

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](#)).

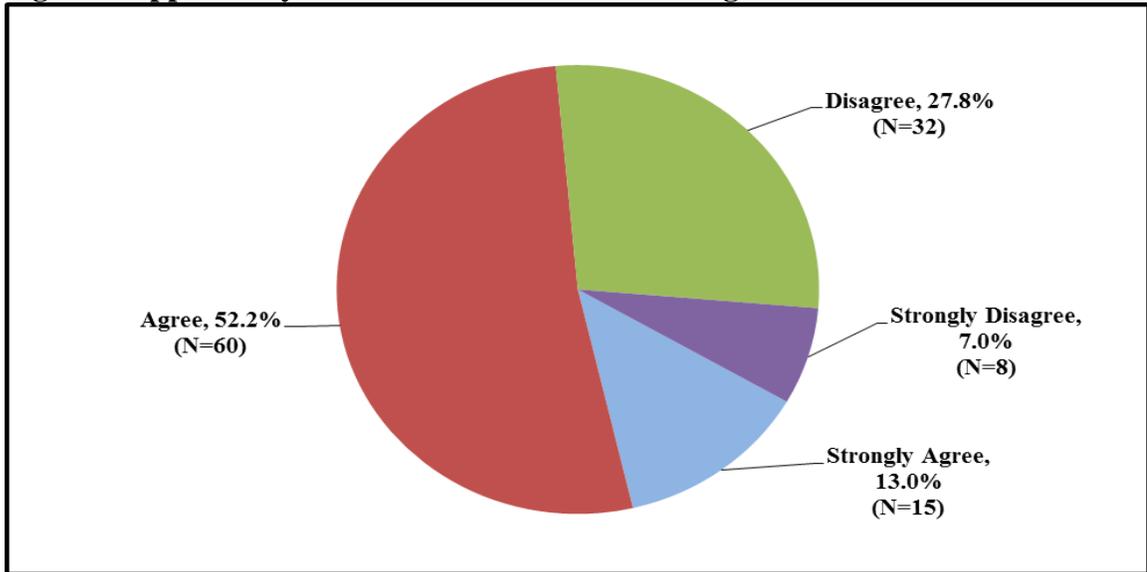
PlanBuilder software provides help text to assist teams in focusing on the questions in the plan templates. Strategic planning documents, such as the Mission, Vision, and Values of the College; Educational Master Plan; and Rubric for Evaluating Institutional Effectiveness, among other documents, are 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](#)).

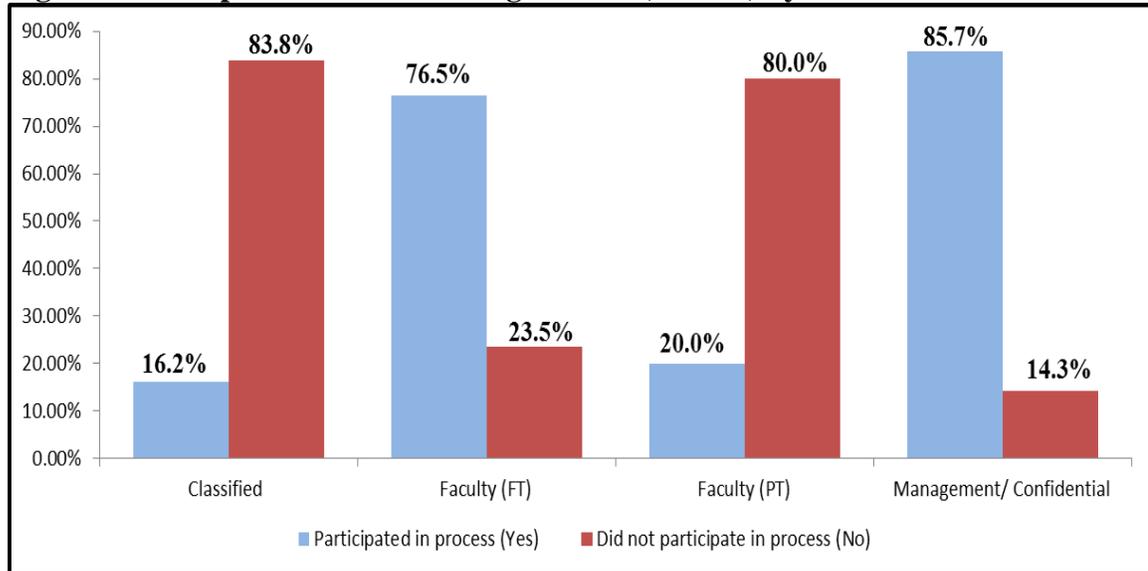
Fig. 1-2: Opportunity for Involvement in the Planning Process



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.

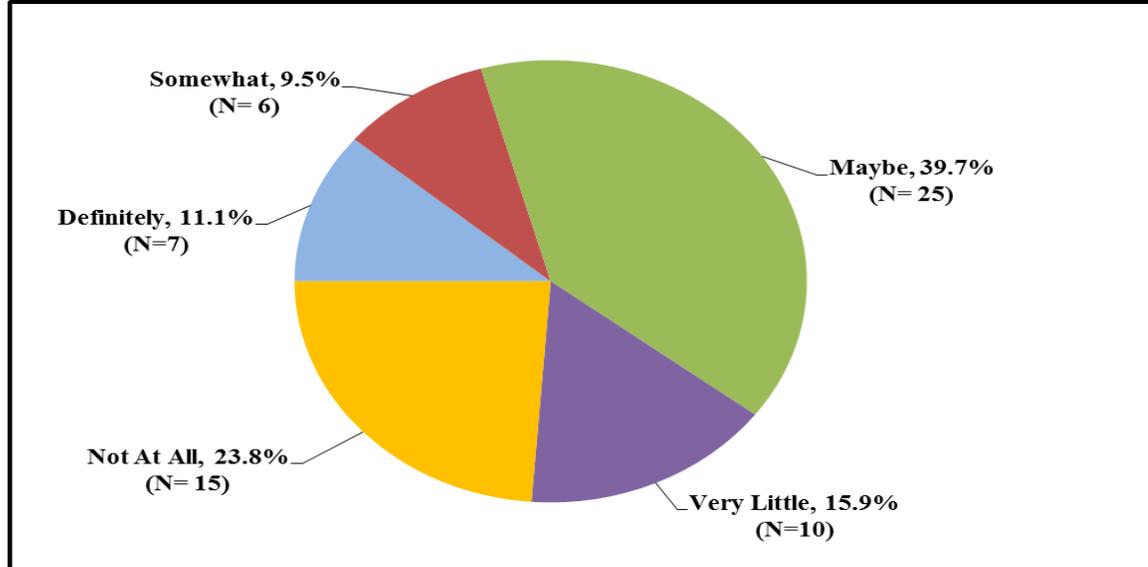
Fig. 1-3: Participation in the Planning Process (Yes/No) by Job Classification



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

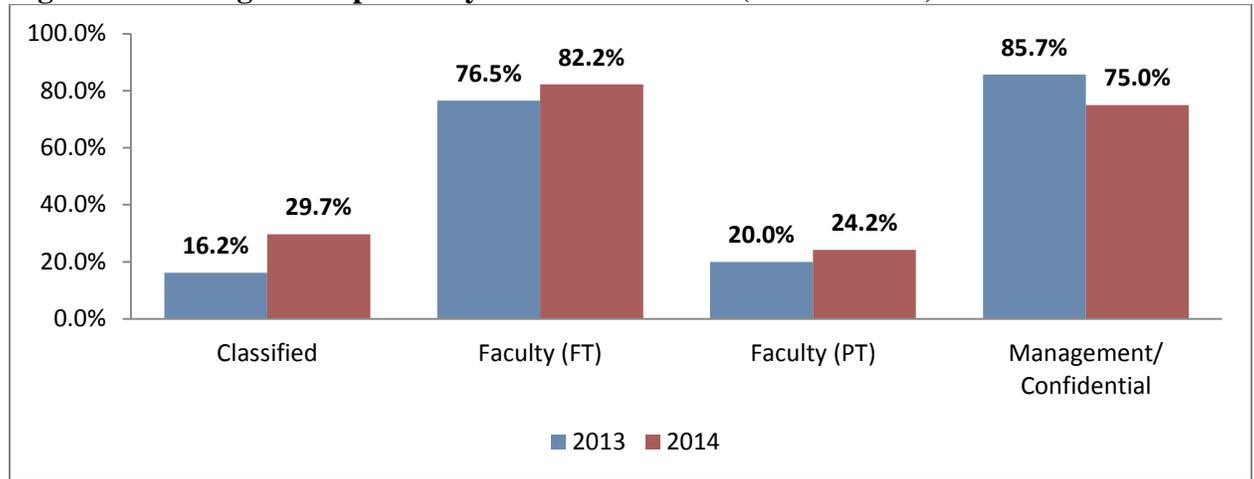


Source: 2013 Institutional Planning Progress Report.

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 programs 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.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