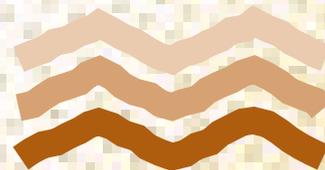


Accreditation Self Evaluation 2014

Standard II

Student Learning Programs and Services

RIO
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COLLEGE



Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

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

DESCRIPTIVE SUMMARY – Standard II.A.1.

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

SELF-EVALUATION – II.A.1.

The College meets this Standard.

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

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

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

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

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



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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.A.1.

None.

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

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

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

SELF-EVALUATION – II A.1.a.

The College meets this Standard.

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

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

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

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

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

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



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

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

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

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

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

None.

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

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

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



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

SELF-EVALUATION – II.A.1.b.

The College meets this Standard.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

None.

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

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

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

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

SELF-EVALUATION – II.A.1.c.

The College meets this Standard.

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

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

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

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



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

Table 2-1. Rio Hondo College Proficiency Summary

Rio Hondo College Proficiency Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

None.

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

DESCRIPTIVE SUMMARY – Standard II. A.2.

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



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

SELF-EVALUATION – II.A.2.

The College meets this Standard.

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

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

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

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

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.A.2.

None.

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

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

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

SELF-EVALUATION – II.A.2.a

The College meets this Standard.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.b.

The College meets this Standard.

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

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

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

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

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



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

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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.c.

The College meets this Standard.

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



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

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

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

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

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



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

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

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

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

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

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



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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.d.

The College meets this Standard.

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

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

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

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

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

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

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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.e.

The College meets this Standard.

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.f.

The College meets this Standard.

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



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

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

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

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

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

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



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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.g.

The College meets this Standard.

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



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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.h.

The College meets this Standard.

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



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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.2.i.

The College meets this Standard.

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



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

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

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

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

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



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

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

None.

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

DESCRIPTIVE SUMMARY – Standard II.A.3.

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

SELF-EVALUATION – II.A.3.

The College meets this Standard.

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

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

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

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

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

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

Source: *Rio Hondo College Catalog*



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

ACTIONABLE IMPROVEMENT PLANS – II.A.3.

None.

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

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

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

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

SELF-EVALUATION – II.A.3.a.

The College meets this Standard.

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

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

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

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

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

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

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



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

None.

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

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

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

SELF-EVALUATION – II.A.3.b.

The College meets this Standard.

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

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

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

Source: Rio Hondo College SLO Committee

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

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

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

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

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

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

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



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

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

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

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

None.

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

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

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



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

SELF-EVALUATION – II.A.3.c.

The College meets this Standard.

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

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

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

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



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

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

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

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

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

None.

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

DESCRIPTIVE SUMMARY – Standard II.A.4.

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



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

SELF-EVALUATION – II.A.4.

The College meets this Standard.

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

ACTIONABLE IMPROVEMENT PLANS – II.A.4.

None.

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

DESCRIPTIVE SUMMARY – Standard II.A.5.

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

Arts and Cultural Programs Division

- Animation

Behavioral and Social Sciences Division

- Child Development
- Drug Studies

Business Division

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



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

SELF-EVALUATION – II.A.5.

The College meets this Standard.

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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.A.5.

None.

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



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

DESCRIPTIVE SUMMARY – Standard II.A.6.

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

SELF-EVALUATION – II.A.6.

The College partially meets this Standard.

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.A.6.

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

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

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

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

SELF-EVALUATION – II.A.6.a.

The College meets this Standard.

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



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

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

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

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

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

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



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

None.

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

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

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

SELF-EVALUATION – II.A.6.b.

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

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

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

None.



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

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

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

SELF-EVALUATION – II.A.6.c.

The College meets this Standard.

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



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

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

None.

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

DESCRIPTIVE SUMMARY – Standard II.A.7.

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

SELF-EVALUATION – II.A.7.

The College meets this Standard.

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

ACTIONABLE IMPROVEMENT PLANS – II.A.7.

None.



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

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

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

SELF-EVALUATION – II.A.7.a.

The College meets this Standard.

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

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

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

None.



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

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

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

SELF-EVALUATION – II.A.7.b.

The College meets this Standard.

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

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

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



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

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

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

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

None.

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

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

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

SELF-EVALUATION – II.A.7.c.

Not applicable.

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

None.



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

DESCRIPTIVE SUMMARY – Standard II.A.8.

Rio Hondo College does not offer curricula in foreign locations.

SELF-EVALUATION – II.A.7.c.

Not applicable.

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

None.



STANDARD II.A. EVIDENCE

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



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



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



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



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



Standard II: Student Learning Programs and Services

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

B. Student Support Services

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

DESCRIPTIVE SUMMARY – Standard II.B.

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

SELF-EVALUATION – II.B.

The College meets this Standard.

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



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

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

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



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

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

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

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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.B.

None.

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

DESCRIPTIVE SUMMARY – Standard II.B.1.

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

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

SELF-EVALUATION – II.B.1.

The College meets this Standard.

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

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

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

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



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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.B.1

None.



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

- a. General Information

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

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

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

SELF-EVALUATION – II.B.2.a.

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

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

None.

- b. Requirements

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

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

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



SELF-EVALUATION – II.B.2.b.

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

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

None.

c. Major Policies Affecting Students

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

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

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

SELF-EVALUATION – II.B.2.c.

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

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

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

None.

d. Locations or Publications Where Other Policies May Be Found

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

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

SELF-EVALUATION – II.B.2.d.

The College meets this Standard.

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

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

ACTIONABLE IMPROVEMENT PLANS – II.B.2.d

None.

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

DESCRIPTIVE SUMMARY – Standard II.B.3.

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

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

SELF-EVALUATION – II.B.3.

The College meets this Standard.

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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.B.3.

None.

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

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

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

SELF-EVALUATION – II.B.3.a.

The College meets this Standard.

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



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

ACTIONABLE IMPROVEMENT PLANS – II.B.3.a

None.

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

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

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

SELF-EVALUATION – II.B.3.b.

The College meets this Standard.

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

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

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

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

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

ACTIONABLE IMPROVEMENT PLANS – II.B.3.b

None.

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

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

Rio Hondo College strives to develop, implement, and evaluate counseling and academic advising. The Division of Counseling and Student Success offers a range of services that foster the development and success of the student, including general, academic, career, and transfer counseling, along with counseling courses and personalized guidance for college and career exploration ([II.B.067: Counseling web page](#)).

SELF-EVALUATION – II.B.3.c.

The College meets this Standard.

Student development and success is supported through a wide array of programs, services, and courses. Programs mentioned previously, such as the Honor’s Transfer Program; Math, Engineering, Science Achievement (MESA); and TRiO/Student Support Services (SSS), all provide support for students’ intellectual development and success. Services such as Disabled Student Programs and Services (DSPS), California Work Opportunity and Responsibility to Kids (CalWORKs), and Equal Opportunity Programs and Services (EOPS) provide additional support for student development and success. There are courses designed to assist students grow, explore, and benefit, such as Counseling 101, “College and Life Success,” and Counseling 151, “Career Exploration and Life Planning,” as well as the new Counseling 105 course, a half-unit course inspired by the Student Success Initiative (SSI) which provides orientation and comprehensive educational planning. Specific courses within academic divisions also target student development and success, including Library 101, which promotes information literacy and competency in locating Library resources, and Reading 012, which assists students in acquiring study techniques in the areas of note taking, test taking, text reading, memorizing, time planning, and communicating ([II.B.091: Honors Program web page](#); [II.B.109: MESA web page](#); [II.B.110: TRiO web page](#); [II.B.063: DSPS web page](#); [II.B.065: CalWORKs Services web page](#); [II.B.064: EOPS-CARE web page](#); [II.B.001: College Catalog 2013-2014](#) p.172, 207, 250; [II.B.111: COUNS105 Flyer 2014](#)).

The College relies on the Education Code and Title 5 to guide itself in designing programs. The SSI has also provided direction (creating the First-Year Success Center based on best practices), along with information from our Office of Institutional Research and Planning (IRP) ([II.B.112: SS Area Plan 2013-14 Strategic Direction #1](#)).

The College maintains its programs, practices and services through funding from a Title V grant, Basic Skills Initiative (BSI) funding, Student Success and Support Program (SSSP) funding, and support from the General Fund for Counseling, Transfer, and Honors.

Evaluation of student services and offices is conducted via institutional program review, an evaluation process involving staff, faculty, and administration. The Honor’s Program is



also evaluated through the UCLA Honor’s Program review process ([II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.113: Counseling Program Review 2011-2012](#); [II.B.114: UCLA Honors Program 6-19-14 TAP letter](#)).

College counseling and academic advising programs include general counseling, transfer and career counseling, Veterans counseling, DSPS counseling, EOPS counseling, some division- or department-specific counseling (e.g., Nursing, Fire and Police Academies, Career and Technical Education (CTE), and Child Development) ([II.B.044: Counselor List](#)).

College faculty members are prepared through their educational pursuit of a Master of Arts (MA) degree in counseling or an equivalent degree; intersegmental counselor training; California State University (CSU), University of California (UC), and private university training days for counselors; UCLA honors transfer review; and the Honors Program meetings held each semester with Honors Program faculty members ([II.B.001: College Catalog 2013-2014](#) p.279-284; [II.B.042: Requests for Travel Jan2009-Jun2014](#)).

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

None.

d. The institution designs, maintains, appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

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

The College offers high quality, diverse, co-curricular learning experiences that enhance the understanding and appreciation of diversity for students at the main campus and off-site educational centers. Online students and those enrolled at off-site locations can participate in club programs through Student Life and Leadership’s online club management (OrgSync). This includes web workshops and posting resources for students to get the same education on diversity-related information that students are receiving on campus ([II.B.071: OrgSync Announcement](#); [II.B.072: How to Join Clubs web page](#)).

SELF-EVALUATION – II.B.3.d.

The College meets this Standard.

The College offers high-quality, diverse, co-curricular activities and clubs that enhance the understanding and appreciation of diversity. Focused programming topics from departments and the Office of Student Life and Leadership include Gender, Ethnicity, Culture, College Acculturation, Educational Goals, Physical Ability, Income, Academic Ability, and Level of Self-Awareness. Campus clubs include the French Club, Gay/Straight Alliance (GSA), Students without Borders, Spanish Club, and English as a New Language (ENLA) Club. The ASRHC also has a Senator for Cultural Diversity, and

the Student Life and Leadership hosts six signature cultural months: Women’s Herstory Month, Asian Pacific Islander Heritage Month, Black History Month, Latino/a Heritage Month, Native American Heritage Month, and National Coming Out Month ([II.B.115: Student Life & Leadership web page](#); [II.B.076: ICC Clubs & Organizations web page](#); [II.B.116: Club Award Policy](#); [II.B.117: ASRHC web page](#); [II.B.118: ASRHC Org Structure and elections info](#); [II.B.119: SL&L Cultural Events](#)).

Abiding by Education Code, Title V, College Board policies and administrative policies provide avenues to assist in designing and maintaining programs. The College has very strong Vision/Mission/Values Statements to guide itself in its commitment to the “success of its diverse students and communities.” All employment applications and interviews include questions on diversity. The College publishes a non-discrimination clause and has conducted Lesbian/Gay/Bisexual/Transgender/Questioning/Intersex/Allies (LGBTQIA) “Safe Zone” training, as well as “Unconscious Bias” training ([II.B.052: Board Policies and Administrative Procedures web page](#); [II.B.120: Vision, Mission & Values web page](#); [II.B.121: Non-Discrimination web page](#); [II.B.122: AP 3435 Discrimination and Harassment](#); [II.B.078: Safe Zone flyer 2013](#); [II.B.079: Unconscious Bias 2013](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.d.

None.

- e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

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

The College utilizes the Chancellor’s Office approved online application, *Open CCCApply*. The Director of Admissions and Records serves on the statewide Open CCCApply Advisory Board that regularly reviews the process and corrects any issues that may arise.

The College also ensures the consistency and effectiveness of the placement processes by utilizing assessment instruments that have been approved by the Chancellor’s Office. Recently, Rio Hondo College was named as a pilot college that will be participating in the statewide Common Assessment Initiative (CAI).

SELF-EVALUATION – II.B.3.e.

The College meets this Standard.

The College utilizes the *Open CCCApply* application system that is consistent throughout California community colleges. The Director of Admissions and Records serves on the statewide advisory committee for *Open CCCApply* to maintain knowledge and participate in ongoing evaluation of the practices related to this tool ([II.B.123: Apply web page](#)).



Rio Hondo College currently utilizes *Accuplacer* for English, reading, and English as a New Language (ENLA). The math assessment instrument currently used is the Math Diagnostic Testing Project (MDTP); however, a pilot in spring 2014 has established *Accuplacer* math assessment as an outreach tool, as well. Already underway are the multiple measures for English and reading, while the pilot math assessment will incorporate multiple measures including the last high school math class taken, if within a two-year period ([II.B.060: Math Pre-requisite Clearance Pilot EMUHSD email](#)).

Cut scores are re-validated for English, reading, and math. Until recently, there had been a common final assessment in English composition, which also underwent revalidation. The Student Equity Plan Task Force is examining cut scores and assessment instruments as part of their review and will be looking at any disproportionate impacts and making recommendations to mitigate any that exist as part of their plan to be submitted in mid-November 2014. Recently, Rio Hondo was named as one of twelve community colleges in California to participate as a pilot college in the Common Assessment Initiative (CAI), which will provide Rio Hondo faculty members an even greater opportunity for analysis of the effectiveness of placement instruments used for English, math, ENLA, and multiple measures assessment, with far-reaching implications that may result in eventual implementation of a common assessment tool across the state community college system ([II.B.059: MDTP Renewal data](#); [II.B.124: Common Assessment Initiative Pilot College Selection](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.e.

None.

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

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

Rio Hondo College maintains its student records in accordance with legally required or state mandated codes, federal guidelines, and local practices and policies.

SELF-EVALUATION – II.B.3.f.

The College meets this Standard.

The College abides by the California Education Code, Title V, the Family Educational Rights and Privacy Act (FERPA), local policies and procedures, and Government Code 6250 regarding the maintenance of its records. Hard copies are currently held in two different vaults, as old and new records continue to be scanned. Board Policy (BP) 5040, “Students Records and Directory Information,” ensures that the College adheres to



FERPA, as well ([II.B.125: BP 5040-Student Records and Directory Information](#); [II.B.001: College Catalog 2013-2014](#) p. 270).

Currently, records are permanently stored in hard copy and also in the “cloud.” The hard copy records are locked in the two vaults, accessible only to the Director and Coordinators of Admissions and Records. With our new MIS system (*Banner*, implemented in 2010), there are more secure levels of access to student records than previously offered by the *Legacy* system. Back-up of records are not only in the cloud but also maintained at two separate locations—one over 80 miles away and the other out-of-state.

The release of records is governed by BP 5040 and FERPA ([II.B.125: BP 5040-Student Records and Directory Information](#); [II.B.001: College Catalog 2013-2014](#) p. 270).

ACTIONABLE IMPROVEMENT PLANS – II.B.3.f.

None.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard II.B.4.

Rio Hondo College regularly reviews its student support service departments through program plan and program review assessment and evaluations, ongoing Student Learning Outcomes/Service Area Outcomes (SLOs/SAOs) assessment, and annually submitted categorical program reviews. The Office of Student Services continues to improve upon programs and services based on data findings, while striving to align goals and objectives of this area to support institutional goals and objectives.

SELF-EVALUATION – II.B.4.

The College meets this Standard.

The College evaluates its services through its institutional planning/review process, which includes program plans that identify Strengths, Weaknesses, Threats, and Opportunities (SWOT). Program review provides a much more comprehensive consideration. (See Standard I.B.3 for details of the annual planning/review process.) There are also annual categorical reviews based on specific grant or program plans. Finally, there is ongoing SLO/SAO assessment, with improvement plans resulting from the findings. (See Standard II.A.1.c for details of the SLO assessment process.) The College strategy is to input and assess all SLO/SAO data to continue identifying success in meeting student needs.

Assessment data will also be measured through the upcoming Student Success and Support Plan (SSSP), due in mid-October 2014, and Student Equity Plan, due in mid-November, to



ensure that results of SLO/SAO assessment will be the basis for ongoing improvement ([II.B.034: Planning Process Work Flow](#); [II.B.035: Program Review 6 Year Schedule](#); [II.B.058: Areas-Units-Programs 13-14](#); [II.B.027: Student Learning Outcomes web page](#); [II.B.028: Student Services SLO-SAO progress grids](#); [II.B.070: Financial Aid SLO Report SP2010](#); [II.B.126: Veterans Program Plans SLO-SAO 2009-2015](#)).

ACTIONABLE IMPROVEMENT PLANS – II.B.4.

None.



STANDARD II.B. EVIDENCE

II.B.001: College Catalog 2013-2014
II.B.002: CCC SSI-Rio Hondo College Profile
II.B.003: Outreach Requests 12/13, 13/14
II.B.004: High School Presentations 2013-2014
II.B.005: Senior Preview Days flyer 2014
II.B.006: College Planning Family Nights flyers
II.B.007: DSPS Outreach 13-14
II.B.008: Outreach HS Contacts
II.B.009: Rio Days flyer 2014
II.B.010: Assessment-Orientation HS data
II.B.011: Outreach & Ed Partnerships 14-15 Program Review
II.B.012: Early College Academy web page
II.B.013: El Monte Pledge Compacts
II.B.014: Board Minutes July 14, 2010-EM Pledge Priority
II.B.015: Priority Registration-Board Item and flyers
II.B.016: Freshman Welcome Days Schedule 2014
II.B.017: CTE Summer Academy web page
II.B.018: Women’s History Conference program and e-messenger 2014
II.B.019: Financial Aid Disbursement Data
II.B.020: Financial Aid Information Sessions 14-15
II.B.021: Cash for College schedule 2014
II.B.022: Transition to Rio 2013 program and letter
II.B.023: Board Minutes, August 8, 2013-Mental Health Grant
II.B.024: SMHG Ambassadors list
II.B.025: FSC Announcements
II.B.026: FSC Counseling and Advisement
II.B.027: Student Learning Outcomes web page
II.B.028: Student Services SLO-SAO progress grids
II.B.029: IRP web page
II.B.030: 2013 Climate Survey Report
II.B.031: PriorityRegKPI 13-14
II.B.032: D4NP Counts 2013-2014
II.B.033: Help Center data SP12-FA13
II.B.034: Planning Process Work Flow
II.B.035: Program Review 6 Year Schedule
II.B.036: Governance Manual
II.B.037: FLEX web page
II.B.038: Leadership Academy App2010
II.B.039: SSPLC 13-14 Schedules
II.B.040: SSDD 13-14 Schedule
II.B.041: Deans and Joint Deans Meeting Schedule 14-15
II.B.042: Requests for Travel Jan2009-Jun2014



II.B.043: SP14 Course Locations
II.B.044: Counselor List
II.B.045: Services Chart
II.B.046: Tutoring web page
II.B.047: CalWORKs Program Review Executive Summary 10-11
II.B.048: WIP form SP2009, SP2014
II.B.049: Annual Notification of Non-Discrimination Harassment
II.B.050: Catalog Addendum 2013-2014
II.B.051: Catalog 2014-15 Distribution List
II.B.052: Board Policies and Administrative Procedures web page
II.B.053: AP5530 Student Rights and Grievances
II.B.054: Student Complaint Summary 13-14
II.B.055: Conduct Survey Results
II.B.056: NCHA Health Services Survey
II.B.057: Institutional Planning Retreat 2013 Agenda
II.B.058: Areas-Units-Programs 13-14
II.B.059: MDTP Renewal data
II.B.060: Math Pre-requisite Clearance Pilot EMUHSD email
II.B.061: Get Started web page
II.B.062: Veterans Service Center web page
II.B.063: DSPS web page
II.B.064: EOPS-CARE web page
II.B.065: CalWORKs Services web page
II.B.066: Freshman Success Center Services web page
II.B.067: Counseling web page
II.B.068: Learning Assistance Center web page
II.B.069: LAC Tutoring Referral Form
II.B.070: Financial Aid SLO Report SP2010
II.B.071: OrgSync Announcement
II.B.072: How to Join Clubs web page
II.B.073: Online Counseling web page
II.B.074: Computer Resources web page
II.B.075: Rio Hondo Bookstore online
II.B.076: ICC Clubs & Organizations web page
II.B.077: Denim Day 2014
II.B.078: Safe Zone flyer 2013
II.B.079: Unconscious Bias 2013
II.B.080: March In March 2014 flyer and e-messenger
II.B.081: Voto Latino flyer 2014
II.B.082: Constitution Day email 2013
II.B.083: VITA flyer and e-messenger 2014
II.B.084: Hazardous Waste Clean up
II.B.085: ASRHC Campus Wide Committees email 2013-2014
II.B.086: GO RIO web page



II.B.087: Recycling Program
II.B.088: Writes of Spring flyer 2014
II.B.089: Writes of Spring web page
II.B.090: The River Deep Student Film Festival web page
II.B.091: Honors Program web page
II.B.092: AGS web page
II.B.093: Student Success Celebration Invitation 2014
II.B.094: Outstanding Student Awards Program 2014
II.B.095: La Cima web page
II.B.096: El Paisano web page
II.B.097: El Paisano online
II.B.098: River's Voice web page
II.B.099: Arts and Cultural Events Calendar 2013-2014
II.B.100: SUR Biennial 2011-2013
II.B.101: Transitway Program
II.B.102: Career Center calendars
II.B.103: Career Fair
II.B.104: Transfer Fair
II.B.105: Helping Hands flyer
II.B.106: Canned Food Drive 2013
II.B.107: Student Leadership Institute web page
II.B.108: SLI Brochure
II.B.109: MESA web page
II.B.110: TRiO web page
II.B.111: COUNS105 Flyer 2014
II.B.112: SS Area Plan 2013-14 Strategic Direction #1
II.B.113: Counseling Program Review 2011-2012
II.B.114: UCLA Honors Program 6-19-14 TAP letter
II.B.115: Student Life & Leadership web page
II.B.116: Club Award Policy
II.B.117: ASRHC web page
II.B.118: ASRHC Org Structure and elections info
II.B.119: SL&L Cultural Events
II.B.120: Vision, Mission & Values web page
II.B.121: Non-Discrimination web page
II.B.122: AP 3435 Discrimination and Harassment
II.B.123: Apply web page
II.B.124: Common Assessment Initiative Pilot College Selection
II.B.125: BP 5040-Student Records and Directory Information
II.B.126: Veterans Program Plans_SLO-SAO_2009-2015

Standard II: Student Learning Programs and Services

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

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY – Standard II.C.1.

Rio Hondo College provides extensive library and learning support services for its students and faculty to support educational offerings. Many of the services are also available for online students and for students enrolled in classes at South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Rio Hondo is striving to improve accessibility for all students at the College.

SELF-EVALUATION – II.C.1.

The College meets this Standard.

Rio Hondo College offers strong library and learning support services that enhance the quality of its instructional programs. The most obvious of these is the Rio Hondo Library. In fall 2009, the Library and several student support labs moved to the newly constructed Learning Resource Center (LRC). The Library, which now occupies the second floor of the LRC, provides a much larger facility than it did at its previous



location, with more student seating, additional small group study rooms, and more computer work stations. In addition, the Library includes two dedicated computer labs for Library orientations. A comparison of new and old Library spaces is provided in Table 2-2:

Table 2-2: Comparison of New and Old Library Spaces at Rio Hondo College

	Old Library	Learning Resource Center (LRC)
Sq Footage	23,445	39,186
Number of Seats	254	295
Number of Study Rooms	3	7
Number of Computer Workstations	36	46
Number of Computer Labs	0	2

Source: Rio Hondo College Library

In terms of learning support services, Rio Hondo offers District computer labs, tutoring service centers, and other discipline-specific instructional labs. Although students can access lab facilities equipped with computers in 16 locations, there are three designated District computer labs: one on the main campus and one at each of the two educational centers (SWEC and EMEC). (For additional discussion of Rio Hondo’s computer technology resources, see Standard C.3.1.) A comparison of services offered in the District’s three primary computer labs is provided below in Table 2-3:

Table 2-3: Comparison of Computer Labs at Rio Hondo College

	SWEC	EMEC	District Computer Lab
Hours	M/T 7:30 a.m. - 7:30 p.m. W 9 a.m. - 7:30 p.m. Th 9 a.m. - 6 p.m. F 7:30 a.m. - 12:30 p.m.	M 9:30 a.m. - 3 p.m. T/Th/F 9:30 a.m. - 12 p.m. W 10 a.m. - 12 p.m. & 2 - 4 p.m.	M-Thu 8 a.m. - 7 p.m. F 8 a.m. - 1 p.m.
Number of Computers	35	44	72
Number of Printers	1	1	2
Instructional Support	1 FT and 1 PT Staff Member	1 FT Staff Member	2 FT Staff Members
Planning Process	SWEC Unit Plan	EMEC Unit Plan	None

Source: Rio Hondo College Library



Rio Hondo offers two campus-wide tutoring centers: the Math and Science Center (MSC) and the Learning Assistance Center (LAC). These centers provide a variety of services for students including individual tutoring, access to printers, and helpful workshops. Details of each tutoring center are provided in Table 2-4.

Table 2-4: Campus-wide Tutoring Centers at Rio Hondo College

	Math/Science Center	Learning Assistance Center (LAC)
Location	Science bldg., room S300	Learning Resource Center, room LR114
Hours	M-Th 9am-8pm, 9am-2pm Sat	M-Th 7am-8pm, F 8am-1pm
Usage	Open to all students with instructor referral	open to all students
Instructional Support	1 FT Instructional Assistant, 2 PT Instructional Assistants, 1 Faculty	1 Faculty coordinator, 2 Instructional Assistants, 19 "At-Will" Classified student staff members
Number of computers	18 computers	38 computers, 1 printer
Link to Planning Process	Under the Math and Sciences Unit	LAC is a program, under the Communications and Languages Unit
Services Provided	Tutoring for Math and Science classes, Many online and fasttrack math students take exams there, audio conferencing with CCC Confer for SWEC and EMEC students	Group and Individual tutoring over many subjects, Student success workshops covering a variety of topics

Source: Rio Hondo College Library

Finally, a handful of learning support labs at Rio Hondo are tied to specific programs but are not solely for the use of students during class time (in contrast, for example, to a chemistry lab that students would access only during the scheduled lab time). These labs include, on the main campus, the Child Development Lab, Nursing Skills Lab, Nursing Simulation Lab, Reading Lab, Writing Center, and English as a New Language (ENLA)/Languages Lab, as well as a Learning Assistance Center at the Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Each of these learning support facilities is open to students outside of scheduled class time. Students may have a required number of hours to attend these labs for their particular class, but in other cases students may choose to use these labs more often than required to increase their skills.

ACTIONABLE IMPROVEMENT PLANS – I.I.C.1.

None.

- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

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

The mission of Rio Hondo College Library is to support College goals by “providing instruction and services that introduce students to the depth and breadth of information sources available to them in an academic library, encourage the development of critical thinking about information and its use, and highlight the ‘lifelong learning’ aspect of the College Mission Statement.” A team of five full-time and several part-time librarians and support staff members supports the instructional process at Rio Hondo by selecting and maintaining library materials and assisting students in locating, evaluating, and using the materials. The librarians maintain many mechanisms to receive input from instructional faculty members about needed library materials.

The two off-site educational centers, SWEC and EMEC, as well as the Santa Fe Springs Fire Technology Training Center, each have computer labs staffed with instructional assistants. This allows any students taking classes at these facilities to connect to all of the online library resources and obtain assistance in searching for information.

SELF-EVALUATION – II.C.1.a.

The College meets this Standard.

Librarians are responsible for selecting material and maintaining the Library collection. Librarians regularly evaluate resources available and recommend the purchase of additional materials, as needed, to aid students in the successful completion of assignments.

Instructional faculty members have many opportunities to engage with librarians and request new Library materials. The Library remains informed of new and revised courses and programs through active participation on the Curriculum Committee. The required curriculum forms include a Library statement for requesting additional Library materials. A librarian attends the Curriculum Committee meetings and works with instructional faculty to ensure the Library collection is sufficient to support new and revised curriculum ([II.C.01: Curriculum Form Articulation Officer and Librarian Oversight Pages](#); [II.C.02: Rio Hondo College Curriculum Committee By-Laws](#)). Librarians also participate on other campus committees, survey instructional faculty members, participate in new faculty orientations, and attend division and department meetings to maximize awareness of Library services to instructional faculty ([II.C.03: Accreditation Survey Results - Employees General 2013](#); [II.C.04: New Faculty Orientation Agenda 2008](#); [II.C.05: Division Minutes with Librarian Visits](#)).

Statistical reports are used for detailed evaluation of the quantity, currency, depth, and variety of the Library collection. Statistics on the number of items owned, use of materials, and number of new items acquired are collected by type of material and subject area. These statistics are reviewed in multiple ways to ensure a reliable and valid measurement. Every five years (most recently December 2012), a complete collection

inventory is conducted to identify any missing materials needing replacement. The Library has an annual collection development plan that allocates funding targets by Library of Congress subject areas. Circulation statistics by subject area are analyzed annually in order to base new purchases on the greatest need ([II.C.07: Collection Development Plan 2013-14](#)). Searches done in the Library catalog are reviewed regularly in *Google Analytics* to identify title or subject areas that need immediate catalog enhancements.

These analyses have led to several conclusions. For the 2012-2013 academic year, the ratio of books checked out per student enrolled was up 18% compared to 2008-2009; the ratio of reserve books used per student enrolled was up 36%. Demand for electronic resources, such as database usage per student, has increased by 13% since 2008-2009. Further analyses indicate that much of this increase is due to a drop in College enrollment. In fact, the raw number of books checked out and the raw number of database searches have both decreased over this period. Only reserve book checkouts have increased in raw numbers ([II.C.06: Statistics per Enrolled Student 2008 vs 2012](#)).

There are other methods to assess the quality of a Library book collection. A recent *Collection Age Report* indicates that, although the Rio Hondo Library collection seems to be adequate in terms of quantity, it is not as current as it should be. Library Studies practices suggest a good rule of thumb is that the rate of adding new items to a collection and weeding existing items from a collection should both be sustained at about five percent per year. Over the last four years, the Rio Hondo Library has acquired new materials at the rate of less than two percent, while librarians have weeded less than one-half of one percent of the collection ([II.C.09: Collection Age Report](#)).

Other measures are also examined. When Rio Hondo College was compared to ten like-sized California community college libraries in 2012, the College total expenditures for books and e-books were average. However, the circulation transactions per Full-Time Equivalent Students (FTES) were nearly double the average of the other colleges ([II.C.08: NCES Comparisons](#)).

While the Library collection is challenging to truly analyze and understand, the librarians at Rio Hondo consider multiple measures and complete many analyses of the numbers to make alterations and to ensure that the Library contains the necessary resources to aid student success.

In addition to the Library, other learning support services provide materials and equipment to support student learning and enhance the mission of the College. The evaluation of these services occurs through the planning/review process, outlined in Standard I.B.3. Through this process, support services are connected to the Mission Statement of the College.

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

None.

- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

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

Information competency is the ability to recognize the need for information, acquire and evaluate information, organize and maintain information, and interpret and communicate information. A plan to expand information competency instruction to all students on campus is currently under discussion at Rio Hondo.

Librarians provide instruction that helps to integrate information competency into the curriculum. Library instruction includes individualized assistance at the reference desk, Library orientations for classes, a credit course in “Fundamentals of Library Research,” instructional handouts, the Library website, and *LibGuides* (web-based subject and course guides).

SELF-EVALUATION – II.C.1.b.

The College meets this Standard.

The reference desk is staffed with librarians who work one-on-one with students to teach information competency skills. For example, when a student comes to the desk looking for journal articles, the librarians do not simply find articles for the student, but rather instruct and guide the student through the research process in order to find the articles. During the 2012-2013 academic year, the librarians answered 11,959 reference questions ([II.C.10: Pertinent Statistics](#)).

Instructional faculty may request Library orientations for their classes. These orientations include general Library orientations, as well as more tailored sessions offered over one or more class meetings. General orientations include an introduction to the Library and a review of the assistance available; using the Library catalog and periodical databases; evaluating information; and citing sources. The sessions are tailored to concentrate on specific research topics or resources relevant to the class. During the 2012-2013 academic year, librarians instructed 5,092 students in 184 Library orientations for courses in 16 different disciplines. This is an 18% increase in the number of students compared to the 2008-2009 academic year. Classes from a wide range of disciplines attend specific orientations. For example, students in approximately 53% of all English 101 course sections attended face-to-face Library orientations ([II.C.10: Pertinent Statistics](#)). Most orientations are taught in the two Library classrooms and include hands-on exercises. Student learning is assessed in a variety of ways, such as pre-/post-tests; in-class exercises; poll questions before and during instruction; post-orientation student surveys; feedback from instructors; and general observations of the librarian teaching the session ([II.C.11: Sample Library Instruction Quizzes and Exercises](#)).

Other ways in which librarians have promoted information competency in recent years is through small group student tutorials provided periodically by librarians, and the assignment of a roving librarian for a few hours each week to the Writing Center to address immediate questions from students engaged in writing research papers for English classes. Although the latter practice was temporarily suspended for budgetary reasons, discussions are underway to resume offering this unique support service in the Writing Center during 2014-2015.

An additional way that librarians inform students regarding information competency is through “Fundamentals of Library Research” (Library 101), a three-unit transferrable course. Library 101 students learn research skills, find and evaluate print and electronic sources, learn citation styles, and discuss issues of plagiarism and copyright infringement ([II.C.12: LIB101 Course Outline of Record](#)). Every semester, at least one online section is offered to provide Distance Education (DE) students the opportunity for in-depth information competency instruction. In recent semesters, this course has been offered as part of a Fast Track Learning Community cohort, linked with English and English as a New Language (ENLA) courses. Course SLOs have been developed and assessed for the past several years. Librarians have used these assessments to improve instruction and student success.

The Library also fosters information competency skills through the use of *LibGuides*. In June 2009, the Library began subscribing to this service which allows librarians to create both general research guides and custom class/subject research guides. These guides have become very popular student resources. During 2013, *LibGuides* received 29,858 individual views. Furthermore, *LibGuides* can be embedded in online courses in order to improve access to specific research guides for our online population ([II.C.13: LibGuides Stats](#)).

In order to improve Library outreach to our online students, the College has granted one of the full-time librarians a sabbatical for the 2014-2015 academic year, during which she will develop a series of information literacy tutorial modules that can be embedded in online courses in *Blackboard* and used by students at off-site locations.

Finally, in order to examine the information skills of our student population, “Information Competency” is an important category among Rio Hondo’s General Education Student Learning Outcomes (GE SLOs), which are assessed through course data from courses that address these competency skills ([II.C.14: RHC College Catalog Pg 40 GE SLOs](#)). In spring 2014, the librarians presented to the Planning and Fiscal Council (PFC) their plans for expanding instruction in information competency to more students at Rio Hondo ([II.C.15: Information Competency](#)).

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

None.



- c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

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

The Library is open Monday through Saturday, for a total of 68 hours per week. The online Library resources, including Library catalogs, research databases, and subject guides, are available to all Rio Hondo students and faculty 24 hours per day through the *AccessRIO* portal ([II.C.16: Library Homepage](#)). The Math and Science Center (MSC) and Learning Assistance Center (LAC) offer tutorial and other learning support services to students during standard daytime and evening hours when many students are on campus.

SELF-EVALUATION – II.C.1.c.

The 46 computers in the library are available for student use. In addition, the Library has two work stations specially designed for disabled students: tables are wheelchair accessible, and computers have *JAWS*, *WYNN*, and *Zoomtext* software to assist the visually impaired. The Office of Disabled Student Programs and Services (DSPS) provides these software tools for the Library, as well as a videophone for the hearing impaired. Purchase of video recordings for the Library collection is limited to materials accessible to the hearing impaired. Even though the new facility provides increased seating and Library hours have remained fairly constant for the past few years, an evaluation of Library services in the most recent student and faculty surveys found that increased hours and increased seating were common requests.

All students, including students enrolled in online classes and those at off-site locations, have 24-hour access to the Library's online research databases through *AccessRIO*. A Library tab in *AccessRIO* provides an abbreviated view of the Library webpage, including links to the Library catalog, Library handouts, *LibGuides*, and general Library information. The Library online database page clearly informs students about using *AccessRIO* for database access. Besides the periodical databases, the Library also owns 325 subject encyclopedia e-books accessible via Gale Virtual Reference Library through *AccessRIO*.

For online students specifically, the Virtual College webpage and the Virtual College Online Orientation page include links to Library resources. An October 2013 campus faculty survey indicated 44% of faculty members who teach online or hybrid courses include Library resources in their online course ([II.C.21: Accreditation Survey - Students 2013](#)). Statistics from *Google Analytics* for fall 2013 indicate 85% of Library catalog searches are done from on campus and 15% from off-campus ([II.C.17: Google Analytics](#)). However, the College is unable to determine whether those searches completed off campus were done by online students or simply on-ground students accessing databases from home. Nonetheless, the 85/15 split closely mirrors the



percentages of classes offered on ground vs. online, which were 88/12 in spring 2014. Librarians are continuing to work on an interactive online information competency tutorial.

Librarians provide Library orientations either in the Library or in classrooms. Librarians also travel to the off-site centers when requested to provide orientations. In addition, the October 2013 faculty survey found only 32% of respondents teaching off-site agreed or strongly agreed that “Library resources provide adequate support for my teaching off campus” ([II.C.03: Accreditation Survey Results - Employees General 2013](#)). Since there is no regular librarian presence at any of the off-site locations, students may email or phone the Library reference desk for assistance. Librarians are currently developing a plan to increase the support for the off-site educational centers, Santa Fe Springs site, and online students.

Many of the learning support services at Rio Hondo College are also available at our off-site locations and online students. The educational centers have computer labs (see Table 2-3) that can be used as a lab for students to develop writing, reading, language, or English as a New Language (ENLA) skills. Furthermore, the MSC uses *CCCConfer* to assist students remotely at the EMEC location.

For online students, the instruction-specific labs—for example, the Writing Center—are adjusted to fit the online environment. In some cases, lab work is completed through a virtual environment, so it is more conducive to an online course. In other circumstances, students may be required to attend a lab on campus to complete lab time requirements. Faculty members continue to experiment with new techniques to create a functional online lab experience. Additionally, discussions are currently underway to develop an online tutoring program for the Learning Assistance Center (LAC) which expands on an online tutoring pilot program recently tested for online basic skills classes ([II.C.18: Online Tutoring Planning - Notes and Proposed Next Meeting Time](#)).

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

None.

- d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY – Standard II.C.1.d.

The College provides maintenance and security for the Library and all other learning support centers. Library materials are identified for security purposes and recognized by an alarm system. The Library and learning support centers have computers and software that are maintained by College staff. Most labs with computers are also equipped with alarm systems.



SELF-EVALUATION – ILC.1.d.

The College meets this Standard.

The Library and learning support centers are regularly maintained by custodial staff from the Office of Facilities Services. Maintenance of facilities is completed daily. Work orders are submitted for basic repairs and completed in a timely manner.

Newly acquired Library books are covered with protective Mylar to extend the life of the books. All Library materials on open shelving are sensitized with 3M security strips. The 3M security gates at the Library entrances/exits signal an alarm when materials have not been properly checked out. If students fail to return Library materials, holds are placed on their records, preventing registration, transcripts, or diplomas until the materials are paid for or returned. The College has recently approved the purchase of a new desensitizer/re-sensitizer machine to replace an old machine. This purchase was requested and approved through the program planning/review process and improves the security of Library materials ([IL.C.19: Program Plan Library 2013](#)).

The Library computer operator maintains the Library computers, with support from the Office of Information Technology Services (ITS). Online Library resources are accessed through the *AccessRIO* portal and are relatively secure, since students and staff must have access to enter the portal.

ACTIONABLE IMPROVEMENT PLANS – ILC.1.d.

None.

- e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY – Standard ILC.1.e.

The Library maintains contractual agreements for several support systems and services, which include a Library system, catalog records, subscription databases, a reciprocal borrowing agreement, and photocopier and printer services. These services are evaluated regularly for volume of use, need, and reliability.

SELF-EVALUATION – ILC.1.e.

The College meets this Standard.

The Library has a maintenance and hosting contract with *Sirsi* for the integrated library system. This system consists of circulation, acquisitions, cataloging, and public access catalog modules, which are used extensively in the Library's daily operations. Librarians and Library support staff regularly attend *Sirsi* user group meetings and conferences. Questions, concerns, and requests for enhancements to the software are regularly logged into *Sirsi's* support portal. In June 2013, Rio Hondo librarians hosted librarians from a multi-library community college district and provided a presentation of the strengths and limitations of *Sirsi*.

The Library is a member of the Online Computer Library Center (OCLC). The contractual agreement allows for purchase of bibliographic records for the Library catalog and interlibrary loan services for Library borrowers. This is a very cost effective way to obtain catalog records. Librarians and Library support staff use OCLC services daily. The Library also has a reciprocal borrowing agreement with California State University, Los Angeles (CSULA). This agreement allows Rio Hondo students, faculty, and staff to borrow from the CSULA collection of nearly one million books. The Library receives reports of Rio Hondo usage of the CSULA library. Librarians are reminded to notify students of this service during Library orientations and reference desk interactions ([II.C.20: Cal State LA Agreement](#)).

Additionally, the Library purchases access to subscription databases through individual contractual agreements with vendors and a discounted purchasing program through the Community College Library Consortium (CCLC). The Library relies on the database vendors to provide newspaper, magazine, and journal articles. The librarians continuously evaluate the databases while assisting students, as well as monitor usage statistics provided by the vendors.

The Library photocopiers and computer printers are used extensively. Students print or copy approximately 400,000 pages per year. In summer 2009, the Library began a five-year lease with IBE for three photocopiers. Library staff and students continually evaluate these services and have been mostly satisfied with the quality of the photocopiers. Service requests are documented, and concerns are immediately brought to the attention of the vendor.

In summer 2009, the Library also began a five-year lease with *VendPrint* for a computer reservation and print release system. The librarians who later evaluated *VendPrint* identified concerns about cost and reliability. Recently, the librarians explored the *PaperCut* system for printing, which is being piloted in the District Computer Lab on campus. Based on the pilot, there is a plan to extend the use of *PaperCut* to several other labs and off-site locations. The Library may make this change or explore another system for computer reservations and copier services.

ACTIONABLE IMPROVEMENT PLANS – II.C.1.e.

None.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard ILC.2.

The Library keeps extensive statistics and participates in several annual state and national library statistical surveys. These surveys include Annual Data Survey for the Chancellor’s Office, the National Center for Education Statistics (NCES) Academic Libraries Survey, and the Association of College and Research Libraries (ACRL) Academic Library Trends and Statistics Survey. The results of these surveys allow comparison to other libraries and are useful in evaluating and planning future Rio Hondo Library services. The Library also reviews data from student and faculty feedback, Service Area Outcomes (SAOs), and General Education Service Area Outcomes (GE SAOs) to evaluate its services.

SELF-EVALUATION – ILC.2.

The College meets this Standard.

Library services are evaluated by circulation and usage statistics that are analyzed annually (for details, see Standard ILC.1.a.). This analysis leads to adjustments made to acquisition plans for each subject area.

The Library strives to provide equal access to quality resources for all students, providing convenient access to books and other resources that support student learning. Rio Hondo College offers classes from 6:30 am-10:10 pm, Monday-Thursday; from 8:00 am-2:00 pm, Friday; and 8:00 am-1:00 pm, Saturday. Library hours mirror the prime hours that students take classes on campus: 7:00 am-9:00 pm, Monday-Thursday; 7:00 am-3:00 pm, Friday; and 9:00 am-1:00 pm, Saturday. With these hours of operation, students are given access to the books and resources they need when they are likely to be on campus. Further, electronic resources are available 24 hours per day, ensuring access through *AccessRIO* portal. According to the October 2013 campus faculty survey, 76% of faculty members agreed or strongly agreed that “librarians and library resources help my students achieve the student learning outcomes in my courses.” However, the same survey found that only 32% of faculty members who teach off-campus agree or strongly agree that Library resources provide adequate support for their students. As a result of the survey, librarians plan to increase outreach to faculty teaching off-campus ([ILC.03: Accreditation Survey Results - Employees General 2013](#)).

Librarians are constantly reviewing Library evidence to improve services. For example, when the recent faculty survey showed possible issues, librarians quickly made changes to address the issues. Specifically, faculty members indicated they would like to see a list of all new Library materials in their subject area. Currently, faculty members are

informed of individual items as they are acquired for their areas, but a comprehensive list was also requested. As a result, librarians are now working to automate a process via the Library catalog so faculty, as well as students, will have convenient access to see lists of new Library materials by subject area. Also, comments from the survey led to the realization that students were unaware that the Library offers three computers available for quick printing, catalog searching, or other short-term needs. Signs were immediately changed at the computer reservation station to alert students of the “quick computers” and to improve convenient access. Based on the librarians’ observations, students’ complaints, and survey results, another priority project was wireless network reliability ([II.C.03: Accreditation Survey Results - Employees General 2013](#)). The Office of Information Technology Services (ITS) has identified several locations for wireless routers to improve wireless network access.

The Library has developed several Service Area Outcomes (SAOs) that are evaluated by methods such as quizzes, exercises, and pre-/post-testing during Library instruction sessions; statistical data analysis; student and faculty surveys; and self-evaluation by librarians in program reviews and annual program plans. The Library contributes to the campus General Education Student Learning Outcomes (GE SLOs), particularly for reading and oral/written expression. These include the following SLOs:

- The student will evaluate the reliability of both print and electronic (research) sources and use them effectively.
- The student will document both print and electronic sources using a conventional format.

Librarians regularly instruct students in evaluation of sources and documenting sources, both at the reference desk and during Library instruction sessions. Librarians also provide workshops and instruction sessions dedicated to the topics of website evaluation and proper citation formats for source documentation ([II.C.14: RHC College Catalog Pg 40 GE SLOs](#)).

ACTIONABLE IMPROVEMENT PLANS – II.C.2.

None.



STANDARD I.I.C. EVIDENCE

I.I.C.01: Curriculum Form Articulation Officer and Librarian Oversight Pages
I.I.C.02: Rio Hondo College Curriculum Committee By-Laws
I.I.C.03: Accreditation Survey Results - Employees General 2013
I.I.C.04: New Faculty Orientation Agenda 2008
I.I.C.05: Division Minutes with Librarian Visits
I.I.C.06: Statistics per Enrolled Student 2008 vs 2012
I.I.C.07: Collection Development Plan 2013-14
I.I.C.08: NCES Comparisons
I.I.C.09: Collection Age Report
I.I.C.10: Pertinent Statistics
I.I.C.11: Sample Library Instruction Quizzes and Exercises
I.I.C.12: LIB101 Course Outline of Record
I.I.C.13: <i>LibGuides</i> Stats
I.I.C.14: RHC College Catalog Pg 40 GE SLOs
I.I.C.15: Information Competency
I.I.C.16: Library Homepage
I.I.C.17: Google Analytics
I.I.C.18: Online Tutoring Planning - Notes and Proposed Next Meeting Time
I.I.C.19: Program Plan Library 2013
I.I.C.20: Cal State LA Agreement
I.I.C.21: Accreditation Survey - Students 2013