SELF-EVALUATION – III.D.2.b.

The College meets this Standard.

The annual independent audits of the College for the last six years have been submitted with unqualified opinions. Annual audit findings and recommendations are responded to in a timely manner; reports, recommendations, and findings are reviewed, addressed, and corrected with the appropriate managers. The Superintendent/President and then the Vice President of Finance and Business are responsible for compliance and implementation of corrective action for any audit

findings. The annual audits are posted on the College website after approval by the Board of Trustees.

Information about the budget, fiscal conditions, financial planning, and audit results are disseminated throughout the College in a variety of ways. FLEX Day is an especially apt opportunity. At the 24 January 2014 FLEX Day, the Superintendent/President delivered a workshop titled “Finance and Budget 101.” The Superintendent/President explained how the Rio Hondo College budget is prepared and entertained questions about the College and state budgets. The presentation identified significant persons in the budget process at both the state and local levels and provided an overview of the timelines and components of the General Fund budget ([III.D.11: Finance and Budget 101 flex-day spring-2014.pdf](#); [III.D.12: Flex Day Spring 2014 Agenda.pdf](#)).

Another way budget and financial information is disseminated is through meetings of committees, such as the Planning and Fiscal Council (PFC), where updates to the budget are regularly provided. In addition, the College budget, outlook, and projections were shared with the Budget Reduction Task Force. The Board also reviews the *Quarterly Financial Status Report (311Q)*, which summarizes the current financial condition of the General Fund, including the current budget. Finally, each month the Board reviews and approves all General and Bond Fund expenditures as part of the Board Agenda Consent items.

ACTIONABLE IMPROVEMENT PLANS – III.D.2.b.

None.

- c. Appropriate financial information is provided throughout the institution, in a timely manner.

DESCRIPTIVE SUMMARY – Standard III.D.2.c.

Rio Hondo Community College District provides financial information to the Board of Trustees as well as with faculty, staff, and administrators. The *311Q* and Bond Expenditure reports are on the Board Agendas every quarter. In addition, relevant information about the state and College budgets and the responses of the District to the changing economy are presented at those times.

SELF-EVALUATION – III.D.2.c.

The College meets this Standard.

On an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees, as well as to faculty, staff, and student leadership. Every year, the audited annual

financial statements are also presented to the Board of Trustees, faculty, and staff, which include the audit finding and management responses to those findings.

During the year, cost center managers have access to review their budgets, encumbrances, and their year-to-date expenditures utilizing Los Angeles County Office of Education (LACOE) enterprise software, *PeopleSoft*. On a monthly basis, deans also receive a report itemizing their part-time faculty expenditures and overloads versus the budget amount ([III.D.23: Budget Inquiry Site Access training Power Point Presentation.pdf](#)).

Board policy states that the District must maintain a minimum reserve of 5 percent. The reserves for the last three years ranged from 7 percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability. Reserve levels for three consecutive years are as follows:

- 2010-2011 Total Reserves: \$11,078,692 (14 percent)
- 2011-2012 Total Reserves: \$5,445,259 (7 percent)
- 2012-2013 Total Reserves: \$5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any additional cash borrowing during the economic downturn. Rio Hondo College prepared a cash flow projection to ascertain if the College had cash, and whether borrowing, such as a Tax Revenue Anticipation Note (TRAN), was warranted in the fiscal year 2012-2013 due to the significant deferral of payments by the State of California. During the 2013-2014 fiscal year, the State of California passed Proposition 30, which helped alleviate some of the cash shortages in the state. The State of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received \$9,727,628 at the end of the 2012-2013 fiscal year. In fiscal year 2013-2014, the State of California reduced its deferral of the apportionment, which greatly improved the cash flow of the District. As a result of the repayment of the deferrals, the College has sufficient cash to meet the needs of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was \$31,001,553 ([III.D.24: 3D2c Cash Balance Gen Fund 013114.pdf](#)).

The College receives the majority of its revenue from state apportionment and property taxes. In recent years up to 2012-2013, the deferral of the College monthly apportionment placed a significant strain on cash flow; however, due to prudent cash management, the College has been able to avoid any cash borrowing. Rio Hondo College did not seek any short-term loans to cover its needs. However, the District has a line of credit with the Bank of the West in the amount of \$5,000,000, should the need arise.

Rio Hondo College is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Southern California Community College District (SCCCD), which administer and provide a



self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. ASCIP also administers for and provides property, liability, and excess workers' compensation insurance for its member school districts. Rio Hondo College joined ASCIP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCD for workers' compensation insurance ([III.D.25: Rio Hondo Bond Financial Statement 2012 FINAL.pdf](#); [III.D.26: Rio Hondo General Obligation Bonds Financial Statement 2011.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.2.c.

None.

- d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

DESCRIPTIVE SUMMARY – Standard III.D.2.d.

All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

SELF-EVALUATION – III.D.2.d.

The College meets this Standard.

The Superintendent/President, the Vice President of Finance and Business, and the Director of Accounting review cash flow and cash balances, revenues, expenses, and fund balances on a quarterly basis, or more frequently as needed. For example, when cash was low in May 2013, the Director of Accounting monitored the cash balance in the General Fund on a daily basis to ensure there was sufficient cash to meet cash disbursements.

All College resources are audited by external auditing firms, including short-term and long-term debt instruments, auxiliary activities, and grants. Any audit exceptions are corrected within the next fiscal year. Auditing firms comply with SAS 99—"Statement on Auditing Standards No. 99: Consideration of Fraud"—requiring a thorough interview, including completion of a questionnaire, with all executive management to identify, if any, potential fraud. None has been identified or reported ([III.D.27: Financial Aid Default Management Plan.pdf](#)).

The external auditing firms also conduct annual internal control audits on selected federal, state, and local grants to ensure compliance and integrity. Any exceptions are noted in the financial statements and addressed with the appropriate managers.



If required, new procedures and processes are implemented to ensure compliance. The Office of Financial Aid monitors student loan default rates, and reconciles and monitors all federally funded aid programs to ensure compliance with federal regulations.

The externals auditing firms also conduct internal control audits on the Associated Students of Rio Hondo College (ASRHC) funds and the Auxiliary Services Organization (ASO) funds. The accounting department monitors all funds from the auxiliary departments to ensure financial integrity and compliance with District policies and procedures. In addition, the College reviews its internal control procedures on a regular basis, and, if any deficiencies are noted, they are discussed with the appropriate managers, and new procedures are implemented to ensure financial integrity. Several layers of checks and balances ensure that financial resources are used with integrity and comply with District policies and procedures. All financial resources are monitored and tracked following the same guidelines and procedures.

The Rio Hondo College Foundation conducts fundraising activities for the College. The Foundation is audited by an external independent auditor for internal control compliance and financial accuracy. All exceptions, if any, are discussed with the Executive Director of the Foundation rectified in a timely manner ([III.D.028: Foundation Board of Directors](#); [III.D.29: RHCF Board of Directors Meeting Minutes 2012-9-6.pdf](#); [III.D.30: RHCF-Board-of-Directors-Meeting-Minutes-2012-12-6.pdf](#); [III.D.31: RHCF-Board-of-Directors-Meeting-Minutes-2013-4-25.pdf](#)).

The Bond funds are audited by an external independent auditing firm. The audit consists of both a financial audit and a performance audit. The audit reports contain an unqualified opinion, stating that the funds expended are consistent with the requirements of the Bond Fund and that the amounts reported are accurate.

ACTIONABLE IMPROVEMENT PLANS – III.D.2.d.

None.

- e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

DESCRIPTIVE SUMMARY – Standard III.D.2.e.

The internal control systems are evaluated and assessed for validity and effectiveness; the results of the assessments are used for improvement.

SELF-EVALUATION – III.D.2.e.

The College meets this Standard.

The internal control systems of the College are evaluated and assessed every year by the outside independent public auditing firm, Vasquez and Company. This firm provides three levels of assurance over federal programs, including Government Accounting Standards and Office of Management and Budget (OMB) Circular A-133, in addition to District-wide internal control testing over financial statements. Vasquez and Company also provides tests of compliance with many state programs. In addition, Vasquez and Company provides compliance testing under Proposition 39 for Bond activities. This testing is also under two levels of assurance, OBM Circular A-133 and American Institute of Certified Public Accountants (AICPA) performance standards. The District has not had any findings during the last three years of federal awards or internal controls. Vasquez and Company utilize the principles for Good Governance and Ethical Practice when assessing the integrity of the management practices for the College.

Through the 2004 passage of “Measure A,” a General Obligation Bond of \$245 million, the College completed its construction project with state matching funds as outlined in the College’s Facilities Master Plan. The detail of the Bond expenditures has been reconciled on every expenditure line item and included in each listed project. This is evidenced in the Bond detail and summary expenditure report. The independent auditor, Vasquez and Company, has rendered an “Unqualified Opinion” with no exceptions on Bond audits since fiscal year 2004-2005. For the last six years, bond financial and performance audits are posted on the College website. In addition, the Superintendent/President ensures that the Citizens’ Oversight Committee meets on a quarterly basis.

All Bond expenditures are within the rules and regulations of Proposition 39 and are itemized on the project list. The Bond expenditures report is reconciled with the general ledger from the financial report of the Los Angeles County Office of Education (LACOE). All Bond expenditures are approved by the Board of Trustees, regardless of the dollar amount. During the last two years, one of the College’s feeder K-12 districts was impressed with the College’s method of planning, budgeting, expenditure control, and transparency of bond funding. Thus, several workshops were hosted and presented by College personnel to guide the feeder district on the process and control of bond funding from the inception of bond passage up to projects completion ([III.D.46: Bond Expenditure Report as of 03.31.14.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.2.e.

None.

3. The institution has policies and procedures to ensure sound financial practices and financial stability.
 - a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY – Standard III.D.3.a.

The College meets this Standard.

The College has sufficient cash flow to maintain stability and has developed contingency plans to meet financial emergencies and unforeseen occurrences.

SELF-EVALUATION – III.D.3.a.

Board Policy states that the District must maintain a minimum reserve of 5 percent. The reserves for the last three years ranged from 7 percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability ([III.D.02: 5-Year General Fund Summary.pdf](#)). Reserve levels for three consecutive years are as follows:

- 2010-2011 Total Reserves: \$11,078,692 (14 percent)
- 2011-2012 Total Reserves: \$5,445,259 (7 percent)
- 2012-2013 Total Reserves: \$5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any cash borrowing during the economic downturn. Rio Hondo College prepared a cash flow projection to ascertain if the College had sufficient cash for operational needs and whether borrowing was needed, such as a Tax Revenue Anticipation Note (TRAN) in the fiscal year 2012-2013. Even though there were significant deferrals of payments by the State of California, the College did have sufficient funds for current operational needs and did not seek additional funds. During the 2012-2013 fiscal year, the State of California passed Proposition 30, which helped alleviate some cash shortages in the state. The State of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received \$9,727,628 at the end of the 2012-2013 fiscal year. During fiscal year 2013-2014, the State of California reduced its deferral of the apportionment, which greatly improved the cash flow for the District. As a result of the repayment of the deferrals, the College has sufficient cash to meet the need of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was \$31,001,553 ([III.D.24: 3D2c Cash Balance Gen Fund 013114.pdf](#)).

On 18 November 2013 the Board of Trustees approved guidelines that state the College will maintain a minimum of 5 percent in reserves. The College has exceeded this minimum reserve for the last five years. In fact, the College has maintained reserves between 7 percent and 14 percent during this interval, attesting



to the financial stability of the College. In addition, the College has a line of credit in the amount of \$5,000,000 for cash flow purpose in case the need arises.

Rio Hondo College is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Southern California Community College District (SCCCD), which administer and provide a self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. Rio Hondo College joined ASCIP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCDCD for workers compensation insurance. The reserve of six million dollars from SCCCDCD JPA Fund can be diverted for emergencies. Participating in the JPAs helps ensure that the College maintains financial stability with regard to meeting financial emergencies and unforeseen occurrences.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.a.

None.

- b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY – Standard III.D.3.b.

Rio Hondo College practices effective oversight of finances in all areas, including grants, financial aid, associated student body funds, and other auxiliary funds. Management of financial resources is handled under the direction of the Vice President of Finance and Business in conjunction with the Superintendent/President. The Rio Hondo College Accounting Office follows written procedures that establish and maintain internal control practices that support financial integrity and ensure that financial resources are being used for appropriate institutional programs and services. An independent certified public accounting firm annually conducts an independent audit of all financial records and internal controls. An unqualified opinion has been rendered as to the financial position of various funds of the College, as well as the adequacy of accounting procedures, safeguards, and internal controls.

In addition, informal internal reviews are conducted regularly by management within the Office of Accounting and in conjunction with departmental administrators through budget and accounting reports. An example illustrating an improvement as a result of an internal control review is the implementation of a positive pay system for checks issued directly from the College. The positive pay system utilizes an electronic system with the bank, thereby reducing the chance of fraudulent checks written against the bank account.

SELF-EVALUATION – III.D.3.b.

The College meets this Standard.

Rio Hondo College adheres to the *California Community Colleges Budget and Accounting Manual*, the California Education Code, and Generally Accepted Accounting Principles in the management and accounting of its financial resources in all funds.

A wide range of interest groups participate in the auxiliary activities and fundraising efforts of the College. These groups represent a broad cross-section of College programs, including but not limited to athletics, performing arts, campus departments, and student organizations. Each of these groups reflects the mission and goals of the College. The various groups work with the Office of Accounting to ensure that they understand and comply with all written procedures. Meetings are held, as needed, to discuss new procedures or policies that emerge as a result of the evaluations of the various auxiliary programs. For instance, on 24 October 2013, the Superintendent/President, Vice President of Business and Finance, Director of Accounting, an accounting clerk, and a Director of the Auxiliary Services Organization (ASO) met to discuss improving the flow of documentation of receipts from various constituents ([III.D.45: Internal Audit documents.pdf](#)).

The Rio Hondo College Foundation is a separate entity with a 501(c) (3) status and its own board of directors. The Foundation is a fundraising entity that supports the College, faculty, and student scholarships. The Foundation has an annual fundraising event; in May 2013, it was the 50th anniversary of the College and in May 2014, the “Taste of Rio” wine tasting event. The Foundation Board is responsible for overseeing its management. The Foundation Board meets on a bi-monthly basis (every even month), and the Foundation Executive Committee meets on a bi-monthly basis (every odd month). The Executive Committee provides effective oversight and management over the Foundation as documented in meeting minutes. The Foundation is subject to an annual independent audit, separate from the audit of Rio Hondo College ([III.D.32: Articles of Incorporation Bylaws 501.3.c.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.3.b.

None.

- c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

DESCRIPTIVE SUMMARY – Standard III.D.3.c.

Rio Hondo College has funded the annual Other Post-Employment Benefits (OPEB) obligation. The College, under the Futuris Program for Other Post-Employment Benefits provided by Keenan and Associates, has ten million dollars in an irrevocable trust fund.

SELF-EVALUATION – III.D.3.c.

The College meets this Standard.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with Governmental Accounting Standards Board (GASB) 42 and 45 standards, the District has set up a trust account and has deposited ten million dollars to this trust for retiree benefits. The College has set aside thirteen million dollars toward retiree benefits in the Southern California Community College District (SCCCD) Joint Powers Authority (JPA) Fund, eight million dollars in the Internal Service Fund, and eight million dollars in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees was \$59,991,448. The annual required contribution was \$4,657,190. The annual pay-as-you-go for the District was \$2,015,282 for the fiscal year ending 30 June 2013; the net Other Post-Employment Benefits (OPEB) obligation as of 30 June 2013 was \$11,054,704. The College has contributed \$741,200 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits ([III.D.33: CCFS-311Q-2012-2013-Qtr-ended-Mar-31-2013.pdf](#)).

ACTIONABLE IMPROVEMENT PLANS – III.D.3.c.

None.

- d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

DESCRIPTIVE SUMMARY – Standard III.D.3.d.

Rio Hondo College has prepared an actual plan to determine Other Post-Employment Benefits (OPEB) as required by appropriate accounting standards.

SELF-EVALUATION – III.D.3.d.

The College meets this Standard.

Rio Hondo College had its most recent actuarial study prepared by Total Compensation on 26 July 2013 with a valuation date of 1 December 2012. This

study provided information to the College about managing the costs and liabilities associated with retiree health benefits, to communicate the financial implications of retiree health benefits to the Board and all employee groups, and to comply with Governmental Accounting Standards Board (GASB) 43 and 45 standards.

Accounting principles provide that the cost of retiree benefits should be accrued during the years that employees are providing services. For this reason, in 2004 GASB issued Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees. The study utilized a generally accepted actuarial cost method permitted under GASB 43 and 45, called the “entry age normal cost” method. Under the entry age normal cost method, the actuary determines the annual amount to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. The amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll. A liability accumulates after years of expensing the normal cost, called “actuarial accrued liability” (AAL).

ACTIONABLE IMPROVEMENT PLANS – III.D.3.d.

None.

- e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

DESCRIPTIVE SUMMARY – Standard III.D.3.e.

The College allocates resources for all incurred debt on an annual basis.

SELF-EVALUATION – III.D.3.e

The College meets this Standard.

Rio Hondo College leases several photocopying machines and some modular buildings. The leases are the only locally incurred debt. The terms of the leases range from 36-60 months. All leases are included in the appropriate departmental budget. Following are the lease commitments through fiscal year 2016-2017:

- Fiscal year 2012-2013: \$145,052
- Fiscal year 2013-2014: \$135,481
- Fiscal year 2014-2015: \$109,108
- Fiscal year 2015-2016: \$ 21,403
- Fiscal year 2016-2017: \$ 7,725

The percentage of the budget used to repay these lease commitments in fiscal year 2012-2013 was 0.2 percent and in fiscal year 2013-2014 was 0.18 percent. The College lease commitments are very small as a percentage of the total budget and do not adversely impact the financial stability of the institution.

Rio Hondo College is not fiscally independent; therefore, the College does not collect and disburse funds for long-term debt with regard to general obligation bond repayment. The College does not have a long-term debt fund.

The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County Office of Education (LACOE) maintains the Bond funds and ensures that all Bond obligations are met. The Vice President of Finance and Business, in conjunction with the Superintendent/President, oversees and reviews all resources and disbursements with regard to the Bond funds. Income, disbursements, and cash position is included in the financial statements of the College.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.e.

None.

- f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

DESCRIPTIVE SUMMARY – Standard III.D.3.f.

The Rio Hondo College Office of Financial Aid monitors and manages the student loan default rate.

SELF-EVALUATION – III.D.3.f.

In general, the two-year institution average default rate is substantially better than the three-year average. The federal government implemented the official three-year default rate in the academic year 2011-2012. The following are the official default rates for Federal Student Loans for both the two-year and three-year averages:

- Default rate with a two-year average:
 - FY 2010-2011: - 7.7%
 - FY 2009-2010: - 11.5%
 - FY 2008-2009: - 7.7%

- Default rate with a three-year average:
 - FY 2009-2010: - 21.3%
 - FY2008-2009: - 15.4%

The two-year rates are calculated on a cohort of borrowers, whose first loan repayments were due between 1 October 2010 and 30 September 2011 and who defaulted before 30 September 2012. The loan process was changed in 2010 when the federal government went to direct loans only and removed the private loan aspect. The College implemented mandatory loan workshops in 2011-2012 with an emphasis on loan default prevention and information. The national average for public institutions was 9.6 percent default rate for a two-year average; Rio Hondo College was below the national average for two of the three years reported.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.f.

None.

- g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY – Standard III.D.3.g.

Contractual agreements with external entities are consistent with the Mission Statement and Institutional Goals and Objectives of the College.

SELF-EVALUATION – III.D.3.g.

The College meets this Standard.

Rio Hondo College has several contractual agreements, including service contracts, construction contracts, consulting agreements, software and licensing contracts, and inspection contracts. The most recent construction contracts have to do with the building and completion of the Physical Education (PE) Complex, which is consistent with Goal # 10 “to modernize and maintain a physical infrastructure.” Rio Hondo College also has several consulting contracts associated with the Foster Youth Project Grant. This is consistent with Goal # 6, to respond to the educational needs and contribute to the economic future through service to the community and partnerships with public, private, and non-profit organizations. Rio Hondo College also has partnerships with various institutions for joint educational programs, such as the Kaplan Nursing Agreement, which is consistent with Goal # 2, to provide career technical education, leading to certificates, degrees, and job placement/job enhancement.

The following list includes contracts approved by the Board of Trustees. All are consistent with the Mission Statement and the Institutional Goals and Objectives of the College. Accounts payable follows written procedures to ensure that the amounts paid are consistent with ethic contracts and do not exceed the approval limit:

- El Monte Educational Center Project: \$3,030,300
([III.D.35: Contract-1192-El-Monte-Educational-Center-Project.pdf](#))
- Softball Field Renovation Project: \$1,209,000
([III.D.36: Contract-Bid-2019-Softball-Field-Renovation-Project.pdf](#))
- Physical Education and Aquatics Complex: \$16,696,007
([III.D.37: Bid-1163-PE-complex-Project.pdf](#))
- South Whittier Educational Center Annex Project: \$497,000
([III.D.38: Contract-1191-SWEC-Annex-Project.pdf](#))
- Blackboard License Agreement: 2 years at \$149,221/Annual
([III.D.39: Blackboard-License-Renewal-Agreement.pdf](#))
- Ellucian Higher Education Software and Services: \$270,772/Annual
([III.D.40: Ellucian-maintenance-agreement.pdf](#))
- East Campus Vehicle Drop-Off Project: \$262,000
([III.D.34: Contract-Bid-2014-East-Campus-Vehicular-Drop-Off-Project.pdf](#))
- Physical Education and Softball Field Retaining Wall Project: \$775,621
([III.D.41: Bid-1184-PE-and-Softball-Field-Retaining-Wall-Project.pdf](#))
- Student Union/Student Services/Campus Quad Projects: \$18,312,336
([III.D.42: Bid-1162-Student-Union-Student-Services-Campus-Quad-Projects.pdf](#))
- Del Terra Project Management/Construction Management: \$995,000
([III.D.43: RHC-Del-Terra-Modification-Agreement.pdf](#))

The Superintendent/President or Vice President of Finance and Business has the authority to enter into contracts on behalf of the College. All contracts over the bid limit must be vetted through the bidding process, and awarded and approved by the Board of Trustees after review by Contract Management, the Vice President of Finance and Business, and the Superintendent/President. The Board of Trustees approves all contracts, regardless of dollar amount, as presented at each Board meeting. Most of the contracts contain language that allows for termination for cause, which would encompass those contracts that do not meet the standards of quality or terms. To terminate for cause, the College must go through a process of notification to the other party that did not meet the College's standards and allow the other party an opportunity to cure or fix the problem.

All contracts are managed in a manner to ensure that federal, state, and local guidelines are met. Rio Hondo College has written procedures in place to ensure that all contracts with an individual, firm, or vendor are not on a federal debarment list. The department that receives federal funds is responsible for checking the federal website for each vendor and ensures that the firm, individual, or vendor is not on the debarment list. The department also checks the State of California website to ensure the vendor is not on the debarment list. The accounting technician responsible for budget control will verify that the requisitions they are approving for federally funded expenditures are clearly designated as federally funded. The Office of Purchasing reviews all requisitions received for processing

and pays special attention to all requisitions designated as federally funded. The Office of Purchasing double-checks the debarment website and attaches documentation that shows that the individual, firm, or vendor is not on the debarment list.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.g.

None.

- h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

DESCRIPTIVE SUMMARY – Standard III.D.3.h.

Rio Hondo Community College District regularly evaluates the financial management process through independent audits, internal reviews, and evaluations.

SELF-EVALUATION – III.D.3.h.

The College meets this Standard.

The Vice President of Finance and Business, along with the Superintendent/President, is charged with the responsibility to provide ongoing monitoring and review of the College financial transactions. One of the outcomes in evaluating financial management practices to strengthen internal controls was the implementation and training of division administrators to review online their applicable cost center budgets, encumbrances, and expenditures. Each cost center manager is responsible for the financial transactions of their assigned area. Each cost center manager can review their budget, encumbrances, and details of expenditures on *PeopleSoft*, the online financial management software system hosted by the Los Angeles County Office of Education (LACOE). If there are variances or anomalies, the cost center manager can resolve the issue in a more effective and timely manner.

During fiscal year 2012-2013, the Superintendent/President had the Director of Accounting review the internal control procedures of the Student Health Center to come up with recommendations for improvement. The Superintendent/President and the Vice President of Finance and Business in fiscal year 2013-2014 requested the Director of Accounting to review the Assessment Center Procedures and, again, come up with recommendations for improving internal control procedures. Both examples demonstrate that the institution regularly evaluates financial management practices, and the results of the evaluation are used to improve internal control structures.

In addition to periodic internal processes, Rio Hondo College engages Vasquez and Company to perform the annual external audit. Part of the engagement includes a review of our processes. Each year, recommendations and comments are included in the management letter that may include feedback on our procedures and processes.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.h.

None.

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

DESCRIPTIVE SUMMARY – Standard III.D.4.

The College fully integrates resource planning into institutional planning.

SELF-EVALUATION – III.D.4.

The College meets this Standard.

The Rio Hondo College planning/review process utilizes a four-year cycle. In the first year, the institutional goals, objectives, and indicators of institutional success are developed. Using those goals, objectives, and indicators as guides, programs develop their plans during the second year. Program plans inform unit plans, and unit plans inform area plans. Program review, a more comprehensive plan, is conducted on a six-year cycle, and those completing program review do so in lieu of a program plan. Unit plan and area plan implementation occur the year after their submission, and evaluation occurs in the fourth year of the cycle. The evaluations assess the degree to which the plans have achieved their goals and objectives and the impact on the unit as a result of goal attainment.

When reviewing program plans, the Planning and Fiscal Council (PFC) also evaluates the degree to which plans have achieved their goals and objectives and the impact on the program or unit. The Vice Presidents and Superintendent/President evaluate financial needs in all programs to determine if resources allocated meet needs, as applicable.

The needs of each program are evaluated and prioritized by various committees, depending on the availability of funds. There are five committees: the President's Cabinet, Facilities Committee, Equipment and Technology Committee, Faculty Staffing Committee, and Classified Staffing Committee.

ACTIONABLE IMPROVEMENT PLANS – III.D.4.

None.



STANDARD III.D. EVIDENCE

III.D.01: Adopted-Budget-2012-2013.pdf
III.D.02: 5-Year-General-Fund-Summary.pdf
III.D.03: BOG-Grant-Agreement-13-156-004-Amendment-1-Economic-and-Workforce-Development-Program-Fiscal-Year-2013-2014.pdf
III.D.04: Budget-Reduction-Task-Force-meeting-080212.pdf
III.D.05: Budget-Reduction-Task-Force-Meeting-091312.pdf
III.D.06: Budget-Reduction-Task-Force-Meeting-120312.pdf
III.D.07: Exhibit-E-fy1213-FY1112-FTEs-over-cap.pdf
III.D.08: CCFS-311Q-2011-2012-Qtr-ended-June-30-2012.pdf
III.D.09: CCFS-311Q-for-2011-12-Qtr-Ended-Dec-31-2011.pdf
III.D.10: RHC-State-of-the-College-for-Pico-Rivera-City-Council-11-13-12.pdf
III.D.11: Finance-and-Budget-101-flex-day-spring-2014.pdf
III.D.12: Flex-Day-Spring-2014-Agenda.pdf
III.D.13: Planning Process Document
III.D.14: Budget-Augmentation-December-11-2013.pdf
III.D.15: Purchase-of-Labority-Chairs-from-Budget-Augmentation.pdf
III.D.16: Faculty-Resource-Allocation-Requests-Sample.pdf
III.D.17: Classified-Resource-Allocation-Requests-Sample.pdf
III.D.18: 2013-14-and-2014-15-Budget-Development-Calendar-FINAL.pdf
III.D.19: RioHondoCCD3141Final2012Report-Total-Compensation-study.pdf
III.D.20: Financial-Statements-final-FY-2012-2013.pdf
III.D.21: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2011.pdf
III.D.22: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2012.pdf
III.D.23: Budget-Inquiry-Site-Access-training-Power-Point-Presentation.pdf
III.D.24: 3D2c-Cash-Balance-Gen-Fund-013114.pdf
III.D.25: Rio-Hondo-Bond-Financial-Statement-2012-FINAL.pdf
III.D.26: Rio-Hondo-General-Obligation-Bonds-Financial-Statement-2011.pdf
III.D.27: Financial-Aid-Default-Management-Plan.pdf
III.D.28: Rio Hondo College Foundation Board of Directors
III.D.29: RHCF-Board-of-Directors-Meeting-Minutes-2012-9-6.pdf
III.D.30: RHCF-Board-of-Directors-Meeting-Minutes-2012-12-6.pdf
III.D.31: RHCF-Board-of-Directors-Meeting-Minutes-2013-4-25.pdf
III.D.32: Articles-of-Incorporation-Bylaws-5013c.pdf
III.D.33: CCFS-311Q-2012-2013-Qtr-ended-Mar-31-2013.pdf
III.D.34: Contract-Bid-2014-East-Campus-Vehicular-Drop-Off-Project.pdf
III.D.35: Contract-1192-El-Monte-Educational-Center-Project.pdf
III.D.36: Contract-Bid-2019-Softball-Field-Renovation-Project.pdf
III.D.37: Bid-1163-PE-complex-Project.pdf
III.D.38: Contract-1191-SWEC-Annex-Project.pdf
III.D.39: Blackboard-License-Renewal-Agreement.pdf
III.D.40: Ellucian-maintenance-agreement.pdf
III.D.41: Bid-1184-PE-and-Softball-Field-Retaining-Wall-Project.pdf



III.D.42: Bid-1162-Student-Union-Student-Services-Campus-Quad-Projects.pdf
III.D.43: RHC-Del-Terra-Modification-Agreement.pdf
III.D.44: Board of Trustee Goals
III.D.45: Internal-Audit-documents.pdf
III.D.46: Bond-Expenditure-Report-as-of-03.31.14.pdf
III.D.47: RHC Vision, Mission, Values

Accreditation Self Evaluation 2014

Standard IV

Leadership and Governance

RIO
HONDO
COLLEGE



Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The leadership of Rio Hondo College strives to build on the strong foundation of its trustees, administrators, faculty, staff, and students to enhance the quality of the institution, particularly its student learning programs and services. To accomplish this, the leadership relies on well-defined governance roles, policies, and procedures in order that discussions and planning lead to effective decision making and implementation. Furthermore, in relationships both external and internal to the College, campus leaders and the institution display honesty and integrity.

A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

The Board of Trustees and the Office of the Superintendent/President work together to create an institutional environment that facilitates empowerment, innovation, and excellence among all constituency groups. Faculty members, administrators, classified staff, and students initiate and improve College practices, programs, and services by means of participatory/shared governance, annual institutional planning/review processes, and other less formal or ad hoc committees.

DESCRIPTIVE SUMMARY – Standard IV.A.1.

The Board of Trustees and the Office of the Superintendent/President work collaboratively to foster an institutional environment, facilitating empowerment, innovation, and excellence among all constituency groups. Faculty members, classified staff, administrators, and students have multiple opportunities to participate and/or initiate improvements in the practices, programs, and/or services of the College. Their involvement is solicited and valued as integral to the participatory/shared

governance process, which, alongside student learning, is the heart of the institution. (For a detailed explanation of why the College intentionally uses the phrase “participatory/shared governance” to describe the campus governance process, see [IV.A.001: Explanation of Participatory/Shared Governance](#).) Involvement occurs through the annual institutional planning process, notably through completion of program plans and program reviews, as well as attendance at the spring Institutional Planning Retreat, but it also transpires through participation in leadership academies, institutes, and committees. No matter the level or degree of initiation or involvement, the College appreciates all employee, student, and community contributions targeting improvement and student success.

The 2014 edition of the *Organizational Structure and Governance Manual* identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process ([IV.A.002: Organizational Structures and Governance Manual 2014](#)). Each of the four primary constituency campus groups is represented by its respective governing body: faculty members are represented by the Academic Senate; classified staff, the Classified Executive Board of California School Employee Association (CSEA); students, the Associated Students of Rio Hondo College (ASRHC); and management, the Management Confidential Council (MCC). These governing entities write mission statements congruent with the College Mission Statement, as well as their more specialized individual purposes ([IV.A.003: Mission-Revision-Process-and-Results-FINAL.pdf](#)).

Rio Hondo’s board policies and administrative procedures refer to participation/sharing in decision making, delegation of authority, and institutional planning/review, which offers everyone on campus a venue to participate in and improve the College. Participation in annual planning/review transpires on the program, unit, and area levels, where involvement is encouraged and fostered through team planning efforts. Everyone has a voice. The Office of Institutional Research and Planning (IRP) orchestrates the fall planning activities: announcements, orientations, software training sessions, dedicated telephone help lines, email research requests, etc. Program plans and reviews inform unit plans; unit plans inform area plans; and area plans inform the goals and objectives of the College, as well as institution-set standards. The culminating activity is the annual spring Institutional Planning Retreat, where campus leaders review, discuss, and analyze the goals and objectives from the previous year, then revise and/or set new goals and objectives for the next year(s). Post-planning and post-retreat evaluations ensure improvement to the processes in the future. (For complete details on the annual planning/review process at Rio Hondo, see Standard 1.B.3.)

SELF-EVALUATION – IV.A.1.

The College meets this Standard.

The *Organizational Structure and Governance Manual*, which has been updated and published each year from 2009 to 2014, explicitly details the parameters for all constituency groups engaging in participatory/shared governance. In addition, the College offers other avenues towards increasing understanding of the participatory/shared nature of the governance process. For example, the College hosted two workshops about the spirit and praxis of Assembly Bill (AB) 1725 ([IV.A.004: AB 1725- complete bill](#)). The first was directed by consultants from the California Academic Senate and the Community College League of California (CCLC) in October 2008; the second occurred in October 2013, facilitated by the CEO of the CCLC and recent past president of the California Academic Senate ([IV.A.005: AB 1725 Workshop PowerPoint Presentation](#)). All constituency group leaders were invited to the workshops, whose primary purposes were to highlight the importance of the participatory/shared governance process and clarify roles in that process.

The following documents formally and succinctly summarize the positions of the College with regard to participatory/shared governance processes and outline the roles and processes of each constituency group:

- Board Policy (BP) 2430, “Delegation of Authority”
- Board Policy (BP) 2510, “Participation in Local Decision Making”
- Administrative Procedure (AP) 2510, “Participation in Local Decision Making Procedures”
- Administrative Procedure (AP) 3250, “Institutional Planning”

BP 2510 and AP 2510, “Participation in Local Decision Making,” were recently reviewed through the local process and adopted by the Board of Trustees in January 2014. This final adoption is especially significant as it culminated two years of deliberation that formalized previously unwritten practices, concretely illustrating the cooperation and collaboration among constituency campus groups, senior administration, and the Board of Trustees ([IV.A.006: Board Policies and Administrative Procedures Website](#); [IV.A.007: 2-12-13 Planning and Fiscal Council Meeting Minutes](#), [IV.A.008: 2-26-13 Planning and Fiscal Council Meeting Minutes](#); [IV.A.009: 4-23-13 Planning and Fiscal Council Meeting Minutes](#)).

The College Mission Statement is reviewed as part of the annual Institutional Planning Retreat. The most recent review occurred at the 2014 retreat when participants considered the statement in consideration of the recent Student Success Task Force Initiative and the Chancellor’s Office Scorecard, which has encouraged community colleges to become more explicitly focused on proven student success. Discussions at the spring 2013 Institutional Planning Retreat confirmed the need to revise Rio Hondo’s Mission Statement, and a task force representing all constituencies convened in fall 2013. The five-month review process included campus-wide forums and off-campus input from the Superintendent/President’s Advisory Committee ([IV.A.010: President’s Advisory Committee 9-26-13 Agenda](#)). The process culminated in the adoption of the new College Mission Statement at the November 2013 Board of Trustees meeting ([IV.A.003: Mission-Revision-Process-and-Results-FINAL.pdf](#)).

Keeping the campus informed about the mission, values, vision, and goals and objectives of the College is vital. Such reminders help everyone focus on what is at the core of educators' profession—student success. The Superintendent/President discusses these important principles at each FLEX Day assembly, and all campus constituencies are reminded frequently ([IV.A.011: RHC Vision, Mission, Values; IV.A.012: 2013 Annual Report](#)). (To review the variety of ways the campus is kept informed about the mission, values, vision, goals, and objectives of the College, please consult "[IV.A.013: Mission Statement Reinforcement](#).")

Rio Hondo's comprehensive program review process provides a venue for college-wide dialogue concerning the achievements and challenges of every program on campus. Once every six years and in lieu of the annual program plan, an all-constituency-represented Program Review Committee meets with program team members to discuss the merits and issues evident in their planning documents. The hour-long collegial discussions are lively, and the campus-wide representation inspires explanations and viewpoints not readily perceived by intimates of the program. A written record of each Program Review Committee meeting is published in an Executive Summary, to which program teams have the opportunity to respond ([IV.A.014: Program Review Summary Highlights](#)). Program-level and institutional-level recommendations are distributed to appropriate governance bodies and are considered at the spring Institutional Planning Retreat. The recommendations are considered in the revisions and/or formulations of the College goals and objectives for the following year. (For a detailed description of Rio Hondo's institutional program/planning review process, see Standard I.B.3.) (For an example of how program review contributed to improvement in a specific discipline, see "[IV.A.015: Mathematics Program Review](#).")

Information on institutional performance compares internal College data on a year-by-year basis, as well as externally to other community colleges, and is available through a variety of means. The *Campus Climate Survey Report* contains performance data information on student services and employee satisfaction, as well as student and employee performances, and is widely distributed and discussed, as well ([IV.A.016: Campus Climate Survey](#)). In addition, the *Annual Report* mailed to the community provides institutional performance data to on-and-off campus constituencies ([IV.A.012: 2013 Annual Report](#)). Recently, the Student Success Initiative (SSI) prompted a series of workshops, town halls, and presentations to various campus constituency groups wherein discussions about institutional performance transpired ([IV.A.017: List of SSI Information Sessions Oct-Nov. 2013](#)). Rio Hondo's Scorecard has been considered at Board of Trustee meetings, Planning and Fiscal Council (PFC) meetings, and at SSI activities ([IV.A.018: Rio Hondo College Student Success Scorecard](#)). In addition, the Superintendent/President includes information on the Scorecard in the opening address to the campus on fall FLEX Day assemblies. Furthermore, the Office of Marketing and Communications disseminates relevant information internally and externally through the monthly *President's Update* and externally through press releases and fact sheets highlighting the comparative rankings

of the College, such as the number of degrees awarded in various disciplines ([IV.A.019: President’s Update](#), [IV.A.020: Press Releases](#), [IV.A.021: 2013 Summer Newsletter](#), and [IV.A.022: 2013 Fast Facts](#)).

A concrete illustration of how campus leaders took initiative to use systematic, participatory/shared process to assure effective discussion, planning, and implementation can be ascertained in the difficult, yet deliberative course reduction process in 2012 ([IV.A.023: Agendas and Minutes from Summer 2012 Course Reductions Meetings](#)). The Vice President of Academic Affairs, under the direction of the Superintendent/President, led a fairly represented group of administrators and faculty members through a collaborative process that prioritized student achievement while confronting the necessity of reducing sections of course offerings. (For a detailed chronology of this process, see “[IV.A.024: Course Reduction](#).”)

ACTIONABLE IMPROVEMENT PLANS – IV.A.1.

None.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY – Standard IV.A.2.a.

The governing documents, board policies, and administrative procedures of the College comply with the spirit, intent, and legality of Assembly Bill (AB) 1725, the landmark law passed in 1989, codifying participatory/shared governance. That legislation specifically states that California community colleges adopt “minimum standards for governing procedures established by governing boards . . . to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions are given every reasonable consideration and the right of academic senates to assume primary responsibility in the areas of curriculum and academic standards.” All constituents at Rio Hondo College acknowledge the primacy of the law over any divisional or factional opinions and strive to adhere to the spirit and letter of the law of AB 1725.

The *Organizational Structure and Governance Manual* outlines the College administrative organization; the means to ensure widespread participation in the planning and decision-making process; and a listing, description, and function of councils and committees, whose memberships consist of faculty members, classified staff, administrators, and in some cases, students. (For a complete listing of governance committees and councils, see “[IV.A.025: List of Governance Committees and Councils](#).”)

While the Board of Trustees is responsible for setting board policies that frame campus governance, several institutional board policies and administrative procedures describe faculty, classified staff, administrator, and student roles in College governance. All of these policies and procedures are described in the subsequent “Self-Evaluation” section.

SELF-EVALUATION – IV.A.2.a.

The College meets this Standard.

Participatory/shared governance has predicated revisions and subsequent Board of Trustee approvals of Board Policy (BP) 2410, “Board Policy and Administrative Procedure,” and Board Policy (BP) 2510, “Participation in Local Decision Making” ([IV.A.026: Board Policy 2510](#) and [IV.A.027: Board Policy 2410](#)). Over the past two years, campus constituency group leaders have worked diligently with the administration in revising both BP 2410 and BP 2510, as well as Board Policy 4020, “Program Curriculum, and Course Development.” The rigorous revision efforts resulted in Board of Trustee approval of BPs 2410, 2510, and 4020 in October 2013 ([IV.A.028: Board of Trustee Minutes, 10-9-13](#)). These policies—along with the information outlined in the 2014 edition of the *Organizational Structure and Governance Manual*—comprise the guiding documents for participatory/shared governance for the College in place at this time.

BP 2510, “Participation in Local Decision Making,” affirms the commitment of the Board to participatory/shared governance. The process for establishing and including all campus constituency groups in subsequent revisions of board policies and administrative procedures are delineated in BP 2410, “Board Policy and Administrative Procedure.” BP 2510 was recently updated through the College review process and approved by the Board in January 2014.

AP 2510, “Participation in Local Decision Making,” outlines the processes for collegial consultation between administration and the Academic Senate and the requirement that both parties must mutually agree ([IV.A.029: Administrative Procedure 2510](#)). Collegial consultation is required for board policies and administrative procedures, which include items under the Academic Senate domain, commonly referred to as the 10+1 listing as outlined in AB1725. (See

[“IV.A.030: Explanation of AP 2510”](#) for details on cases when collegial consultation is not required.)

The process regarding administrative procedures is similarly described in AP 2410, “Board Policy and Administrative Procedure,” as well, with the exceptions that “revised procedures will be forwarded to the Board as information items for review. Administrative procedures are considered operational and do not require Board approval. They are forwarded to the Board as information items” ([IV.A.031: Administrative Procedure 2410](#)).

Several other board policies and administrative procedures delineate the faculty role in College governance and decision making. BP 4010, “Academic Calendar,” authorizes the negotiation of the academic calendar with “the appropriate collective bargaining unit,” which is the Rio Hondo College Faculty Association (RHCFA) ([IV.A.032: Board Policy 4010](#)).

BP 4020, “Program, Curriculum, and Course Development,” authorizes the Superintendent/President to “establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance” ([IV.A.033: Board Policy 4020](#)). It also clearly states that “these procedures shall include appropriate involvement of the faculty and Academic Senate in all processes.” BP 4020 was the subject of extensive discussion with reference to the College’s efforts to create and approve a series of Associate Degrees for Transfer (ADTs) in response to Senate Bill (SB) 1440. (For a summary of these efforts and how they demonstrate the College’s efforts to follow BP 4020, see [“IV.A.034: Transfer Degree Issue.”](#))

It is also important to note that the corresponding AP 4020, “Program and Curriculum Development,” specifically acknowledges that “faculty, acting through discipline areas within the academic divisions and through the Curriculum Committee, a sub-committee of the Academic Senate, shall be responsible for program and curriculum development” ([IV.A.035: Administrative Procedure 4020](#)). AP 4020 was the subject of further discussion with reference to the College’s efforts to create transfer degrees in response to SB 1440. (For details on the College’s efforts to comply with AP 4020, see [“IV.A.034: Transfer Degree Issue.”](#))

The key lessons learned by the College with respect to the transfer degree issue and BP/AP 4020 are as follows:

- 1) that the Board fully understands and appreciates academic expertise in the area of curriculum and degrees;
- 2) that Board dialogue about details related to curriculum and degrees can be perceived as going too far;
- 3) that the Board’s role as policy makers requires striking a balance between responding to state mandates and delegating authority to the Superintendent/President.

The transfer degrees experience has helped the Board to be reminded to request updates on any new statewide educational mandates, such as SB 1440. Furthermore, the Board has relearned how to appropriately engage with faculty leaders to discuss how state educational mandates related to curriculum should be implemented. By remaining fully educated and sensitive to the roles of campus leaders, the Board becomes well-versed, well-trained, and fully cognizant of the responsibilities, expectations, and milestones related to the implementation of new mandates. Thanks in part to the Board becoming fully educated on SB 1440 and thanks in large part to the faculty members who worked on the transfer degrees, the College has been able to complete 19 Associate Degrees for Transfer (ADTs) to comply with SB 1440. This reminder about becoming fully educated on state mandates, in addition to lessons learned from the transfer degree issue, was discussed by the Board at special board meetings in May and June of 2014. Ongoing board education continues to be a priority for the Board, as evidenced by the inclusion of professional board development as one of the Board’s annual 2013-2014 goals.

Another lesson learned is the Board’s affirmation of its policy role and its respect for the participatory/shared governance structure. At the 21 June 2014 special Board meeting, the Board stated that it is committed to its obligation to ensure that members of the campus community have opportunities to effectively participate in participatory/shared governance. The Board also recognizes the unique role of the Academic Senate and faculty in general with respect to academic and professional matters ([IV.A.036: Minutes from Special 6-21-14 BOT Meeting](#)).

Evidence of participatory/shared governance may also be seen in AP 4021, “Vocational Program Discontinuance,” which specifies that the “Planning/Fiscal Council will convene a review committee consisting of two managers and two faculty members” in the deliberations for discontinuance of a vocational program ([IV.A.037: Administrative Procedure 4021](#)). AP 4050, “Articulation,” specifies that “[a]rticulation requests may come from faculty at the college or from four-year institutions” ([IV.A.038: Administrative Procedure 4050](#)).

Students are the primary focus of the College, and toward that end, BP 5400, “Associated Students Organization,” authorizes students to organize and become the voice for their constituents in the College decision-making processes ([IV.A.039: Board Policy 5400](#)). BP 2015, “Student Member of the Board,” ensures that voice through the peer-elected student trustee ([IV.A.040: Board Policy 2015](#)). Indeed, both BP 2105, “Election of Student Member, Board of Trustees,” and its corresponding AP 2105, “Election of Student Members,” ensure that the student voice is heard ([IV.A.041: Board Policy 2105](#); [IV.A.042: Administrative Procedure 2105](#)). In addition, students are included on most campus committees, such as Planning and Fiscal Council (PFC), Safety Committee, and Educational Master Plan and Mission Statement work groups.

ACTIONABLE IMPROVEMENT PLANS – IV.A.2.a.

None.

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY – Standard IV.A.2.b

One of the primary functions of the Academic Senate is making recommendations to the Superintendent/President and the Board of Trustees regarding curriculum, academic standards, and other professional matters.

The Academic Senate relies on campus committees, such as Curriculum, Distance Education Committee (DEC), Student Learning Outcomes (SLO) Committee, and Instructional Technology Committee (ITC), to provide faculty the forum and opportunity to develop policies and procedures that significantly impact academic and related matters.

In addition, faculty have input on other governance committees related to student learning, including the Student Services Program Leadership Council (SSPLC) and the Student Success and Support Programs Committee (SSSP). Faculty members also serve on the College Student Success Task Force and various ad hoc committees as needs arise.

Academic Affairs and Student Services administrators of the College are instrumental in aiding in the development of student learning programs and services. Deans and directors serve on the Curriculum Committee, DEC, SLO Committee, and ITC, to name a few.

SELF-EVALUATION – IV.A.2.b

The College meets this Standard.

The Rio Hondo College Academic Senate consists of both full-time and part-time division-elected faculty senators, proportionally representing the areas of Academic Affairs and Student Services. The Senate and its subcommittees express the views of the faculty. The College supports the work of the Academic Senate by providing reassigned time to the Executive Committee, so those elected officers may fully participate in participatory/shared governance activities, complete the work of the Senate, and provide time to confer with administrative officials. The College and the Academic Senate mutually agree on recommendations made by the Senate and its subcommittees in the areas commonly referred to as the 10+1.



Several board policies insure appropriate involvement of the faculty ([IV.A.033: Board Policy 4020](#); [IV.A.043: Board Policy 4025](#); [IV.A.044: Board Policy 4220](#); [IV.A.045: Board Policy 4050](#); [IV.A.002: Organizational Structures and Governance Manual 2014](#); [IV.A.046: Rio Hondo College Officials Website](#)).

The Curriculum Committee monitors, reviews, and recommends new and revised curricula, ensuring compliance with California state standards as set by the California Community College Chancellor's Office (CCCCO). The Committee is composed of 22 faculty members, one of whom serves as chair, one student, an evaluation technician, the Dean of Business, and the Dean overseeing the Office of Instructional Operations ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

The Distance Education Committee (DEC) recommends to the Academic Senate and administration quality standards, regular and substantive contact with students, best practices, and compliance with legal requirements, such as the Americans with Disabilities Act (ADA) in all online, hybrid, and enhanced course offerings. The DEC sets training standards and recommends the selection of course management systems. The Committee is composed of 12 faculty members, the faculty Distance Education Coordinator who serves as chair, two classified employees, two academic administrators, and the Director of Information Technology Services (ITS) ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

The Instructional Technology Committee (ITC) makes recommendations on matters relating to technology used in instruction and student services. The Committee evaluates software and hardware for use in on-ground classrooms and online courses, as well as provides training opportunities in instructional technology. The ITC is composed of ten faculty members, one of whom serves as chair, two classified employees, and two administrators, and Director of Information Technology Services (ITS) ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

The Student Learning Outcomes (SLO) Committee recommends College policy relevant to student learning outcomes; provides assistance and guidance to employees in the development and assessment of SLOs; and reviews program, degree, and institutional SLOs in efforts to ensure high quality assessment. The Committee works closely with the Institutional Effectiveness Committee (IEC) and the Office of Institutional Research and Planning (IRP) to ensure SLOs are linked to the institutional planning/review process. The SLO Committee is composed of two faculty representatives each from the divisions of Communications and Languages, Behavioral and Social Sciences, and Math and Sciences; one representative from each of the remaining divisions; the faculty SLO Coordinator, who serves as chair; one academic dean; a Student Services area manager; the Dean of IRP, the Dean of Library and Instructional Support; and the Vice

Presidents of Academic Affairs and Student Services ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

Beyond making recommendations through its various subcommittees, the Academic Senate regularly makes recommendations to the College on matters also clearly under its 10 + 1 purview. For example, on 8 January 2014, the Academic Senate sponsored a Student Success workshop to formulate recommendations for the College Student Success Task Force. The recommendations were subsequently reported to the Board of Trustees; the general assembly at spring FLEX Day; the Academic Senate; Planning and Fiscal Council (PFC); Student Success Initiative Task Force; Student Success and Support Programs (SSSP) Committee; and Associated Students Rio Hondo College (ASRHC) ([IV.A.047: Senate Student Success Workshop Presentation](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.A.2.b

None.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTIVE SUMMARY – Standard IV.A.3

The goals and objectives of the College are best achieved through the participatory/shared governance structure. Cooperation, collaboration, and collegiality are the exemplary values that constituents aspire to uphold throughout the governance process. Campus constituencies are afforded opportunities to provide recommendations on proposals by the Board and/or the Superintendent/President; constituents may, in some limited cases, bring forward recommendations of their own. The organizational structures and governance practices of the College are outlined in the *Organizational Structure and Governance Manual* ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

SELF-EVALUATION – IV.A.3

The College meets this Standard.

The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. The Board promotes the vision, mission, and values of the College ([IV.A.011: RHC Vision, Mission, Values](#)) by respecting the role of the faculty, students, classified staff, confidential employees, and administration. Faculty involvement in governance is guaranteed by Assembly Bill (AB) 1725 and

Title 5, sections 53200 through 53206. The Board encourages other campus constituencies to become involved in governance, as well ([IV.A.026: Board Policy 2510](#); [IV.A.029: Administrative Procedure 2510](#)). In addition, the Board has the authority to delegate decision making to the Superintendent/President. However, both the Board and the Superintendent/President are mindful of and value contributions to the decision-making process from all constituencies, which have most recently contributed to the realization of the Student Success Initiative Task Force (<http://www.riohondo.edu/ssi/>).

The Academic Senate represents the faculty, whose primary function is making recommendations on academic and other 10+1 matters. The California School Employees Association (CSEA) serves as the governance body for classified employees. The Associated Students of Rio Hondo College (ASRHC) acts on behalf of student interests, and the Management/Confidential Council (MCC) represents deans, directors, and confidential employees. The Superintendent/President meets periodically with the Senate Executive officers, as well as the CSEA and ASRHC leadership, to discuss topics of concern ([IV.A.002: Organizational Structures and Governance Manual 2014](#)).

Cooperation, collaboration, and collegiality are evident in the governance process. The Academic Senate regularly acts on revisions to board policies and administrative procedures, provides guidance to faculty serving on various committees, and recently took initiative in sponsoring a workshop on the Student Success Initiative (SSI) ([IV.A.047: Senate Student Success Workshop Presentation](#)). The Planning and Fiscal Council (PFC), on which all campus constituencies serve, acts as a principal conduit for budgetary and planning recommendations to the Superintendent/President. All recommendations for staffing, technology requests, and facility needs are funneled through PFC. The Curriculum Committee is engaged in directing course revisions, new course requests, and new degree programs. The Program Review Committee makes program-level recommendations and, when campus trends are noticed, the Committee sees that institutional recommendations are sent to the appropriate governance body.

Collaboration results in successful outcomes for which all can share credit. A few examples are the development of the Early College Academy (ECA) ([IV.A.047: Senate Student Success Workshop Presentation](#)); the South Whittier Educational Center (SWEC) and El Monte Educational Center (EMEC) ([IV.A.049: SWEC Webpage](#); [IV.A.050: EMEC Webpage](#)); the Student Success Initiative Task Force (<http://www.riohondo.edu/ssi/>); and the annual Institutional Planning Retreat ([IV.A.051: Planning Process Document](#)).

The consequences of following collaborative processes also may include disagreement among groups. No one is confused that authority and responsibility for decision making lies with the Superintendent/President in those matters the Board has delegated to that position. However, certain governance bodies on

campus are given certain responsibilities, and interpretation of those responsibilities can give rise to disagreements. One such committee is the Planning and Fiscal Council (PFC). Administrative Procedure (AP) 3250, “Institutional Planning,” ([IV.A.052: Administrative Procedure 3250](#)) states that PFC has the responsibility for “developing and presenting planning, budget, and other recommendations.” Campus constituencies, by and large, feel that this aspect of PFC is not always utilized to its fullest possible extent, even though communication and cooperation between the District and other parties in the participatory/shared governance structure has markedly improved.

A second disagreement that deeply and negatively affected trust between campus members and participation and collaboration in participatory/shared governance occurred during the 2011-2012 academic year. On 26 October 2011, the Superintendent/President at that time initiated a complaint against three faculty members, alleging discrimination and harassment. The College followed the required procedures, but neither discrimination nor harassment was found. Subsequently, the Rio Hondo College Faculty Association (RHCFA) filed an unfair practice charge that was resolved to the mutual agreement of both sides. (For a detailed explanation please see “[IV.A.053: Discrimination Complaint Narrative](#).”)

The College is committed to guaranteeing free speech and providing safe venues for communication between and among all campus constituencies and has expressed this publicly ([IV.A.054: October 2013 President’s Update](#)). The College recognizes that, even though trust among campus members has been largely restored and collaboration in participatory/shared governance has recovered since the aforementioned incident, some areas are still in need of continuing improvement.

ACTIONABLE IMPROVEMENT PLANS – IV.A.3

None.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY – Standard IV.A.4.

Rio Hondo College values open communication, honesty, and truthfulness ([IV.A.011: RHC Vision, Mission, Values](#)). When interacting with external agencies, the College advocates and demonstrates these values. In addition, the College complies with the

standards, policies, and guidelines of the Accrediting Commission for Community and Junior Colleges (ACCJC) and adheres to ACCJC's requirements for public disclosure of self-evaluations, team visits, and other reports. Accuracy and promptness is always an important consideration in all communications.

SELF-EVALUATION – IV.A.4.

The College meets this Standard.

The Western Association of Schools and Colleges (WASC) accredits Rio Hondo College, and the California Community College Board of Governors (BOG) authorizes the College to offer courses. The College maintains memberships with the American Association of Community Colleges (AACC), the California Association of Community Colleges (CACC), and the San Gabriel/Foothill Association of Community Colleges (SanFACC) ([IV.A.055: RHC 2013-2014 Catalog, Page #1](#)).

As a consequence of the 2008 College application for reaffirmation ([IV.A.056: 2008 Application for Reaffirmation of Accreditation](#)), ACCJC tendered six recommendations ([IV.A.057: ACCJC 2008 Evaluation Report](#)) intended to improve adherence to standards, guidelines, and policies of the Commission. In October 2009, the College submitted a *Follow-up Report* ([IV.A.058: 2009 Follow-Up Report](#)) addressing the recommendations, and the Commission responded in affirming accreditation ([IV.A.059: Notice of Reaffirmation of Accreditation 20 January 2010](#)). A *Mid-term Report* was submitted in October 2011 ([IV.A.060: 2011 Midterm Report](#)), and a *Status Report on Student Learning Outcomes* in October 2012 ([IV.A.061: 2012 College Status Report on Student Learning Outcomes Implementation](#)).

The College complies with ACCJC's requirements to submit substantive change proposals and notifications. Among those recently submitted were a distance learning proposal; certificates for child development; business marketing; transmission service; engine repair; brake suspension service; and Associate degrees in advanced engine performance, logistics management, kinesiology, business marketing, English, physics, and early childhood education ([IV.A.066: Substantive Change Proposal 19 Feb 2010](#), [IV.A.067: Substantive Change Proposal 25 July 2012](#)). An upcoming Substantive Change Retreat August 2014 will provide in-depth training for academic deans on substantive change requirements and approval process.

Several College programs are certified by other external agencies, and these programs comply with the requirements of the relevant agencies. (For a complete list please see "[IV.A.065: Evidentiary Narrative re: Certification by External Agencies](#)") Compliance with the high standards of external agencies demonstrates the College's commitment to integrity. Attesting to this was the College response to a breach in test security at the Police Academy in August 2010 ([IV.A.062: POST Commission Meeting Minutes 24 Feb 2011](#), [IV.A.063: POST Commission Meeting Minutes 23 June 2011](#)). Shortly thereafter, in October 2010, the Police Academy program was suspended by the California Commission of Peace Officer Standards and Training (POST). This has

been a difficult challenge for the College. However, the Superintendent/President, in tandem with the Vice President of Academic Affairs, deans, directors, and faculty members of the Division of Public Safety, have collaborated with POST officials for more than two years in redesigning and improving all aspects of the Police Academy. In March 2011, POST provided the College with limited authorization to offer Academy courses. Since then, monthly telephone conference calls with POST's Deputy Executive Director and leading Bureau Chiefs led to the Academy being reopened in June 2012 and the first extended Academy cohort class graduating in July 2013. The first intensive Academy cohort since suspension has been authorized to begin training in August 2014.

With regard to the United States Department of Education (USDE) regulations, independent auditors for the College attest to compliance with financial requirements for programs such as TRiO, TRiO-STEM, and its Title V grants ([IV.A.068: Report of Independent Auditors](#)). Furthermore, the College adheres to federal standards in areas such as assessment of student learning and Distance Education (DE).

ACTIONABLE IMPROVEMENT PLANS – IV.A.4.

None.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard IV.A.5.

On 9 October 2013, the Board of Trustees reviewed the proposed Governance Committee Review process, to be implemented in evaluating the governance and decision-making entities of the College ([IV.A.028: Board of Trustee Minutes, 10-9-13](#)). This culminated a year-long deliberative process among all constituency groups, formalizing the previous informal self-reflection process haphazardly implemented across campus, such as those cited in Planning and Fiscal Council (PFC) and Institutional Effectiveness Committee (IEC) minutes ([IV.A.007: 2-12-13 Planning and Fiscal Council Meeting Minutes](#), [IV.A.008: 2-26-13 Planning and Fiscal Council Meeting Minutes](#), [IV.A.009: 4-23-13 Planning and Fiscal Council Meeting Minutes](#)). The capstone of the new Governance Committee Review process is a formal survey instrument that was crafted by the Office of Institutional Research and Planning (IRP) ([IV.A.069: 2014 Governance Committee Review Survey Participants](#)). This survey prompts all respondents to identify committee strengths and weaknesses and asks for relevant data where appropriate to support assertions.

This survey, available online, included a series of questions that enabled governance committee members to evaluate their governance committees. For example, a few of

the questions asked governance committee members to assess each year how well their particular committee fulfilled its purpose, how much their committee was able to influence the overall decision-making process of the College, and how well their committee communicated with other governance committees.

Survey results are summarized by IRP and reported to the Superintendent/President for consideration in President's Council, a governance committee comprised of representatives of faculty leadership, classified staff leadership, MCC leadership, and administrators.

Additionally, the Accreditation Leadership Team (ALT) recently surveyed the campus with the specific intention of collecting cogent accreditation information. Of particular significance was a desire to assess campus-wide perceptions of governance entities. One of the questions included in the survey related directly to campus perception of governance entities. This particular question will be included in future Campus Climate Surveys distributed biennially to the entire campus ([IV.A.016: Campus Climate Survey](#)). Implementation will result in at least three sets of responses that can be disaggregated by "employee group" over time. Having this information will help determine whether there are divergences of perception towards governance and governance efficacy from one employee group to another.

SELF-EVALUATION – IV.A.5.

The College meets this Standard.

The Governance Committee Review Survey was administered in spring 2014 to eight governance committees. These committees were chosen because of their direct impact on the governance and decision-making processes, their inclusion of employees from all three primary groups, and their participation in the institutional planning/review process. (For a complete list, see "[IV.A.069: 2014 Governance Committee Review Survey Participants](#)"). A summary of the survey results was submitted to President's Council in July 2014. The leaders of the various employee groups who serve on President's Council were asked to share the results with their respective employee groups so that all employees were informed of the results. Also, the Office of the Superintendent/President distributed the results of the survey to the participating governance committee chairs so that the chairs could review survey results and discuss them with their respective governance committees ([IV.A.070: Summary of 7-1-14 Governance Committee Survey Results Review](#)).

Survey results indicated that most governance committee representatives believe they are fulfilling the purpose of their respective committees, and most believe that materials/resources received in their particular committees have helped them participate effectively as committee members. However, when asked what could be improved within their respective governance committees, members predominantly indicated better communication between their committee and other committees, as well as more thorough discussion of annual goals and objectives. Moreover, when

asked what could be improved overall in governance and decision making on campus, the most common response was better communication within and among governance committees. This theme of improved communication is also echoed in the results of the Campus Climate Survey ([IV.A.071: 2014 Governance Committee Review Survey](#)).

One of the governance committees demonstrating the most rigorous self-evaluation and assessment process is the Staffing Committee. This Committee, comprised of classified staff, faculty, and managers, is tasked with the responsibility of reviewing staffing requests that arise through the planning/review process and ranking them in order of importance. After the 2013-2014 institutional planning cycle, the Institutional Effectiveness Committee (IEC) invited members of the Staffing Committees, as well as members of the entire campus community, to participate in several round table meetings to evaluate the staffing committee process, recommend changes to the process, and decide on which changes to implement in the following year ([IV.A.072: Agenda from Roundtable Meeting to Evaluate Resource Allocation Process](#) and [IV.A.073: Feedback from Classified Staff](#) and [IV.A.074: Faculty on Resource Allocation Process](#)). Some of the changes recommended by participants of the round table meetings were incorporated into the subsequent institutional planning cycle. The resource allocation process remains a work-in-progress as various constituency groups continue to have opportunities to participate in the process and offer recommendations that will be considered in the next cycle.

Since 2010, the College has been working hard to address the theme of improving communication between and among governance entities on campus. In October and November 2010, the Board of Trustees directed the Superintendent/President to host two multi-stakeholder work sessions intended to improve communication among all campus leaders. The College invited an independent consultant to serve as a facilitator for these two Saturday work sessions. These two meetings included representatives from the Board, the Superintendent/President, faculty members, classified staff, and confidential and management leadership. Session topics included cultivating trust, clarifying roles, and establishing ground rules. The common theme expressed at these stakeholder meetings was the need to identify practical ways to build trust and enhance communication among constituency groups ([IV.A.075: Agendas and Minutes for Multi-Stakeholder Mtgs Oct-Nov 2010](#)).

To update the College community about the ongoing efforts to improve constituency group relations and the communication process, the president of each constituency group co-authored, with the Superintendent/President, a joint letter dated 29 November 2010. Also mentioned in the letter was a shared commitment to pursuing specific action items related to establishing “safe zones,” enhancing supervisor/employee relations, and ensuring that planning and governance processes are effective ([IV.A.076: Multi-Stakeholder Joint letter 11-29-10](#)).



ACTIONABLE IMPROVEMENT PLANS – IV.A.5.

Although this Standard has been met, the College is continuing to work to surpass the Standard and to achieve excellence in this area of governance and decision-making structures review. The Superintendent/President intends to work with the Dean of Institutional Research and Planning (IRP) to review the current evaluation instrument and determine how it can be improved for the next cycle in the 2014-2015 year. In addition, the Superintendent/President has already discussed with the Dean of IRP how to expand the number of governance committees included in the survey instrument. Furthermore, the Superintendent/ President intends to work closely with the leadership of each constituency group to improve the response rate of governance committee members among all employee groups.



STANDARD IV.A. EVIDENCE

IV.A.001: Explanation of Participatory/Shared Governance
IV.A.002: Organizational Structures and Governance Manual 2014
IV.A.003: Mission-Revision-Process-and-Results-FINAL.pdf
IV.A.004: AB 1725- complete bill
IV.A.005: AB 1725 Workshop PowerPoint Presentation
IV.A.006: Board Policies and Administrative Procedures Website
IV.A.007: 2-12-13 Planning and Fiscal Council Meeting Minutes
IV.A.008: 2-26-13 Planning and Fiscal Council Meeting Minutes
IV.A.009: 4-23-13 Planning and Fiscal Council Meeting Minutes
IV.A.010: President’s Advisory Committee 9-26-13 Agenda
IV.A.011: RHC Vision, Mission, Values
IV.A.012: 2013 Annual Report
IV.A.013: Mission Statement Reinforcement
IV.A.014: Program Review Summary Highlights
IV.A.015: Mathematics Program Review
IV.A.016: Campus Climate Survey
IV.A.017: List of SSI Information Sessions Oct-Nov. 2013
IV.A.018: Rio Hondo College Student Success Scorecard
IV.A.019: President’s Update
IV.A.020: Press Releases
IV.A.021: 2013 Summer Newsletter
IV.A.022: 2013 Fast Facts
IV.A.023: Agendas and Minutes from Summer 2012 Course Reductions Meetings
IV.A.024: Course Reduction
IV.A.025: List of Governance Committees and Councils
IV.A.026: Board Policy 2510
IV.A.027: Board Policy 2410
IV.A.028: Board of Trustee Minutes, 10-9-13
IV.A.029: Administrative Procedure 2510
IV.A.030: Explanation of AP 2510
IV.A.031: Administrative Procedure 2410
IV.A.032: Board Policy 4010
IV.A.033: Board Policy 4020
IV.A.034: Transfer Degree Issue
IV.A.035: Administrative Procedure 4020
IV.A.036: Minutes from Special 6-21-14 BOT Meeting
IV.A.037: Administrative Procedure 4021
IV.A.038: Administrative Procedure 4050
IV.A.039: Board Policy 5400
IV.A.040: Board Policy 2015
IV.A.041: Board Policy 2105
IV.A.042: Administrative Procedure 2105



IV.A.043: Board Policy 4025
IV.A.044: Board Policy 4220
IV.A.045: Board Policy 4050
IV.A.046: Rio Hondo College Officials Website
IV.A.047: Senate Student Success Workshop Presentation
IV.A.048: Early College Academy
IV.A.049: SWEC Webpage
IV.A.050: EMEC Webpage
IV.A.051: Planning Process Document
IV.A.052: Administrative Procedure 3250
IV.A.053: Discrimination Complaint Narrative
IV.A.054: October 2013 President’s Update
IV.A.055: RHC 2013-2014 Catalog, Page #1
IV.A.056: 2008 Application for Reaffirmation of Accreditation
IV.A.057: ACCJC 2008 Evaluation Report
IV.A.058: 2009 Follow-Up Report
IV.A.059: Notice of Reaffirmation of Accreditation 20 January 2010
IV.A.060: 2011 Midterm Report
IV.A.061: 2012 College Status Report on Student Learning Outcomes Implementation
IV.A.062: POST Commission Meeting Minutes 24 Feb 2011
IV.A.063: POST Commission Meeting Minutes 23 June 2011
IV.A.064: Personal Communication: Superintendent/President, Vice-President of Academic Affairs, Dean of Public Safety, and the co-chairs of the Standard IV committee
IV.A.065: Evidentiary Narrative re: Certification by External Agencies
IV.A.066: Substantive Change Proposal 19 Feb 2010
IV.A.067: Substantive Change Proposal 25 July 2012
IV.A.068: Report of Independent Auditors
IV.A.069: 2014 Governance Committee Review Survey Participants
IV.A.070: Summary of 7-1-14 Governance Committee Survey Results Review
IV.A.071: 2014 Governance Committee Review Survey
IV.A.072: Agenda from Roundtable Meeting to Evaluate Resource Allocation Process
IV.A.073: Feedback from Classified Staff
IV.A.074: Faculty on Resource Allocation Process
IV.A.075: Agendas and Minutes for Multi-Stakeholder Mtgs. Oct-Nov 2010
IV.A.076: Multi-Stakeholder Joint letter 11-29-10

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The Board of Trustees and the Superintendent/President work in tandem as necessary yet still recognize the unique responsibilities each fulfills in the governance of the College. The Board establishes policies which help facilitate achievement of the College mission and vision. The Superintendent/President assumes responsibility for daily operations of the College, including strategic planning, budget control, and communications. Incoming board members and presidents are in-serviced about their unique roles and are reminded about these roles to ensure best practices and reflection of lessons learned with respect to governance. Furthermore, both trustees and presidents learn about their roles in the context of participatory/shared governance, which enables faculty to provide input on governance matters. Given that Rio Hondo College is a single campus district, the portion of Standard IV which deals with multi-college districts (IV.B.3) will not be addressed in this self-study.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY – Standard IV.B.1.

A primary function of the Board of Trustees is to exercise ultimate authority for educational quality, legal matters, and financial integrity by establishing policies that are consistent with the College’s Mission Statement. Furthermore, the Trustees act in a manner consistent with its policies and protocols; publish the policies, protocols, and code of ethics; establish a program of Board development; assess Board performance, are informed and involved in accreditation; and select and evaluate the Superintendent/President. In doing so, the Board assures quality, integrity, and effectiveness of the College’s student learning programs and services.

SELF-EVALUATION – IV.B.1.

The Board of Trustees has the authority and responsibility to make decisions in those areas charged to it by federal and state laws and regulations. The Board acts in the public interest in its role as an independent policy-making entity.

In its fiduciary duty, the Board advocates for and defends the College from unwarranted and inappropriate influence. The Board acts as a whole, once it comes to a decision.

The Board has established Board Policy (BP) 4020, “Program, Curriculum, and Course Development,” to ensure that College programs and curricula “shall be of high quality, relevant to community and student needs, and evaluated regularly.” This requirement is infused throughout pertinent policies and administrative procedures.

The District makes available on the Board webpage all board policies and administrative procedures. The Board selects the Superintendent/President according to BP 2431, “Superintendent/President Selection.” During the 2012-2013 academic year, the Board initiated the process to select a new Superintendent/President, and on 8 May 2013 the Board appointed the new Superintendent/President. The Board followed the process and reviewed the policy and, after seeking recommendations through the participatory/shared governance process, approved the policy on 15 January 2014.

The Board evaluates the Superintendent/President according to BP 2435, “Evaluation of Superintendent/President.” The Superintendent/President was last evaluated between April and July 2014. This board policy, as with all policies, is reviewed biennially. (For a timeline of presidential tenure from 2007-2014, see “[IV.B.001: Summary of Presidential Tenures](#).”)

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.

None.

- a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY – Standard IV.B.1.a.

The Board of Trustees consists of five regular members elected by the qualified voters of the District and one student member duly elected by the student body ([IV.B.002: Board Policy 2010](#)).

The Trustees are involved in many activities within the District, which keeps them abreast of concerns and issues of their constituents and helps inform their decision making at the College. The complete list of activities encompasses national organizations, advocacy groups, and state and regional associations. (For a comprehensive list, see “[IV.B.003: List of Trustees Activities and Organizations](#).”) This list also includes local organizations, such as city commissions, oversight boards, task forces, foundations, non-profits, and many other organizations which reflect the Trustees’ interests ([IV.B.004: Rio Hondo College 2013-14 Board of](#)

[Trustee Biographies](#)). The Trustees’ continuous engagement with the community demonstrates their evolving understanding of the public interest.

Board members also attend conferences and meetings related to policy making and advocacy. The Board has remained active with the American Association of Community Colleges (AACC), the American Community College Trustees (ACCT), the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the San Gabriel/Foothill Association of Community Colleges (SanFACC) ([IV.B.005: Board Development related activities 2009-14](#); [IV.B.006: Conferences attended 2013-2014](#)).

Trustees regularly advocate for the College. Board members attend Capitol Day activities in Sacramento, sponsored by CCLC in late January after the Governor releases the budget, in an effort to protect state funding for community colleges ([IV.B.007: Sacramento Advocacy Meetings from 2009-14](#)). Similarly, Trustees advocate as appropriate for cogent legislation at the Community College National Legislative Summit sponsored by AACC and ACCT in Washington, D.C. ([IV.B.008: Washington, D.C. Advocacy Meetings from 2009-14](#)). Furthermore, the Board of Trustees actively advocates for legislation or statewide initiatives that promote, protect, or increase funding for community colleges. Conversely, the Board opposes measures that may have a negative impact on community colleges ([IV.B.009: Minutes from August 8, 2012 BOT Meeting](#)).

Trustees are transparent. Each year, Trustees complete an Annual Statement of Economic Interests, Form 700, and submit it to the State of California Fair Practices Political Commission. In doing so, they attest to any potential economic interests that could create or be perceived to create a conflict of interest regarding future decisions or votes.

SELF-EVALUATION – IV.B.1.a.

The College meets this Standard.

The Trustees make decisions by majority at Board meetings during open session, at which time they act as a collective body, as one voice. Indeed, as stated in the 2013 edition of the *Trustee Handbook*, they are “stewards for the public interest” and “have the authority only when they are meeting as a board” and not as “individual trustees” who by themselves “have no authority” ([IV.B.010: 2013 CCLC Trustee Handbook](#)).

The effectiveness of the Board in avoiding conflicts of interest has protected the College from individual agendas and ensured focus on the public interest. The vigilance of the Trustees in being transparent on their Form 700 documents and willingness of Trustees to recuse themselves from taking votes that might be perceived as conflicts of interest have protected the College from outside influence or pressure. These practices ensure compliance with Board Policy (BP) 2710 and

Administrative Procedure (AP) 2710, “Conflict of Interest, Administrative Procedure,” as well as AP 2712, “Conflict of Interest and Disclosure Code” ([IV.B.011: Board Policy 2710](#), [IV.B.012: Administrative Procedure 2710](#) and [IV.B.013: Administrative Procedure 2712](#)). These policies and procedures define conflicts of interest, require disclosure of even remote conflicts, describe filing procedures for conflict of interest statements, and include consequences of code violations.

An illustration of the Board reflecting the public interest and acting as a whole relates to the creation of two off-campus educational centers in South Whittier (SWEC) and El Monte (EMEC). Throughout the planning, construction, and maintenance of these educational centers, the Trustees have remained steadfast in their promise to the community and unified in a common purpose. (For details, see “[IV.B.014: Summary of Educational Center Actions](#).”)

The SWEC and EMEC examples illustrate exemplary Board behavior: cooperation and altruism. Such conduct is congruent with model behavior for boards of trustees, as described at a special Board study session facilitated by a consultant to the Board. The consultant reminded Trustees that their authority emanates from their acts as a collective, not as individuals ([IV.B.015: Minutes from 12 July 2013 Special Board Study Session on Student Success Initiative](#)). The consultant emphasized that the Trustees must work as a team, setting aside individual agendas.

Another example of the Board advocating for and defending the College from outside pressure is the campaign to approve Proposition 30 in fall 2012. Faced with the prospect of draconian mid-year budget cuts, the Board passed a resolution supporting Proposition 30 to ensure much needed revenue for community colleges. Beyond passing the resolution, the Trustees were united in their efforts to raise funds and to campaign with faculty, staff, and administrators to volunteer during non-working hours. Consequently, the passage of Proposition 30 reduced the impact of mid-year cuts.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.a.

None.

- b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY – Standard IV.B.1.b.

Board Policy (BP) 1200, “District Vision, Mission, Values Statement,” (IV.B.016: Board Policy 1200) was approved by the Board of Trustees on 18 November 2013 after comprehensive review with input from all constituencies. The Board institutes

policies in congruence with the Mission Statement ([IV.B.017: RHC Vision, Mission, Values](#)), striving for excellence in instruction, resources, and services. Institutional policies uphold the mission of the College, as are assured in BP 2410, “Board Policy and Administrative Procedure” ([IV.B.018: Board Policy 2410](#)) and AP 2410, “Board Policies and Administrative Procedures” ([IV.B.019: Administrative Procedure 2410](#)). These documents outline the participatory/shared governance review process at the College.

Several policies inform the requisite quality, integrity, and improvement of student learning programs, services, and resources that enact the mission of the College (For details, see “[IV.B.020: Board Policies Narrative](#)”). The College has also developed a set of goals and measurable objectives based on its Mission Statement, Chancellor’s Office (CO) policies, requirements of regulatory bodies, community feedback, and internal planning ([IV.B.021: Institution Set Standards](#)). These are meant to provide a basis for ongoing improvement. The Dean of Institutional Research and Planning (IRP) last updated the Board on these institution-set standards at a special meeting of the Board on 1 February 2014 ([IV.B.022: BOT Meeting Agenda 1 February 2014](#); [IV.B.023: BOT Meeting Minutes 1 February 2014](#)).

SELF-EVALUATION – IV.B.1.b.

The College meets this Standard.

To ensure that policies uphold the College mission, board policies—per BP 2410, “Board Policy and Administrative Procedure” ([IV.B.018: Board Policy 2410](#))—undergo the participatory/shared governance review process outlined in AP 2410 ([IV.B.019: Administrative Procedure 2410](#)).

There are no Board policies that are inconsistent with the College mission, values, and goals.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.b.

None.

- c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY – Standard IV.B.1.c.

Members of the Board of Trustees are responsible for the educational quality of the institution. They approve degrees, curriculum, and articulation agreements with educational partners. In addition, Trustees are informed about Student Success Scorecard measurement indices and have delegated authority to the

Superintendent/President to ensure progress toward compliance with the Student Success Task Force Recommendations and the Student Success Initiative (SSI) on campus ([IV.B.024: Minutes from July 2013 Board Study Session on Student Success Initiative](#)). Data analysis is an integral component of informed educational quality decisions, so the Office of Institutional Research and Planning (IRP) provides annual presentations on student success and achievement data ([IV.B.025: Minutes from September BOT Meetings](#)).

Legal counsel assists the Board in their responsibilities for such matters associated with the College. Real estate transactions, personnel litigation, liabilities related to claims against the institution, and other relevant matters are discussed with the retained attorneys of the College in closed session, after which the Board President reports any actions taken during closed session.

Members of the Board of Trustees attest to integrity and independence with respect to financial matters of the College by completing the Annual Statement of Economic Interests, Form 700. These documents ensure optimum transparency of interests and investments, demonstrating independence from outside influences. They are kept on file in the Office of Finance and Business and are available upon public record request.

It should be noted that the Board approved the budgets from 2008 through 2014, accompanied by healthy fiscal indicators. Those budgets boasted adherence to the “50 Percent Law” and reserves ranging from 7 to 14 percent ([IV.B.026: Rio Hondo College Five Year Budget Summary Sheet](#)). Indeed, Rio Hondo College has consistently demonstrated financial solvency while supporting educational improvements. Attesting to this, the College maintained its personnel and current salaries without furloughs during the economic downturn from 2008 to 2013.

The Board has received regular, independent, external financial audits, with an “unqualified opinion,” the highest level of assurance in finance, with few findings or recommendations for the past six years ([IV.B.027: Summary of Audit Ratings/Findings from 2009-10 to 2013-14](#)).

SELF-EVALUATION – IV.B.1.c.

The College meets this Standard.

The Board of Trustees is responsible for policies and decisions that impact the educational quality, legal standing, and financial integrity of the institution. It operates as a whole without influence or bias.

The completion of the Annual Statement of Economic Interests forms referred to in the previous section ensures compliance with Board Policy (BP) and Administrative Procedure (AP) 2710, “Conflict of Interest,” and AP 2712, “Conflict of Interest and

Disclosure Code” ([IV.B.011: Board Policy 2710](#), [IV.B.013: Administrative Procedure 2712](#), and [IV.B.012: Administrative Procedure 2710](#)).

In compliance with BP 6200, “Budget Preparation,” the Board of Trustees is informed by the Superintendent/President about the College budget on a regular basis ([IV.B.028: Board Policy 6200](#)). This is accomplished on a quarterly basis as the Board of Trustees receives reports from the Superintendent/President, which include the projected budget amounts versus actual revenue and expenses incurred. Every quarter, the *311Q Report* is presented publicly by the administration at a Board meeting so the report can be reviewed and approved by the Board in a transparent manner ([IV.B.029: 311Q Report Document](#)). This is also accomplished annually at the fall FLEX Day, when the Superintendent/ President or Vice President of Finance and Business addresses the general assembly on the subject of the budget ([IV.B.030: Fall FLEX Day Agendas from 2009-2014](#)). Furthermore, in accordance with BP 6300, “Fiscal Management,” which mandates quarterly reports showing financial and budgetary conditions, the Superintendent/ President includes a quarterly *Financial Status Report* in the Board Agenda, detailing the College budget as well as revenue and expenditures ([IV.B.031: Board Policy 6300](#)). Another board policy which facilitates prudent budget management is BP 6250, “Budget Management,” which outlines Board approval needed for certain transfers between major expenditure classifications and requires adequate internal controls ([IV.B.032: Board Policy 6250](#)).

With respect to legal matters, the Board is apprised of and assumes responsibility for all legal matters associated with the District. The Board confers with legal counsel and considers recommendations in closed session, taking appropriate action as necessary to protect the interests of the District. Assuming responsibility for legal matters is a topic included in the Community College League of California *Trustee Handbook* that is distributed to all Trustees ([IV.B.010: 2013 CCLC Trustee Handbook](#)).

Attesting to public disclosure of public funds, the Superintendent/President delivered a budget update at a breakout workshop at the January 2014 FLEX Day. The presentation, “Finance and Budget 101,” provided an overview of the budget, including timelines, and entertained questions from the audience ([IV.B.033: Finance and Budget 101 Presentation from 1/24/14](#)).

The Board honors its fiscal responsibility and has demonstrated its commitment in its stated values and goals. The Board decision to include financial stability as one of its goals was prompted in part by a presentation, entitled “Accreditation Workshop for Standard IV,” by a special consultant and governance expert at a 19 October 2013 Board study session ([IV.B.034: Minutes from October 19, 2013 BOT Special Meeting; Notes from presentation slides](#)). (For details on the background of this consultant, see “[IV.B.144: Description of Consultant](#).”) The presentation addressed portions of Standard IV that relate directly to Board performance and Goal VII of the “2013-2014 Board of Trustees Goals” document, verifying that the



Board will “[e]stablish budget guidelines to ensure Rio Hondo College District financial stability” ([IV.B.035: Board of Trustee Goals](#)).

Mindful of the Student Success Task Force Recommendations, the Board encouraged the formation of a Student Success Task Force at Rio Hondo College. At a Board meeting in February 2012, Trustees participated in a discussion at a special study session in which they learned what steps the College needed to take to implement the Student Success Task Force Recommendations ([IV.B.036: Agenda for the February 2012 Board Study Session](#)). A summer 2013 Board study session focused on the statewide Student Success Task Force Recommendations related to student assessments, orientations, educational plans, activities, courses, and services, as well as the Student Equity Plan ([IV.B.037: Agenda for 12 July 2013 Board Study Session on Student Success Initiative](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.c.

None.

- d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY – Standard IV.B.1.d.

The bylaws and policies specifying the size of the Board, its duties, responsibilities, structures, and operating procedures are published on the District website in the “Board Policies and Administrative Procedures” section.

Rio Hondo College subscribes to the Community College League of California (CCLC) Policy and Procedure service. When updates are received, College policies and procedures begin the local review process through President’s Cabinet, Administrative Council, and Planning and Fiscal Council (PFC). After local revision and upon first reading, the Board edits as appropriate. Revisions reroute through the review process and return to the Board.

As policies and procedures are revised and adopted through the participatory/shared governance process, they are linked to the College website, which is available to the College and the public. Information related to the size, structure, and operating procedures of the Board are included in the first section of the Community College League of California *Trustee Handbook*, which is also included on the Board webpage. In addition, Board members and the Superintendent/President possess printed copies of these documents. The Student Trustee also receives a handbook with Board policies, duties, responsibilities, structures, and procedures.

SELF-EVALUATION – IV.B.1.d.

The College meets this Standard.

The process for approving revisions to board policies and administrative procedures is outlined in Board Policy (BP) 2410, “Board Policy and Administrative Procedure” and Administrative Procedure (AP) 2410, “Board Policies and Administrative Procedures.” BP 2410 is explicit with regard to the process through which these policies and procedures are revised ([IV.B.018: Board Policy 2410](#); [IV.B.019: Administrative Procedure 2410](#)).

All constituent groups (administrators, faculty, staff, and students) are provided the opportunity to participate effectively in the formulation and development of District policies and procedures. Proposed changes to board policies and new board policies are reviewed by the President’s Cabinet, President’s Council, Administrative Council, and PFC for input before adoption. Should the Board wish to revise a Board policy, an amended version will go through the review process and should return to the Board within three months.

The President’s Office ensures all links to board policies and administrative procedures are accurately posted on the College website and available to the College and the public.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.d.

None.

- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY – Standard IV.B.1.e.

The Board of Trustees acts in accordance with its policies and protocols, which they review, evaluate, and revise as necessary. The Board adopts policies of intent, authorized by law, or deemed necessary for the operation of the College. The process of policy revision and adoption is carried out on a two-year cycle at regular meetings of the Board, and all campus groups are guaranteed participation in policy development and revision ([IV.B.038: Board Policy 2200](#); [IV.B.018: Board Policy 2410](#); [IV.B.019: Administrative Procedure 2410](#)).

SELF-EVALUATION – IV.B.1.e.

The College meets this Standard.

Participatory/shared governance procedures are delineated in Administrative Procedure (AP) 2510, “Participation in Local Decision Making,” as is the legal authority of the Board ([IV.B.040: Administrative Procedure 2510](#)).

The biennial policy review cycle is generally followed. However, there have been exceptions. Board Policy (BP) 2510, “Participation in Local Decision Making,” had not been updated since 2003 before the Board adopted its revision at the regular meeting on 15 January 2014 ([IV.B.039: Board Policy 2510](#)).

Participatory/shared governance process works well with regard to the formation and review of board policies and administrative procedures. For example, at the regular meetings of the Board in May and June 2014, ten board policies were adopted and ten administrative procedures accepted ([IV.B.041: Agenda for 3 May 2014 Board Meeting](#); [IV.B.042: Minutes for 3 May 2014 Board Meeting](#); [IV.B.043: Agenda 11 June 2014 Board Meeting](#); [IV.B.044: Minutes 11 June 2014 Board Meeting](#)). There have been a few instances where the process was circumvented. The Board recognizes, though, the importance of seeking the advice and recommendations of campus constituency groups. (For a detailed explanation see [IV.B.045: Participatory/Shared Governance Narrative](#)). These few instances have stimulated the campus to maintain a vigorous conversation that will reinforce the strong foundation of participatory/shared governance.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.e.

None.

- f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY – Standard IV.B.1.f.

The Board of Trustees, the governing board of the College, is committed to in-service development and new member orientation for Trustees. In 2008, the area of board development and education was an area of concern and subsequently identified as being in need of corrective action in the January 2009 *Western Association of Schools and Colleges Report*. Consequently, during the last five-plus years, the Board has been continuously involved in self-development and education activities.

The District is instrumental in assisting the Board in this regard through financial support for conferences, workshops, seminars, lecture attendance, and other activities fostering professional development. Trustees frequently deliver follow-up reports on their professional development at Board meetings. The Office of the Superintendent/President maintains an updated log of all conferences, workshops,

and seminars attended by Trustees each academic year. This information is readily available to the Board during its annual evaluation as they review Board development activities. In addition, Board retreats and extended study sessions are also scheduled and include presentations of interest within the scope of professional development.

Rio Hondo College is a member of the Community College League of California (CCLC), as well as the California Community College Trustees (CCCT). These two organizations sponsor annual conferences and new trustee orientations. A former Rio Hondo Trustee served on the board of CCCT. In addition, all five Rio Hondo Board members participated in the fall 2013 CCLC Conference program, “Excellence in Trusteeship” ([IV.B.046: Program from Excellence in Trusteeship](#); [IV.B.047: Excellence in Trusteeship Activities](#)). Student trustees attend similar workshops geared towards student trustee training at the annual CCLC Conference ([IV.B.048: Program from Student Trustee Training Workshop at CCLC Conference](#)).

When Board seats are open for election and candidates who have met the filing deadline have been verified by the Los Angeles County Registrar recorder, the Office of the Superintendent/President sends the candidates information about the College, which formally begins the pre-service education of the candidates. The information is intended to give candidates a solid foundation prior to serving, including previous and current Board meeting agendas; the most recent *Organizational Structure and Governance Manual*; the most recent *Annual Report*, the most recent *CCLC Trustee Handbook*; CCLC board candidate information; CCLC “Fast Facts” for new community college trustees; and the CCLC “Trusteeship” brochure, which outlines tasks, knowledge, and skills needed.

Upon securing the Trustee seat(s), Trustee(s)-elect attend an orientation prior to their investiture and first Board meeting. The *CCLC Trustee Handbook* is provided to instruct and guide effective trusteeship and includes sections on the community college system; governance; effective boards; policy making, planning, and monitoring; the relationship of the Board to the Chief Executive Officer (CEO); board/staff relationships; fiscal responsibilities; and resources ([IV.B.010: 2013 CCLC Trustee Handbook](#)).

SELF-EVALUATION – IV.B.1.f.

The College meets this Standard.

The Board of Trustees is keenly aware of its responsibility for Trustee orientation and continuing professional development, as is stated in Board Policy (BP) 2740, “Board Education” ([IV.B.049: Board Policy 2740](#)). In addition, the Board recently requested the Superintendent/President to revise BP 2740 to update the orientation for annual newly elected student trustees. After sending BP 2740 through the regular Board policy review process, it was approved at the 9 April 2014 Board of

Trustees meeting ([IV.B.050: Minutes from 9 April 2014 Board Meeting](#) and [IV.B.051: Administrative Procedure 2740](#)). The most recent Student Trustee orientation was held by the Office of the Superintendent/President on 4 June 2014, and the Agenda included topics such as board policies, board protocols, accreditation, and communication with the Associated Students of Rio Hondo College (ASRHC) leadership ([IV.B.052: Agenda from Student Trustee Orientation on June 4, 2014](#)). Furthermore, on 14 May 2014, a transition meeting took place involving the outgoing and incoming Student Trustees ([IV.B.053: Agenda/Meeting Notes from Trustee Transition Meeting on May 14, 2014](#)). (For details of this transition process, see “[IV.B.054: Summary of Transition Process between Student Trustees](#).”)

The District offered two orientations to new Trustees in 2009, one in 2011, and one in 2013. Throughout this period, the Superintendent/President and the Board have worked together to make additions to the orientation agenda and to board development, in general. In addition to topics covered in the *CCLC Trustee Handbook*, recently added topics include the statewide Student Success Task Force and the response of the College to those recommendations, the District off-site educational centers (SWEC and EMEC), and accreditation. It should be noted that the topic of accreditation Standards has received focused attention during the last two versions of the Board orientation due to changes to the Standards and due to the intention of the Board for new Trustees to develop the same level of understanding of accreditation as more experienced Trustees ([IV.B.055: Agenda for December 3, 2013 New Trustee Orientation](#)). Included in the most recent Board orientation was a discussion of BP 3200, “Accreditation,” which describes the role of the Board in the accreditation self-study process ([IV.B.056: Board Policy 3200](#)).

Trustee study sessions provide additional opportunities for updates and professional development, which are especially important for new trustees. Since January 2009, 29 study sessions have been held to keep the Board informed, educated, and updated on a variety of topics. Additional study sessions have been scheduled for the remainder of the current year ([IV.B.057: 2009-14 Study Sessions and Special Board Meetings](#)). (For a list of these study sessions, see “[IV.B.058: List of Special Board Meetings/Study Sessions Related to Board Development/Board Education](#).”) At one such special study session on 14 June 2013, the Board strategized a comprehensive plan for professional development. Discussions centered on ensuring all Trustees develop core competencies through participation at conferences and workshops, such as the annual CCLC conference. The Board also emphasized the importance of reporting and discussing their findings with fellow Board members. Attesting to the Trustee commitment to ongoing professional development is the second goal for the 2013-2014 Board of Trustees, “Ensuring Professional Board Development,” which includes the following four objectives to which Board members have renewed their pledge ([IV.B.035: Board of Trustee Goals](#)):

- Establish areas of Board expertise and support with development
- Assure representation by [B]oard at conferences; share conference experience at [B]oard meetings.
- Support individual development in addition to conferences.
- Strive to complete Community College League of California (CCLC) course in two years on how to be an effective Trustee.

On 9 October 2013, the Board convened a four-hour study session led by a special Board consultant who focused on responsibilities of the Board in accreditation Standard IV, the delegation of authority to the Superintendent/President, and ongoing professional development ([IV.B.059: Agenda from 9 October 2013 Board Study Session](#)). The Board also attended a course titled “Accreditation Basics” offered by the Accrediting Commission for Community and Junior Colleges (ACCJC); attended orientations geared towards learning accreditation standards; scheduled special Board meetings dedicated entirely to accreditation self-study issues; and regularly reviewed ACCJC reports, newsletters, and bulletins. Each of these resources was provided by the campus Accreditation Liaison Officer (ALO), who works in tandem with the co-chairs of the Accreditation Leadership Team (ALT).

Trustee terms are structured to ensure continuity and stability. Trustee terms are four years in length, commencing at the first Board meeting in December after the election. Elections are held biennially during odd-numbered years and staggered so that, as nearly as practical, two or three Board members are elected or re-elected during each election. In accord with BP 2100, “Board Elections,” the Superintendent/President recommends boundary adjustments of each Trustee area to the Board, should the decennial federal census indicate its necessity ([IV.B.060: Board Policy 2100](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.f.

None.

- g. The governing board’s self -evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY – Standard IV.B.1.g.

The Board of Trustees is committed to assessing and improving its performance and has recommitted to annual self-evaluations and developed a master calendar to this effect ([Evidence IV.B.061: 2013-14 Board of Trustee Calendar of Events](#)). Each June, a subcommittee of the Board chooses and recommends to the whole an evaluative instrument or process to be used. The evaluation criteria include Board

operations and effectiveness. Results of the self-evaluation highlight accomplishments, areas for improvement, and proximal goals and objectives.

SELF-EVALUATION – IV.B.1.g.

The College meets this Standard.

The Board of Trustees conducts an annual self-assessment in compliance with Board Policy (BP) 2745, “Board Self-Evaluation” ([IV.B.062: Board Policy 2745](#)). This board policy requires all Trustees to complete the evaluation instrument and submit it to the Superintendent/President. A summary of the evaluations are presented and discussed at a Board session scheduled for that purpose. The results are used to identify accomplishments during the past year and goals for the following year.

The Board completed self-assessments in 2009, 2010, and 2011 ([Evidence IV.B.063: 2009 Board Self Evaluation Instrument](#), Evidence IV.B.064: 2009 Board Self Evaluation Results, Evidence IV.B.065: 2010 Board Self Evaluation Instrument and Evidence IV.B.066: 2010 Board Self Evaluation Results). In April 2012, the then-Superintendent/President informed the Board of his decision to retire in June 2012, which led to a Board search for an interim Superintendent/President ([IV.B.067: Superintendent/President Tenure and Transition Calendar](#)). This unforeseen circumstance delayed the traditional Board self-evaluation process. After recognizing that it had missed its self-evaluation in 2012 and being fully engaged in a permanent Superintendent/President search in fall 2012 and spring 2013, the Board conducted a self-evaluation in August 2013 ([IV.B.068: Minutes from 10 August 2013 BOT Meeting](#)). The Board of Trustees decided on a process and instrument at the 14 June 2013 special meeting ([IV.B.069: Minutes from 14 June 2013 Special BOT Meeting](#)). At a 12 July 2013 special meeting, the Board reviewed its goals and BP 2200, “Board Duties and Responsibilities,” and discussed a draft of Board protocols and Trustee behavior guidelines ([IV.B.070: Minutes from 12 July 2013 Special BOT Meeting](#)). The Trustees reviewed the results of their self-evaluation at the 10 August 2013 special meeting, noting possible improvements to the instrument itself ([IV.B.071: Minutes from 10 August 2013 Special BOT Meeting](#)).

The Board adjusted its self-evaluation timeline for the 2013-2014 academic year. The key dates of this self-evaluation timeline were added to a master calendar of Board tasks, activities, and meetings, which was prepared by the Superintendent/President. The Board received a revised assessment instrument at a special Board meeting on 1 February 2014, deciding to use this revised instrument for the subsequent evaluation on June 2014 and discussing the results of this evaluation at the Board retreat in late June 2014 ([IV.B.072: Minutes from 1 February 2014 Special BOT Meeting](#); and [IV.B.073: Minutes from 19 June 2014 Board Retreat](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.g.

None.

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY – Standard IV.B.1.h.

Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” encourages a good working relationship between the Board and the Superintendent/President and describes the standards of ethical conduct that include acting in the best interest of the community, ensuring public input, ensuring students receive the highest quality education, and exercising authority only as a Board. Violations of the ethics policy are specified in section II of the policy ([IV.B.074: Board Policy 2715](#)).

SELF-EVALUATION – IV.B.1.h.

The College meets this Standard.

There have been no violations of the Board’s Code of Ethics/Standards of Practice since 2008.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.h.

None.

- i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY – Standard IV.B.1.i.

In 2008, the involvement of the Board in the preparation of the accreditation self-study document was an area of concern and subsequently identified as in need of corrective action in the January 2009 *Western Association of Schools and Colleges Report*. In response, a thorough review of Board Policy (BP) 3200, “Accreditation,” ensued. An ad hoc committee comprised of constituency group leaders from the Planning and Fiscal Council (PFC) assisted the Board in the revision, during which the role of the Board in the accreditation self-study was clarified. Of special note in the revision was the appointment of the Superintendent/President as the liaison between the Board and the self-study leadership team. The Board adopted the final version of BP 3200 at a special 2009 Board meeting, and the Accrediting Commission for Community and Junior Colleges (ACCJC) accepted the changes to the Board policy as specified in the

January 2010 *Follow-up Report* ([IV.B.075: Minutes from 3 October 2009 Board Meeting](#), page #19).

During summer 2012, the Interim Superintendent/President appointed the Vice President of Academic Affairs and President of the Academic Senate as co-chairs of the newly assembled Accreditation Leadership Team (ALT); subsequently, co-chairs were selected for each of the four Standards committees. The Interim Superintendent/President directed the ALT co-chairs to update the Board at their regular monthly meetings. (See the “Self Evaluation Process” section of the Introduction for details on the organization of ALT.)

The Board was interested in involvement opportunities in providing feedback and producing evidence for the 2014 accreditation self-evaluation report. In fact, the enthusiasm and concern of a few Trustees led them to be desirous of attending the Standard IV meetings. The Superintendent/President worked with the Board to ensure Board participation. Two Board members started meeting monthly with the Superintendent/President and Standard IV co-chairs, thereby forming the Standard IV Leadership Team. This accommodation enabled two Trustees, the Board President, and the Board Vice President to review and provide input on behalf of the Board and to address questions emanating from the Standard IV Committee. These meetings began in November 2013 and continued until the accreditation *Self Evaluation Report* was published in July 2014 ([IV.B.076: Agenda from 1 November 2013 Standard IV Leadership Team Meeting](#)).

During this period at their regular meetings, the Board of Trustees continued to receive regular updates on the progress of the entire accreditation self-study, with special focus on Standard IV. A special study session devoted almost entirely to Standard IV occurred on 18 November 2013, during which the Standard IV co-chairs outlined the evidence needed by February 2014 ([IV.B.077: Minutes from 18 November 2013 Special Board Meeting](#)). A special study session on 19 October 2013 was devoted to evaluation of Standard IV evidence with advisories on which sections of Standard IV needed further evidence ([IV.B.079: PowerPoint Presentation from consultant on 19 October 2013](#)).

SELF-EVALUATION – IV.B.1.i.

The College meets this Standard.

The Board of Trustees has been enthusiastic, engaged, and informed throughout the current accreditation process. Board members have attended conferences and workshops devoted to the process and have been mindful of their role in the self-study. Since September 2012, accreditation has been a standing item at all regular Board meetings, which has enabled the Board to become aware of all plans related to the self-study process from the beginning ([IV.B.078: Agenda from 24 September 2012 BOT Meeting](#)). In fall 2013, the Board asked for the regular meeting minutes of ALT to be included in the Board meeting agendas for two

reasons: to keep the Board informed about accomplishments, challenges, and questions that emerge with respect to accreditation; and to demonstrate to the community that the Board and the District wished to be transparent about all efforts to remain informed about and involved in the accreditation process. In addition, the Board arranged special study sessions to discuss and analyze the accreditation self-study.

At the November 2013 Board of Trustee regular meeting, the Board approved the Board goals that formalized their previous and ongoing participation in institutional planning and self-evaluation efforts. Board Goal 1, “Actively participate in Accreditation Self-Evaluation,” has helped the Board to focus on a thorough review of the elements included in both Standards IV.A and IV.B ([IV.B.035: Board of Trustee Goals](#)). Furthermore, additional Board goals have helped the Board to focus their efforts in various planning efforts, including the Student Success Task Force Implementation Plan (Board Goal 3), the Emergency Preparedness/Crisis Management Plan (Board Goal 4), and the Educational Master Plan (Board Goal 8). The Board’s goals reflect commitment and continuous and sustained involvement in institutional improvement. Indeed, the Board is emphatic about remaining informed and involved in all efforts to effect and improve student learning and achievement.

A portion of the new Trustee orientation in December 2013 focused on the role of the Board in the accreditation process ([IV.B.055: Agenda for December 3, 2013 New Trustee Orientation](#)) and included a reference to BP 3200, “Accreditation” ([IV.B.056: Board Policy 3200](#)). The current edition of the CCLC *Trustee Handbook*, distributed to all Board members and uploaded to the District’s website, includes a chapter on accreditation ([IV.B.010: 2013 CCLC Trustee Handbook](#)). Furthermore, a 25-year veteran trustee and consultant in trustee governance and accreditation education presented a workshop to the Board on accreditation, with special focus on the role of the Board in the self-study process ([IV.B.034: Minutes from October 19, 2013 BOT Special Meeting; Notes from presentation slides](#)).

Throughout spring and early summer 2014, the Board has continued to remain informed and involved in the accreditation self-study process. ALT co-chairs have continued to deliver regular updates during regular Board meetings, answering questions as they arise.

In May 2014, the Board reviewed its annual evaluation survey instrument. Although the instrument already included several accreditation standards in its previous form, the Board decided to include additional accreditation standards. By doing so, the Board ensures that its performance will continue to be evaluated in the context of a rubric that includes the most updated accreditation Standard IV language ([IV.B.042: Minutes for 3 May 2014 Board Meeting](#)).

The accreditation timeline adopted by ALT has not only ensured that the Board has been informed, involved, and appropriately engaged, but it has also facilitated healthy dialogue and thorough review with other campus constituency leaders ([IV.B.061: 2013-2014 Board of Trustees Calendar of Events](#)). After the Board reviewed preliminary drafts of each Standard, other constituency groups and members of the campus community were offered the opportunity to provide feedback via the College website.

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.i.

None.

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY – Standard IV.B.1.i.

The Rio Hondo College Board of Trustees is responsible for establishing a fair and open search process to fill a Superintendent/President vacancy ([IV.B.080: Board Policy 2431](#); [IV.B.081: Administrative Procedure 2431](#)). During 2009, the College revised relevant board policies and administrative procedures ([IV.B.082: Agenda from 3 October 2009 BOT Meeting](#); [IV.B.075: Minutes from 3 October 2009 Board Meeting](#); [IV.B.083: Email from Academic Senate President](#)). In July 2012, the Board initiated a selection process for a Superintendent/President ([IV.B.084: Agenda from 16 July 2012 Special Board Meeting](#); [IV.B.085: Minutes from 16 July 2012 Special Board Meeting](#); [IV.B.086: Agenda from 30 July 2012 Special Board Meeting](#); [IV.B.087: Minutes from 30 July 2012 Special Board Meeting](#)).

The Superintendent/President has the delegated authority and responsibility to administer board policy and is held accountable by the Board ([IV.B.088: Board Policy 2430](#)).

Annually, the Board evaluates the Superintendent/President, whose evaluation is based on progress toward goals and objectives, the Superintendent/President's self-evaluation, and the evaluation of campus members. The last evaluation was scheduled for April through July 2014 ([IV.B.089: Board Policy 2435](#); [IV.B.090: Administrative Procedure 2435](#); [IV.B.061: 2013-2014 Board of Trustees Calendar of Events](#)).

SELF-EVALUATION – IV.B.1.i.

The College meets this Standard.

The Accreditation Commission for Community and Junior Colleges (ACCJC) recommended in its 2008 evaluation report that the Board revise the Superintendent/President hiring process to prevent potential disagreements with future Presidential search committees ([IV.B.091: Evaluation report 2008](#); [IV.B.092: President Search Narrative](#)).

In July 2012, the Board initiated a selection process for the next Superintendent/President and charged the Interim Superintendent/President with the development of a Request for Proposal for the securing of a search firm ([IV.B.084: Agenda from 16 July 2012 Special Board Meeting](#), [IV.B.085: Minutes from 16 July 2012 Special Board Meeting](#), [IV.B.086: Agenda from 30 July 2012 Special Board Meeting](#), [IV.B.087: Minutes from 30 July 2012 Special Board Meeting](#); [IV.B.093: RFP Presidential Search](#)). On 24 September 2012, the Board interviewed three companies and selected Association of Community College Trustees (ACCT) ([IV.B.094: Agenda from 24 September 2012 Special Board Meeting](#); [IV.B.095: Minutes from 24 September 2012 Special Board Meeting](#)).

At the next special meeting on 22 October 2012, the Board discussed Administrative Procedure (AP) 2431, “Superintendent/President Selection,” approved the composition of the Presidential Search Hiring Committee, and exercised all options available to the Board in the event the number of candidates would be less than the number required as outlined in AP 2431, section XIII. They also discussed and approved a Presidential Search Timeline ([IV.B.096: Agenda from 22 October 2012 Special Board Meeting](#); [IV.B.097: Minutes from 22 October 2012 Special Board Meeting](#); [IV.B.098: Presidential Search Timeline](#)). The Presidential Search Hiring Committee was formally created on 1 November 2012 ([IV.B.099: Presidential Search Progress](#)).

Campus members contributed in the development of the presidential profile during two public forums. The Board approved the profile on 9 November 2012 and amended it on 14 November 2012 ([IV.B.099: Presidential Search Progress](#); [IV.B.100: eMessenger week ending 2 November](#)).

The ACCT consultant and the Director of Human Resources convened and led the first orientation meeting of the Presidential Search Hiring Committee on 8 November 2012. The second meeting to review applicants and select semifinalists for preliminary interviews occurred on 22 March 2013. The interviews were held on 11 and 12 April 2013, and the Committee recommended six finalists to the Board.

The finalists participated in six public forums on 25 and 26 April 2013 ([IV.B.101: Presidential Forum Flyer 2013](#)). They also met individually with the Board of



Trustees. Board discussions continued until the announcement of the next unanimously appointed Superintendent/President of Rio Hondo College ([IV.B.102: Announcement of Superintendent President](#) and [IV.B.103: RHC Presidential Search Website](#)).

The search for the Superintendent/President went smoothly and with only one minor incident. (For detail see [IV.B.104: Presidential Search Narrative](#).) All campus constituencies participated in the process and were satisfied with the level of inclusiveness ([IV.B.105: RHC Board Retreat 10 August 2013 Packet](#)).

The Superintendent/President has the responsibility to administer, execute, and reasonably interpret board policy ([IV.B.088: Board Policy 2430](#)). However, the Board noted in its own self-evaluation the effectiveness of the delegation of authority to the Superintendent/President is not as effective as the Board would wish. The Board also noted its directions are sometimes lacking consistent follow through. They further indicated, in response to another question, that Trustees should improve their respect for the role of the Superintendent/President and follow their protocols ([IV.B.106: Minutes from 12 June 2013 Special Board Meeting](#); [IV.B.107: Agenda from 12 June 2013 Special Board Meeting](#)).

It is an annual responsibility of the Board to evaluate the Superintendent/President ([IV.B.090: Administrative Procedure 2435](#)). The Board did not conduct a review in 2013 because the then-Superintendent/President had retired prior to his evaluation. The last scheduled evaluation occurred in April through July 2014 ([IV.B.061: 2013-2014 Board of Trustees Calendar of Events](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.1.j.

None.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY – Standard IV.B.2.a.

The Superintendent/President proposes an administrative structure for the College, as is outlined in the *Organizational Structure and Governance Manual* ([IV.B.108: Organizational Structures and Governance Manual 2014](#), Chart p. 33). In the current structure, the three vice presidents as well as four administrators, Dean of Institutional Research and Planning (IRP), Director of Marketing and

Communications, Director of Human Resources, and Director of Government and Community Relations (GCR) report directly to the Superintendent/President, who delegates authority through them to the divisions and departments under these administrators.

The Superintendent/President reports to the Board of Trustees and serves as a liaison between the Board and the key governance units on campus. The College “Governance Flow Chart” illustrates the reporting pathways to the Superintendent/President ([IV.B.109: College Governance Flow Chart](#)). First, the Superintendent/President oversees President’s Council, comprised of the presidents of the Academic Senate, Classified School Employees Association (CSEA), and Management/Confidential Council (MCC), as well as the vice presidents and four principal administrators whose charge is to represent and report back to their constituencies. In addition, the Superintendent/President holds monthly meetings with the elected representatives of the Academic Senate and the CSEA Executive Board, during which dialogue contributes to effective communication. Secondly, the Superintendent/President meets monthly with the Associated Students of Rio Hondo College (ASRHC). In addition, the Superintendent/President is a member of the College Foundation.

Modifications to the structure of the College occur when the Superintendent/President deems it necessary to align staff and resources to changing priorities.

SELF-EVALUATION – IV.B.2.a.

The College meets this Standard.

Board Policy (BP) 3100 and Administrative Procedure (AP) 3100, “Organizational Structure,” require the College to provide an organizational structure. Visual diagrams are printed in these documents and available to the public through the College website ([IV.B.110: Board Policy 3100](#) and Evidence [IV.B.111: Administrative Procedure 3100](#)). The Board approved the most recent versions on 18 November 2013 ([IV.B.112: Minutes from 18 November 2013 Special Board Meeting](#)).

Since 2008, the Office of the Superintendent/President has distributed updated editions of the *Organizational Structures and Governance Manual*, the latest published in January 2014. Prior to each edition, constituencies review and edit as necessary. Included in the “President’s Message” section of the *Manual* is the belief that “the organizational framework outlined herein facilitates ongoing operations within a context of responsible administrative management and collaborative efforts to further the mission of the College” ([IV.B.108: Organizational Structures and Governance Manual 2014](#), page 1).

To amend the *Organizational Structures and Governance Manual*, proposed changes are considered at President’s Council and President’s Cabinet. Final decisions rest with the Superintendent/President, although explanations are provided for proposed changes not adopted ([IV.B.108: Organizational Structures and Governance Manual 2014](#), page#50).

AP 6100, “Delegation of Authority,” stipulates that the Vice President of Finance and Budget is delegated authority from the Superintendent/President to prepare the budget; oversee fiscal management of the District; and contract for purchase, sale, lease, or license real and personal property ([IV.B.113: Administrative Procedure 6100](#)). It should also be noted that this delegated authority is subject to the condition that certain of these transactions be submitted for review and approval to the Superintendent/President for review as deemed necessary.

ACTIONABLE IMPROVEMENT PLANS – IV.B.2.a.

None.

- b. The president guides institutional improvement of the teaching and learning environment by the following:
 1. establishing a collegial process that sets values, goals, and priorities;
 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 4. establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY – Standard IV.B.2.b.1-4

The Superintendent/President supervises the planning/review process, ensuring that campus processes follow the mission, vision, and values of the College and are collaboratively developed by constituent groups in line with institutional goals and objectives ([IV.B.114: Planning Process Document](#); [IV.B.017: RHC Vision, Mission, Values](#); [IV.B.035: Board of Trustee Goals](#)).

The Dean of Institutional Research and Planning (IRP) reports directly to the Superintendent/President. The Office of IRP provides research and analysis when requested, and in consort with the Institutional Effectiveness Committee (IEC), conducts yearly evaluation and assessments of the planning process ([IV.B.115: Institutional Planning Process Survey Report 2009-2013](#)).

The distribution of responsibility in planning helps assure that sound planning leads to good decision-making processes that are integrated into all aspects of the College.

SELF-EVALUATION – IV.B.2.b.1-4

The College meets this Standard.

The mission, vision, and values of the College [2] shape the policies of the Board. Board Policy (BP) 3250, “Institutional Planning,” directs that the planning process assist in identifying institutional directions, as well as priorities and strategies, to inform the acquisition and allocation of resources. The duty of the Superintendent/President is to oversee District planning processes ([IV.B.116: Board Policy 3250 Institutional Planning](#)). The policy further outlines the task of the Superintendent/President to implement a broad-based, comprehensive, systematic, and integrated system of planning that is supported by institutional effectiveness research.

The implementation of the institutional planning process is outlined in AP 3250, “Institutional Planning” ([IV.B.117: Administrative Procedure 3250](#)). While the Superintendent/President directs the planning and fiscal management, the Planning and Fiscal Council (PFC) develops and presents development, planning, budget, and other recommendations to the Superintendent/President. PFC strives to promote a budget process with broad campus participation that results in planning and fiscal recommendations ([IV.B.108: Organizational Structures and Governance Manual 2014](#)).

The Dean of Institutional Research and Planning (IRP) reports to the Superintendent/President. The Office of IRP provides research data and analyses to faculty and administrators who are involved in planning, preparing reports to external agencies, and other program research efforts. The Dean of IRP serves as the co-chair of the Institutional Effectiveness Committee (IEC), a committee that facilitates and evaluates the planning process, analyzes evidence of institutional effectiveness, and makes recommendations for improvement to the planning process ([IV.B.108: Organizational Structures and Governance Manual 2014](#)).

Strategic planning for the District is outlined in “The Planning Process,” a document created by IRP that thoroughly explains the College planning process. The College utilizes a “bottom up” approach to planning, which begins at the program level. All academic, service, or operational entities on campus are defined as programs. Program plans and program reviews are due in October. Program reviews are conducted on a six-year cycle. Program or program reviews are incorporated into unit plans, and unit plans into area plans, which are completed in January ([IV.B.114: Planning Process Document](#); [IV.B.118: 2013-2014 Planning Process Calendar](#)). (For complete description of the institutional planning/review process, see Standard I.B.3).

IRP uploads appropriate data into the planning software templates. Other research may be requested or inserted during the planning period. Requested resources must be based on data ([IV.B.118: 2013-2014 Planning Process Calendar](#)).

Requests for certificated and classified staff are evaluated by the appropriate Staffing Committee. Equipment and technology requests are evaluated by a separate committee. The Facilities Committee evaluates requests related to campus space and other facility issues. These evaluative committees are subcommittees of PFC ([IV.B.108: Organizational Structures and Governance Manual 2014](#)).

The President’s Cabinet, chaired by the Superintendent/President, considers requests for new administrators and budget augmentations. No other campus constituencies are represented on the President’s Cabinet ([IV.B.108: Organizational Structures and Governance Manual 2014](#)).

The spring Institutional Planning Retreat is the culmination of the annual planning/review process, when constituent representatives consider Scorecard data; prioritize goals and objectives; and review the Mission, Vision, and Values Statements of the College ([IV.B.119: Rio Hondo College Strategic Planning Software](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.2.b.1-4.

None.

- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY – Standard IV.B.2.c.

In accord with Board Policy (BP) 2430, “Delegation of Authority,” the Board of Trustees delegates authority to the Superintendent/President to administer board policies and to implement all appropriate federal, state, and local statutes and regulations. The Superintendent/President ensures that administrative procedures and other institutional practices are in accord with the College Mission Statement and board policies ([IV.B.088: Board Policy 2430](#)).

SELF-EVALUATION – IV.B.2.c.

The College meets this Standard.

The Board of Trustees is committed to reviewing its policies regularly to ensure they are in compliance with all relevant statutes and regulations ([IV.B.061: 2013-2014 Board of Trustees Calendar of Events](#)). The Superintendent/President is responsible for monitoring the implementation procedures and practices, ensuring adherence the College’s Mission Statement. In addition, board policies must



comply with appropriate federal, state, and local statutes and regulations ([IV.B.088: Board Policy 2430](#)).

Participatory/shared governance procedures are outlined in BP 2410, “Policy and Administrative Procedure” ([IV.B.018: Board Policy 2410](#)), and AP 2410, “Board Policies and Administrative Procedures” ([IV.B.019: Administrative Procedure 2410](#)), which recognize those principles of governance while affirming the authority and responsibility of the Board and Superintendent/President in decision making on behalf of the College.

The President/Superintendent ensured compliance with the fifth recommendation from the *2008 Accrediting Commission for Community and Junior Colleges (ACCJC) Evaluation Report* to create and implement a campus climate survey ([IV.B.115: Institutional Planning Process Survey Report 2009-2013](#)). And in response to the 2012 California Community College Board of Governors (BOG) endorsement of the Student Success Task Force Recommendations, the Superintendent/President ensured the Board, faculty, staff, and students were apprised of those recommendations and the College’s responses to them. For example, the Board of Trustees held a special study session on 12 July 2013; faculty and staff members participated in a FLEX Day assembly; and a student information session was held on 16 September 2013 to review Student Success Task Force Recommendations. The Superintendent/President authorized the Rio Hondo College Task Force on 10 September 2013, and the first meeting occurred on 10 October 2013 ([IV.B.121: Student Success Initiative Task Force](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.2.c.

None.

- d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY – Standard IV.B.2.d.

The Superintendent/President presents the annual budget to the Board of Trustees for adoption and to the Planning Fiscal Council (PFC) for information. The Superintendent/President delegates to the Vice President of Finance and Business direct oversight of day-to-day operations related to the budget. Toward the end of the fiscal year, the Superintendent/President and Vice President of Finance and Business coordinate with Office of Accounting staff to ensure that the end-of-the-year process is completed and the financial statements comply with Generally Accepted Accounting Principles and the Governmental Accounting Standards Board (GASB). The Board of Trustees approved a hiring to fill the vacant position of Director of Accounting in November 2012; the Board subsequently approved the hiring of an interim Vice President of Finance and Business in July

2013 ([IV.B.122: Minutes from 14 November 2012 Board Meeting](#) and [IV.B.123: Minutes from 10 July 2013 Board Meeting](#)).

During the 2013-2014 academic year, the Superintendent/President assisted the Board of Trustees in establishing a Board goal to help ensure financial stability for the College ([IV.B.124: 2013-2014 Board Goal #7](#)). In addition, Institutional Goal # 7 posits that the College will act responsibly, ethically, efficiently, and in an accountable manner, including seeking outside sources of funding to preserve fiscal solvency ([IV.B.125: 2013-14 Institutional Goals and Objectives, Institutional Goal #7](#)).

The Superintendent/President works with the Vice President of Finance and Business, Board of Trustees, and Administrative Council to control budget and expenditures. Monthly Administrative Council meetings provide the venue for these discussions on an as-needed basis, as well as individual conferences with deans and directors ([IV.B.126: Notes from 26 September 2013 President Advisory Committee Meeting](#)). Such discussions emphasize and reinforce fiscal control and prudence.

The institutional planning/review process affords the Superintendent/President the opportunity to obtain an overview of the upcoming financial needs of the College. As part of the planning process, all certificated and classified staffing, technology, and facilities requests are prioritized and presented to the Superintendent/President and the President's Council for review. The review enables forecasting of additional budget allocations and strategic distribution of available funds. Resource allocation requests are also discussed at the annual Institutional Planning Retreat ([IV.B.127: Institutional Planning Retreat Agenda 2013](#)). The involvement of the Superintendent/President in the resource allocation process facilitates effective leadership in planning, organizing, and budgeting.

The Board reviews and approves the quarterly *311 Q Report* ([IV.B.029: 311Q Report Document](#)). It is noteworthy that the Board has approved budgets with healthy indicators that exemplify fiscal integrity for the past six years. One such indicator is the ending balance of the General Fund, which has been positive despite reduced revenues from the state. Other indicators are adherence to the "50 Percent Law" and the percentages in reserve, ranging from 7 percent to 14 percent above the state minimum of 5 percent ([IV.B.026: Rio Hondo College Five Year Budget Summary Sheet](#)).

The College also pursues new sources of revenue through grants, which President's Cabinet reviews in the form of Grant Launch Pads. Between 2009 and 2014, the College has secured \$13,231,862 in grant funding.

At the College level, the Office of Accounting staff ensures requisitions are accurate, and if budget transfers are required, they are completed. All requisitions and budget transfers are signed by cost center managers, and any over \$5,000

require the review and approval of the Vice President of Finance and Business or the Superintendent/President. Instructional deans receive a monthly budget report containing the actual costs of part-time instructors and classified staff. Beginning in spring 2014, cost center managers can view their expenditures online through *PeopleSoft*, the Los Angeles County Office of Education's (LACOE's) online financial system ([IV.B.128: Budget-Inquiry-Site-Access-training-Power-Point-Presentation.pdf](#)).

SELF-EVALUATION – IV.B.2.d.

The College meets this Standard.

Rio Hondo College has remained in solid financial standing during the past several years of economic distress due, in large part, to the financial acumen of the Superintendent/President, whose former position at the College was Vice President of Finance and Business. In fact, during the interval between 2008 and 2013, the College maintained its offerings during fall, spring, and summer terms without section cuts, furloughs, or layoffs. Only in spring 2013 did the Superintendent/President authorize a one-time course section reduction to balance the 2012-2013 academic year budget.

Before the course reduction was approved, the Superintendent worked with the Board to gather feedback from the community regarding their educational priorities. During spring 2012, the then-Superintendent/President conducted a community education forum in each of the five Trustee areas ([IV.B.129: 2012 Community Educational Forum Report](#)). These events began with a State of the College presentation, which included financial information, the response of the institution to the recommendations of the statewide Student Success Taskforce, and time set aside for the community to deliver comments and feedback on the educational and fiscal priorities for the College in view of the economic situation.

In addition, directives in 2012 to cost center managers to reduce certain expenses by 20 percent assisted campus-wide efforts to prioritize mission-critical expenditures. A specific illustration of this effort occurred at an Administrative Council meeting towards the beginning of the 2012-2013 fiscal year, when the Interim Superintendent/President directed all divisions and departments to reduce their budgets by 20 percent in the areas of supplies, other operating expenses (e.g., consultants, travel, maintenance, and repairs), and capital outlay expenses. The Superintendent/ President implemented the same measure at the beginning of the 2013-2014 fiscal year. Each of these steps was taken as a means of controlling expenses. Included in this cost-cutting strategy were directives to reduce less-than-absolutely-necessary travel and encouragement to share resources whenever possible.

Enrollment decreased in fall 2013. At this point, the Superintendent/President began working with the Vice President of Academic Affairs deans, directors, and

other administrators; and the Board of Trustees to develop and implement an enrollment management plan as a means of increasing enrollment and FTES. The Superintendent/President convened campus leaders across all employee groups to reconvene an enrollment management “think tank” meeting on 22 May 2014 to identify new strategies to boost enrollment ([IV.B.130: Notes from 22 May 2014 Enrollment Management Taskforce Meeting](#)).

At the January 2014 FLEX Day, the Superintendent/President led a workshop titled “Finance and Budget 101,” during which the attendees learned how the budget is developed and reviewed budget timelines and major components of the General Fund. A question-and-answer period followed the presentation ([IV.B.033: Finance and Budget 101 Presentation from 1/24/14](#)).

The Superintendent/President serves on the Board of the Rio Hondo College Foundation, which has, for the past five years, raised tens of thousands of dollars through fundraising events, such as the 50th anniversary of the College celebrations, gala dinners, wine tasting events, and exclusive President’s Circle receptions ([IV.B.131: Rio Hondo College Foundation Highlights](#)).

ACTIONABLE IMPROVEMENT PLANS – IV.B.2.d.

None.

- e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY – Standard IV.B.2.e.

The Superintendent/President communicates with the communities served by the indirectly through liaisons such as the Director of Government and Community Relations (GCR) and the Director of Marketing and Communications. This communication has been ongoing, regular, and widespread throughout the College service area. Implicit in this ongoing communication is effective listening to the community, which enables the Superintendent/President to be informed of changing needs, to be aware of what is working well, and to learn what can be improved.

The Superintendent/President hosts regular meetings with various community advisory committees comprised of leaders from the surrounding communities in the District. Advisory committee members include educators, business leaders, non-profit executives, faith leaders, and College alumni ([IV.B.132: Agendas from Area Superintendents meetings from 2009-13](#), [IV.B.133: Agendas from President’s Advisory Committee Meetings from 2009-13](#); [IV.B.134: Agendas from El Monte Educational Advisory Committee meetings from 2009-13](#); [IV.B.135: Agendas from South Whittier Educational Center Advisory Committee meetings](#)

[from 2009-13](#)). These meetings, organized with assistance from GCR, focus on sharing information regarding College programs, state and federal guidelines, and upcoming College events. The meetings present opportunities for constructive dialogue among participants to collaborate on ways the College can address community needs. For example, at the September 2013 President’s Advisory Committee, the Superintendent/President solicited members of the Advisory Committee for their feedback on the revised Mission Statement of the College ([IV.B.138: State of the College Presentation dates 2011-2013](#)). The comments were helpful in validating concerns previously expressed by campus leaders and/or identifying original ideas not previously considered. (For detailed information on these advisory committees, see “[IV.B.136: List of Advisory Committees](#).”)

Several times each year, the Superintendent/President directs the Director of GCR to schedule meetings with federal, state, and local officials in efforts to maintain strong relationships with legislators. During the meetings, the Superintendent/President informs the participants about College initiatives, explains how they can help the College, solicits support on relevant and appropriate legislation, and fosters mutually beneficial working relationships to benefit students ([IV.B.137: List of Meetings between Superintendent/President and Elected Officials 2009-14](#)).

The Office of the Superintendent/President delivers State of the College presentations to the five city councils within the College district on a biennial basis. A State of the College address includes information on demographics, budget, noteworthy trends in higher education, and other appropriate items of interest to the audience. An ancillary benefit that increases community communication is the televised component of the city council meetings, which means that the College presentations are available to all members of the community via the public access network. During the 2012-2013 academic year, the Superintendent/President visited each city council in the District as part of the 50th anniversary of the College. The Superintendent/President regularly delivers similar presentations at several local social service organizations, such as the Pico Rivera and Santa Fe Springs Rotary Clubs, Whittier Soroptomist Club, Whittier Host Lions Club, and Whittier Rotary Club ([IV.B.138: State of the College Presentation dates 2011-2013](#)).

The Superintendent/President has multiple methods of communicating in writing on a regular basis with the surrounding community. The Superintendent/President, in conjunction with the Director of Marketing and Communications, creates and distributes a brief monthly e-newsletter called *President’s Update* ([IV.B.140: President’s Monthly Update](#)) and a slightly longer annual summer newsletter summarizing campus activities, awards, special events, and Board actions ([IV.B.141: 2013 Summer Newsletter](#)), as well as the *Annual Report*, a compendium of highlights, metrics, accomplishments, and special interest stories of the College ([IV.B.142: 2013 Annual Report](#)). The Superintendent/President works closely with the Director of Marketing and Communications to prepare

press releases highlighting campus events and initiatives to local and regional media contacts ([IV.B.146: Press Releases](#)). (For more details on each, see “[IV.B.145: List of Communication Pieces](#).”)

SELF-EVALUATION – IV.B.2.e.

The College meets this Standard.

The Superintendent/Presidents of Rio Hondo College have engaged with the community, including business, nonprofit, service, and school entities, as well as federal, state, and local elected officials and city councils. Appropriate legislative advocacy is also an important aspect of the position. At least once each year, the Superintendent/President has either presented, or has asked a member of the Cabinet to present, to all five city councils in the District. Both current and previous Superintendents/Presidents have engaged with various sectors of the community, including the business community, the non-profit sector, service organizations, and all 12 school districts within in the College service area. Furthermore, the Superintendent/President regularly communicates with constituents both in writing and orally. The *Annual Report* and summer newsletter are mailed to District addresses.

An activity that demonstrates a depth of a communication beyond regular communication is the planning and implementation of the community education forum. During spring 2012, the then-Superintendent/President conducted a community education forum in each of the five Trustee areas ([IV.B.129: 2012 Community Educational Forum Report](#)). Presentations included remarks from the relevant Trustee, followed by information on the State of the College, which included financial information; the response of the institution to the recommendations of the statewide Student Success Task Force; and time set aside for the community to deliver comments and feedback on their priorities for the College in view of the current economic situation. Extensive input was received, documented, and collected by the District and has subsequently informed Board discussions related to program and budgetary priorities. (For a description of how these community forums were planned and implemented, see “[IV.B.143: Description of Community Forums](#).”)

ACTIONABLE IMPROVEMENT PLANS – IV.B.2.e

None.



STANDARD IV.B. EVIDENCE

IV.B.001: Summary of Presidential Tenures
IV.B.002: Board Policy 2010
IV.B.003: List of Trustees Activities and Organizations
IV.B.004: Rio Hondo College 2013-14 Board of Trustee Biographies
IV.B.005: Board Development related activities 2009-14
IV.B.006: Conferences attended 2013-2014
IV.B.007: Sacramento Advocacy Meetings from 2009-14
IV.B.008: Washington, D.C. Advocacy Meetings from 2009-14
IV.B.009: Minutes from August 8, 2012 BOT Meeting).
IV.B.010: 2013 CCLC Trustee Handbook
IV.B.011: Board Policy 2710
IV.B.012: Administrative Procedure 2710
IV.B.013: Administrative Procedure 2712
IV.B.014: Summary of Educational Center Actions
IV.B.015: Minutes from 12 July 2013 Special Board Study Session on Student Success Initiative
IV.B.016: Board Policy 1200, District Vision, Mission, Value Statement
IV.B.017: RHC Vision, Mission, Values
IV.B.018: Board Policy 2410
IV.B.019: Administrative Procedure 2410
IV.B.020: Board Policies Narrative
IV.B.021: Institution Set Standards
IV.B.022: BOT Meeting Agenda 1 February 2014
IV.B.023: BOT Meeting Minutes 1 February 2014
IV.B.024: Minutes from 12 July 2013 Board Study Session on Student Success Initiative
IV.B.025: Minutes from September BOT Meetings
IV.B.026: Rio Hondo College Five Year Budget Summary Sheet
IV.B.027: Summary of Audit Ratings/Findings from 2009-10 to 2013-14
IV.B.028: Board Policy 6200
IV.B.029: 311Q Report Document
IV.B.030: Fall FLEX Day Agendas from 2009-2014
IV.B.031: Board Policy 6300
IV.B.032: Board Policy 6250
IV.B.033: Finance and Budget 101 Presentation from 1/24/14
IV.B.034: Minutes from October 19, 2013 BOT Special Meeting; Notes from presentation slides
IV.B.035: Board of Trustee Goals
IV.B.036: Agenda for the February 2012 Board Study Session
IV.B.037: Agenda for the July 2013 Board Study Session on Student Success Initiative
IV.B.038: Board Policy 2200
IV.B.039: Board Policy 2510



IV.B.040: Administrative Procedure 2510
IV.B.041: Agenda for 3 May 2014 Board Meeting
IV.B.042: Minutes for 3 May 2014 Board Meeting
IV.B.043: Agenda 11 June 2014 Board Meeting
IV.B.044: Minutes 11 June 2014 Board Meeting
IV.B.045: Participatory/Shared Governance Narrative
IV.B.046: Program from Excellence in Trusteeship
IV.B.047: Excellence in Trusteeship Activities
IV.B.048: Program from Student Trustee Training Workshop at CCLC Conference
IV.B.049: Board Policy 2740
IV.B.050: Minutes from 9 April 2014 Board Meeting
IV.B.051: Administrative Procedure 2740
IV.B.052: Agenda from Student Trustee Orientation on June 4, 2014
IV.B.053: Agenda/Meeting Notes from Trustee Transition Meeting on May 14, 2014
IV.B.054: Summary of Transition Process between Student Trustees
IV.B.055: Agenda for December 3, 2013 New Trustee Orientation
IV.B.056: Board Policy 3200
IV.B.057: 2009-14 Study Sessions and Special Board Meetings
IV.B.058: List of Special Board Meetings/Study Sessions Related to Board Development/Board Education
IV.B.059: Agenda from 9 October 2013 Board Study Session
IV.B.060: Board Policy 2100
IV.B.061: 2013-2014 Board of Trustees Calendar of Events
IV.B.062: Board Policy 2745
IV.B.063: 2009 Board Self Evaluation Instrument
IV.B.064: 2009 Board Self Evaluation Results
IV.B.065: 2010 Board Self Evaluation Instrument
IV.B.066: 2010 Board Self Evaluation Results
IV.B.067: Superintendent/President Tenure and Transition Calendar
IV.B.068: Minutes from August 2013 BOT Meeting
IV.B.069: Minutes from 14 June 2013 Special BOT Meeting
IV.B.070: Minutes from 12 July 2013 Special BOT Meeting
IV.B.071: Minutes from 10 August 2013 Special BOT Meeting
IV.B.072: Minutes from 1 February 2014 Special BOT Meeting
IV.B.073: Minutes from 19 June 2014 Board Retreat
IV.B.074: Board Policy 2715
IV.B.075: Minutes from 3 October 2009 Board Meeting, page#19
IV.B.076: Agenda from 1 November 2013 Standard IV Leadership Team Meeting
IV.B.077: Minutes from 18 November 2013 Special Board Meeting
IV.B.078: Agenda from 24 September 2012 BOT Meeting
IV.B.079: PowerPoint Presentation from consultant on 19 October 2013
IV.B.080: Board Policy 2431
IV.B.081: Administrative Procedure 2431
IV.B.082: Agenda from 3 October 2009 BOT Meeting



IV.B.083: Email from Academic Senate President
IV.B.084: Agenda from 16 July 2012 Special Board Meeting
IV.B.085: Minutes from 16 July 2012 Special Board Meeting
IV.B.086: Agenda from 30 July 2012 Special Board Meeting
IV.B.087: Minutes from 30 July 2012 Special Board Meeting
IV.B.088: Board Policy 2430
IV.B.089: Board Policy 2435
IV.B.090: Administrative Procedure 2435
IV.B.091: Evaluation report 2008
IV.B.092: President Search Narrative
IV.B.093: RFP Presidential Search
IV.B.094: Agenda from 24 September 2012 Special Board Meeting
IV.B.095: Minutes from 24 September 2012 Special Board Meeting
IV.B.096: Agenda from 22 October 2012 Special Board Meeting
IV.B.097: Minutes from 22 October 2012 Special Board Meeting
IV.B.098: Presidential Search Timeline
IV.B.099: Presidential Search Progress
IV.B.100: eMessenger week ending 2 November
IV.B.101: Presidential Forum Flyer 2013
IV.B.102: Announcement of Superintendent President
IV.B.103: RHC Presidential Search Website
IV.B.104: Presidential Search Narrative
IV.B.105: RHC Board Retreat 10 August 2013 Packet
IV.B.106: Minutes from 12 June 2013 Special Board Meeting
IV.B.107: Agenda from 12 June 2013 Special Board Meeting
IV.B.108: Organizational Structures and Governance Manual 2014, page #33
IV.B.109: College Governance Flow Chart
IV.B.110: Board Policy 3100
IV.B.111: Administrative Procedure 3100
IV.B.112: Minutes from 18 November 2013 Special Board Meeting
IV.B.113: Administrative Procedure 6100
IV.B.114: Planning Process Document
IV.B.115: Institutional Planning Process Survey Report 2009-2013
IV.B.116: Board Policy 3250 Institutional Planning
IV.B.117: Administrative Procedure 3250
IV.B.118: 2013-2014 Planning Process Calendar
IV.B.119: Rio Hondo College Strategic Planning Software
IV.B.120: 2013 Campus Climate Survey
IV.B.121: Student Success Initiative Task Force
IV.B.122: Minutes from 14 November 2012 Board Meeting
IV.B.123: Minutes from 10 July 2013 Board Meeting
IV.B.124: 2013-2014 Board Goal #7
IV.B.125: 2013-14 Institutional Goals and Objectives, Institutional Goal #7
IV.B.126: Notes from 26 September 2013 President Advisory Committee Meeting

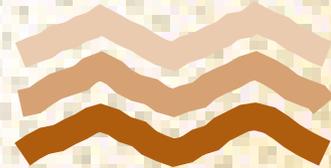


IV.B.127: Institutional Planning Retreat Agenda 2013
IV.B.128: Budget-Inquiry-Site-Access-training-Power-Point-Presentation.pdf
IV.B.129: 2012 Community Educational Forum Report
IV.B.130: Notes from 22 May 2014 Enrollment Management Taskforce Meeting
IV.B.131: Rio Hondo College Foundation Highlights
IV.B.132: Agendas from Area Superintendents meetings from 2009-13
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IV.B.146: Press Releases

Accreditation Self Evaluation 2014

Glossary of Acronyms

RIO
HONDO
COLLEGE





Glossary of Acronyms

AA	Associate of Arts (Degree)
AACC	American Association of Community Colleges
AAL	Actuarial Accrued Liability
AA-T	Associate in Arts for Transfer (Degree)
AB	Assembly Bill
ACCCA	Association of California Community College Administrators
ACCESS	Para-transportation group
AccessRIO	Rio Hondo Banner Portal
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
AD-T	Associate Degree for Transfer
AEW	Academic Excellence Workshop
AGS	Alpha Gamma Sigma Honor Society
AICPA	American Institute of Certified Public Accountants
AIP	Actionable Improvement Plan (in Whittier Union High School District)
ALO	Accreditation Liaison Officer
ALT	Accreditation Leadership Team
AP	Administrative Procedure
ARCC	Accountability Reporting for the Community Colleges
AS	Academic Senate
AS	Associate of Science (Degree)
ASCIP	Alliance of Schools for Cooperative Insurance Programs
ASRHC	Associated Students of Rio Hondo College
AS-T	Associate in Science for Transfer (Degree)
BECs	Building Emergency Coordinators
BELs	Building Emergency Leaders



BOT	Board of Trustees
BP	Board Policy
BSC	Basic Skills Committee
BSI	Basic Skills Initiative
CAD	Computer-Aided Design
CAHSEE	California High School Exit Examination
Cal/MHSA	California Mental Health Services Authority
Cal/OSHA	California Occupational Safety and Health Administration
CalWORKS	California Work Opportunity and Responsibility to Kids
CAPED	California Association for Postsecondary Education and Disability
CARE	Cooperative Agencies Resources for Education
CCA	Community College Association
CCCApply	California Community College Apply (student application access)
CCCCO	California Community Colleges Chancellor’s Office
CCCT	California Community College Trustees
CCLC	Community College League of California (context)
CCLC	Community College Library Consortium (context)
CCS	Campus Climate Survey
CDP	Census-Designated Places
CE/SP	Code of Ethics/Standard of Practice
CEO	Chief Executive Officer
CMS	College Mission Statement
CNA	Certified Nurse Assistant Program
CO	Chancellor’s Office
CPT	Characteristics, Performance, and Trends (section in online planning template)
CSEA	California State Employees Association (context)
CSEA	California School Employees Association (context)
CSU	California State University (System)
CSULA	California State University, Los Angeles



CTA	California Teachers Association
CTE	Career and Technical Education
CW	CalWORKS
DE	Distance Education
DEC	Distance Education Committee
DOE	Department of Education
DSA	Division of the State Architect
DSPS	Disabled Students Programs and Services
DTG	Del Terra Group
EAP	Early Assessment Program
ECA	Early Childhood Academy
EDD	State of California Economic Development Department
ED-DATA	Education Data Partnership
EEO	Equal Employment Opportunity
EEOE	Equal Employment Opportunity Employer
EL	English Learners
EMEC	El Monte Educational Center
EMP	Educational Master Plan (context)
EMP	El Monte Promise (context)
EMS	Energy Management System
EMUHSD	El Monte Union High School District
ENLA	English as a New Language (formerly Department of ESL)
EOPS	Extended Opportunity Programs and Services
EPA	Educational Protection Account
ERUSD	El Rancho Unified School District
ESAC	Enterprise Software Advisory Committee
ESL	English as a Second Language
ESS	Enrollment Strategies System



FERPA	Family Educational Rights and Privacy Act
FISAP	Fiscal Operations Report and Application to Participate
FLEX	Flexible Calendar
FMP	Facilities Master Plan
FPP	Final Project Proposal
FRPM	Free/Reduced Price Meals
FSA	Faculty Service Area
FTES	Full-Time Equivalent Students
FTLC	Fast Track Learning Community
FUSION	Five-Year Capital Construction Plan
FYE	First-Year Experience
GASB	Governmental Accounting Standards Board
GCR	Government and Community Relations
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GE SAO	General Education Service Area Outcome
GE SLO	General Education Student Learning Outcome
GIS	Geographic Information Systems
GOA	Goals and Objectives Assessment
GOB	General Obligation Bonds
GSA	Gay/Straight Alliance
HVAC	Heating, Ventilation, Air-Conditioning
ICE	Institutional Code of Ethics
IEC	Institutional Effectiveness Committee
IGETC	Intersegmental General Education Transfer Curriculum
IPP	Initial Project Proposal
IPPSR	<i>Institutional Planning Process Survey Report</i>



IPR	Institutional Planning Retreat
IRP	Institutional Research and Planning
ITS	Information Technology Services
JAWS, WYNN, and ZOOMtext	ADA-compliant software
JPA	Joint Powers Authorities
LAC	Learning Assistance Center
LAEDC	Los Angeles County Economic Development Corporation
LCO	Library Computer Operator
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Questioning, Intesex, and Allies
LMC	Learning Management System (<i>Blackboard</i>)
LRC	Learning Resource Center
MDTP	Mathematics Diagnostic Testing Project
MESA	Math, Engineering, Science Achievement
MIS	Management Information System
MCC	Management Confidential Council
MOU	Memorandum of Understanding
MPA	Management Performance Appraisal
MSC	Math and Science Center
MSTF	Mission Statement Task Force
NASPA	National Association of Student Personnel Administrators
NCES	National Center for Education Statistics
NEA	National Education Association
OCIP	Owner Controlled Insurance Programs



OCLC	Online Computer Library Center
OGR	Office of Government and Community Relations
OMC	Office of Marketing and Communications
OPAA	Office of Programs and Academic Assessment
OPEB	Other Post-Employment Benefits
OSGM	<i>Organizational Structure and Governance Manual</i>
P Drive	Public Drive
PB	<i>PlanBuilder</i> software
PE	Physical Education
PFC	Planning and Fiscal Council
POST	California Commission of Peace Officer Standards and Training
PR	Program Review
PRC	Planning Review Committee
PRER	Peer Review Evaluation Results
PRR	Program Review Recommendation
RAC	Resource Allocation Committee
RHC	Rio Hondo College
RHCCD	Rio Hondo Community College District
RHCFA	Rio Hondo College Faculty Association
SanFACC	San Gabriel/Foothill Association of Community Colleges
SAO	Service Area Outcomes
SARS GRID	Software
SASSFA	Southeast Area Social Services Funding Authority
SB	Senate Bill
SCCCD	Southern California Community College District
SDC	Staff Development Committee
SEMHS	South El Monte High School



SGV	San Gabriel Valley
SIS	Student Instructional Survey
SLL	Student Life and Leadership
SLOs	Student Learning Outcomes
SLOlutions	SLO software system
SP	Strategic Planning
SSI	Student Success Initiative
SS/SU	Student Services/Student Union (Buildings)
SSSP	Student Success and Support Plan
SSTF	Student Success Task Force
STEM	Science, Technology, Engineering, and Math
SWEC	South Whittier Educational Center
SWOT	Strengths, Weaknesses, Opportunities, Threats
TBI	Traumatic Brain Injury
T5IT	Title 5 Implementation Team
TMC	Transfer Model Curriculum
TMP	Technology Master Plan
TRAN	Tax Revenue Anticipation Note
TRiO	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds
UMER	Unit Member Evaluation Report
USDE	United States Department of Education
VITA	Volunteer Income Tax Assistance
VOTO Latino	Youth empowerment program encouraging students to be politically engaged
WASC	Western Association of Schools and Colleges
WIP	Work-in-Progress (Form)



WP	Work Product
WUHSD	Whittier Union High School District



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