Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY – Standard III.A.1.

Rio Hondo College follows board policies, administrative procedures, and a planning process which clearly outlines and ensures that recruitment and hiring processes result in employing diverse personnel who possess the appropriate education, training, and experience to successfully meet job expectations and requirements. Once a job description is finalized with the required basic and essential functions of the position; the minimum qualifications necessary to qualify for the job; and the knowledge, experience, and education required for the position; a job announcement is prepared and distributed. Job announcements are clear and comprehensive, and accurately describe the duties and minimum employment qualifications for the position. College job announcements are linked to the required and desired employment qualifications to ensure the College supports its programs and services.

SELF-EVALUATION – III.A.1.

The College meets this Standard.

Rio Hondo College adheres to comprehensive and inclusive employment processes to employ faculty members, administrators, and staff members who possess integrity, the
appropriate education, training, and experience necessary to contribute to high quality College programs and services. The Office of Human Resources manages and monitors a highly structured set of recruitment and hiring policies: Board Policy (BP) 7120, “Recruitment and Selection” (III.A.01: Board Policy 7120, Recruitment and Selection); Administrative Procedure (AP) 7217, “Faculty: Employment Contract” (III.A.02: Board Policy 7217, Faculty, Employment Contract); College Procedure (CP) 5030, “Classified and Confidential Employees: Employment” (III.A.03: College Procedure 5030, Classified and Confidential Employees, Employment of); and CP 5025, “Employment Procedures for Administrators” (III.A.04: College Procedure 5025, Employment Procedures for Administrators). Adherence to these policies and administrative procedures yield highly qualified and diverse employees. The policies and procedures are based on the College mission, values, vision, as well as commitment to diversity, per BP 7100, “Commitment to Diversity” (III.A.05: Board Policy 7100, Commitment to Diversity).

The College abides by BP 7120, “Recruitment and Selection” (III.A.01: Board Policy 7120, Recruitment and Selection), which mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Candidates must possess the ability to support District programs and services to ensure a successful student learning environment. The Office of Human Resources manages and monitors these board policies and procedures to ensure a District-wide, fair and equitable process for all applicants. BP 3420, “Equal Employment Opportunity,” (III.A.06: Board Policy 3420, Equal Employment Opportunity) delineates the commitment of the District to equal opportunity in educational programs, employment, and access to all institutional programs and activities. District staffing decisions are made on the basis of recommendations resulting from the planning/review process in the context of strategic planning and budget analysis. Workforce planning is linked to the College planning process (III.A.43: The Planning Process Handbook).

Prior to the advertisement of a vacant position, the hiring administrator reviews the roles, responsibilities, and desired qualifications of the vacancy to ensure the classification is aligned to fulfill the missions of the program and the College. All District job descriptions include the basic and essential functions of the position; the minimum qualifications needed to qualify for the job; and the knowledge, experience, and education needed for the position. If changes are made to a job description, they are negotiated with the proper bargaining union prior to announcing the vacancy. All job announcements are comprehensive and accurately describe the duties and qualifications necessary to fulfill the job requirements. It is essential that any new hire can provide quality service and possess the ability to support District programs and services to ensure a successful student learning environment.

Required minimum employment qualifications for faculty and administrative positions are in compliance with Education Code 87356 (III.A.07: Education Code 87356); BP 7211, “Faculty Service Area, Minimum Qualifications, and Equivalency” (III.A.08: Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency); and the Minimum Qualifications for Faculty and Administrators in California.
Community Colleges Handbook (III.A.09: Minimum Qualifications for Faculty and Administrators in California Community Colleges). Minimum qualifications indicated in the California Community Colleges Handbook “serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.” Districts may establish different qualifications beyond the minimum standards defined in the Disciplines Lists. Districts have flexibility in how they organize courses within disciplines, how to apply equivalencies, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the Board of Trustees and the Academic Senate.

In order to continue to employ qualified faculty members to guarantee the integrity and quality of its programs and services, the District and the Rio Hondo Academic Senate have embarked on a District-wide analysis and update of minimum qualifications, equivalencies, and Faculty Service Areas (FSAs) for all disciplines. This project will be completed by late fall 2014 and then placed in the collective bargaining agreement in Appendix I.

The recruitment and hiring of all personnel are coordinated by the Office of Human Resources and overseen by the Human Resources Director. The District clearly and publicly publishes criteria and minimum qualifications for all job opportunities in employment announcements, which are widely distributed and posted in several formats including the Human Resources job bulletin board located in the Administration Building and via email (III.A.10: Examples of Job Announcements). Job announcements are published in regional dominant newspapers, the San Gabriel Valley News, Los Angeles Times, Orange County Register, the College web site, and the California Community College Registry, as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in Hispanic Outlook, Hispanic Hotline.com, Diverse Issues in Higher Education, Black Careers Now, Asian Pacific Careers, Asian Week, Community College Times, and Higher Ed Jobs.com, to name a few, in addition, to the Los Angeles County Office of Education. Job announcements are also advertised in specialty magazines that target different specialties or trades, such as nursing, athletics, information technology, and civil engineering.

The Office of Human Resources is accountable for federal and state compliance of all recruitment and hiring policies and procedures, confirming all applicants forwarded to selection committees possess the minimum employment qualifications for the position to which they are applying. Applicants submitting required degrees for a position must provide official educational transcripts awarding the degree from an accredited institution. Degrees from a country other than the United States must be evaluated by an evaluation service and submitted with the application prior to the closing date of the job announcement.
ACTIONABLE IMPROVEMENT PLANS – III.A.1.

None.

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

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

The District hires qualified faculty, administrators, and classified staff who are selected according to board policies and procedures, Title V, Education Code, and state and federal employment mandates. Selection committee members are comprised of campus experts who possess the skill and ability to select the most knowledgeable candidate from the applicant pool. Job announcements for faculty, classified staff, and administrators clearly reflect the College’s Mission, Vision, and Values Statements, which stress Rio Hondo’s commitment and dedication to instruction and student services. Job descriptions clearly emphasize the necessary teaching and/or occupational experience, training, certificates, educational background, and necessary understanding of community colleges to provide and support student learning programs and services. Job announcements also describe essential functions of each position and minimum necessary degrees, as well as any other desirable qualifications to meet District goals. Ultimately, the District understands that its recruitment outcome is to employ the best candidates who possess a passion and desire to ensure student success.

SELF-EVALUATION – III.A.1.a.

The College meets this Standard.

Rio Hondo Community College is committed to employing qualified faculty, classified staff, and administrators who support student learning programs and services and are dedicated to improving institutional effectiveness. The recruitment and hiring of all staff is dictated by Board Policy (BP) 7120, “Recruitment and Selection” (III.A.01: Board Policy 7120, Recruitment and Selection); BP 7100, “Commitment to Diversity” (III.A.05: Board Policy 7100, Commitment to Diversity); BP 3410, “Non-discrimination” (III.A.11: Board Policy 3410, Nondiscrimination); and BP 1200, “District Vision, Mission, Value” (III.A.12: Board Policy 1200, District Vision, Mission, Value Statement); and are
coordinated by the Office of Human Resources, which is overseen by the Human Resources Director. The Office of Human Resources manages these board policies and procedures to ensure a District-wide fair and equitable employment process.

Staffing committees for faculty and classified staff prioritize and recommend which positions should be filled, based on unit plans and program reviews. The committees then forward recommendations to the Planning and Fiscal Council (PFC) as an information items and the Superintendent/President for final approval. In general, staffing decisions are made on the basis of the recommendations resulting from the planning process in context of strategic planning, budget analysis, program review, enrollment trends, educational needs, and contributions to student success.

Once the position(s) are identified and approved, the hiring administrator completes a Personnel Requisition form (III.A.13: Personnel Requisition Form). The form includes budget and account information, division name, job title, and rationale for the position (replacement, new, etc.). The Personnel Requisition form must be signed by the appropriate Vice President, the Vice President of Finance and Business, the Superintendent/President and the Director of Human Resources prior to advertising the position. The completion of the form prompts the recruitment and hiring process, a vital sequence of events which must be followed to insure a successful recruitment.

Prior to announcing the position both internally and externally, the Office of Human Resources works with the hiring administrator and applicable Vice President to assure the current job description is directly related to the mission and goals of the District and accurately reflect the duties and responsibilities of the position. Should the job description need adjustments, these are negotiated with the proper bargaining unit and subsequently approved by the Board. Job descriptions must reflect accurate duties, responsibilities, working conditions, salary range, minimum qualifications, educational qualifications, knowledge, skills, and abilities necessary to perform the job prior to announcing the position. Should the hiring administrator want to add desired qualifications prior to announcing the position, these are reviewed prior to announcing the position by the Director of Human Resources to ensure these desired qualifications are job-related and do not create an adverse impact on under-represented candidates or a barrier to equal employment opportunity.

The District clearly and publicly states criteria and minimum qualifications for all job opportunities in announcements, which are widely distributed and posted in several formats including the Human Resources bulletin board located in the Administration Building and via e-mail. Job announcements are published in newspapers, such as the San Gabriel Valley Publishing, Los Angeles Times, and Orange County Register, as well as the College’s web site and Monster.com. In addition, the College’s outreach efforts also include delivering job postings to local civil and county offices in the region. The Office of Human Resources posts all
vacant administrative and faculty positions in the California Community College Registry as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook, Hispanic Hotline.com, Diverse Issues in Higher Education, Black Careers Now, Asian Pacific Careers, Asian Week, Community College Times,* and *Higher Ed Jobs.com,* to name a few. All applicants are required to submit a District application, educational transcripts (as required), a résumé, and responses to a supplemental questionnaire asking applicants to elaborate how they meet minimum qualifications, as well as their experience fulfilling the positions requirements of the position.

Volunteer members wishing to serve on a selection committee are forwarded by the leadership of the respective bargaining unit, the Academic Senate, and/or the Management/Confidential Council (MCC) and receive training from Human Resources personnel in equal employment opportunity, non-discrimination laws, employment regulations and status, as well as hiring procedures for the classification. More specifically, the training is aimed to comply with guidelines in Title 5, §53003(c) (4) of the California Code of Regulations (III.A.14: Title V Training Form). The Office of Human Resources receives application materials from candidates and verifies degrees, certificates, and minimum qualifications; conduct tests as required by specific job descriptions and/or requirements; and screens and sets up interviews. All applicants must complete an Employment Application form and corresponding supporting materials necessary for employment. The Office of Human Resources is responsible for collecting and verifying that applications are complete. After certifying that applicants meet the minimum employment qualifications for the position, the Office of Human Resources submits the complete application to the prospective interview committee members from the hiring division for paper screening and interview. All references and employment information are verified by the Office of Human Resources or the hiring administrator, as mandated by Administrative Procedure (AP) 7126, “Applicant Background Checks” (III.A.15: Board Policy 7126, Applicant Background Checks) prior to extending any job offer. Once employed, all applicants must fill out appropriate employment paperwork mandated by the District and by state and federal laws.

**Employment of Faculty Members**

The procedure for hiring full-time faculty members is detailed in Administrative Procedure (AP) 7120, “Faculty: Employment of Contract” (III.A.02: Board Policy 7217, Faculty, Employment Contract). This administrative procedure specifically addresses position identification and approval, search procedures, applicant screening, equivalencies, committee orientation, interview and selection processes, and notification of candidates. Apart from requiring the job description directly relate to the College’s Mission, Vision, and Values Statements, the institution has also implemented a rigorous selection criteria to assure it hires the most qualified,
knowledgeable, effective, and talented candidates who will contribute to the College mission.

Part of the selection criteria involved in selecting faculty members consists of a job interview and teaching demonstration to a selection committee comprised of the division dean and faculty experts in the discipline for which the candidate is interviewing. Having discipline experts play a significant role in the selection of new faculty assures that the College hires the most knowledgeable and qualified faculty who can enhance and support the College programs and services. Interview questions are related to teaching strategies, mastery of the academic discipline, and student-centered experiences. Teaching demonstrations are utilized to ascertain candidates’ teaching style, ability, and effectiveness. All final candidates selected by the selection committee are then forwarded to a second-level interview with the appropriate Vice President and a final interview with the Superintendent/President. The final candidate is forwarded to the Board of Trustees for employment approval.

“The Minimum Qualifications for Faculty and Administrators in California Community College” (III.A.09: Minimum Qualifications for Faculty and Administrators in California Community Colleges) governs the minimum qualifications a faculty member and an administrator must possess to be employed in a California Community College (CCC). Verification of degrees and any corresponding experience is conducted by the Office of Human Resources. If an applicant does not meet the minimum qualifications, the applicant may petition the District to allow her to meet the minimum qualifications by listing course work and experience which she believes entitles her to claim equivalency mastery of the discipline. The Academic Senate President is responsible for reviewing and approving an equivalency request for full and part-time faculty. This process is governed by BP 7211, “Faculty Service Area, Minimum Qualifications and Equivalency” (III.A.08: Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency).

Employment of Classified Staff

The District abides by College Procedure (CP) 5030, “Classified and Confidential Employee: Employment of” (III.A.03: College Procedure 5030, Classified and Confidential Employees, Employment of), which describes the process and selection for hiring of classified and confidential employees. It dictates that hired personnel meet the qualifications required on the job description in order to provide and support the educational programs and services of the District. Based on the contractual bargaining agreement between the District and California School Employees Association (CSEA), in-house employees are given the opportunity to request lateral transfers for which they are qualified in their wage classification prior to any outside recruitment. If an internal candidate is not selected, the Office of Human Resources will then announce the position to outside candidates. Qualified candidates who apply and meet minimum
qualifications will be forwarded from the eligibility pool to the hiring administrator and the selection committee. The selection committee consists of the department or program administrator as well as internal classified personnel who possess knowledge of the skills and requirements necessary for the vacant position. The final classified or confidential employee chosen by the selection committee is scheduled for a “meet-and-greet” with the Superintendent/President prior to Board approval.

The District also employs hourly student workers, federal work-study students, and short-term and substitute employees on an as-needed basis. All of these employees are interviewed by the hiring administrator prior to employment and ratified by the Board of Trustees.

**Employment of Administrators**

The hiring of administrative positions is coordinated by the Office of Human Resources and mandated by CP 5025, “Employment Procedures for Administrators” ([III.A.04: College Procedure 5025, Employment Procedures for Administrators](#)). CP 5025 describes the entire application process, which includes the job announcement, training for selection committees, selection of the interviewing pool, consensus for recommendation of the final candidates, process for a second-level interview with the Superintendent/President and all Vice Presidents, and the Governing Board approval. Faculty members serving on the selection committee are forwarded by the Academic Senate President, classified members serving on the selection committee are forwarded by California School Employees Association (CSEA), and administrators serving on the committee are forwarded by the Management Confidential Council (MCC). Once the Superintendent/President approves the requests to fill an administrative vacancy, the Office of Human Resources prepares a position announcement which contains essential functions of the position, minimum and desirable qualifications, salary range, and the method of application. If the administrative position is a new one, the newly created job description is forwarded to the Planning and Fiscal Council (PFC) for review and input. The final job description and the salary range are approved by the Board of Trustees.

A vacancy in an administrative position may be filled on an interim basis in accordance with Title V for the time necessary to allow for a full and open recruitment. An interim administrator may serve in this capacity as long as he/she meets the minimum qualifications prescribed for the position by the Governing Board and the California Community College Chancellor’s Office (CCCCO). An interim administrator may apply for the permanent position during the recruitment period. All administrative interim appointments are approved by the Governing Board.

The Office of Human Resources assures that all applicants meet the minimum qualifications prior to allowing selection committees to conduct paper screening
and interview applicants. Interview questions at the first-level interview are created by the selection committee and reviewed and approved prior to the interview by the Director of Human Resources to ensure fairness and equity. Interview questions are directly related to the job duties and the College’s Mission, Vision, and Values Statements. Successful candidates must pass through a panel of educational experts at first- and second-level interviews. Selection committees can sometimes consist of 10 to 15 selection committee members.

**ACTIONABLE IMPROVEMENT PLANS – III.A.1.a.**

None.

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**DESCRIPTIVE SUMMARY – Standard III.A.1.b.**

Performance evaluations for personnel at the College are systematic and at stated intervals. The institution has clearly established written criteria for its performance evaluations for all personnel, which measure assigned duties and participation in institutional responsibilities and other activities and proficiencies described in job descriptions. Evaluation processes seek to assess effectiveness of personnel and encourage improvement and growth. If additional follow-up is necessary, actions are taken following the formal, timely, and documented evaluation by the evaluator.

In the last few years, improvements to half of our performance evaluations have been made. Since the 2008 Accreditation visit, the College has redeveloped and improved both the faculty and administrative evaluation criteria and processes. The new performance evaluation forms capture the necessary College criteria to measure the effectiveness of personnel in the performance of their duties. All College performance evaluations contain clear and specific criteria which address required expectations for work performance. Meaningful feedback is provided to those needing improvement, with the goal of improving overall institutional effectiveness.

**SELF-EVALUATION – III.A.1.b.**

The College meets this Standard.
At Rio Hondo Community College, performance evaluations of administrators, instructors, and staff are fundamentally important to student success and continued improvement of the College. An effective evaluation system is necessary to provide College personnel with support, recognition, and guidance to sustain and improve their efforts. The College has developed solid performance evaluation processes to provide timely feedback in order to recognize and develop excellent staff. The College performance evaluations criteria aim to improve the effectiveness of the institution and departments, enhance employee competencies, provide clear job expectations, achieve institutional goals, and adhere to the College mission.

Evaluations for employees adhere to current contractual bargaining agreements and board policies, and are systematic and at stated intervals. Criteria, timelines, and procedures for full- and part-time faculty performance evaluations are negotiated between the faculty union, the Rio Hondo College Faculty Association/CCA/CTA/NEA (RHCFA) and the District. Classified staff performance evaluations are negotiated with the classified California State Employees Association (CSEA) and the District. All other performance evaluation criteria, timelines, and procedures for unrepresented employees are delineated in Board Policy (BP) 7255, “Administrative Evaluation” (III.A.16: Board Policy 7255, Administrative Evaluation) and College Procedure (CP) 5550, “Administrative Evaluation” (III.A.17: College Procedure 5550, Administrative Evaluation). Constructive feedback and suggestions for improvement, if any, are specific and in writing. If major inadequacies are found to exist, they are followed by additional supportive assistance. Information relating to the strengths and weaknesses of an employee are discussed openly and frankly with the employee being evaluated and written on performance evaluation. All completed performance evaluations are placed in the employee’s official personnel file in the Office of Human Resources.

College performance evaluation criteria measure the effectiveness of personnel in performing their duties. College performance evaluations contain clear and specific criteria which address required personnel work performance. The criteria on all performance evaluations are carefully selected and negotiated to capture and improve upon the employee’s work performance. These criteria are focused towards employee accomplishments and areas of improvement and are intended to provide feedback and support to personnel for continuous professional growth and improvement.

The District determines appropriate personnel job performance by linking job descriptions to employee performance outcomes. College job descriptions specify essential duties, which employees must perform or accomplish. In addition, personnel are given instructions, training, and desired outcomes by their direct supervisor, which must be achieved. College job descriptions are regularly reviewed and improved by the administrative staff and the Director of Human Resources. Classified job descriptions must be renegotiated with the classified union if notable changes are needed. By providing a performance evaluation to
measure the desired outcomes, the District determines if an employee is performing in a satisfactory manner.

The evaluation process for faculty members is described in the contractual bargaining agreement between the District and RHCFA in Article 9 (III.A.18: CTA – CBA). Evaluation of full-time contract faculty members is the primary responsibility of the District and is conducted by the unit member’s direct supervisor. Supervisors are responsible for adhering to timelines and activities negotiated with RHCFA. Performance evaluation of full-time regular faculty is the primary responsibility of a peer review committee, and the RHCFA President is responsible for adhering to timelines and activities negotiated with the District. The Office of Human Resources has developed a comprehensive performance evaluation tracking log to assure that all faculty evaluations are conducted systematically, at stated intervals, and in compliance with the College contractual bargaining agreement. All evaluation processes and forms used in the performance evaluation for faculty have been negotiated between RHCFA and the District.

Unit members with assignments in more than one department are evaluated in the department in which the greatest proportion of the assigned load exists. If a split assignment is of equal proportion, the unit member may initially select the division or department in which the evaluation will take place; thereafter, the division or department shall alternate. Unit members may be visited by the authorized evaluator(s) of the other department(s) in which said unit member has an assignment.

All full-time contract unit members are evaluated every fall semester during their first four years of employment. The evaluation consists of two classroom visitations prior to the end of the fall or spring semester by the instructor’s direct administrator. Such evaluation visitations are followed by a consultation to discuss class observations and other relevant evaluation information. During the consultation, the administrator reviews areas where the unit member is satisfactory, as well as specific suggestions for improvement, if any. This information is noted on the Unit Member Evaluation Report (III.A.19: Unit Member Evaluation Report). The complete evaluation consists of the Unit Member Evaluation Report and the summary of the Student Instructional Report (III.A.20: Student Instructional Survey). Additional visitations may be arranged as appropriate.

The unit member is also evaluated by a peer review committee (III.A.21: Peer Review Selection Committee), which is selected by the unit member and approved by the immediate supervisor and takes place by the tenth week of the semester. Peer review is a process for evaluating faculty performance quality; faculty members evaluate other faculty members and provide collegial feedback. The peer review committee consists of two fellow faculty members, one of whom must be in the evaluatee’s service area. The peer review committee meets with the contract employee to discuss the required performance observations: teaching portfolio,
student surveys, online/classroom instruction materials, or statement of teaching philosophy. When an instructor has completed the peer review, the committee reconvenes to discuss the results. The peer review committee decides if their colleague is satisfactory or must be placed on a professional development plan. This information is provided to Human Resources on a Peer Review Results form (III.A.22: Peer Review Results). The timeline for completing the professional development plan is contingent upon the instructor’s employment status.

The performance evaluation and peer review, as well as all other related materials, are then placed in the employee’s official personnel file in the Office of Human Resources. The final evaluation package for contract faculty members includes student and peer reviews, as well as their administrative evaluation.

Full-time contract faculty performance evaluations are provided to the appropriate Vice President and the Superintendent/President, who thereafter reviews and recommends approval or denial of a further employee contract to the Board of Trustees. In accordance with Education Code 87607 and the bargaining agreement, non-tenured performance evaluations are presented to the Board of Trustees for contract renewal recommendations. All performance evaluations are then placed in the employee’s official personnel file, located in the Office of Human Resources.

Tenured full-time faculty members are evaluated no less than once every three years by a peer review committee, consisting of a minimum of two faculty members: one must be a regular full-time faculty member and the other may be a full-time contract faculty or a part-time faculty member who has taught at least three semesters at the College. If the committee finds the unit member has completed the peer review in a satisfactory manner, the peer review process shall then be deemed complete. If the committee finds the unit member has completed the peer review in an unsatisfactory manner, the committee shall provide a written report to the Office of Human Resources outlining the reasons the unit member’s performance was unsatisfactory. The unit member shall be subject to administrative evaluation during the following academic year. If the committee finds the unit member has completed the peer review in a satisfactory manner and is in need of a professional development plan, the committee shall provide a professional development plan to the District. The unit member shall then be subject to administrative evaluation during the following school year.

Division deans or immediate supervisors are the primary evaluators for part-time unit members during their first year of employment. The process used for evaluating full-time contract faculty members is also used for evaluating part-time faculty members. Part-time faculty members receive an administrative evaluation with one administrative classroom visitation during the first semester of employment and at the discretion of the authorized evaluator in subsequent semesters, as well. Thereafter, evaluations occur at least once every six semesters. The authorized evaluator is responsible for the evaluation process and the final evaluation report of a part-time unit member. The evaluation is prepared in
accordance with the roles and responsibilities as they relate to the assignment of the unit member.

During negotiations in 2010 between RHCFA and the District, both parties expressed an interest in improving the faculty evaluation criteria and process. From 2010 to May 2014, a faculty evaluation subcommittee consisting of members from RHCFA and the District worked toward improving the current evaluation criteria, timelines, evaluation definitions, and procedures for the performance evaluation of all unit members. The subcommittee agreed and implemented new contractual language addressing the faculty evaluation process (Article 9), a new Student Instructional Survey, a new Unit Member Evaluation Report, and a new Peer Review Results form (III.A.22: Peer Review Results).

On 11 January 2012, the RHCFA and the District agreed to update Article 9 of the current contractual bargaining agreement, with the primary intention of improving the professional effectiveness of teaching. The revised Article 9 addresses timelines and procedures for evaluating full- and part-time faculty members, as well as tenured and non-tenured faculty members. Article 9 provides administrative guidelines in assessing a faculty member’s performance. It stipulates that the administrative evaluator consider only the member’s roles and responsibilities as identified in the Unit Member Evaluation Report and such other criteria that are mutually determined. In addition to observations made during arranged classroom visits, Article 9 allows the evaluator to consider observations made of the performance of the faculty member’s duties outside the classroom that are in line with roles and responsibilities as listed in the Unit Member Evaluation Report (III.A.19: Unit Member Evaluation Report) and Article 9 (III.A.18: CTA – CBA).

RHCFA and the District formed an evaluation subcommittee to create a comprehensive Unit Member Evaluation Report, which focused on addressing and improving students’ learning environment, faculty professional growth and development, faculty District-wide participation, and professional expertise and responsibilities for faculty members serving as coaches, nurses, counselors, librarians, and coordinators.

Although the previous Unit Member Evaluation Report provided vital evaluation criteria to the faculty performance evaluation, the new Unit Member Evaluation Report now contains 14 additional evaluation criteria, specifically addressing student interest under “Learning Environment,” such as critical thinking, respect, understanding of diversity, interactive teaching techniques, curriculum development, subject mastery, and classroom management skills. The Unit Member Evaluation Report provides the evaluator with a tool to assess faculty on professional growth and development, as well as campus-wide participation and involvement. Having faculty serve as campus community members by attending and contributing to campus committees is a primary goal for including these evaluation criteria. Lastly, our previous Unit Member Evaluation Report did not
contain criteria to allow an evaluator to evaluate faculty in non-instructional areas. With the new Unit Member Evaluation Report, coaches can be evaluated on ethical recruitment of student athletes and practices; health science instructors, on proper student oversight at clinical and hospital units; counselors, on student advisement; librarians, on library technologies and improvements; and finally coordinators, on the effectiveness of strategies, resources, and data implementation to meet the goals for the program they coordinate. Together and significantly, these new 54 criteria allow the District to assure the effectiveness of its faculty members by evaluating all personnel systematically and at stated intervals.

The subcommittee also recreated a new Student Instructional Survey (III.A.20: Student Instructional Survey), an evaluation criteria pertaining to class expectations, instructor’s knowledge, class syllabus, and objectives, which permits students to evaluate instructors anonymously and without the fear of retaliation.

Finally, the subcommittee completed its mission to improve guidelines and evaluation criteria to provide peer review committees the tools and training on evaluating and providing critical feedback for enhancing instructional and non-instructional teaching improvement. The new Peer Review Form was ratified by RHCFA in June 2014.

Overall, improvements to the faculty evaluation processes seek to assess effectiveness of personnel and encourage improvement to their overall teaching ability and student learning outcomes.

The evaluation process for all administrators is outlined in Board Policy (BP) 7255, “Administrative Evaluation” (III.A.16: Board Policy 7255, Administrative Evaluation) and College Procedure (CP) 5550, “Administrative Evaluation” (III.A.17: College Procedure 5550, Administrative Evaluation). Administrators are hired based on Education Code, sections 72411 and 72411.5. Administrative evaluation consists of four major components: the first year review, a professional development plan, annual review of goals, and a biennial performance evaluation. Performance evaluation for administrators is an overall process where administrators are evaluated in relation to their job descriptions, institutional and department goals, and expected work outcomes.

Since the 2008 WASC Accreditation visit, the District has made several changes to the Management Performance Appraisal Survey (III.A.23: Management Performance Appraisal Survey), starting with its criteria and implementation. When an administrator evaluation is due, the Office of Human Resources sends an e-mail to the administrator’s direct supervisor, advising him/her of a scheduled performance evaluation for his/her subordinate. Shortly after, the evaluatee and the supervisor mutually agree to provide Human Resources with a list of individuals who shall receive an electronic evaluation survey (III.A.24: E-mails from HR regarding Management Performance Appraisal Survey), asking them to provide an anonymous performance rating of the evaluatee between one and five, with five
being the highest on the evaluation scale. This anonymous survey consists of evaluation criteria such as job knowledge, planning, organization, adaptability, communication, judgment decision making, initiative, equal opportunity development, development of subordinates, leadership skills, participation, and student learning outcomes or service area outcomes. While Human Resources is gathering anonymous responses from the survey, the evaluatee is also asked to conduct a self-evaluation ([III.A.25: Management Performance Appraisal Self Evaluation] on the same evaluation criteria. Once this information is gathered, the supervisor receives all anonymous survey responses and the subordinate’s self-evaluation. The evaluatee’s supervisor is then responsible for providing the evaluatee with a final Management Performance Appraisal (MPA). In addition to criteria mentioned above, the MPA also contains sections where the status of past goals are evaluated, a section where future goals are established, and a section where a training and/or professional development plan is drafted, addressing areas needing special attention and activities recommended for improvement.

Should an evaluatee need additional support to meet a goal or improve on work performance, the evaluator indicates recommended job activities and/or special training and/or education on the MPA. The timing of these required actions are documented on the form, as well. Should an additional evaluation be needed, other performance evaluations may be conducted to assure that areas noted as needing improvement are addressed on a timely basis. A professional development plan may be provided to the evaluatee, if necessary. When the MPA is completed, it is signed by both the administrator being evaluated (evaluatee) and the direct supervisor. The complete MPA is then forwarded to Human Resources for inclusion in the evaluatee’s official personnel file located in the Office of Human Resources. The improvements made to the evaluation criteria on the MPA and the Self-Evaluation form have allowed the College to align personnel effectiveness to the overall improvement of the institution. Necessary actions are addressed, taken, and documented on a timely basis.

The performance evaluation process for classified personnel is described in the contractual bargaining agreement between the District and the California School Employees Association (CSEA), Chapter #477, in Article 6.13, “Performance Salary Adjustment” ([III.A.26: CBA with CSEA]). Newly hired classified employees receive an evaluation prior to their first ten months of probation. They are evaluated at the end of their fourth and ninth month of employment, on the anniversary of the date they started their current position, and annually thereafter. The classified personnel evaluation process is initiated by the Office of Human Resources, which distributes and collects the classified performance evaluation forms. Classified employees are evaluated on their duties and responsibilities, as described in their negotiated and board-approved job descriptions, skills and knowledge, and on their overall effectiveness in meeting their job responsibilities. Although criteria have been established for classified performance evaluations, direct supervisors are responsible for establishing performance standards, which are used to measure employees ratings, including components directly related to
department goals and institutional effectiveness. The Performance Evaluation Form (III.A.27: Classified Evaluation) includes rating factors such as personal characteristics, initiative, quality and quantity of work, skills, and knowledge necessary to perform the job. Classified employees have the right to perform a self-evaluation on the strengths and weaknesses pertaining to their job performance.

Classified performance evaluations include an overall rating, ranging from “outstanding” to “needs improvement.” An overall rating of “needs improvement” requires a follow-up performance improvement plan, which contains specific improvement strategies, training recommended for improvement, overall established goals which must be accomplished, and a timeline indicating a completion date. Classified employees have the right to attach personal comments to their performance evaluation and/or performance improvement plan. The Director of Human Resources monitors all performance improvement plans attached to performance evaluations to assure fairness, compliance with the negotiated contract, reasonable timelines, and obtainable goals and expectations. It is the responsibility of the supervisor to monitor performance expectations and improvements.

If any employee is noted as anything other than “satisfactory” by their supervisor, a performance improvement plan is developed with recommended actions and activities, targeted toward improvement in the area marked as either “needs improvement” or “unsatisfactory.” These activities may include additional training, mentoring, or participation in workshops and/or training sessions. Should an evaluation contain anything other than “satisfactory” and no professional plan is attached, the evaluator is contacted by the Director of Human Resources, who will ask for a professional development plan. All professional development plans are attached to the performance evaluation as part of the complete performance evaluation package and must contain accessible avenues for improvement. It is the responsibility of the evaluator to monitor and assist the evaluatee in areas deemed to require improvement. Should improvement noted on any performance evaluation not occur within the established guidelines, discipline, and up to termination may occur. All performance evaluations are provided to the appropriate Vice President for final approval and are then placed in the official personnel file of the employee, located in the Office of Human Resources.

**ACTIONABLE IMPROVEMENT PLANS – III. A.1.b.**

None.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

**DESCRIPTIVE SUMMARY – Standard III.A.1.c.**
The College faculty and the SLO Committee are active in production and assessment of Student Learning Outcomes (SLO) data. The College faculty is committed to ensuring the students are learning and assessing this data from developed SLOs that have been infused into the courses.

**SELF-EVALUATION – III.A.1.c.**

The College meets this Standard.

The Rio Hondo faculty has taken the central role in the creation, production, and assessment of Student Learning Outcomes (SLOs). The SLO Coordinator has received 40% reassigned time from his full-time teaching load to lead the College in creating, reviewing, and developing the SLO language for each division (III.A.28: Job Announcement for SLO Coordinator – 40% Release Time). The SLO Coordinator developed the software SLOlutions for the creation and assessment of data related to SLOs on campus (III.A.32: SLO Committee). This software allows faculty to run program-level, course-level, and section-level reports for the quality assessment data needed and is used to verify that the changes made to course/programs are effectively working. The SLO Coordinator leads divisions in assessment, audits, and revisions using SLOlutions. Through FLEX workshops, division meetings, and administration presentations, the SLO Coordinator assures that faculty members meet deadlines for the SLO reporting. On a program level, faculty members meet within their specific areas to discuss SLO integration into course syllabi, at which time they also discuss how to post assessment data and reports in the software. SLOlutions has increased production of quantifiable assessment data from SLO development. Rio Hondo College offers a website link in AccessRIO to assist faculty with common SLOlutions questions and provides examples and help text (III.A.29: SLO Link).

The SLO Committee is a sub-committee of the Academic Senate and is charged with several responsibilities including the development of campus policy related to SLOs. The Committee provides guidance and support to faculty and the campus community in the development of SLOs for courses, programs, degrees. The sub-committee also ensures that a uniform, high-level standard for assessment is employed campus-wide (III.A.30: Academic Senate Presentation 10/6/2009). It also regularly evaluates campus student learning outcome policies to ensure that current practices are relevant, meaningful, and appropriately linked to the program review process, College planning, and budgeting (III.A.31: Division Presentation on SLO). The SLO Coordinator, who is also the chair of the Committee, is responsible for assuring the College is on pace with SLO requirements and reporting cycles. The SLO committee is composed of the Vice President of Academic Affairs, the Vice President of Student Services, the Dean of Institutional Research and Planning, the Dean of Library and Instructional Support, one administrator each from Student Services and Academic Affairs, two faculty members each from the Divisions of Communications and Languages, Behavioral
and Social Science, and Math and Sciences, and one faculty member each from all remaining academic divisions (including one each from Library, Counseling, and DSPS).

On 16 May 2014, the Rio Hondo College Faculty Association (RHCFA) and the District signed a tentative agreement indicating the following:

. . . effective Fall 2014, full-time faculty shall be responsible for entering Student Learning Outcomes (SLO) assessment data, and engaging in dialogue and writing assessment reports with other faculty for one semester each academic year. Faculty evaluations may be based, in part, on whether a unit member provides assessment data. However, the result of the assessment (i.e., whether they show high or low levels) shall not be used as a basis for evaluation. Part-time faculty can participate in the SLO process on a voluntary basis. No retribution will take place against part-time faculty who choose not to participate in the creation of SLOs and the assessment mechanisms (such as exams, assignments, etc.). (III.A.33: TA Signed on May 2014 Between CTA and The District Regarding SLOs)

This agreement encourages open discussion and collaboration among faculty on the implementation of SLOs. In this manner, faculty members can continue to assess and discuss among peers their effectiveness in producing learning outcomes and promote instructional consistency across disciplines, ultimately promoting teaching and learning. The tentative agreement was ratified by the RHCFA and the District in June 2014.

Although the RHCFA and the District recently ratified the tentative agreement allowing the District to use SLOs as part of a formal evaluation, the District and RHCFA have, for many years, conducted an orientation for new faculty members on the importance of SLOs while training new full-time contract faculty members on how to successfully perform during their performance evaluations/non-tenured contract years. This training is provided in collaboration between the District’s Director of Human Resources, a dean, and the RHCFA President. SLOs have been mentioned as an important aspect of the performance evaluation process during this training session (III.A.34: Evaluation Orientation Package for New Faculty).

**ACTIONABLE IMPROVEMENT PLANS – III.A.1.c.**

None.
The institution upholds a written code of professional ethics for all its personnel.

**DESCRIPTIVE SUMMARY – Standard III.A.1.d.**

Rio Hondo has always striven to provide a healthy and ethical environment where ethical principles are fostered and valued. To reinforce this, the District created an Institutional Code of Ethics in 2009. Should the District receive complaints of unethical behavior against personnel or students, the District immediately investigates and takes action if needed. And, in a continued effort to improve upon the District’s Values Statement, the Board of Trustees approved “integrity and civility” as an essential component to the overall ethics philosophy on 12 December 2012. This added component was created by the campus community and can be found in Board Policy (BP) 1200, “District Vision, Mission, Values Statement,” and in all printed forms and websites where the College Vision, Mission, and Values Statement is found. Upon its approval, Board Policy (BP) 1200 was also sent to all employees via email from the Office of the Superintendent/President.

**SELF-EVALUATION – III.A.1.d.**

The College meets this Standard.

Shortly after the 2008 WASC Accreditation visit, representatives from all constituents participated in the crafting of an institutional code of ethics statement (III.A.35: Web Site – Code of Ethics). The institutional Code of Ethics was approved by the Board of Trustees on 12 August 2009. The statement emphasizes respect, professionalism, and ethical behavior towards students, staff, and community. In addition, the Code has, as component guidelines, values and aspirations to assist all personnel in fostering and complying within an ethical environment. The institutional Code of Ethics is posted on the College website (III.A.35: Web Site – Code of Ethics), in the Faculty and Student Handbooks, and in the Organizational Structure and Governance Manual (III.A.36: Governance Manual). Furthermore, as of July 2011, all new employees receive and sign an acknowledgement and receipt of the College Code of Ethics (III.A.37: Code of Ethics – New EE’s Acknowledgement), which is placed into their personnel file.

In January 2014, the Board of Trustees revised Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” for Board members (III.A.38: Board Policy 2715, Code of Ethics / Standard of Practice). This policy addresses and demonstrates examples of “Standards of Good Practice,” which promote a healthy working environment based on mutual trust among Board members and the Superintendent/President. BP 2715, “Code of Ethics/Standards of Practice,” also addresses consequences for any violation of the code.

The College Code of Ethics statement fosters an ethical environment for employees by providing an “open-door philosophy,” striving to protect human dignity and
individual freedom and fostering teamwork and cooperation among all College employees. Employees are encouraged to report unethical, unwelcomed, or harassing behavior without fear of retaliation. Based on the claims history of the College, the District has a limited number of unethical behavior complaints filed against employees.

All College employees are subject to official policies and procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards, when applicable. This includes policies such as BP 3430, “Prohibition of Harassment” (III.A.39: Board Policy 3430, Prohibition of Harassment); BP 3410, “Non-discrimination” (III.A.40: Board Policy 3410, Nondiscrimination); and BP 4030, “Policy on Academic Freedom” (III.A.41: Board Policy 4030, Policy on Academic Freedom). In addition, most employees are members of professional organizations with their own established codes of ethics, such as the California Teachers Association (CTA), California School Employees Association (CSEA), and Association of California Community College Administrators (ACCCA). As constituents of Rio Hondo College, students are likewise encouraged to maintain high Standards of Conduct through BP 5500, “Standards of Conduct” (III.A.42: Board Policy 5500, Standard of Conduct).

**ACTIONABLE IMPROVEMENT PLANS – III.A.1.d.**

None.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

**DESCRIPTIVE SUMMARY – Standard III.A.2.**

The link between institutional planning and resources allocation is evident. Personnel requests submitted from divisions through program, unit, and/or area plans are forwarded to appropriate staffing committees that prioritize requests. This transparent and open process ensures that a sufficient number of qualified faculty and staff members with requisite preparation and experience who will support the District’s mission and purposes are employed within budget. Should unusual circumstances arise where a staff member needs to be employed (due to a new grant, staff replacements, etc.) and is not documented in the planning process, administration has the authority to employ additional personnel outside the planning process to support the mission of the College as the budget allows. At all times, the Governing Board ratifies these exceptions.
SELF-EVALUATION – III.A.2.

The College meets this Standard.

The District relies on the College planning processes (III.A.43: The Planning Process Handbook) to ensure it has a sufficient number of qualified faculty and staff with appropriate preparation and experience to support the District’s mission and purposes. Planning is the process through which Rio Hondo College accomplishes its mission. Planning is linked to budgeting. By means of the planning process, programs, units, and areas examine their present positions, project how they can improve, and create plans for the future. (See Standard I.B.3. for a full description of the institutional planning/review process.)

Since 2008, the College has utilized its planning process to connect human resource needs to the College goals and mission. Planning provides the vehicle through which faculty, classified, and administrative positions are requested and ranked by the appropriate resource allocation committee.

Requests to fill vacancies or create new faculty positions arise from plans of those programs and units that contain faculty members. The plans are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who presents them to President’s Cabinet for review before being forwarded to the Staffing Committee for prioritization. The Vice President of Finance and Business, in consultation with the Superintendent/President, estimate the cost of proposed new positions and determine how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Requests for new classified positions also arise from program and unit plans. They are submitted by area managers, who bring them to President’s Cabinet for review before being forwarded to the Classified Staffing Committee for prioritization. The Vice President of Finance and Business, in consultation with the Superintendent/President, estimate the cost of proposed new positions and decide how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Administrative requests may arise from program, unit, or area plans. Each segment compiles a prioritized list of requests and rationales to present to President’s Cabinet. The Vice President of Finance and Business then takes the list to the Superintendent/President, who determines funding for the position(s). The authorized positions are placed into the College budget for Board action, and area managers are notified as funding is provided.

Following the ranked recommendation of the Staffing Committees and final approval of the Superintendent/President and Board, a signed Personnel Requisition form approving the recruitment of staff is sent to Human Resources for advertisement and recruitment. The number of approved staff depends on the financial capabilities of the
District. At all times during this process, the District is focused on meeting the Faculty Obligation Number (FON) and the 75/25 faculty obligation and ensuring its financial resources to ensure to sustain augmented faculty and staff.

Every area in the District contains units or programs, wherein staffing requests are made. As units and/or program plans are developed, they address the needs for additional staff. A detailed description of new positions and/or augmentation of current positions are described along with a cost analysis of the proposed position(s). They are then forwarded to the appropriate Vice President and/or Superintendent/President for review and approval. All personnel request are forwarded to appropriate Staffing Committees that prioritize positions based on the requisite services needed to support the College mission.

**ACTIONABLE IMPROVEMENT PLANS – III.A.2.**

None.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**DESCRIPTIVE SUMMARY – Standard III.A.3.**

Board Policy (BP) 2410 and Administrative Procedure (AP) 2410, “Board Policy and Administrative Procedures,” specifically address the implementation and revision of all College policies and procedures. The Board regularly reviews and evaluates board policies and administrative procedures to ensure consistency with the mission of the College and compliance with requirements established by appropriate external agencies. In addition, board policies and administrative procedures are evaluated for their effectiveness as measured by specific outcomes, clarity of language, and intent. All approved board policies and administrative procedures are intended to provide personnel and students with fair and equitable treatment and are equitably and consistently administered.

**SELF-EVALUATION – III.A.3.**

The College meets this Standard.

Rio Hondo Community College District is a subscriber to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service. The policy and procedure service is based on principles inherent to effective board governance, policy development, and local decision-making. As a subscriber, the District receives updates on policies and procedures in partnership with the law firm of Liebert Cassidy Whitmore. Updates provide information on revised laws, regulations, and legal opinions.
The Board regularly reviews and evaluates Board policies and procedures to ensure consistency with the College mission and compliance with requirements established by appropriate external agencies. In addition, policies and procedures are evaluated regularly for their effectiveness as measured by specific outcomes, clarity of language, and intent. The process for review is delineated in Administrative Procedure (AP) 2410, “Board Policies and Administrative Procedures” (III.A.44: Administrative Procedure 2410, Board Policy and Administrative Procedures). All College constituent groups, administrators, faculty, staff, and students are provided the opportunity to participate in the formulation and development of District policies and procedures. Proposed changes to Board Policies and proposed new Board Policies are reviewed by the President’s Cabinet, President’s Council, Administrative Council, and the Planning and Fiscal Council (PFC) for input before adoption. Should the Board wish to revise a Board Policy, an amended version goes through the review process and returns to the Board within three months (III.A.45: Board Policy 2410, Board Policy and Administrative Procedures).

Administrative procedures are issued by the Superintendent/President as statements of method to be used in implementing board policies and are consistent with the intent of board policies. Administrative procedures may be revised as deemed necessary by the Superintendent/President after undergoing the review process outlined in AP 2410, “Board Policies and Administrative Procedures.”

Policy and procedure revisions not requiring collegial consultation between the District and the Academic Senate or needing to be negotiated are reviewed by President’s Cabinet, President’s Council, and Administrative Council. Upon the recommendation of the Superintendent/President, revisions are forwarded to the Planning and Fiscal Council (PFC) for consensus, where, if consensus is not reached or cannot support a recommendation, PFC will generate a written report reflecting reason(s) for not reaching consensus. This report will be forwarded to the Superintendent/President and Board of Trustees for action. Although AP 2140 allows for this process, no report has been filed within the last five years.

In accordance with AP 2410, “Board Policies and Administrative Procedures,” the Office of the Superintendent/President alerts those responsible for board policies and administrative procedures under their auspices of necessary updates. The Director of Human Resources is responsible for all personnel board policies and administrative procedures in the 7000s, the Human Resources section. Once all new and/or revised personnel board policies are approved by the Board, the Office of the Superintendent/President communicates them to the campus community through electronic communication.

Where the Board does not adopt a specific policy governing any aspect of the operation of the District, applicable provisions of the Education Code, federal and state laws, and Title 5 prevail.
All final approved policies and procedures are communicated to the campus community through electronic communication from the Office of the Superintendent/President. Copies of all approved policies and procedures are also readily available through the Office of the Superintendent/President, the College website, and the College Library.

It is the responsibility of the Office of Human Resources to ensure that all personnel policies and procedures are equitably and consistently administered. Various methods are employed to educate employees of District personnel policies and procedures including during the new hire orientation and other forms of training and workshops. Vital personnel policies such as nondiscrimination, prohibition of harassment, and equal employment opportunity are provided to all staff electronically on an annual basis from the District’s Compliance Officer.

**ACTIONABLE IMPROVEMENT PLANS – III.A.3.**

None.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

**DESCRIPTIVE SUMMARY – Standard III.A.3.a.**

The Office of Human Resources ensures fairness in all employment policies and procedures as outlined in Board Policy (BP) 7100, “Commitment to Diversity,” and has not received any discrimination complaints with respect to hiring procedures in over ten years.

The District is committed to equal employment opportunity by ensuring all employment procedures are fair, nondiscriminatory, and equally applied. The Office of Human Resources has broad responsibility for developing and reviewing policies and procedures which promote equal opportunity and fosters the development of an innovative workforce. Human Resources has also established preventative measures to ensure all employment procedures are adhered to by incorporating an Equal Employment Opportunity (EEO) monitor to oversee all employment procedures, including interviews. By providing fair and equitable employment opportunities, the District is able to provide a healthy environment which enables employees to contribute to the District’s overall mission.

**SELF-EVALUATION – III.A.3.a.**

The College meets this Standard.
Rio Hondo Community College systematically develops and adheres to written policies ensuring fairness in all employment procedures. The District ensures its employment policies and procedures are in compliance with Title 5, California Education Code; state, federal and other applicable laws, codes, and statutes; and board policies. Among these are Board Policy (BP) 7100, “Commitment to Diversity” (III.A.05: Board Policy 7100, Commitment to Diversity); BP 3410, “Non-discrimination” (III.A.11- Board Policy 3410, Nondiscrimination); BP 3420, “Equal Employment Opportunity” (III.A.06: Board Policy 3420, Equal Employment Opportunity); and BP 7120, “Recruitment and Selection” (III.A.01: Board Policy 7120, Recruitment and Selection). These board policies represent the District commitment in providing all staff an equitable and fair working environment free from unlawful discrimination and harassment. They have been created and implemented to protect and safeguard the rights of employees and students against discrimination and to provide effective remedies that will eliminate discriminatory practices.

The services of Community College League of California (CCLC) are to provide the District with legal updates to policies and procedures based on changes in law, statutes, or codes. These changes are implemented into College policies and procedure and are sent forward to President’s Cabinet, where the review process begins. The final approval of all board policies and administrative procedures rests with the Board of Trustees, after which new and/or revised policies and procedures are disseminated to all employees via e-mail.

The District is an equal opportunity employer, ensuring all employment policies are adhered to on a consistent and equitable basis. The College employment policies encourage applicants from ethnic and racial minorities, women, persons with disabilities, and veterans to apply for positions. No applicant is denied employment or promotional mobility based on race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, sex, gender, sexual identity, sexual expression, sexual orientation, age, pregnancy, military or veteran status, or the perception that a person has one or more of these characteristics. To ensure these principles are complied with, the Office of Human Resources utilizes an Equal Employment Opportunity (EEO) monitor to observe all employment interviews. When the District is engaged in a recruitment process, the Office of Human Resources takes a very proactive role in the hiring process to secure fairness in all employment procedures. The Office of Human Resources is responsible for the following:

- administering the required training for selection committee members regarding the District hiring procedures and equal employment opportunity regulations (III.A.46: Agenda – Orientation Meeting for Selection Committee)
- ensuring equal opportunity for all applicants throughout the process
- reviewing all screening criteria and interview questions created by the selection committee to ensure fairness and compliance
• maintaining strict confidentiality throughout the hiring process

The EEO monitor is responsible for the following:
• ensuring all members serving on a selection committee do not discriminate against an applicant on the basis of race, color, religious creed, national origin, ancestry, physical ability, medical condition, marital status, sex, gender (sexual identity or sexual expression), sexual orientation, age, pregnancy, military or veteran status throughout the hiring and interview process
• being present during all interviews and serving as the time monitor
• enforcing all confidentiality of the hiring process.

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

None.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.


Permanent personnel records are safely kept in the Office of Human Resources under lock and key and are only available to authorized Human Resources personnel. All current and former employees have the right to inspect their personnel files and are given full knowledge of the information contained in their files. Employees who review their personnel files are required to sign an inspection log located in their personnel file certifying the review. Information of a derogatory nature is not entered or filed until, and unless, the employee is given written notice and an opportunity to review and comment on the information within ten calendar days of such notice.

SELF-EVALUATION – III.A.3.b.

The College meets this Standard.

The Office of Human Resources assures confidentiality and privacy of employee personnel records by issuing office keys only to Human Resources staff. This means that the personnel drawers, where the files are kept, are only available when Human Resources personnel are present.

In accordance with labor law and contractual bargaining agreements with California Teachers Association (CTA), Article 10.5 (III.A.19: Unit Member Evaluation Report); California School Employees Association (CSEA), Article 15.4 (III.A.26-
CBA with CSEA); and Board Policy (BP) 7145, “Personnel Files,” (III.A.47; Board Policy 7145, Personnel Files) a current or former employee or representative has the right to examine her personnel record at a reasonable time but no later than 30 calendar days from the date the District receives a written request. Employment application materials, hiring documents, job performance related data, and other personnel documents are kept and maintained in the personnel files located in the Office of Human Resources for safe keeping.

Should an employee wish to review her personnel file, she must notify Human Resources, and a reasonable and convenient time for both parties is then scheduled. Should an employee wish to allow the content of her personnel file to be available to a representative, Human Resources must be notified in writing, authorizing such action. Employees or their representatives examining personnel files are required to log in the review, per BP 7145, Article 15.4 of the College faculty contractual bargaining agreement, and Article 10.5 of the contractual bargaining agreement with CSEA.

When necessary in the proper administration of District affairs and in order to maintain confidentiality of personnel files, designated administrators are allowed to review the personnel files of their subordinates. Those who are allowed to review personnel files, when necessary, consist of the College Superintendent/President, Vice Presidents, deans, directors, and the employee’s direct supervisor. All inspections must be logged, as well as the dates such examinations were made. Routine clerical transactions are not documented.

**ACTIONABLE IMPROVEMENT PLANS – III.A.3.b.**

None.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**DESCRIPTIVE SUMMARY – Standard III.A.4.**

The District has implemented programs, trainings, and workshops aimed at educating the campus community on diversity and equality. These offerings are geared toward cultivating an environment of trust, respect, understanding, and reducing stereotypes, resulting in an inclusive educational environment. Due to programs like these, the District was awarded the Fair Employment and Housing Partnership Program Pipeline Diversity Award in July 2013. This honor was bestowed upon the District by the Fair Employment Housing for promoting its diversity and equity awareness and building an educational institution who continuously works towards educating students and staff on the importance of fostering an appreciation for diversity among members of the community.
The District aims to provide policies, administrative procedures, and practices which enhance diversity and equity awareness, thereby fostering an educational institution that supports its constituents as it works towards a common good. Empowering students with equity awareness will provide them a better understanding of their rights as they enter the workforce in our communities. Implementing policies, procedures, and programs addressing equity and diversity at Rio Hondo College has benefited the institution.

**SELF-EVALUATION – III.A.4.**

The College meets this Standard.

Rio Hondo College has institutionalized a substantial number of policies and procedures that illustrate strong commitment to maintaining a campus culture which supports an understanding of and concern for issues of equity and diversity. Policies and procedures include the College’s Mission, Vision, and Values Statements (III.A.12: Board Policy 1200, District Vision, Mission, Value Statement), specifying diversity as a key component of the College identity; Board Policy (BP) 7100, “Commitment to Diversity” (III.A.05: Board Policy 7100, Commitment to Diversity); and the establishment of a Cultural Diversity Committee, which, in conjunction with Student Life and Leadership, plans an annual calendar of events celebrating diversity (III.A.48: Samples of Diversity Training and Announcements). Resources and support services are provided to student populations, including Equal Employment training for all employment selection committees (III.A.46: Agenda – Orientation Meeting for Selection Committee); providing a $90.00 monthly stipend for up to 21 bilingual classified employees (III.A.26-CBA with CSEA); offering ongoing professional development and other cultural activities aimed at understanding and appreciating diversity (III.A.48: Samples of Diversity Training and Announcements); and providing resources, policies, and procedures that enable students, faculty, and/or staff to file complaints and/or seek redress for instances of perceived discrimination and/or harassment (III.A.49: Complaint Form).

Rio Hondo makes every effort to initiate and establish District diversity goals and objectives of fostering equal participation and ensuring a campus climate that welcomes and respects differences. Specifically, personnel policies and procedures reflect an ongoing commitment to creating and providing an environment that acknowledges and respects issues of equity and diversity for students, faculty, staff, and administrators. All administrator job descriptions have, as an essential requirement under Minimum Qualifications/Experience, “demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” The District’s website under job announcements indicates the College is an Equal Employment Opportunity Employer (EEOE) (III.A.50: HR Web Site of Job Announcements).

District policies and procedures are carefully crafted to be in compliance with state and federal mandates and are also designed to ensure the equitable and consistent treatment of all students and employees. The policies and procedures are written to
promote steps for all personnel to be provided with equal employment and promotional opportunity that are in addition to, and consistent with, the nondiscrimination requirements of state and federal laws.

While these efforts are successful in creating an environment that is mindful and welcoming of diversity, the College ensures that clear avenues exist to address perceived violations of this intent through its administrative procedures. District administrative procedures provide an avenue for those who wish to file a complaint with the District Compliance Officer, should discrimination or harassment by a student or employee be perceived. District programs and training focus on fostering an awareness of understanding and acceptance. Trainings, workshops, and professional development offerings are designed to support its diverse personnel. These offerings provide personal enrichment and cultural sensitivity and awareness.

The District has implemented programs, training sessions, and workshops to educate the campus community on diversity and equality. The education is geared toward cultivating an environment of trust, respect, and understanding, which reduces stereotypes and leads to an inclusive and tolerant environment. Non-discriminatory policies and administrative procedures are written, targeting the prevention of undesirable behavior.

The District strives to provide policies, administrative procedures, and practices that enhance diversity and equity awareness. The District believes its efforts are effective in promoting an understanding of equity and diversity issues. Due to College practices, the College received the Fair Employment and Housing Partnership Program Pipeline Diversity Award in 2013 and the State Bar of California Education Pipeline Diversity Award (III.A.51: Diversity Awards Granted to the District). In addition, the College 2010 Campus Climate survey crafted a specific section to inquire into issues related to diversity and equity, finding that a majority of students and employees agreed that Rio Hondo College treated individuals of different backgrounds fairly, and equally supported individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

**ACTIONABLE IMPROVEMENT PLANS – III.A.4.**

None.

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**DESCRIPTIVE SUMMARY – Standard III.A.4.a.**

Staff development programs and services are designed through a collaborative process that brings together relevant constituency groups to discuss campus needs (i.e. the Staff Development and Cultural Diversity Committees). They facilitate the planning, organization, and scheduling of programs to meet expressed needs.

The College meets this Standard.

The Staff Development Committee regularly assesses the professional growth needs of the campus community. Faculty needs assessments (III.A.52: Faculty Needs Survey) are gathered on an annual basis and on a semi-annual basis for California School Employees Association (CSEA) (III.A.53: Classified Needs Survey). Since the 2011-2012 academic year, the institutional planning/review software, PlanBuilder, has included a required field in which managers identify professional development needs for their programs and themselves. As part of the College planning cycle, the Staff Development Committee reviews relevant feedback as priorities, goals, and offerings for the following year are considered.

The College offers many programs and services to support its personnel in understanding and valuing diversity, ranging from one-time workshops and cultural events, to month-long celebrations, such as Native American History Month to extended training or cohort experiences. Other examples include the following:

- “Unconscious Bias” training at the Fall 2012 FLEX Day, with two extended follow-up workshops in January and September 2013 (III.A.48: Samples of Diversity Training and Announcements)
- Lesbian Gay, Bisexual, Transgender, Questioning, Intersex Safe, and Allies “Safe Zone” Training for 40 staff, faculty, and managers in March 2013 (III.A.48: Samples of Diversity Training and Announcements)
- Rio Hondo College Leadership Academy, now in its fifth year of a ten-month cohort experience, featuring a “Strengths Based” leadership curriculum, placing emphasis on valuing a diversity
- Professional Development Days for staff and managers in the areas of both Student Services (June 2012) and Academic Affairs (June 2013) on the assessment and application of diverse strengths in order to increase understanding and effectiveness in departments

In addition, the following are a sampling of recent offerings:

- Staff Development-supported conference/workshop attendance, 2010-2014
- Latina Leadership Network Workshops/ Conference (multiple years)
- Women Hold up Half the Sky Conference (multiple years)
- African-American Male Summit Conference
- Challenges of Teaching Spanish Language Workshop
- Teaching Spanish Heritage Speakers Workshop
- Cultural Excursion to Cuba
• National Chicano/a Scholar Conference (multiple years)
• Society of Hispanic Professional Engineers
• ESL Summit
• Presenter on Panel on “Bilingualism, Experimentation and Identity”
• Taipei American School Project

FLEX Day Breakouts during 2010-2014 included the following:
• Muslims for Peace
• Understanding Autism: Exploring Discrimination faced by the Deaf
• The Contradictions of Cuba: My Trip to Havana
• Fostering a Constructive Classroom Climate
• “Unconscious Bias” Introduction (offered to the entire campus on Fall 2012 FLEX Day)
• Understanding the Student-Veteran with Traumatic Brain Injury (TBI)
• In Our Own Voice: Living with Mental Illness and Achieving Recovery
• The Hegemony of English in STEM Higher Education

The following are a sampling of the College cultural celebration events held during one calendar year:
• Black History Month, February 2013
• Women’s History Month, March 2013
• International Day, April 2013
• Asian-Pacific Islander Month, May 2013
• Hosting of English Learners from China, July 2013
• Latino Heritage Month, September 2013
• National Coming Out Month, October 2013
• Native American Heritage Month, November 2013
• Chinese New Year’s Celebration, January 2014

The effectiveness of these efforts is supported by results from a recent Campus Climate Survey, which finds a majority of students and employees agree that Rio Hondo College treats individuals of different backgrounds fairly, and equally supports individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

Rio Hondo College Office of Staff Development regularly evaluates program offerings in order to better serve the needs of the campus. The regular processes used for this include pre-semester Professional Development FLEX Day evaluations (III.A.54: FLEX Day Evaluation Summaries). Results are discussed by the FLEX Committee and subsequent recommendations, and survey results are forwarded to the Academic Senate and administration. Following all Staff Development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community (III.A.55: Workshop).
Evaluation). As part of the fall annual planning cycle, the Staff Development team conducts a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis that includes a review of relevant evaluative feedback and data (III.A.56: Staff Development SWOT Analysis).

**ACTIONABLE IMPROVEMENT PLANS – III.A.4.a.**

None.

b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

**DESCRIPTIVE SUMMARY – Standard III.A.4.b.**

The Office of Human Resources monitors applicants throughout the hiring process to ensure compliance with federal and state employment regulations and to confirm hiring activities are consistent with the College mission and board policies. The current employment record of diverse candidates demonstrates District commitment to equity and diversity.

Every February, the Director of Human Resources compiles data reflecting the diversity of permanent staff to ensure compliance with the College mission statement, Title V, Fair Employment and Housing Act, and California Education Code. The data demonstrate the College employment practices from year-to-year and highlight any adverse impact on a particular race or gender. The current record, compared with other California community colleges, demonstrates the College’s strong commitment to recruiting, hiring, and retaining employees of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds. Lastly, the District has consistently prevailed in legal lawsuits filed against it for employment discrimination in the last decade.

The Human Resources office tracks demographic data collected from the Employee Ethnicity Questionnaire applicants complete. This information is gathered and tracked throughout the hiring process to ensure compliance with federal and state employment regulations, confirming hiring activities are consistent with the College mission and board policies.

**SELF-EVALUATION – III.A.4.b.**

The College meets this Standard.

The Office of Human Resources regularly assesses its record of employment for equity and diversity. Board Policy (BP) 7100, “Commitment to Diversity” (III.A.05: Board Policy 7100, Commitment to Diversity), commits to equal opportunity in educational programs, employment, and access to institutional

Rio Hondo has employed diverse applicants who demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Every aspect of personnel policies and practices are designed to advance the realization of inclusion throughout the District in its programs and equal employment opportunity.

The employment of all staff is coordinated by Human Resources and overseen by the Director of Human Resources. Job announcements are published in regionally dominant newspapers, including the San Gabriel Valley Publishing, Los Angeles Times, and Orange County Register, as well as the College web site. Additionally, the College posts all management and faculty vacant positions with the California Community College Registry, as well as other special publications as a method of outreaching under-represented groups. For example, the Office of Human Resources places job announcements in Hispanic Outlook, Hispanic Hotline.com, Diverse Issues in Higher Education, Black Careers Now, Asian Pacific Careers, Asian Week, Community College Times, and Higher Ed Jobs.com, to name a few. These efforts ensure that under-represented groups are reached. All applicants are asked to demonstrate their knowledge and understanding of diversity and equity in their employment interview and/or in supplemental questionnaire they complete as part of the application process.

In order to ensure equitable treatment of all applicants, the Office of Human Resources monitors all recruitment processes and provides Equal Employment Opportunity (EEO) training to selection committees on EEO programs, state and federal discrimination laws, applicant screening practices, the educational benefit of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection committee (III.A.46: Agenda – Orientation Meeting for Selection Committee). Human Resources also oversees all interviews through the EEO monitor’s presence during interviews and investigates any complaint related to hiring practices.

Each employment application contains a confidential voluntary Employee Ethnicity Questionnaire (III.A.57: Employee Ethnicity Questionnaire), which allows an applicant the opportunity to self-identify race, ethnicity, disability, and military status, among other classifications. The Office of Human Resources gathers this data and analyzes it to determine if an adequate number of under-represented applicants have applied for a position. The data is also utilized to determine if further efforts are needed to increase diversity in the applicant pool.

Diversity in applicant pools are analyzed at every level of the recruitment and selection process in order to assure diverse applicants are not intentionally or unintentionally terminated from the applicant pool and are also evaluated for
potential for adverse impact. The EEO monitor is responsible for assuring that applicants are being considered on the basis of job-related qualifications and no other discriminatory criteria, and the monitor identifies and is responsible for eliminating any barriers to employment opportunities. Most importantly, the EEO monitor assures the College is in compliance with BP 3420, “Equal Employment Opportunity” (III.A.06: Board Policy 3420, Equal Employment Opportunity).

Every February, the Director of Human Resources compiles staff diversity and gender data to ensure equity in the College employment practices. It is important this data reflects the District mission of equity and diversity. Yearly comparisons of existing College employee demographics are then shared with the Superintendent/President and Board of Trustees. In addition, comparisons to local regional California community college ethnic and gender reports are used to measure the College employment success and set future employment goals (III.A.58: Comparisons to Local Regional California Community College Ethnic and Gender Reports).

Tables 3-1 and 3-2 summarize Employee Demographic Data reported in Rio Hondo’s EB04 and EB03 District Reports, submitted to the California Community Colleges Chancellor’s Office in fall 2013 as part of the MIS Report.

**Table 3-1: Fall 2013 Ethnicity as Reported in the EB04 District Report in Rio Hondo College’s MIS Report**

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Pacific Islander</th>
<th>White Non-Hispanic</th>
<th>Multi Ethnicity</th>
<th>Unknown</th>
<th>District wide Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Administrator</strong></td>
<td>4</td>
<td>17.39%</td>
<td>6</td>
<td>26.09%</td>
<td>0</td>
<td>7</td>
<td>30.43%</td>
<td>2</td>
<td>8.70%</td>
</tr>
<tr>
<td><strong>Tenured/Tenure track</strong></td>
<td>16</td>
<td>8.89%</td>
<td>6</td>
<td>3.33%</td>
<td>58</td>
<td>2</td>
<td>1.11%</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td><strong>Academic Temporary</strong></td>
<td>43</td>
<td>12.54%</td>
<td>13</td>
<td>3.79%</td>
<td>82</td>
<td>1</td>
<td>0.29%</td>
<td>2</td>
<td>0.58%</td>
</tr>
<tr>
<td><strong>Classified Administrator</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>22.22%</td>
<td>0</td>
<td>0</td>
<td>77.78%</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Classified</strong></td>
<td>26</td>
<td>9.85%</td>
<td>4</td>
<td>1.52%</td>
<td>172</td>
<td>1</td>
<td>0.38%</td>
<td>0</td>
<td>21.97%</td>
</tr>
</tbody>
</table>

Source: Rio Hondo College MIS Report, 2013
Table 3-2: Fall 2013 Gender as Reported in the EB03 District Report

<table>
<thead>
<tr>
<th></th>
<th>Female #</th>
<th>Male#</th>
<th>District wide Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administrator</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Tenured/Tenure Track</td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td>Academic Temporary</td>
<td>174</td>
<td>169</td>
<td>343</td>
</tr>
<tr>
<td>Classified Administrator</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Classified</td>
<td>174</td>
<td>90</td>
<td>264</td>
</tr>
</tbody>
</table>

Source: Rio Hondo College MIS Report, 2013

**ACTIONABLE IMPROVEMENT PLANS – III.A.4.b.**

None.

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**DESCRIPTIVE SUMMARY – Standard III.A.4.c.**

The District provides notice of its anti-harassment and discrimination policies to new employees during their new hire orientation as part of their new hire package and, thereafter, to all employees and students on an annual basis. All members of the administration are also required to attend a mandatory interactive sexual harassment awareness training every two years. New administrators are mandated to attend the training within six months of employment. Furthermore, District policies, procedure, and contractual bargaining agreements are published on the District website. In conclusion, the District strives to ensure it provides and promotes fair and equitable treatment in all aspects of personnel management and learning environment by addressing any challenge timely and effectively.

**SELF-EVALUATION – III.A.4.c.**

The College meets this Standard.

Rio Hondo Community College is committed to providing a work and learning environment in which employees and students are treated with integrity, dignity, and respect.

The District has a proven record of compliance with federal and state labor laws, collective bargaining agreements, Education Code, and Title V, which prohibit unlawful treatment of employees and students. Significantly, the District has also implemented policies and procedures which prohibit unlawful treatment and discrimination against administrators, faculty, staff, and students. Board Policy
(BP) 3410, “Non-discrimination” (III.A.11: Board Policy 3410, Nondiscrimination), ensures “equal opportunity in educational programs, employment, and access to all institutional programs and activities.” Furthermore, “integrity and civility” serves as core values in the College Vision, Mission, and Value Statements.

The institution has mechanisms for ensuring integrity in the treatment of faculty and staff through its contractual bargaining agreements. Rio Hondo College Faculty Members (RHCFA) is part of a Community College Association/California Teachers Association/National Education Association (CCA/CTA/NEA) collective bargaining unit, and classified employees are part of the California School Employees Association (CSEA). The faculty collective bargaining agreement includes explicit language ensuring integrity towards its members in Article 13, “Non-discrimination” (III.A.18: CTA – CBA):

The District shall not discriminate against unit members with respect to wages, hours of employment, and other terms and conditions of employment as defined in Government Code 3540 et seq., or application of the provisions of this Agreement with respect to age, color, creed, residency, marital status, membership in an employee organization, national origin, physical handicap, race, religion, sex, gender, gender identity, gender expression, or sexual orientation, military and veteran status (Government Code §12940 et seq.).

“Grievance Procedures,” Article 16, also provides faculty members the right to grieve any violation of rights stipulated in the contract. A grievance process can also be found in the classified bargaining agreement. At all levels of the grievance process, the District strives to provide employees fair and due process without the fear of retaliation. Academic Senate is charged with promoting academic and professional matters.

The District is committed to student equity as well; BP 5300, “Student Equity” (III.A.59: Board Policy 5300, Student Equity), clearly identifies this objective: “The Board is committed to assuring student equity in educational programs and college services.” The District houses the Associated Students of Rio Hondo College (ASRHC) within the Student Life and Leadership Program, which is the core of student activities on campus. This is a student representative organization comprised of students who are elected to serve as the student voice through the participatory/shared governance process. The organization integrates student needs and concerns with those of the administration, faculty, and staff in order to improve the campus environment and overall college experience.

The President of ASRHC serves as the voice of the students, and the Student Trustee is the voice of the student body at the Board of Trustees meetings. The Student Trustee sits with the Board of Trustees as an advisory voting member who is recognized as a full member, within limits of BP 2015, “Election of Student Members,” and state laws. The Student Trustee has the ability to move,
second, and vote on Board motions. These two elected student leaders are committed to serving students by ensuring they receive the best educational experience possible and are treated with dignity and respect. However, if a student feels she has been treated unfairly or need to address an academic issue, students have the right to file a grievance, per Administrative Procedure (AP) 5530, “Student Rights and Grievances” (III.A.60: Administrative Procedure 5530, Student Rights and Grievances). This procedure is available to any student who reasonably believes a District decision or action has adversely affected her status, rights, or privileges as a student. This procedure and form, along with the California Community Colleges Chancellor’s Office (CCCCO) Complaint Process, are located on the College website under “Student Affairs” and in the College Catalog on page 271 (III.A.61: California Community Colleges Chancellor’s Office Complaint Process).

Should a staff member choose to file a complaint against the District or an employee, she may do so with the District Compliance Officer. If an individual believes she has been harassed or discriminated against based on a protected status, the District strongly encourages her to inform the District Compliance Officer for a quick resolution. For employees and students who observe or experience any form of discrimination or violence, the District has a number of policies and procedures mandating the reporting of these incidents. These policies and procedures include AP 3410 “Nondiscrimination”; (III.A.11: Board Policy 3410, Nondiscrimination), BP 3430, “Prohibition of Harassment” (III.A.39: Board Policy 3430, Prohibition of Harassment); AP 3435, “Discrimination and Harassment Investigations” (III.A 62: Administrative Procedure 3435, Discrimination and Harassment Investigations); BP 3510, “Prevention of Workplace Violence and Disruption” (III.A.63: Board Policy 3510, Prevention of Workplace Violence and Disruption); BP/AP 3540, “Sexual and Other Assaults on Campus” (III.A.64: Board Policy and Administrative Procedure 3540, Sexual and Other Assaults on Campus); BP 7160, “Sexual Harassment” (III.A.65: Board Policy 7160, Sexual Harassment); and BP 7700, “Whistleblower Protection” (III.A.66: Board Policy 7700: Whistleblower Protection). All complaints are seriously considered and investigated within the allowable time frame. These policies strive to provide access to services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The procedures instruct personnel on mechanisms available for filing of complaints, should a person feel the need to do so.

The District ensures that its personnel and students are treated fairly by implementing policies and procedures which promote a harmonious work and learning environment. Aside from creating and implementing these policies and procedures, the District posts them on the website to inform administration,
faculty, staff, and students of their rights. They are also sent via e-mail to all staff on an annual basis (III.A.67: E-mails from the Compliance office regarding BP & AP’s on non-discrimination). In addition, the District seeks to increase confidence in the effectiveness of existing policies and procedures by providing a work and educational environment free from harassment and intimidation.

**ACTIONABLE IMPROVEMENT PLANS – III.A.4.c.**

None.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

   a. The institution plans professional development activities to meet the needs of its personnel.

**DESCRIPTIVE SUMMARY – Standard III.A.5.a.**

The Rio Hondo College Staff Development team coordinates a variety of growth, training, and renewal opportunities to meet the needs of its personnel.

**SELF-EVALUATION – III.A.5.a.**

The College meets this Standard.

Staff development plans are made as a direct result of regular communication with and surveying of the campus community. Faculty and staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the institutional planning/review software, PlanBuilder, has included a required field in which managers identify their own and their program professional development needs. As part of the fall planning cycle, the staff development team reviews relevant feedback as the next year’s priorities, goals, and offerings are crafted. Provided below is a summary that captures the major professional development efforts resulting from the above-mentioned planning/review process:

- Grant funding for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops, and trainings.
- In partnership with Information Technology (IT), technology training workshops and individual or small group training sessions by request.
- Two full pre-semester professional development days, which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty,
staff, and managers in enhancing their ability to serve students and/or the campus

- Area-wide professional development initiatives, such as the “Strengths Quest” training provided to staff and managers in Student Services and Academic Affairs
- Trainings geared toward a deeper appreciation of diversity, such as Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Allies (LGBTQIA) “Safe Zone” training, as well as “Unconscious Bias” training
- Bi-Annual “Reflection and Renewal” retreats
- Leadership Development across all employee groups through a 10-month Leadership Academy cohort program and participation in the San Gabriel/Foothill Association of Community Colleges (SanFACC) consortium Mentor Program
- Responses to emerging needs on campus, such as the Student Success Initiative (SSI), as evidenced by a 2013-2014 FLEX theme of “Understanding the Student Experience”
- New full-time faculty workshop series
- Via Title V funding, instructional development workshops and the offering of faculty development stipends to enable instructors to enhance their use of technology, improve the quality of their Student Learning Outcomes (SLOs), and/or update their curriculum to enhance student success
- Events to improve collegiality and campus morale

**ACTIONABLE IMPROVEMENT PLANS – III.A.5.a.**

None.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY – Standard III.A.5.b.**

In each formal evaluation following a FLEX Day or Staff Development offering, attendees are asked to identify whether the workshop/training enhanced their ability to perform their jobs and/or serve students or the campus. Additionally, attendees are asked to identify one or two specific positive outcomes they gained via their participation and how these outcomes will positively enhance their ability to serve students and/or the College. All staff, faculty, and managers who attend off-campus conferences, trainings or workshops are required to provide a Board report detailing the benefits to the College and employee as a result of participation in the activity. Faculty and staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the institutional
planning/review software, *PlanBuilder*, has included a required field in which managers identify their own and their program professional development needs. After each pre-semester Professional Development FLEX Day, an all-campus evaluation is sent out. Results are discussed by the FLEX Committee, and subsequent recommendations, as well as survey results, are forwarded to the Academic Senate and administration. After all staff development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community. As part of the annual fall planning cycle, the Staff Development team conducts a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis that includes a review of relevant evaluative feedback and data.

**SELF-EVALUATION – III.A.5.b.**

The College meets this Standard.

Rio Hondo College’s Office of Staff Development regularly evaluates its program offerings in order to better serve the needs of the campus. After each pre-semester Professional Development FLEX Day, an all-campus evaluation is sent out. Results are discussed by the FLEX Committee, and subsequent recommendations, as well as survey results, are forwarded to the Academic Senate and administration (III.A.54: FLEX Day Evaluation Summaries). After all staff development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community (III.A.55: Workshop Evaluation). As part of the annual fall planning cycle, the Staff Development team conducts a SWOT analysis that includes a review of relevant evaluative feedback and data (III.A.56: Staff Development SWOT Analysis). District funding is available for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops, and trainings. In partnership with Information Technology (IT), technology training workshops for individual or small group training sessions occur by request. Two full pre-semester professional development days occur, which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty, staff, and managers seeking to enhance their ability to serve students and/or the campus. Area-wide professional development initiatives, such as “Strengths Quest” training, are provided to staff and managers in Student Services and Academic Affairs, as well as trainings geared toward a deeper appreciation of diversity, such as “Safe Zone” and “Unconscious Bias” training. The Office of Staff Development sponsors bi-annual “Reflection and Renewal” retreats. Leadership development across all employee groups transpires through a 10-month Leadership Academy cohort program and participation in the San Gabriel/Foothill Association of Community colleges (SanFACC) consortium Mentor Program. In addition, the Office of Staff Development responds to emerging needs on campus, such as the Student Success Initiative (SSI), as
evidenced by a 2013-2014 yearlong FLEX theme of “Understanding the Student Experience.”

There are new full-time faculty workshop series, as well. Title V funding, instructional development workshops, and the offering of faculty development stipends enable instructors to enhance their use of technology, improve the quality of their SLOs, or update curriculum to enhance student success. Safety Training, provided by Keenan and Associates, and Sexual Harassment Training is provided by the Office of Human Resources. Faculty needs assessments are gathered on an annual basis (III.A.52: Faculty Needs Survey) and from CSEA on a semi-annual basis (III.A.53: Classified Needs Survey). Further, beginning in 2011-12, institutional planning/review software, PlanBuilder, has included a required field in which managers identify their own professional development needs (III.A.68: Needs Survey(s)). Finally, all staff, faculty, administrators and Board members who attend off campus conferences, training, or workshops are required to provide a Board report detailing the benefit to the College and employee as a result of participating in the activity (III.A.69: Conference Board Report). These reports are added to the monthly Board agenda.

**ACTIONABLE IMPROVEMENT PLANS – III.A.5.b.**

None.

6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY – Standard III.A.6.**

The Office of Human Resources is integrated with institutional planning through the College planning/review process, which allows the institution systematically to assess the effective use of human resources and uses the results of the evaluation as the basis for improvement. After careful evaluation of human resources, needs are presented to the appropriate Staffing Committee (faculty or classified) described in the planning process; each Staffing Committee prioritizes requests and forward prioritized lists for approval. Human resources are augmented based on the availability of resources to meet the needs of the College and on contributions to institutional effectiveness.

**SELF-EVALUATION – III.A.6.**

The College meets this Standard.

Rio Hondo assesses the use of its human resources through program review (III.A.43: The Planning Process Handbook) and annual planning. Human Resources
decisions, especially as they relate to filling replacement positions or employing additional staff, faculty, or administrators are the result of the institutional planning/review process. Human resources requests must be included and justified in program review documents and program plans. This consists of a comprehensive evaluation of instructional programs and identified areas of improvement and resources allocation.

As part of the planning process, each program (department or office) must identify its student and/or service area outcome, characteristics, performance, trends, strengths, weaknesses, opportunities, threats, and challenges, as well as its proposed strategic direction, staff development, and annual goals. As part of this process, personnel needs are presented and prioritized by the various employment prioritizing committees. The principal evaluation criteria used in deciding whether to grant a request is dependent on the availability of resources to meet the need, a clear identification of the problem or enhancement to be addressed by the position and evidence, or sound rationale that allocation of a personnel requested is linked to solving a problem identified by the goal or objective. In short, a human resources request must provide evidence demonstrating that the requested position supports the goals and mission of the institution. (See Standard I.B.3. for a full description of Rio Hondo’s institutional planning/review process.)

When a classified, confidential, or management vacancy occurs, the immediate administrator must evaluate the vacancy and determine the appropriate classification needs. If the same classification is determined to meet the needs of the program, a personnel requisition is routed for the appropriate approvals and recruitment. If a different classification is more suitable for the success of the program, a program/department evaluation and dialogue begin to ascertain the correct fit between the department administrator, the appropriate Vice President, the Director of Human Resources, and the Superintendent/President.

Requests to fill vacant faculty positions or create new positions arise from the plans of those units that employ faculty. They are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who brings them to the President’s Cabinet for review before being forwarded to the Faculty Staffing Committee. This Committee reviews the rationale and supporting information for each faculty request and discusses the merits of each request. The Committee creates a prioritized list of faculty positions to be filled. The Vice President of Finance and Business, in consultation with the Superintendent/President, assesses the number of replacement and new faculty requirements and presents the results, the prioritized list, and the estimated cost of the new positions, to the Planning and Fiscal Council (PFC) (III.A.70: PFC Minutes regarding Faculty Hires). The list is forwarded to the College Superintendent/President for authorization to fill the requested positions, following the prioritized list. Any exceptions to following the list order of priority are reported back to the Committee with supporting rationale. The authorized positions are placed into the College budget for Board action. Once approved, unit
managers are notified and a personnel requisition is created, which triggers the recruitment and employment of a new faculty member.

Request for new classified positions arise from unit plans. These requests are submitted by the area plan manager and are then forwarded to the President’s Cabinet for review prior to forwarding them to the Classified Staffing Committee. This Committee reviews the rationale and supporting information for each request and discusses the merits of each request. The Committee makes a prioritized list of classified positions to be filled. The Vice President of Finance and Business, in consultation with the Superintendent/President, assesses the number of replacement and new classified staff and presents the results, the prioritized list, and the estimated cost of the new positions to PFC. The list is sent to the College Superintendent/President for authorizations to fill the requested positions, following the prioritized list. Any exceptions to following the list order of priority are reported back to the Committee with supporting rationale. The authorized positions are placed into the College budget for Board augmentation. Once approved, area managers are notified and a personnel requisition is created, which triggers the recruitment and employment of new classified employees.

Administrative positions may arise from program, unit, or area plans. Each area compiles a prioritized list of administrative requests and rationales to present to President’s Cabinet. The list is then presented to the Superintendent/President, who assures funding for the finalized positions. The authorized positions are placed into the College budget for Board augmentation. The area managers are notified if funding is provided.

**ACTIONABLE IMPROVEMENT PLANS – III.A.6.**

None.
### Standard III.A. Evidence

<table>
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<tr>
<th>III.A.01</th>
<th>Board Policy 7120, Recruitment and Selection</th>
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</thead>
<tbody>
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<td>Board Policy 7217, Faculty, Employment Contract</td>
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<td>III.A.03</td>
<td>College Procedure 5030, Classified and Confidential Employees, Employment of</td>
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<td>College Procedure 5025, Employment Procedures for Administrators</td>
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**DESCRIPTIVE SUMMARY – Standard III.B.1.**

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The Measure A Bond program has made it possible for the College to advance the quantity and quality of physical resources necessary to support its programs and services. The implementation of the Facilities Master Plan has improved instructional and educational support facilities. The Office of Finance and Business, along with program and construction managers, oversee construction programs. These programs implement the previous versions of the Educational, Technology, and Facilities Master Plans that continue to transform the main campus and off-site educational centers into twenty-first century educational venues.

**SELF-EVALUATION – III.B.1**

The College meets this Standard.

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The College is a single-campus District with educational centers located within the communities it serves, including the South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and Rio Hondo Regional Fire Technology Training Center in Santa Fe Springs. Facilities on these sites, which comprise a total of 31 buildings, make up the physical educational assets of the District. The main campus on Workman Mill Road, as well as each off-site center, employs staffing appropriate to serve the student population and offers support services, such as campus safety and security,
general maintenance, grounds, utility service, and custodial service, which are centralized and housed at the main campus but provided at the same level of service to the off-site centers on a set routine schedule. Special requests are attended to in a timely manner on the main campus and are addressed at the off-campus centers with the same urgency, using College vehicles that are dedicated specifically to each service department to ensure no lag in service response.

Buildings and structures are constructed to comply with State of California standards under the 1933 California Field Act, which applies to the design, construction, and renovation of all K-12 schools and community college buildings in California. The Division of the State Architect (DSA) is the primary enforcement body over school construction, and since 1940, no building constructed under the Field Act has either partially or completely collapsed, and no students have been killed or injured in a Field Act-certified building. The DSA reviews and approves all College building plans, and all buildings are constructed or modernized with DSA field inspection oversight and then “closed out,” or certified complete, by DSA. The process to certify completed construction projects with DSA can take years, and Rio Hondo College is contracted with the Del Terra Group to focus on the close-out certification of all projects within the District.

Desired modifications by divisions to existing campus facilities are evaluated by two methods: annual institutional planning/review requests, and requests for modifications to campus facilities (III.B.01: Launch Pad - Grant Application). Both planning/review requests and modification requests require awareness and evaluation by the Office of Facilities Services within the area of Finance and Business. Prospective modifications to existing facilities are examined in conjunction with the mission and goals of the College and the Facilities and Technology Master Plans, as well as the requirements and laws pertaining to current building codes.

Recently, the process for requesting modifications to campus facilities was updated and is in the review process with the President’s Cabinet. The working title of the request form is the “Facilities Modification Request Application” (III.B.02: Facilities Modification Request Application), similar to the Grant Launch Pad form used by College personnel who submit proposals to pursue grant funding. The form captures division requests to modify existing facilities that would be classified differently than a routine maintenance work order and/or those appearing in the annual planning/review process. The application would undergo a similar President’s Cabinet review process as the Grant Launch Pad undergoes.

Staff members in Facilities Services consciously work to create a culture of safety awareness, wherein safety is a primary focus of the College. Facilities staff members routinely inspect buildings and grounds on the main campus and at its off-campus centers for safety issues. They attend monthly safety trainings, while campus faculty and staff members report safety concerns to Facilities Services staff via phone, email, work orders, and directly to Safety Committee representatives. The Rio Hondo College Safety Committee, co-chaired by a faculty member and the Director of Facilities Services, meets
monthly and is comprised of representatives from faculty, classified staff, administration, students, and the College Risk Management Specialist—a part-time consultant provided by the Alliance of Schools for Cooperative Insurance Programs (ASCIIP). This position provides support to the College on regulatory compliance, chemical inventory/hazardous waste management, emergency management, and topics involving the California Division of Occupational Safety and Health (Cal/OSHA)—Illness and Injury Prevention Program (IIPP)/Title 8. The Risk Management Specialist also presents safety information to the Safety Committee (III.B.03: Risk Management Specialist Goals). The Safety Committee discusses safety issues, and Committee members report on campus safety topics, review faculty and staff feedback after emergency preparedness drills, and discuss other reports from faculty and staff on the general safety conditions of the main campus and off-campus centers, including the 2010-2013 Safety Performance Benchmark Survey, which compared safety data of ten community college districts within a local geographic region (III.B.04: 2010-2013 Safety Performance Benchmark Survey). The Committee also reviews safety-related bulletins and emails for the campus prior to their publication and provides input on emergency preparedness procedures, emergency drill notices, and schedules for training and drills.

Prior to emergency preparedness drills, the Office of Facilities Services conducts annual training for Building Emergency Coordinators (BECs) and Building Emergency Leaders (BELs) on their leadership responsibilities during drills or actual emergencies. The College also conducts an annual emergency drill in coordination with the Great California ShakeOut for day classes on the main campus and off-site centers, and a second drill on the main campus for evening students.

The main campus and off-site centers are equipped with Blue Light Emergency Phones. These phones are visibly situated at 29 locations and very simple to use. Pressing a button on these phones immediately calls the Office of Campus Safety and Security to report a problem or concern. The system operates like an intercom for immediate two-way communication, and the location of the caller shows up on the Security Officer’s phone; a Security Guard is dispatched to that location right away. The Blue Light Emergency Phones are tested twice weekly by Campus Safety and Security personnel.

Facilities Services staff members are on campus daily and report safety concerns to supervisors via radio, email, or written report, depending on the nature or urgency of the concern. The College contracts with an outside vendor to provide campus safety and security services. Personnel from the Office of Campus Safety and Security patrol the entire campus and off-site centers regularly, 24/7. Safety concerns are reported either to Facilities Services managers, the Evening College Dean, or Campus Safety and Security. All known and reported facilities safety concerns are logged into the College work order system to track evaluation and repair (III.B.05: Work Order System and Samples). For example, if a handrail is reported to be loose on an ongoing basis, the manager evaluates the rail attachment repair method and recommends either an alternative repair or possible replacement.
Throughout each year, all reports of crimes that occur on campus or at the off-site centers are reported to both the Offices of Student Affairs and Campus Security. Crimes committed near campus are reported to local law enforcement. On-campus and near-campus crime report data are compiled each year by the Director of Facilities Services and reported to the campus community in the Annual Security Report to the Campus, in keeping with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This annual report is filed with the State, housed on the College website, and posted in the Campus Security office. Rio Hondo College has excellent (low) crime statistics at, and near all facilities (III.B.06: Annual Security Report to the Campus).

The College uses different resources to determine the sufficiency of its educational facilities: FUSION, Space Inventory Report 17, the Five-Year Capital Construction Plan, and the Facilities Master Plan. FUSION is a database for community colleges that allows the College to update and track classroom/office space inventory and capacity load ratios. Space Inventory Report 17 identifies current classroom space, categorized by its educational use, and is used to project future instructional space based on enrollment growth trends (III.B.07: Space Inventory Report 17). These systems are used to prepare the Five-Year Capital Construction Plan (III.B.08: Five-Year Capital Construction Plan), which is presented to the Board of Trustees for annual approval, prior to submission to the California Community College Chancellor’s Office (CCCCO). A recent example of a new facility built as part of the Five-Year Capital Construction Plan to meet program needs is the Physical Education Complex, which houses the Division of Kinesiology, Dance, and Athletics. Through the annual institutional planning/review process, planning teams in each division evaluate their current facilities, staffing, and equipment needs and submit requests for facilities or equipment through their division’s unit plan (III.B.09: Unit Plan 2013 – Facilities and Samples Funded).

In 2005, the College conducted an evaluation of campus facilities through a campus-wide needs assessment survey. An architect was then contracted to develop a Facilities Master Plan with the goal of developing a long-range plan where the strategic goals and objectives from the College’s Educational and Technology Master Plans would inform the Facilities Master Plan. Much of the work in the Facilities Master Plan has been realized, with the completion of the El Monte Educational Center (EMEC), the Physical Education Complex, and the Softball Renovation project. The College has made great strides improving the physical campus to serve the students, faculty, and staff, while accomplishing the goals of the College. The Educational Master Plan and Technology Master Plan have been recently updated and provide current educational facilities needs information and data that shape the updated Facilities Master Plan (III.B.13: Facilities Master Plan; III.B.14: RHC Educational Master Plan - FINAL DRAFT - 7.9.2014; III.B.15: Technology Plan 2014 FINAL).

The College uses a similar evaluation process to assure the safety and sufficiency of campus equipment. Prior to the design of new campus facilities, starting in 2006 to the present, the College surveyed and determined that most existing classrooms and office furniture and equipment had outlived its effective usefulness and did not meet current College standards. As a result, replacement of furniture and equipment became a requirement of the Bond construction projects. In addition, as part of the 2005 needs assessment survey, campus
infrastructure was evaluated and major updates effected. This included the construction of a central plant for heating and cooling. Much of the campus heating, ventilation, and air-conditioning (HVAC) equipment installed through the Bond program is monitored via a web-based energy management system (EMS), which electronically monitors performance and efficiency of the central plant HVAC systems. The College also contracts with vendors who provide routine preventative maintenance inspections and service for equipment such as elevators and the central plant control systems. Similar to safety reports received from the campus community, reports are also received on equipment performance, which are reported through the work order system for immediate or future action. Through the continued monitoring of the work order system by the Facilities Services managers, any concerns or chronic issues with equipment are flagged for investigation. Also, Facilities Services staff members inspect and report monthly on all maintenance-related equipment, as well as inspect, service, and exercise all emergency generators. This ongoing facility evaluation to ensure safety and sufficiency of equipment is consistently applied to the main campus, the two off-site educational centers, and the training facility at Santa Fe Springs.

**ACTIONABLE IMPROVEMENT PLANS – III.B.1.**

None.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

**DESCRIPTIVE SUMMARY – Standard III.B.1.a.**

Rio Hondo College has completed a substantial portion of the Measure A Bond Program, utilizing the Facilities Master Plan as a road map to modernize campus facilities and construct new buildings and off-site centers. The current updating of the Educational and Information Technology Master Plans guides the updates to the Facilities Master Plan, assuring continuing quality and support to College programs and services. At all points in these processes, the College ensures that architects meet with College constituents to gather input.

Rio Hondo’s user-friendly web-based work order system provides access to all divisions and supports ongoing maintenance and replacement of building materials or equipment that may have outlived its service life.

**SELF-EVALUATION – III.B.1.a.**

The College meets this Standard.

The institution relies on the Educational Master Plan and annual resource allocation planning/review processes in considering program and service needs when planning its buildings. The Educational and Technology Master Plans identify program directions
and equipment needs that shape the Facilities Master Plan, which, in turn, provides a road map to plan, build, upgrade, or replace physical resources. Annual plans, the Five-Year Capital Construction Plan, the Scheduled Maintenance Plan, and space inventory reports provide ongoing evaluation and reporting, assuring physical resources are used effectively and provide quality to support programs and services.

The Educational and Facilities Master Plan and the Information Technology Plan were updated in the 2013-2014 academic year. Recent, current, and growth enrollment projections are used to update these plans, which involve all campus constituent groups through information-gathering workshop sessions.

The annual planning/review process provides the opportunity for divisions to evaluate their facilities, staffing, and equipment needs for improvements and new or replacement equipment. This information is funneled from the program level to unit and area levels for further evaluation. Those requests making the final cuts are referred to various resource allocation committees for prioritized ranking. However, those requests that are already provided for in other plans are deferred. (For a comprehensive explanation of Rio Hondo’s institutional program/review process, see Standard I.B.3.)

Each year, the Director of Facilities updates the Five-Year Capital Construction Plan with any new or modified Initial Project Proposals (IPPs) or Final Project Proposals (FPPs) and presents them to the Board of Trustees for approval prior to their submissions to the California Community College Chancellor’s Office (CCCCO).

The College also updates a Five-Year Scheduled Maintenance Plan (III.B.10: Five-Year Scheduled Maintenance Plan), which is an opportunity to identify projects for State of California funding within the category of maintenance, such as repairs, upgrades, or replacement. This report is submitted to the Chancellor’s Office and ensures that facilities are continually evaluated for effective use.

Routine maintenance needs are reported through a web-based software work order system called School Dude. Effective use of this system supports the College’s commitment to programs and services for routine repairs. Faculty and classified staff members in each division report work orders to their division manager or secretary, who inputs work orders in the user-friendly system. The system provides automatic acknowledgement that work orders were submitted, and the status of requests can be tracked as work orders are assigned to appropriate Facilities Services staff. Urgent work orders that are health- and safety-related are flagged as priorities.

Another tool the College uses to evaluate the effective utilization of physical resources is the FUSION database used by many community colleges. FUSION allows the College to update and track space inventory reports. It also calculates capacity load ratios. Space Inventory Report 17 identifies current classroom spaces, categorized by their educational uses, and is used to project future instructional space needs based on current and enrollment growth trends. Efficiencies are calculated by FUSION based on the capacity the College has to generate contact hours and the current or projected enrollment.
ACTIONABLE IMPROVEMENT PLANS – III.B.1.a.

None.

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY – Standard III.B.1.b.

The physical resources at all locations of the College where courses and services are provided are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. College buildings and structures are constructed per state codes and adhere to federal laws to ensure a safe and accessible environment for the College community and visitors.

A culture of safety and personal responsibility is promoted campus-wide. Expanded and enhanced training in emergency preparedness is provided for faculty members, classified staff, administrators, and students on an annual basis. The Safety Committee meets monthly and represents the main campus and all off-campus centers. Faculty and staff report maintenance and potential safety concerns through several means, but primarily through the web-based work order system, School Dude.

SELF-EVALUATION – III.B.1.b.

The College meets this Standard.

Rio Hondo is a hillside campus, and the College has made it an essential part of its mission and vision to assure accessibility. Commitment to access is demonstrated through the construction of a pedestrian access bridge in 2008, the first Measure A Bond project. This bridge connects isolated student Parking Lot A to the main campus. Campus-wide access is assured with continuous shuttle transportation, Americans with Disabilities Act (ADA) parking, compliant door hardware, and clearly marked pathways to buildings, elevators, and ramps and campus-wide directional signage. The College coordinates with a para-transportation group, ACCESS, to provide three designated, clearly marked campus vehicle drop-off and pick-up locations. In addition, the Bond construction program included the design and construction of a “Way Finding” signage system utilized throughout the campus. The signs, now installed, are consistent in their design and format, so they are easily recognized as directional signs to all visitors to the campus.

Buildings and grounds are constructed, renovated, and maintained to comply with California Building Code and the ADA. The College contracts with Keenan and
Associates to provide monthly workplace safety training for facilities staff. In addition, Keenan and Associates conduct property and liability inspections and hazardous materials inventory on an annual basis.

The College maintains a strong relationship with first responders that serve the main campus and off-campus centers and coordinates with law enforcement to assist in training campus security personnel whenever possible. The Safety Committee meets on a monthly basis and is co-chaired by faculty and the Director of Facilities, and is made up of faculty members, classified staff, administration, student representation, and the Campus Safety Coordinator. Committee members are a resource for input and communication to the College constituencies they represent, providing input for meeting agendas and promoting safety throughout the college.

As directed by the Superintendent/President, emergency preparedness procedure training opportunities have been expanded to include all staff and faculty. Training for faculty began at the fall 2013 FLEX Day and included a 90-minute presentation on preparation for an active shooter scenario (III.B.11: Flex Day Presentation on Emergency Preparedness Active Shooter). The materials were developed by Facilities Services and the Division of Public Safety. Training opportunities were also afforded to emergency campus leaders on four separate occasions to ensure that all faculty and staff could attend. Training for emergency leaders also occurred in spring 2014 for Evening College faculty members and staff prior to the Evening College emergency drill. To support the training, the fall emergency drills included the shelter-in-place component as well as building evacuation.

**ACTIONABLE IMPROVEMENT PLANS – III.B.1.b.**

None.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**DESCRIPTIVE SUMMARY – Standard III.B.2.**

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The College uses the FUSION database to input current and projected trends and to evaluate utilization of campus facilities. Through the institutional planning/review process, divisions evaluate the effectiveness of facilities and equipment and subsequently request facilities modifications or equipment to support programs and services. For projects that are funded by grants, divisions submit a Grant Launch Pad, which is evaluated by the President’s Cabinet for alignment with the Educational Master Plan and possible facilities modifications. The Facilities Master Plan is the overarching road map for new and modernizing projects, based on input from College constituents and other data to support institutional programs and services. And the Five-Year
Capital Construction Plan tracks the planned construction projects through State of California review and funding approval processes in preparation for construction.

**SELF-EVALUATION – III.B.2.**

The College meets this Standard.

The College uses the *FUSION* database as a tool to assure the feasibility and effectiveness of physical resources to support institutional programs and services. Facilities Services staff update *FUSION* and *Space Inventory Report 17* on an annual basis. The California Community Colleges Chancellor’s Office (CCCCO) conducts a physical space inventory inspection approximately every three years. The *FUSION* database is utilized by many community colleges and allows the College to update and track space inventory reports and calculate capacity load ratios. *Space Inventory Report 17* identifies current classroom space, categorized by its educational use, and is used to project future instructional space needs at the main campus and off-site centers.

Current and projected enrollment data are entered in the *FUSION* database annually. As program needs change or utilization efficiencies are examined, facilities are considered for modification to support the program or added to the Five-Year Capital Construction Plan. The Five-Year Capital Construction Plan and the Initial Project Proposal (IPP) and the Final Project Proposal (FPP) are updated annually and presented to the Board of Trustees for approval prior to submission to the Chancellor’s Office (CO) *(III.B.12: Final Project Proposal (FPP) Update Samples: L-Tower & Fine Arts Diagrams)*.

Updates are another tool used by the College to support institutional programs and services. Annually, each division has the opportunity to evaluate their current facilities and equipment and report needs for improvements to facilities or purchase of new equipment. Updated information is prepared by faculty members and classified staff each year and presented in program and unit plans, which inform area plans before priority ranking by the Facilities Committee made up of representatives of College constituent groups. Facilities and equipment requests are data-driven, and classroom utilization evaluation information is used to support the planning requests. As funds become available, facilities improvements or equipment purchases are scheduled to support area plan requests. (For comprehensive explanation of Rio Hondo’s institutional program/review process leading to resource allocation approval, see Standard I.B.3.)

Throughout the year, program opportunities that emerge through grant funding are submitted to President’s Cabinet in a Grant Launch Pad for evaluation relative to the Educational Master plan, Technology Master Plan, and Facilities Master Plan to ensure alignment and assess impact to facilities.

The Facilities Master Plan is annually updated, and architects meet with constituent groups to gather input for each update. The input from these meetings, as well as the guiding direction from the Education Master Plan and space inventory data from *FUSION*, provides a current profile of needs, along with projected enrollment trends for updates.
The Five-Year Capital Construction Plan includes all new construction or modernization projects that are in the planning phases through the CCCCOC. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) are initiated by the College’s senior administrators and include preliminary design plans prepared by consultants that are the result of data and information provided by College constituents, the Educational and Technology Master Plans, and the FUSION database. All projects are entered into FUSION, tracked, and updated in the Five-Year Capital Construction Plan. Updates are presented to the Board each year for review and approval. When approved, the Five-Year Capital Construction Plan and the IPPs and FPPs are submitted to the CCCCOC for review and funding approval. Once funded, the projects may move into the design, plan approval, bid, and construction phases.

**ACTIONABLE IMPROVEMENT PLANS – III.B.2.**

None.

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**DESCRIPTION SUMMARY – Standard III.B.2.a.**

The College provides opportunities for all College stakeholders to provide input in the development of capital projects. Facilities and equipment are evaluated for their effective life cycle cost benefits when considering capital planning projects.

The College has been effective in advancing College improvement goals. The transformation of Rio Hondo College over the past nine years has been remarkable. The College has improved access around and on campus with facilities projects, such as construction of a new bridge from Parking Lot A to the main campus; new campus “Way Finding” signage to provide automobile and pedestrian directions to navigate the hillside main campus; pedestrian stairs and ramps constructed at the lower campus tiered parking lots; drop-off and pick-up locations created near the Student Services Building; and continued tram services to all campus visitors both day and night. Implementation of the Facilities Master Plan had also advanced improvement goals and included the construction of five major buildings on campus, as well as the construction of two new off-campus centers in the communities that we serve. In addition to access and construction, the College’s public open spaces have been greatly improved, not only from a safety and functional point of view to support student life, but as a source of pride for students, faculty, and staff alike.

**SELF-EVALUATION – III.B.2.a.**

The College meets this Standard.

Long-range capital planning at Rio Hondo College is exhibited in two major documents: the Facilities Master Plan and the Five-Year Capital Construction Plan.
These plans are road maps toward implementation of the institutional direction and goals documented in the Educational and Technology Master Plans. The Educational, Technology, and Facilities Master Plans were all updated in 2013-2014, as the first big push of implementation of the previous Facilities Master Plan is winding down and the College is looking toward the future.

The Facilities Master Plan update was prepared by West Edge Architects and was presented to the Board as an information item in June 2014. The Five-Year Capital Construction Plan represents future capital projects planned and describes how these and existing projects will be utilized. This report uses current and projected College enrollment data and the Space Inventory Report 17 from FUSION to plan future growth. The Five-Year Capital Construction Plan is annually updated and presented to the Board of Trustees for approval prior to submission to the State Chancellor’s Office.

The College evaluates existing facilities and equipment in a similar fashion, from purchase to disposal. The College strives to meet the institutional mission and goals while balancing fiscal operational costs. For facility needs, the College evaluates elements of the current condition of a facility in areas, such as the ability to provide a safe and functional space for education to occur. The infrastructure is evaluated for increased or excessive maintenance and service costs, and building components are evaluated to determine if they are beyond the ability for routine maintenance. The cost to modernize or replace a building is weighed against those elements mentioned.

Equipment is evaluated in a similar fashion, where operating costs are evaluated against the cost of purchasing new equipment: for example, equipment exceeding its effective life; maintenance and service costs exceeding the cost to purchase new; and maintaining service minimized and production limited. Rio Hondo College strives to ensure that capital project planning methods support the College mission and goals by seeking input from College stakeholders. For example, the process to update the Educational, Technology, and Facilities Master Plans included presentation and input gathering meetings with the Board of Trustees, Citizens Oversight Committee, Academic Senate, student groups, Planning and Fiscal Council (PFC), and faculty and staff representatives.

**ACTIONABLE IMPROVEMENT PLANS – III.B.2.a.**

None.

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.
DESCRIPTIVE SUMMARY – Standard III.B.2.b.

Through the annual institutional planning/review process, all campus divisions participate in the resource planning process in which the College consistently assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

SELF-EVALUATION – III.B.2.b.

The College meets this Standard.

Through the annual institutional planning/review process, each division has the opportunity to evaluate its current facilities, staffing, and equipment needs and request improvements to facilities, additional staffing, and replacement or new equipment. This information is prepared by faculty members and classified staff and presented in program and unit plans, which are reviewed each year by the various resource allocation committees to evaluate the needs presented. Needs that fall into the area the Facilities Master Plan are addressed through budget augmentation, once reviewed and approved by the Facilities Committee, or incorporated into future projects as documented in the Five-Year Capital Construction Plan. Needs to support programs that request furniture, some equipment, or modifications to physical space are brought to the Facilities Committee for review. Program needs that are technology-related are brought to the Equipment and Technology Committee for review. For example, during the 2013-2014 annual planning/review process, one of the unit plan’s objectives targeted a need “to provide campus lighting in poor [sic] lit areas and at emergency assembly points.” This request was moved through the process, approved, and funded at the December 2013 Board meeting (III.B.09: Unit Plan 2013 – Facilities and Samples Funded). The College is consistent in its institutional planning/review process each year, affording each division the opportunity to self-evaluate and determine how effectively their physical resource needs are being met.

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

None.
| III.B.01: Launch Pad - Grant Application |
| III.B.02: Facilities Modification Request Application |
| III.B.03: Risk Management Specialist Goals |
| III.B.04: 2010-2013 Safety Performance Benchmark Survey |
| III.B.05: Work Order System and Samples |
| III.B.06: Annual Security Report to the Campus |
| III.B.07: Space Inventory Report 17 |
| III.B.08: Five-Year Capital Construction Plan |
| III.B.09: Unit Plan 2013 – Facilities and Samples Funded |
| III.B.10: Five-Year Scheduled Maintenance Plan |
| III.B.11: Flex Day Presentation on Emergency Preparedness Active Shooter |
| III.B.12: Final Project Proposal (FPP) Update Samples: L-Tower & Fine Arts Diagrams |
| III.B.13: Facilities Master Plan |
| III.B.15: Technology Plan 2014 FINAL |
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

DESCRIPTIVE SUMMARY – Standard III.C.1.

Rio Hondo College is committed to using technology both academically and operationally to improve teaching and learning and provide efficient service to its stakeholders. The College has developed a series of long-term information technology plans that are updated approximately every five years (III.C.01: Technology Plan 2014 FINAL; and III.C.02: Technology Plan Final update 1-15-10). The long-term Technology Master Plan for the College is augmented on an annual basis through the annual institutional planning/review process (III.C.23: Planning Process Document). These planning approaches consider academic and administrative hardware, software, network infrastructure, classroom systems, and support services to support the student experience. Through its annual and long-term planning processes, numerous opportunities exist for the many stakeholders of the College to provide feedback and guidance on the institution’s technology needs and effectiveness.

SELF-EVALUATION – III.C.1.

The College meets this Standard.

The institution uses its long- and short-term planning processes to guide its operational and classroom use of technology. (For a detailed discussion of the IT planning process, see Standard III.C.2.) The College provides a wide array of technologies to support learning experiences. Students can access computer lab facilities in sixteen locations throughout the College and at its three educational centers: South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and the Rio Hondo College
Regional Fire Technology Training Center in Santa Fe Springs (Computer Resources). Some labs are dedicated to particular functions tied to a program of study or skill, such as reading, writing, or nursing. Others are open to all students at the College. Tutoring services for both academic subjects and technology issues are available in seven of these labs. (See Standard II.C.1. for an in-depth discussion of learning support labs.)

Unsecured wireless access is available in and around the campus; it is also available at SWEC, EMEC, and the training center in Santa Fe Springs (III.C.03: Wireless Diagram Overview). Additionally, Rio Hondo has over 6,000 ports on its wired network (III.C.04: Wired Diagram Overview). Students apply, search for classes, register, make payments, receive disbursements, complete assignments, and access grades through electronic systems supported by the College (AccessRio). Students have the ability to maintain and view their educational plans online and perform “what if” analyses to consider changes to majors and programs (AccessRio). Student Learning Outcomes (SLOs) are also developed, tracked, and aggregated using electronic systems.

One unique service Rio Hondo College provides its students enrolled in the Graphical Information Systems (GIS) and Computer-Aided Design (CAD) programs is the ability to perform GIS mapping and CAD services “virtually” from off-campus. This reduces the time students must be on-campus to access the powerful work stations demanded by such programs. Finally, the College has a mobile iPhone/iPad application that puts general College information at students’ fingertips on their mobile phones and tablets (Rio Hondo iOS App).

Rio Hondo provides various audio/visual systems to support classroom instruction. The types of systems vary somewhat, depending on particular needs and space limitations, but at a minimum, classrooms are equipped with projection and sound systems, stationary computers, accommodations for laptops and other external devices, and wired and wireless Internet access (III.C.05: Classroom Audio Visual Inventory and III.C.06: AV Standard Configuration).

For students interested in online education, Rio Hondo offers 115 Distance Education (DE) courses via its Virtual College. These online, hybrid, and enhanced courses use the Blackboard Learning Management System, which is hosted offsite by Blackboard. The College has a staff of three who maintain the relationship with Blackboard and provide help desk services to faculty and staff, as well as provide training in new Blackboard features and functions as they become available. A campus Distance Education Committee (DEC) oversee teaching and training issues related to teaching online, while the Instructional Technology Committee (ITC), a committee of Academic Senate, makes recommendations on matters relating specifically to the technologies used in academic and student services, including DE contexts.

Operationally, Rio Hondo College uses the Banner Student Information System and its ancillary products as its core administrative tool. Catalog and schedule information is maintained in Banner, and its portal functions drive the registration and payment processes. All financial aid processing is performed using Banner, including packaging
and disbursement. Faculty members manage their classes using Banner to add, drop, and waitlist students, as well as to submit final grades at end of term. Banner is also the source for much of the institutional student reporting and analysis. It is used extensively by the Office of Institutional Research and Planning (IRP) and for various regulatory reports such as the Management Information System (MIS) Report, the “320” Report, and the Fiscal Operations Report and Applications to Participate (FISAP). The MIS Report includes term and annualized enrollment, human resources, and financial aid information submitted to the Chancellor’s Office (CO). The “320” Report is used to determine state apportionment funding for community colleges in California, and the FISAP Report is used by schools to apply for and report campus-based program financial aid information.

Rio Hondo has made a significant investment in its infrastructure and systems and works diligently to stay abreast of technology and the evolving needs of its constituents.

**ACTIONABLE IMPROVEMENT PLANS – III.C.1.**

None.

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

**DESCRIPTIVE SUMMARY – Standard III.C.1.a.**

Technology decisions are made through a three-fold process. First, the College creates long-term Information Technology (IT) plans on a five-year schedule. Second, the long-term plan is reviewed as part of the annual institutional planning/review process. Third, several shared governance committees review and provide oversight for the technology processes of the College. (The College’s IT planning and decision-making processes are fully discussed in Standard III.C.2.)

The institution makes a concerted effort to use technological tools to enhance its operation and effectiveness. Goal 9 of the College’s Institutional Goals and Objectives for 2013-2014 states: “Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.” The College achieves this goal by providing hardware, software, networking, and support services to students, faculty, staff, and administrators to improve the educational experience and operational efficiencies of the institution.

**SELF-EVALUATION – III.C.1.a.**

The College meets this Standard.
In 2006, the College decided to replace its aging Santa Rosa Student Information System with SunGard, now the Ellucian Banner Student Information System. The institution went live with Banner Student in late 2009, when registration for the spring 2010 semester began (Banner). This major system enhancement was followed by a series of additional upgrades designed to modernize the software systems available to the College. In 2010, the College performed its first electronic financial aid disbursement, eliminating paper checks (Disbursement Information). In 2011, Rio Hondo centralized many of its student, faculty, and staff self-service modules into one campus-wide portal, AccessRIO (AccessRio). Today, AccessRIO is the central source for student, faculty, and staff interactions with the College.

Students use AccessRIO to perform the following functions:

- Register
- Make payments
- View grades
- Track financial aid disbursements
- Access Library resources
- Manage email
- Interact with faculty
- View their educational plans and perform “what if” analyses
- Update contact information
- Make counseling appointments

Faculty use AccessRIO to add, drop, and waitlist students, use Library resources, submit grades, maintain and update Student Learning Outcomes (SLOs), interact with students, and access email.

Rio Hondo uses the Blackboard Learning Management System for its Distance Education (DE) course offerings. The College has outsourced the hosting of this system to Blackboard and is subject to its reliability and disaster recovery constraints, although the standards are very high (Blackboard SLA).

Authentication to Blackboard is controlled via the same methodology used to control access internal systems of the College. Student accounts are automatically created when a student is accepted to the College by the Office of Admissions and Records. A student account grants the student access to the Rio Hondo portal, which, in turn, controls access to Blackboard, using single sign-on.

The institution supports its community-based training activities using the web-based system Lumens, which allows members of the community considering enrolling in community education classes to search, register, and pay for classes online. During the 2012-2013 academic year, nearly 1,600 people were processed using this technology (III.C.07: Community Education 2012-2013).
Rio Hondo has undertaken a series of construction projects during the past six years that has resulted in substantial upgrades to its cabling and network infrastructure. All buildings on campus have redundant fiber connections, and there is additional “dark fiber” to accommodate growth in networked applications.

Finally, there are a number of ancillary systems used by the institution that improve effectiveness and overall efficiency. The College uses SARS Grid for appointment scheduling in most Student Services offices. SARS Track is used to monitor student usage in computer labs. In addition, the College uses SLOlutions to develop, track, aggregate, and report on SLOs. Rio Hondo uses Blackboard Connect for emergency notification to students, faculty, and staff. The use of this system is tested at least once per term during the regularly scheduled emergency drills.

**ACTIONABLE IMPROVEMENT PLANS – III.C.1.a.**

None.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

**DESCRIPTIVE SUMMARY – Standard III.C.1.b.**

Rio Hondo College provides many training options for students, faculty, and staff wishing to expand their information technology knowledge and skills. The College offers formal computer training on a wide range of topics for both credit and non-credit students. Support personnel are available to assist computer users in computer labs. Training is available to online students and faculty in Distance Education (DE), and the College has recently approved a mandatory online certification program for faculty teaching online courses. Finally, the Offices of Staff Development and Information Technology Services (ITS) provide faculty and staff members training based on the results of needs assessment surveys. Recent training sessions addressed the following topics:

- Programming and networking for credit and non-credit
- Lab support for tutors
- DSPS training
- Virtual College training
- Library resources
- DE program
- General computer training for faculty and staff

The College regularly evaluates its need for technology. The Office of Staff Development conducts surveys of faculty and staff to identify training needs and desires (III.C.08: Faculty Development Needs Survey Summary). In addition, the annual and long-term planning/review processes of the College create openings to
identify technology training issues. And the College Director of Information Technology interacts with Academic Dean’s Council on a monthly basis, which affords opportunities to discuss academic issues related to technology training needs and identify ways in which those needs can be addressed.

**SELF-EVALUATION – III.C.1.b.**

The College meets this Standard.

Student technology training is available through a number of mechanisms. The College offers a wide range of computer courses through its Computer Information Technology (CIT) program; courses are available from computer basics to advanced programming and networking, and they are available to students from all disciplines. Moreover, the College offers a similar selection of non-credit courses to supplement understanding and comfort with computer systems (Computer Courses).

Among the main campus and three off-site centers of the College, nearly 850 computers are available for student use (Computer Resources). A number of labs are dedicated to specific courses or programs, but seven labs are staffed with tutors and lab personnel trained to assist students with technology-related questions. These labs are open morning, afternoon, and evening hours to accommodate the varying schedules of students when classes are in session.

The Disabled Student and Programs Services (DSPS) office has its own computer lab, with dedicated software and support personnel to assist DSPS students. This environment is tuned to meet the special requirements of DSPS students and augments, through personalized service, the other computer resources available to Rio Hondo students.

For students and faculty members who take classes or teach online, a number of specialized technology training opportunities are available. Students taking their first online courses are encouraged to complete an online orientation to understand how to use the Blackboard system. There are many tutorials and other online learning tools available to students to familiarize them with the use of Blackboard (Blackboard Login). Faculty members teaching online have access to these same tools, but the College also has dedicated a lab, two staff members, and a part-time faculty member to support what is called the Virtual College. This resource center and the staff members who support it are available to assist online faculty with technical issues and provide training in teaching online.

In 2014, Rio Hondo College approved an online teaching certification process. Rio Hondo certification is now required of all faculty teaching online, regardless of their online teaching experience, and covers Blackboard technology, online andragogy, and 508 compliance. Rio Hondo College online certification will be required of all staff teaching online beginning with the fall 2015 semester.
The Library provides 46 computers for student access in the Computer Commons; the two library classrooms are used as overflow labs during busy times. Student computers have access to the Internet, library databases, and the Library catalog, as well as Microsoft Office and other software needed by students. Zoomtext and JAWS software are installed on two computers to assist visually impaired students. Scanners, printers, and photocopy machines are also available to students. Librarians provide one-on-one training in the use of these technologies and databases as needed. They also assist students in navigating the College portal, AccessRIO (signing in, adding classes, etc.), and the Blackboard Learning Management System, Rio Hondo’s online education platform.

General technology training for faculty and staff is evaluated in three ways. First, the Office of Staff Development conducts a regular survey of faculty and staff members to identify training needs and desires (III.C.08: Faculty Development Needs Survey Summary). Second, the annual and long-term planning/review processes of the College create opportunities to identify technology training issues (III.C.23: Planning Process Document). Third, the College’s Director of Information Technology interacts with Dean’s Council on a monthly basis, which provides a forum to discuss academic issues and technology training needs and identify ways those needs can be satisfied. The institution uses these techniques to construct its information technology training program for faculty and staff. In the past several years, the College has provided staff training on a wide range of topics (III.C.09: Staff Technology Courses).

**ACTIONABLE IMPROVEMENT PLANS – III.C.1.b.**

None.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**DESCRIPTIVE SUMMARY – Standard III.C.1.c.**

The institution plans, acquires, maintains, and upgrades or replaces technology to meet institutional needs through its systematic planning process, specifically its long-term Information Technology (IT) plan (III.C.01: Technology Plan 2014 FINAL.pdf), its annual planning/review process (see Standard III.C.2), and its IT governance structure (see Standard III.C.2). Additionally, the College has developed technology refresh plans, created collaboratively between the Office of Information Technology Services (ITS) and the campus Instructional Technology Committee (III.C.10: Computer Inventory Aging). The replacement of said equipment is satisfied out of a combination of unrestricted General Fund dollars and Bond funds.
SELF-EVALUATION – III.C.1.c.

The management responsibility of the Office of Information Technology Services (ITS) (III.C.11: IT Organization Chart) encompasses the network, hardware, and enterprise software systems for the College.

The network backbone consists of the College router and switch “core,” which consists of doubly redundant switches located in the main data center and in the backup data center located in a second location on campus (III.C.12: Core Network). Campus buildings are connected to this backbone using redundant, independent fiber connections that run from campus buildings to each data center of the College. Within each building, network connections are distributed through numerous distribution switches to work stations, access points, and other connected devices. It is the responsibility of the ITS network staff to manage the entire College network.

ITS is also responsible for the maintenance, troubleshooting, and upgrading of the College hardware infrastructure. This includes data center servers, storage area networks, file servers, printers, and user work stations. In addition, ITS is responsible for all Enterprise-level software. Examples include the student information system, various database systems, the College Internet presence, and widely used workstation software such as Microsoft Office Suite (III.C.13: Data Center Applications). Some department or division-specific software is maintained within that department or division.

Overlaying the support provided by ITS is a series of network, hardware, and software maintenance agreements designed to augment the internal staff of the unit and insure high availability of the College information technology systems (III.C.14: Annual IT Maintenance Agreements). The two on-campus data centers are supported by a backup generator and redundant air conditioning systems for support in a power outage or less serious emergency. To protect against catastrophic failure, the institution utilizes an off-site storage vendor to back up data electronically each night to two offsite locations. One location is 80 miles away, and the second location is out-of-state. Everything stored in these locations is encrypted—using encryption keys known only to Rio Hondo College personnel—both in transit and when stored on the off-site servers.

ITS staff maintain an equipment inventory of all network, server, work station, and audio visual equipment deployed throughout the College’s main campus and educational centers (III.C.10: Computer Inventory Aging and III.C.05: Classroom Audio Visual Inventory). This information is used to establish useful lives for differing equipment types and to fund the replacement of equipment in the various categories on a regular and scheduled basis.
The equipment inventories outlined above are integrated into the institutional long-term and annual planning/ review processes (III.C.01: Technology Plan 2014 FINAL and III.C.15: Technology Resource Allocation) and are used to maintain and upgrade the institution’s technology to meet the ever-increasing demands of its students, faculty, and staff.

**ACTIONABLE IMPROVEMENT PLANS – III.C.1.c.**

None.

**d.** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**DESCRIPTIVE SUMMARY – Standard III.C.1.d.**

Major technology decisions, such as the choice of a student information system, are made through the participatory/shared governance process that typically involves a designated task force, consisting of members representing all constituency groups. More mundane technology decisions are made through the College technology governing committees, the College long-term information technology planning process, and the annual institutional annual planning/review process (see Standard III.C.2).

The College currently offers approximately 115 online courses, for which it uses Blackboard as its Learning Management System (LMS). This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct impact on Distance Education (DE) programs.

A wide range of technologies are available to support students and College programs and services. Nearly 850 machines are available to students in various settings to augment educational programs and student opportunities. These resources are enhanced by the personal devices students bring to the campus that are accentuated by College and Internet resources made available through Rio Hondo’s wireless network (III.C.03: Wireless Diagram Overview). All classrooms are enhanced with projection, sound, and computer systems with Internet access to enrich the educational experience. These technologies are supported by the institution’s annual and long-term planning/review processes and maintained by the College’s technology refresh program.

**SELF-EVALUATION – III.C.1.d.**

The College meets this Standard.

Major technology decisions, such as the choice of a student information system, are made through a participatory/shared governance process that typically involves a
designated taskforce, consisting of members from all constituent groups. “Normal” technology decisions are made through the institution’s technology governing committees, its long-term information technology planning process, and the annual institutional planning/review process (See Standard III.C.2).

The College supports technological resources at its main campus and its three remote locations: South Whittier Education Center, El Monte Education Center, and the Rio Hondo College Regional Fire Technology Training Center in Santa Fe Springs. Among these four locations, the College provides nearly 600 machines to students in computer labs to support a wide range of program areas, including English, languages, math, sciences, business, and health services. The institution provides nearly 120 computers in various computer-equipped classrooms, and it makes available nearly 120 machines for student use in support service areas of the College, such as Disabled Services Programs and Services (DSPS), Veterans Services, and so forth (III.C.16: Computer Lab Machine Breakdown).

The institution maintains a database of network, server, and work station hardware that outlines the life expectancy of the various equipment types and individual pieces of equipment. The College uses this database to schedule and budget its equipment replacements to maintain currency (III.C.10: Computer Inventory Aging).

Rio Hondo College uses Blackboard as its LMS. This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct impact on online courses and programs. The College currently offers approximately 115 online courses. The College also maintains a computer lab of 12 machines, used to train faculty in the use of online technology and provide an environment for faculty and staff to test Blackboard updates and features.

All users of College technology systems are required to be authenticated. User accounts for faculty and staff are created at the time they are hired and deleted or inactivated when they leave. Student accounts are created automatically when they are accepted as students. Currently, these accounts continue indefinitely, although email is purged on a periodic basis.

Student facing machines are secured with Deep Freeze. Windows updates are applied on a weekly basis through a centralized update process for both student and faculty machines. Regular anti-malware and virus pattern updates are applied via a similar centralized mechanism.

The Rio Hondo College network is protected from the Internet by a Fortinet firewall and various access control lists. Internally, the Banner student information system is further isolated from the internal network by a second firewall. The College has segmented its network by classroom or work area to isolate network issues to small segments of its overall network. Lastly, RHC uses a Barracuda appliance to remove spam and malware from incoming email stream.
All main campus and education facility classrooms are equipped with projection, sound, and computer systems to enhance classroom lectures and presentations. These systems are maintained by the College’s Office of Information Technology Services (ITS) and are updated through the College’s planning and refresh cycle (III.C.05: Classroom Audio Visual Inventory).

**ACTIONABLE IMPROVEMENT PLANS – III.C.1.d.**

None.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY – Standard III.C.2.**

Rio Hondo College integrates its Information Technology Services (ITS) planning with the institutional planning/review process through a combination of long-term strategic planning and annualized tactical plans, which are coordinated with the Educational Master Plan of the College. Additionally, the institution has developed a formal information technology governance structure as part of participatory/shared governance to assist in the prioritization and management of ITS projects and plans on an ongoing basis.

At approximately five-year intervals, the institution updates its Technology Master Plan. The strategic planning process includes representatives for the primary constituencies of the College: faculty, administration, staff, and students. In this process, the institution assesses the current state of its technology resources, gauges important technology trends that will impact the institution, and develops strategies for leveraging these technologies. This is the process the institution uses to discuss and consider large, systemic changes to its systems.

On an annual basis, the institution undergoes a thorough program planning and review cycle. Part of this process involves assessing current and pending technology needs, which affords additional opportunity to review relevant items from the Technology Master Plan and amend the College technology plans, as needed. This is especially important, given the rapidity with which technology changes and evolves.

Overlaying the institutional planning/review process is a committee structure designed to provide oversight and guidance regarding College management of its technology solutions. These committees are part of the institutional shared governance schema, and, as such, ultimately report through the College shared governance hierarchy to the Superintendent/President and the Board of Trustees, as outlined in Fig. 3-1:
SELF-EVALUATION – III.C.2.

The College meets this Standard.

During the past seven years, the College has developed two long-term, strategic technology plans. The first was created in 2006 and updated in 2010 (III.C.02: Technology Plan Final update 1-15-10), and the second was developed in late 2013 and early 2014 (III.C.01: Technology Plan 2014 FINAL). Creating these plans involved the primary stakeholders of the College—faculty, staff, and students—and allowed the institution to consider major changes in technology. The 2006 plan served as the basis for the conversion of the student information system to Banner and significant upgrades to the College network and telephony infrastructure. Based on the 2014 plan, Rio Hondo College will examine its use of personal computer technology and re-orient its computer labs toward virtual desktops.

In addition to the College’s long-term technology plans, Rio Hondo also evaluates technology issues as part of its annual planning/review process. Each year during the planning cycle, the 114 programs, 14 units, and 4 areas of the College update or modify their plans as part of the ongoing planning process (III.C.23: Planning Process Document). One component of this process is outlining technology requirements that may be necessary for a program, unit, or area to fulfill its mission. Such requests are evaluated by the Equipment and Technology Committee, which meets each year to
assess technology requests that arise from the annual institutional planning/review process. During the 2014-2015 planning year, additional technology requests totaling $971,950 were funded. The figure for 2013-2014 was $435,200 (III.C.15: Technology Resource Allocation). Technology requests that flow from the annual planning/review process are considered in addition to the structural investments identified in the institution’s long-term Technology Master Plan. (For a detailed discussion of Rio Hondo’s institutional planning/review process, see Standard I.B.3.)

Additionally, the College has three standing committees that function primarily as governance committees but have secondary planning roles through their abilities to prioritize and alter the trajectory of projects that are part of the other formal planning processes of the College. The Enterprise Systems Advisory Committee (ESAC) provides direction regarding the College student information system and other institution-wide software systems (III.C.17: ESAC Charter and III.C.18: ESAC Minutes). The Instructional Technology Committee (ITC) provides a similar function to ESAC but for technology used to support education in the classroom (III.C.19: ITC Charter and III.C.20: ITC Minutes). Finally, the Distance Education Committee (DEC) addresses a wide range of issues related to online teaching and training, such as policies and procedures, online pedagogy, and student/instructor interactions. The DEC also provides valuable recommendations regarding distance education technology and its use in the virtual classroom (III.C.21: DE Charter and III.C.22: DE Minutes).

The College’s three-pronged approach to technology planning—long-term planning, annual planning, and an oversight committee structure—ensures that Rio Hondo College derives appropriate value from its technology investment.

**ACTIONABLE IMPROVEMENT PLANS – III.C.2.**

None.
# STANDARD III.C. EVIDENCE

| III.C.01: Technology Plan 2014 FINAL |
| III.C.02: Technology Plan Final update 1-15-10 |
| III.C.03: Wireless Diagram Overview |
| III.C.04: Wired Diagram Overview |
| III.C.05: Classroom Audio Visual Inventory |
| III.C.06: AV Standard Configuration |
| III.C.07: Community Education 2012-2013 |
| III.C.08: Faculty Development Needs Survey Summary |
| III.C.09: Staff Technology Courses |
| III.C.10: Computer Inventory Aging |
| III.C.11: IT Organization Chart |
| III.C.12: Core Network |
| III.C.13: Data Center Applications |
| III.C.14: Annual IT Maintenance Agreements |
| III.C.15: Technology Resource Allocation |
| III.C.16: Computer Lab Machine Breakdown |
| III.C.17: ESAC Charter |
| III.C.18: ESAC Minutes |
| III.C.19: ITC Charter |
| III.C.20: ITC Minutes |
| III.C.21: DE Charter |
| III.C.22: DE Minutes |
| III.C.23: Planning Process Document |
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

DESCRIPTIVE SUMMARY – Standard III.D.

The financial resources of the Rio Hondo Community College District are sufficient to support student learning programs and services and improve institutional effectiveness. Financial resource planning, integrated with institutional planning, provides a reasonable expectation of financial solvency.

SELF-EVALUATION – III.D.

The College meets this Standard.

The total budget for all the funds for the fiscal year 2013-2014 is $97,248,550. This includes $74,854,100 for the General Unrestricted and Restricted Funds; $20,150,000 for the Financial Aid Fund; $395,700 for the Children’s Center Fund; $568,850 for the Auxiliary Service Organization (ASO) and Associated Student Fund; $440,000 for the Capital Project Fund, Revenue Bond Project, and Construction Fund; and $840,000 for the Internal Services Fund.

In the fiscal year 2013-2014, the anticipated revenue from federal sources in the General Restricted and Unrestricted Funds is $1,872,000; from state sources, $59,771,000; and from local sources, $13,211,100. The total budget for salary and benefits for the 2013-2014 fiscal year is $64,746,000, which represents 86 percent of the General Fund. Other operating expenditures are budgeted at a total of $10,085,000, which represents 14 percent of the General Fund. The reserves from fiscal years 2011-2012 and 2012-2013 have been consistently at seven percent, exceeding the five percent required minimum reserves as...
Rio Hondo Community College District secured over $10,200,000 in federal and state grants during fiscal year 2012-2013, which provided the College additional resources to augment student services. In September and October 2013, the College was awarded two state $300,000 grants: Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant. The College continues to seek new federal, state, and private grants to supplement its educational objectives and programs (III.D.03: BOG-Grant-Agreement-13-156-004-Amendment-1-Economic-and-Workforce-Development-Program-Fiscal-Year-2013-2014.pdf).

Rio Hondo College demonstrates fiscal solvency while simultaneously allocating sufficient revenue to support educational improvements. Even with the recent economic downturn and severe budget reduction, the District did not lay off personnel or institute furloughs or salary reductions. Only recently, in spring 2013, did the College reduce class sections by 263 in order to control the budget. It should be noted, however, that 56 sections were restored for spring 2014. And it must also be acknowledged that the College collaborated on a Budget Reduction Task Force, which commenced on 2 August 2012, during which faculty members, administrators, staff, and students discussed ways to increase revenue and reduce expenditures. One of the outcomes from the Budget Reduction Task Force was the recommendation to increase parking fees. This increase was approved by student leadership and subsequently by the Board of Trustees (III.D.04: Budget-Reduction-Task-Force-meeting-080212.pdf; III.D.05: Budget-Reduction-Task-Force-Meeting-091312.pdf; III.D.06: Budget-Reduction-Task-Force-Meeting-120312.pdf).

To process receipts and expenditures, the College follows the Governmental Accounting Standards Board, the Financial Accounting Standards Board, and state, local, and Board of Trustees guidelines. The Superintendent/President and the Vice President of Finance and Business review and estimate the revenues from state apportionment through actual and projected FTES to ensure the financial stability of the College. Based on the financial projection of the College during the 2011-2012 fiscal year, the number of the College’s Full-Time Equivalent Students (FTES) was over cap by 1,671 credit FTES, and in the 2012-2013 fiscal year, by 243 credit FTES. This demonstrates that Rio Hondo College manages its financial affairs with integrity and in a manner that ensures financial stability (III.D.07: Exhibit-E-fy1213-FY1112-FTEs-over-cap.pdf).

Rio Hondo Community College District maintains open fiscal communications with the Board of Trustees, as well as with faculty, staff, and administrators. The Quarterly Financial Status Report (311Q) and Bond Expenditure Reports are on the Agenda of the Board of Trustees every quarter. In addition, relevant information about the state and College budgets and the District’s responses to the changing economy are presented at that time. And on an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees.

The Annual Report is the vehicle for disseminating fiscal affairs as well as other useful information to the community. In addition, the Tentative and Adopted Budgets are posted on the College website. The Superintendent/President regularly delivers a State of the College presentation to the five city councils in the District: Whittier, Santa Fe Springs, Pico Rivera, El Monte, and South El Monte. The most recent “roadshows” occurred in the 2012-2013 academic year (III.D.01: Adopted-Budget-2012-2013.pdf; III.D.10: RHC-State-of-the-College-for-Pico-Rivera-City-Council-11-13-12.pdf). FLEX Days are other regularly scheduled opportunities to share financial information with College constituents.

The spring 2014 Flex Day featured a breakout workshop titled “Finance and Budget 101,” during which the Superintendent/President updated the attendees on fiscal affairs and entertained questions following the presentation. The following questions were discussed and answered during the workshop:

- What is the budget?
- Who is instrumental in the budget?
- What are the timelines?
- What are the components of the local budget/General Fund?
- What is the CCFS-311 Annual Financial Report?
- What is the 50 Percent Law?

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The development of the College budget begins with budget requests that filter through the institutional planning process via program plans and program reviews (see Standard 1.B.3 for full details on the institutional planning/review process.) Planning documents, which are submitted by faculty and staff members and reviewed by administrators, include resource requests for personnel, equipment, technology-related items, and facility improvements, as well as additional one-time or ongoing budget augmentations. Program plans and program reviews are incorporated into unit plans by the appropriate administrator before being forwarded to the designated Vice President or Superintendent/President for consideration in their area plans. All program, unit, and area plans for recent fiscal years are posted on the College website. Resource requests are then reviewed by the President’s Cabinet and forwarded to one of five committees for review and prioritization: President’s Council, Facilities Committee, Equipment and Technology Committee, Faculty Staffing Committee, and Classified Staffing Committee. The results of the prioritized scoring are presented at the annual spring Institutional Planning Retreat, which includes campus constituent leaders. The final determination is made by the Vice President of Finance and Business, in conjunction with the Superintendent/President, based upon the need of the program and the available financial resources (IID.13: Planning Process Document).
ACTIONABLE IMPROVEMENT PLANS – III.D.

None.

1. The institution’s mission and goals are the foundation for financial planning.
   a. Financial planning is integrated with and supports all institutional planning.

   **DESCRIPTIVE SUMMARY – Standard III.D.1.a.**

   Rio Hondo College annually reviews its mission and goals at the spring Institutional Planning Retreat. The Mission, Values, and Vision Statements, as well as Institutional Goals and Objectives, are published on the College website and are part of the strategic planning process. The Board of Trustees approved a revision of the Mission Statement on 18 November 2013 (III.D.44_Board of Trustee Goals; III.D.47_RHC Vision, Mission, Values).

   **SELF-EVALUATION – III.D.1.a.**

   The College meets this Standard.

   The institution values fiscal responsibility as is evident in one of its Values: “Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.”

   During fiscal year 2013-2014, the District embarked on implementation of the Chancellor’s Office Student Success Task Force Initiative recommendations, including setting aside restricted categorical funds. The District collaborated with all campus constituency groups in implementing a plan, congruent with the College Mission Statement, designed to increase completion rates for certificates and degrees, transfers to four-year institutions, and graduation. The planning, collaboration, and implementation of the student success program demonstrate that financial planning is integrated with and supports all institutional planning.

   As teams revise and develop their annual plans—be they program, program review, unit, or area plans—each goal and more discrete objective is based on data and linked to the institutional goals, which are also linked to and congruent with the College Mission Statement. In fact, the software program into which plans are submitted, PlanBuilder, explicitly requires the writer to specify and explain how the program, unit, or area goals mirror the institutional goals. This linkage ensures that resource requests are grounded in the Mission Statement of the College. Resource requests are then ranked by committees, presented at the annual Institutional Planning Retreat, and approved by the Board of Trustees, if funds are available. Through this process the College identifies priority activities. Each program, unit,
and area plan identifies goals and objectives as either long-term or short-term. (For a detailed description of the institutional planning/review process, see Standard I.B.3.)

An example of a fiscal expenditure that supports achievement of institutional planning is illustrated within the Certified Nurse Assistant (CNA) program. In the 2013-2014 Academic Affairs area plan, Goal # 15.1 identified the CNA program’s request for a “centralized office space” and proper maintenance of the equipment they currently possess. This resource request corresponded to Institutional Goal #10. The amount of the request was $10,000 in furniture and equipment to accommodate the expansion of the CNA program. The request was included on the 11 December 2013 Board Consent Agenda as item 11.A.10., “Budget Augmentation,” and was approved (III.D.14: Budget-Augmentation-December-11-2013.pdf; III.D.15: Purchase-of-Labority-Chairs-from-Budget-Augmentation.pdf).

At the same Board meeting, the Board approved augmentation to the College Student Success and Retention Program in the amount of $7,500 for tutors and peer mentors, which will supplement 12 basic skills course sections toward the goal of increasing student success by a concomitant 12 percent. This resource fulfilled Goal # 24 in the 2013-2014 Student Services area plan and corresponded to Institutional Goal # 3: “Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills leading to increased completion of Basic Skills sequences.”

The integrated planning/review process of the College is the source of resource requests. Resource requests are augmented by local Bond and General Funds. Bond funds are restricted to the projects listed on the project list, mostly facilities, that was approved by voters. Certificated personnel requests are fulfilled through the General Fund and are based on the Faculty Obligation Number (FON), prioritization, and availability of funds. Classified personnel requests are subject to fund availability. All faculty and classified personnel requests are discussed in committees and prioritized through a scoring process that utilizes the “College Resource Allocation Weight Template.” The highest scores receive priority. This cycle occurs every year. High ranking requests not funded receive a slight bump in scoring the following year; otherwise, the process begins anew (III.D.16: Faculty-Resource-Allocation-Requests-Sample.pdf; III.D.17: Classified-Resource-Allocation-Requests-Sample.pdf).

**ACTIONABLE IMPROVEMENT PLANS – III.D.1.a.**

None.
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.


Institutional planning/review at Rio Hondo College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

SELF-EVALUATION – III.D.1.b.

The College meets this Standard.

The budget cycle starts every year with the Governor’s proposed budget for the upcoming fiscal year. The budget cycle typically starts in January. The Governor’s proposed budget includes the current economic conditions, the state forecast, and projected available resources for community colleges. The Vice President of Finance and Business, in conjunction with the Superintendent/President, projected available resources based upon the state budget, economic forecasts, and the projected enrollment of Full-Time Equivalent Students (FTES) (III.D.18: 2013-14-and-2014-15-Budget-Development-Calendar-FINAL.pdf). The available resources are continually reviewed and revised throughout the development of the Tentative and Adopted Budgets, incorporating new financial information derived from the State Chancellor’s Office (CO) and Rio Hondo College enrollment information. FTES are monitored at specific stages (P1, P2, Final, and Recalc) to ensure the College meets cap and projected FTES. If there are significant changes in financial outlook, then the budget is either augmented or reduced, depending on the revised available resources. Rio Hondo College builds in realistic assessment of available financial resources.

The College develops additional resources of revenue by seeking new grants. As mentioned previously, the College was awarded two state $300,000 grants: Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant (III.D.03: BOG-Grant-Agreement-13-156-004-Amendment-1-Economic-and-Workforce-Development-Program-Fiscal-Year-2013-2014.pdf). All restricted revenue is budgeted in a General Restricted Fund, which is not available for General Fund unrestricted expenditures. Restricted Funds are budgeted and monitored based on the applicable restrictions by federal, state, or local regulations and guidelines.

Faculty, staff, and administrators are notified of items being augmented through the Planning and Fiscal Council (PFC), Administrative Council, and the Agenda of the Board of Trustees. It is then the responsibility of constituent leaders to disseminate the information. During the most recent round of resource allocations, 12 faculty positions were augmented for the 2014-2015 academic year.
The Board of Trustees has set funding priorities to include local implementation of the Student Success Task Force recommendations and measures to increase completion rates of certificates, transfers, and degrees. Development of basic skills is the underpinning for all completion rates, thus it continues to be a College-wide priority. The establishment of a First-Year Success Center (FSC), creation of on-line orientation and one-half unit orientation counseling course, and evaluation of incoming students utilizing multiple measures are also prioritized goals in action.

On an ongoing basis, the District provides instructional and non-instructional budgets for full-time and part-time needs, as well as funding for instructional and non-instructional equipment. These needs are prioritized by resource allocation committees and are forwarded to President’s Council and Planning and Fiscal Council (PFC) for review before presentation at the annual spring Institutional Planning Retreat. During the retreat, participants review prioritized resource allocation requests, area strategic directions, and recent accomplishments. Also discussed are the Educational Master Plan, Mission Statement, educational philosophy and institutional standards, and budget updates and financial information.

**ACTIONABLE IMPROVEMENT PLANS – III.D.1.b.**

None.

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**DESCRIPTIVE SUMMARY – Standard III.D.1.c.**

Rio Hondo College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**SELF-EVALUATION – III.D.1.c.**

The College meets this Standard.

The Planning and Fiscal Council (PFC) makes recommendations regarding the development, planning, and budgetary needs of the College. In addition, this council partners in the planning, development, and recommendations of the Educational Master Plan and Facilities Plan in prioritizing short-range and long-range financial needs. The College incorporates long-term fiscal planning in a multi-year budget process. The budget is a rollover budget, which is adjusted for step and column increases of all personnel; projected increases in utilities, health, and welfare benefits; negotiated salary increases; insurance; maintenance; and supplies.
As a result of effective long-term planning and strict fiscal control of revenue and expenses of the General Fund, Rio Hondo College has been able to withstand the reduction of state funds during the recent economic downturn without layoffs or furloughs. Because the College places students first, the unrestricted General Fund was used to backfill reductions to the categorical funds of the Student Services area, such as Disabled Students Programs and Services (DSPS), Matriculation, and the Board Financial Assistance Program.

The College is not fiscally independent; therefore, it does not collect and disburse funds for long-term debt with regard to Bond repayment. Rio Hondo College does not have a long-term debt fund. The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County Office of Education (LACOE) maintains the Bond funds and ensures all obligations are met. The Vice President of Finance and Business, in conjunction with the Superintendent/President, oversees and reviews all resources and disbursements with regard to the Bond funds. Income, disbursements, and cash position are included in the financial statements of the College. The District does not have any other long-term debt except Other Post-Employment Benefits (OPEB) obligations. The College allocated 4.2 million dollars from the initial sale of General Obligation Bonds in a Revenue Bond Fund (35.0) for future maintenance.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with Governmental Accounting Standards Board (GASB) 42 and 45 standards, the District has set up a trust account and has deposited ten million dollars to this trust account for retiree benefits. The College has also set aside 13 million dollars toward retiree benefits in the Southern California Community College District Joint Powers Authorities (SCCCD JPA) Fund, eight million dollars in the Internal Service fund, and eight million dollars in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees was $59,991,448. The Annual Required contribution was $4,657,190. The annual pay-as-you-go for the District was $2,015,282 for the fiscal year ending 30 June 2013; the net OPEB obligation as of 30 June 2013 was $11,054,704. Rio Hondo College has contributed $741,200 in fiscal year 2012-2013 and has projected to contribute $780,000 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits (III.D.19: RioHondoCCD3141Final 2012 Report Total Compensation study.pdf).

**ACTIONABLE IMPROVEMENT PLANS – III.D.1.c.**

None.

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
DESCRIPTIVE SUMMARY – Standard III.D.1.d.

Rio Hondo College clearly identifies and follows its guidelines and processes for financial planning and budget. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

SELF-EVALUATION – III.D.1.d.

The College meets this Standard.

The College adheres to established board policies and administrative procedures for financial planning and budget development. All constituencies have appropriate opportunities to participate in the budget development process through their participation in institutional planning/review at the program, unit, and area levels.

The Superintendent/President oversees the annual institutional planning/review process. Planning begins on fall FLEX Day and concludes with the spring Institutional Planning Retreat. In brief, the College utilizes a bottom-up approach, organized around four levels of planning (program, unit, area, and institution). Programs can be departments within academic divisions, such as the Nursing Program in the Division of Health Sciences and Nursing, or offices or programs within Student Services—such as the Gear Up program in the Office of Educational Partnerships and Outreach—or within Finance and Business—such as the Office of Operations and Maintenance within Facilities Services. Each program submits an annual plan in October; the more comprehensive program review is completed on a six-year cycle in lieu of a program plan. Program plans inform unit plans; unit plans inform area plans. Everyone on campus has the opportunity to participate on plan teams at various levels. Faculty members, classified staff, and administrators are notified by email when the planning cycle starts so they can participate in their respective program plans or reviews. (See Standard 1.B.3 for full details on the institutional planning/review process.)

The College utilizes a rollover budget with adjustments for step and column increases, negotiated salary increases, personnel changes, benefits additions, and augmented budget additions. A detailed budget, by cost center, is developed prior to summarization in the adopted budget. Each cost center manager receives a detailed budget for every line item for the fiscal year. All constituents are informed about the financial status of the College during the June Board of Trustees meeting when the tentative budget is presented; thereafter, the adopted budget is presented and approved at the September Board meeting (III.D.01: Adopted-Budget-2012-2013.pdf).

ACTIONABLE IMPROVEMENT PLANS – III.D.1.d.

None.
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

**DESCRIPTIVE SUMMARY – Standard III.D.2.a.**

Financial documents, including the Los Angeles County Office of Education (LACOE) financial reports, 311Q and CCFS-311, the adopted budget, and the annual independent audit reflect appropriate allocation and use of financial resources that support student learning programs and support services. The College meets all budgeting and accounting standards as required by the California State Chancellor’s Office Budget and Accounting Manual as well as Generally Accepted Accounting Standards and Procedures, with no significant exceptions.

The College responds to all audit findings and recommendations in a timely manner and in collaboration with appropriate managers.

**SELF-EVALUATION – III.D.2.a.**

The College meets this Standard.

As required by the California Code of Regulations, an annual audit is performed by an independent certified public accounting firm.

Audits are conducted in accordance with Generally Accepted Accounting Standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor obtain reasonable assurances that the financial statements are free from material misstatement. The audit includes examining evidence supporting the accuracy of the financial statements and accounting practices of the College on a test basis. The College has a history of receiving unqualified audit reports, which means there have been no material weaknesses or reportable conditions identified during the audit (III.D.20: Financial-Statements-final-FY-2012-2013.pdf; III.D.21: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2011.pdf; III.D.22: Rio-Hondo-CCD-Financial-Statement-Year-ended-June-30-2012.pdf).

The audit report may include findings, which are accompanied by recommendations. These findings require a response by management and an action plan to rectify the findings. Typically, the findings are rectified by the following
For fiscal year 2012-2013, the College audit had two findings: one in the Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) programs and the other in the California Work Opportunity and Responsibility to Kids (CalWORKS) program. On both findings, the Vice President of Student Services met with the appropriate dean or director to develop corrective action, which was implemented in the 2013-2014 fiscal year.

The audit of the EOPS/CARE programs found that one student file out of 25 selected for testing did not contain a completed mutual responsibility contract and was not signed by the student or the EOPS/CARE Counselor or Director. In response to the findings, the District responded: “The District will ensure students’ files are complete and all the required documents are signed by the students and District personnel.”

The other finding in the CalWORKS program found that several student files were incomplete; either the intake form was not signed, the file did not contain a verification of eligibility, the file did not contain evidence of correspondence with the County of Los Angeles, or the student was not enrolled in courses for a specific semester. The District responded: “We are already working on ensuring every file has an intake for every semester and ensuring that a notice of action and/or verification of benefits are placed in the file to verify eligibility requirements. Interim Director has met with the CalWORKS Coordinator/Counselor and staff to ensure intake and eligibility requirements are maintained in files.”

The annual audit also incorporates a variance analysis between the adopted budget and the actual expenditures. All major variances (if any) are documented and noted. Cost center managers review department and division budgets throughout the year to ensure a high degree of accuracy. The adopted budget reflects funds that are allocated and aligned with the Mission Statement of the College, as well as goals and objectives for student learning.

The budget is a rollover budget. The budget includes cost adjustments to some accounts and incorporates both the available projected funds and the planning process to provide a realistic and achievable budget.

As a result of the institutional planning/review process, the College augmented 15 certificated faculty positions during fiscal year 2009-2010 and 12 during 2013-2014. The College meets its Faculty Obligation Number (FON).

Rio Hondo College has several procedures in place to ensure financial integrity and that appropriate internal controls are in place and operating effectively. The budget control process ensures that expenditures in the 4000, 5000, 6000, and 7000 object codes disburse correctly and have the applicable available funds. The accounts
payable and disbursement procedures ensure that all expenditures have the appropriate documentation and signatures, and have gone through the budget control process. The accounts receivable and deposit procedures ensure that all proceeds are deposited, recorded, and reconciled.

The College also incorporates budget control on expenditures in the 1000 and 2000 object codes. Deans or cost center managers must fill out a transmittal sheet for each permanent employee for new hires, itemizing the employee’s name, title, and position, including the accounting string. These transmittals are forwarded to the Office of Finance and Business for verification of accounting string and that the position was a budgeted position. The transmittals are then placed on the Board Agenda for Board approval when the position is filled. Each transmittal must be signed by the dean or cost center manager, their respective Vice President, and then the Vice President of Finance and Business and the Superintendent/President. Each transmittal is then photocopied and filed for future reference, and the original is forwarded to the Office of Human Resources for processing. To facilitate budget control, accounting creates a monthly report for all part-time and hourly employee expenditures. This report includes monthly and year-to-date versus actual expenditure amounts for each cost center. These reports are sent to the Vice President of Academic Affairs for appropriate distribution.

**ACTIONABLE IMPROVEMENT PLANS – III.D.2.a.**

None.

b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**DESCRIPTIVE SUMMARY – Standard III.D.2.b.**

The College follows standard accounting practices and consistently meets the standards for exemplary audits. Audits are conducted annually for the period ending 30 June of a fiscal year.

**SELF-EVALUATION – III.D.2.b.**

The College meets this Standard.

The annual independent audits of the College for the last six years have been submitted with unqualified opinions. Annual audit findings and recommendations are responded to in a timely manner; reports, recommendations, and findings are reviewed, addressed, and corrected with the appropriate managers. The Superintendent/President and then the Vice President of Finance and Business are responsible for compliance and implementation of corrective action for any audit
findings. The annual audits are posted on the College website after approval by the Board of Trustees.

Information about the budget, fiscal conditions, financial planning, and audit results are disseminated throughout the College in a variety of ways. FLEX Day is an especially apt opportunity. At the 24 January 2014 FLEX Day, the Superintendent/President delivered a workshop titled “Finance and Budget 101.” The Superintendent/President explained how the Rio Hondo College budget is prepared and entertained questions about the College and state budgets. The presentation identified significant persons in the budget process at both the state and local levels and provided an overview of the timelines and components of the General Fund budget (III.D.11: Finance and Budget 101 flex-day spring-2014.pdf; III.D.12: Flex Day Spring 2014 Agenda.pdf).

Another way budget and financial information is disseminated is through meetings of committees, such as the Planning and Fiscal Council (PFC), where updates to the budget are regularly provided. In addition, the College budget, outlook, and projections were shared with the Budget Reduction Task Force. The Board also reviews the Quarterly Financial Status Report (311Q), which summarizes the current financial condition of the General Fund, including the current budget. Finally, each month the Board reviews and approves all General and Bond Fund expenditures as part of the Board Agenda Consent items.

**ACTIONABLE IMPROVEMENT PLANS – III.D.2.b.**

None.

c. Appropriate financial information is provided throughout the institution, in a timely manner.

**DESCRIPTIVE SUMMARY – Standard III.D.2.c.**

Rio Hondo Community College District provides financial information to the Board of Trustees as well as with faculty, staff, and administrators. The 311Q and Bond Expenditure reports are on the Board Agendas every quarter. In addition, relevant information about the state and College budgets and the responses of the District to the changing economy are presented at those times.

**SELF-EVALUATION – III.D.2.c.**

The College meets this Standard.

On an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees, as well as to faculty, staff, and student leadership. Every year, the audited annual
financial statements are also presented to the Board of Trustees, faculty, and staff, which include the audit finding and management responses to those findings.

During the year, cost center managers have access to review their budgets, encumbrances, and their year-to-date expenditures utilizing Los Angeles County Office of Education (LACOE) enterprise software, PeopleSoft. On a monthly basis, deans also receive a report itemizing their part-time faculty expenditures and overloads versus the budget amount ([III.D.23: Budget Inquiry Site Access training Power Point Presentation.pdf]).

Board policy states that the District must maintain a minimum reserve of 5 percent. The reserves for the last three years ranged from 7 percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability. Reserve levels for three consecutive years are as follows:

- 2010-2011 Total Reserves: $11,078,692 (14 percent)
- 2011-2012 Total Reserves: $5,445,259 (7 percent)
- 2012-2013 Total Reserves: $5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any additional cash borrowing during the economic downturn. Rio Hondo College prepared a cash flow projection to ascertain if the College had cash, and whether borrowing, such as a Tax Revenue Anticipation Note (TRAN), was warranted in the fiscal year 2012-2013 due to the significant deferral of payments by the State of California. During the 2013-2014 fiscal year, the State of California passed Proposition 30, which helped alleviate some of the cash shortages in the state. The State of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received $9,727,628 at the end of the 2012-2013 fiscal year. In fiscal year 2013-2014, the State of California reduced its deferral of the apportionment, which greatly improved the cash flow of the District. As a result of the repayment of the deferrals, the College has sufficient cash to meet the needs of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was $31,001,553 ([III.D.24: 3D2c Cash Balance Gen Fund 013114.pdf]).

The College receives the majority of its revenue from state apportionment and property taxes. In recent years up to 2012-2013, the deferral of the College monthly apportionment placed a significant strain on cash flow; however, due to prudent cash management, the College has been able to avoid any cash borrowing. Rio Hondo College did not seek any short-term loans to cover its needs. However, the District has a line of credit with the Bank of the West in the amount of $5,000,000, should the need arise.

Rio Hondo College is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCIP) and the Southern California Community College District (SCCCD), which administer and provide a
self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. ASCIP also administers for and provides property, liability, and excess workers’ compensation insurance for its member school districts. Rio Hondo College joined ASCIP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCD for workers’ compensation insurance (III.D.25: Rio Hondo Bond Financial Statement 2012 FINAL.pdf; III.D.26: Rio Hondo General Obligation Bonds Financial Statement 2011.pdf).

**ACTIONABLE IMPROVEMENT PLANS – III.D.2.c.**

None.

d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

**DESCRIPTIVE SUMMARY – Standard III.D.2.d.**

All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

**SELF-EVALUATION – III.D.2.d.**

The College meets this Standard.

The Superintendent/President, the Vice President of Finance and Business, and the Director of Accounting review cash flow and cash balances, revenues, expenses, and fund balances on a quarterly basis, or more frequently as needed. For example, when cash was low in May 2013, the Director of Accounting monitored the cash balance in the General Fund on a daily basis to ensure there was sufficient cash to meet cash disbursements.

All College resources are audited by external auditing firms, including short-term and long-term debt instruments, auxiliary activities, and grants. Any audit exceptions are corrected within the next fiscal year. Auditing firms comply with SAS 99—“Statement on Auditing Standards No. 99: Consideration of Fraud”—requiring a thorough interview, including completion of a questionnaire, with all executive management to identify, if any, potential fraud. None has been identified or reported (III.D.27: Financial Aid Default Management Plan.pdf).

The external auditing firms also conduct annual internal control audits on selected federal, state, and local grants to ensure compliance and integrity. Any exceptions are noted in the financial statements and addressed with the appropriate managers.
If required, new procedures and processes are implemented to ensure compliance. The Office of Financial Aid monitors student loan default rates, and reconciles and monitors all federally funded aid programs to ensure compliance with federal regulations.

The externals auditing firms also conduct internal control audits on the Associated Students of Rio Hondo College (ASRHC) funds and the Auxiliary Services Organization (ASO) funds. The accounting department monitors all funds from the auxiliary departments to ensure financial integrity and compliance with District policies and procedures. In addition, the College reviews its internal control procedures on a regular basis, and, if any deficiencies are noted, they are discussed with the appropriate managers, and new procedures are implemented to ensure financial integrity. Several layers of checks and balances ensure that financial resources are used with integrity and comply with District policies and procedures. All financial resources are monitored and tracked following the same guidelines and procedures.

The Rio Hondo College Foundation conducts fundraising activities for the College. The Foundation is audited by an external independent auditor for internal control compliance and financial accuracy. All exceptions, if any, are discussed with the Executive Director of the Foundation rectified in a timely manner (III.D.028: Foundation Board of Directors; III.D.29: RHCF Board of Directors Meeting Minutes 2012-9-6.pdf; III.D.30: RHCF-Board-of-Directors-Meeting-Minutes-2012-12-6.pdf; III.D.31: RHCF-Board-of-Directors-Meeting-Minutes-2013-4-25.pdf).

The Bond funds are audited by an external independent auditing firm. The audit consists of both a financial audit and a performance audit. The audit reports contain an unqualified opinion, stating that the funds expended are consistent with the requirements of the Bond Fund and that the amounts reported are accurate.

**ACTIONABLE IMPROVEMENT PLANS – III.D.2.d.**

None.

e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

**DESCRIPTIVE SUMMARY – Standard III.D.2.e.**

The internal control systems are evaluated and assessed for validity and effectiveness; the results of the assessments are used for improvement.
SELF-EVALUATION – III.D.2.e.

The College meets this Standard.

The internal control systems of the College are evaluated and assessed every year by the outside independent public auditing firm, Vasquez and Company. This firm provides three levels of assurance over federal programs, including Government Accounting Standards and Office of Management and Budget (OMB) Circular A-133, in addition to District-wide internal control testing over financial statements. Vasquez and Company also provides tests of compliance with many state programs. In addition, Vasquez and Company provides compliance testing under Proposition 39 for Bond activities. This testing is also under two levels of assurance, OBM Circular A-133 and American Institute of Certified Public Accountants (AICPA) performance standards. The District has not had any findings during the last three years of federal awards or internal controls. Vasquez and Company utilize the principles for Good Governance and Ethical Practice when assessing the integrity of the management practices for the College.

Through the 2004 passage of “Measure A,” a General Obligation Bond of $245 million, the College completed its construction project with state matching funds as outlined in the College’s Facilities Master Plan. The detail of the Bond expenditures has been reconciled on every expenditure line item and included in each listed project. This is evidenced in the Bond detail and summary expenditure report. The independent auditor, Vasquez and Company, has rendered an “Unqualified Opinion” with no exceptions on Bond audits since fiscal year 2004-2005. For the last six years, bond financial and performance audits are posted on the College website. In addition, the Superintendent/President ensures that the Citizens’ Oversight Committee meets on a quarterly basis.

All Bond expenditures are within the rules and regulations of Proposition 39 and are itemized on the project list. The Bond expenditures report is reconciled with the general ledger from the financial report of the Los Angeles County Office of Education (LACOE). All Bond expenditures are approved by the Board of Trustees, regardless of the dollar amount. During the last two years, one of the College’s feeder K-12 districts was impressed with the College’s method of planning, budgeting, expenditure control, and transparency of bond funding. Thus, several workshops were hosted and presented by College personnel to guide the feeder district on the process and control of bond funding from the inception of bond passage up to projects completion (III.D.46: Bond Expenditure Report as of 03.31.14.pdf).

ACTIONABLE IMPROVEMENT PLANS – III.D.2.e.

None.
3. The institution has policies and procedures to ensure sound financial practices and financial stability.
   a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

**DESCRIPTIVE SUMMARY – Standard III.D.3.a.**

The College meets this Standard.

The College has sufficient cash flow to maintain stability and has developed contingency plans to meet financial emergencies and unforeseen occurrences.

**SELF-EVALUATION – III.D.3.a.**

Board Policy states that the District must maintain a minimum reserve of 5 percent. The reserves for the last three years ranged from 7 percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability ([III.D.02: 5-Year General Fund Summary.pdf](#)). Reserve levels for three consecutive years are as follows:

- 2010-2011 Total Reserves: $11,078,692 (14 percent)
- 2011-2012 Total Reserves: $5,445,259 (7 percent)
- 2012-2013 Total Reserves: $5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any cash borrowing during the economic downturn. Rio Hondo College prepared a cash flow projection to ascertain if the College had sufficient cash for operational needs and whether borrowing was needed, such as a Tax Revenue Anticipation Note (TRAN) in the fiscal year 2012-2013. Even though there were significant deferrals of payments by the State of California, the College did have sufficient funds for current operational needs and did not seek additional funds. During the 2012-2013 fiscal year, the State of California passed Proposition 30, which helped alleviate some cash shortages in the state. The State of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received $9,727,628 at the end of the 2012-2013 fiscal year. During fiscal year 2013-2014, the State of California reduced its deferral of the apportionment, which greatly improved the cash flow for the District. As a result of the repayment of the deferrals, the College has sufficient cash to meet the need of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was $31,001,553 ([III.D.24: 3D2c Cash Balance Gen Fund 013114.pdf](#)).

On 18 November 2013 the Board of Trustees approved guidelines that state the College will maintain a minimum of 5 percent in reserves. The College has exceeded this minimum reserve for the last five years. In fact, the College has maintained reserves between 7 percent and 14 percent during this interval, attesting
to the financial stability of the College. In addition, the College has a line of credit in the amount of $5,000,000 for cash flow purpose in case the need arises.

Rio Hondo College is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCP) and the Southern California Community College District (SCCCD), which administer and provide a self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. Rio Hondo College joined ASCP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCD for workers compensation insurance. The reserve of six million dollars from SCCCD JPA Fund can be diverted for emergencies. Participating in the JPAs helps ensure that the College maintains financial stability with regard to meeting financial emergencies and unforeseen occurrences.

ACTIONABLE IMPROVEMENT PLANS – III.D.3.a.

None.

b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.


Rio Hondo College practices effective oversight of finances in all areas, including grants, financial aid, associated student body funds, and other auxiliary funds. Management of financial resources is handled under the direction of the Vice President of Finance and Business in conjunction with the Superintendent/President. The Rio Hondo College Accounting Office follows written procedures that establish and maintain internal control practices that support financial integrity and ensure that financial resources are being used for appropriate institutional programs and services. An independent certified public accounting firm annually conducts an independent audit of all financial records and internal controls. An unqualified opinion has been rendered as to the financial position of various funds of the College, as well as the adequacy of accounting procedures, safeguards, and internal controls.

In addition, informal internal reviews are conducted regularly by management within the Office of Accounting and in conjunction with departmental administrators through budget and accounting reports. An example illustrating an improvement as a result of an internal control review is the implementation of a positive pay system for checks issued directly from the College. The positive pay system utilizes an electronic system with the bank, thereby reducing the chance of fraudulent checks written against the bank account.
SELF-EVALUATION – III.D.3.b.

The College meets this Standard.

Rio Hondo College adheres to the California Community Colleges Budget and Accounting Manual, the California Education Code, and Generally Accepted Accounting Principles in the management and accounting of its financial resources in all funds.

A wide range of interest groups participate in the auxiliary activities and fundraising efforts of the College. These groups represent a broad cross-section of College programs, including but not limited to athletics, performing arts, campus departments, and student organizations. Each of these groups reflects the mission and goals of the College. The various groups work with the Office of Accounting to ensure that they understand and comply with all written procedures. Meetings are held, as needed, to discuss new procedures or policies that emerge as a result of the evaluations of the various auxiliary programs. For instance, on 24 October 2013, the Superintendent/President, Vice President of Business and Finance, Director of Accounting, an accounting clerk, and a Director of the Auxiliary Services Organization (ASO) met to discuss improving the flow of documentation of receipts from various constituents (III.D.45: Internal Audit documents.pdf).

The Rio Hondo College Foundation is a separate entity with a 501(c) (3) status and its own board of directors. The Foundation is a fundraising entity that supports the College, faculty, and student scholarships. The Foundation has an annual fundraising event; in May 2013, it was the 50th anniversary of the College and in May 2014, the “Taste of Rio” wine tasting event. The Foundation Board is responsible for overseeing its management. The Foundation Board meets on a bi-monthly basis (every even month), and the Foundation Executive Committee meets on a bi-monthly basis (every odd month). The Executive Committee provides effective oversight and management over the Foundation as documented in meeting minutes. The Foundation is subject to an annual independent audit, separate from the audit of Rio Hondo College (III.D.32: Articles of Incorporation Bylaws 501.3.c.pdf).

ACTIONABLE IMPROVEMENT PLANS – III.D.3.b.

None.

c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.
DESCRIPTIVE SUMMARY – Standard III.D.3.c.

Rio Hondo College has funded the annual Other Post-Employment Benefits (OPEB) obligation. The College, under the Futuris Program for Other Post-Employment Benefits provided by Keenan and Associates, has ten million dollars in an irrevocable trust fund.

SELF-EVALUATION – III.D.3.c.

The College meets this Standard.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with Governmental Accounting Standards Board (GASB) 42 and 45 standards, the District has set up a trust account and has deposited ten million dollars to this trust for retiree benefits. The College has set aside thirteen million dollars toward retiree benefits in the Southern California Community College District (SCCCD) Joint Powers Authority (JPA) Fund, eight million dollars in the Internal Service Fund, and eight million dollars in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees was $59,991,448. The annual required contribution was $4,657,190. The annual pay-as-you-go for the District was $2,015,282 for the fiscal year ending 30 June 2013; the net Other Post-Employment Benefits (OPEB) obligation as of 30 June 2013 was $11,054,704. The College has contributed $741,200 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits (III.D.33: CCFS-311Q-2012-2013-430-ended-Mar-31-2013.pdf).

ACTIONABLE IMPROVEMENT PLANS – III.D.3.c.

None.

d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.


Rio Hondo College has prepared an actual plan to determine Other Post-Employment Benefits (OPEB) as required by appropriate accounting standards.

SELF-EVALUATION – III.D.3.d.

The College meets this Standard.

Rio Hondo College had its most recent actuarial study prepared by Total Compensation on 26 July 2013 with a valuation date of 1 December 2012.
study provided information to the College about managing the costs and liabilities associated with retiree health benefits, to communicate the financial implications of retiree health benefits to the Board and all employee groups, and to comply with Governmental Accounting Standards Board (GASB) 43 and 45 standards.

Accounting principles provide that the cost of retiree benefits should be accrued during the years that employees are providing services. For this reason, in 2004 GASB issued Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees. The study utilized a generally accepted actuarial cost method permitted under GASB 43 and 45, called the “entry age normal cost” method. Under the entry age normal cost method, the actuary determines the annual amount to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. The amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll. A liability accumulates after years of expensing the normal cost, called “actuarial accrued liability” (AAL).

**ACTIONABLE IMPROVEMENT PLANS – III.D.3.d.**

None.

e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

**DESCRIPTIVE SUMMARY – Standard III.D.3.e.**

The College allocates resources for all incurred debt on an annual basis.

**SELF-EVALUATION – III.D.3.e**

The College meets this Standard.

Rio Hondo College leases several photocopying machines and some modular buildings. The leases are the only locally incurred debt. The terms of the leases range from 36-60 months. All leases are included in the appropriate departmental budget. Following are the lease commitments through fiscal year 2016-2017:

- Fiscal year 2012-2013: $145,052
- Fiscal year 2013-2014: $135,481
- Fiscal year 2015-2016: $ 21,403
- Fiscal year 2016-2017: $ 7,725
The percentage of the budget used to repay these lease commitments in fiscal year 2012-2013 was 0.2 percent and in fiscal year 2013-2014 was 0.18 percent. The College lease commitments are very small as a percentage of the total budget and do not adversely impact the financial stability of the institution.

Rio Hondo College is not fiscally independent; therefore, the College does not collect and disburse funds for long-term debt with regard to general obligation bond repayment. The College does not have a long-term debt fund.

The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County Office of Education (LACOE) maintains the Bond funds and ensures that all Bond obligations are met. The Vice President of Finance and Business, in conjunction with the Superintendent/President, oversees and reviews all resources and disbursements with regard to the Bond funds. Income, disbursements, and cash position is included in the financial statements of the College.

**ACTIONABLE IMPROVEMENT PLANS – III.D.3.e.**

None.

f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

**DESCRIPTIVE SUMMARY – Standard III.D.3.f.**

The Rio Hondo College Office of Financial Aid monitors and manages the student loan default rate.

**SELF-EVALUATION – III.D.3.f.**

In general, the two-year institution average default rate is substantially better than the three-year average. The federal government implemented the official three-year default rate in the academic year 2011-2012. The following are the official default rates for Federal Student Loans for both the two-year and three-year averages:

- **Default rate with a two-year average:**
  - FY 2010-2011: - 7.7%
  - FY 2009-2010: - 11.5%
  - FY 2008-2009: - 7.7%

- **Default rate with a three-year average:**
  - FY 2009-2010: - 21.3%
  - FY2008-2009: - 15.4%
The two-year rates are calculated on a cohort of borrowers, whose first loan repayments were due between 1 October 2010 and 30 September 2011 and who defaulted before 30 September 2012. The loan process was changed in 2010 when the federal government went to direct loans only and removed the private loan aspect. The College implemented mandatory loan workshops in 2011-2012 with an emphasis on loan default prevention and information. The national average for public institutions was 9.6 percent default rate for a two-year average; Rio Hondo College was below the national average for two of the three years reported.

**ACTIONABLE IMPROVEMENT PLANS – III.D.3.f.**

None.

g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

**DESCRIPTIVE SUMMARY – Standard III.D.3.g.**

Contractual agreements with external entities are consistent with the Mission Statement and Institutional Goals and Objectives of the College.

**SELF-EVALUATION – III.D.3.g.**

The College meets this Standard.

Rio Hondo College has several contractual agreements, including service contracts, construction contracts, consulting agreements, software and licensing contracts, and inspection contracts. The most recent construction contracts have to do with the building and completion of the Physical Education (PE) Complex, which is consistent with Goal # 10 “to modernize and maintain a physical infrastructure.” Rio Hondo College also has several consulting contracts associated with the Foster Youth Project Grant. This is consistent with Goal # 6, to respond to the educational needs and contribute to the economic future through service to the community and partnerships with public, private, and non-profit organizations. Rio Hondo College also has partnerships with various institutions for joint educational programs, such as the Kaplan Nursing Agreement, which is consistent with Goal # 2, to provide career technical education, leading to certificates, degrees, and job placement/job enhancement.

The following list includes contracts approved by the Board of Trustees. All are consistent with the Mission Statement and the Institutional Goals and Objectives of the College. Accounts payable follows written procedures to ensure that the amounts paid are consistent with ethic contracts and do not exceed the approval limit:
• El Monte Educational Center Project: $3,030,300
  (III.D.35: Contract-1192-El-Monte-Educational-Center-Project.pdf)
• Softball Field Renovation Project: $1,209,000
• Physical Education and Aquatics Complex: $16,696,007
  (III.D.37: Bid-1163-PE-complex-Project.pdf)
• South Whittier Educational Center Annex Project: $497,000
  (III.D.38: Contract-1191-SWEC-Annex-Project.pdf)
• Blackboard License Agreement: 2 years at $149,221/Annual
  (III.D.39: Blackboard-License-Renewal-Agreement.pdf)
• Ellucian Higher Education Software and Services: $270,772/Annual
  (III.D.40: Ellucian-maintenance-agreement.pdf)
• East Campus Vehicle Drop-Off Project: $262,000
  (III.D.34: Contract-Bid-2014-East-Campus-Vehicular-Drop-Off-Project.pdf)
• Physical Education and Softball Field Retaining Wall Project: $775,621
  (III.D.41: Bid-1184-PE-and-Softball-Field-Retaining-Wall-Project.pdf)
• Student Union/Student Services/Campus Quad Projects: $18,312,336
  (III.D.42: Bid-1162-Student-Union-Student-Services-Campus-Quad-Projects.pdf)
• Del Terra Project Management/Construction Management: $995,000
  (III.D.43: RHC-Del-Terra-Modification-Agreement.pdf)

The Superintendent/President or Vice President of Finance and Business has the authority to enter into contracts on behalf of the College. All contracts over the bid limit must be vetted through the bidding process, and awarded and approved by the Board of Trustees after review by Contract Management, the Vice President of Finance and Business, and the Superintendent/President. The Board of Trustees approves all contracts, regardless of dollar amount, as presented at each Board meeting. Most of the contracts contain language that allows for termination for cause, which would encompass those contracts that do not meet the standards of quality or terms. To terminate for cause, the College must go through a process of notification to the other party that did not meet the College’s standards and allow the other party an opportunity to cure or fix the problem.

All contracts are managed in a manner to ensure that federal, state, and local guidelines are met. Rio Hondo College has written procedures in place to ensure that all contracts with an individual, firm, or vendor are not on a federal debarment list. The department that receives federal funds is responsible for checking the federal website for each vendor and ensures that the firm, individual, or vendor is not on the debarment list. The department also checks the State of California website to ensure the vendor is not on the debarment list. The accounting technician responsible for budget control will verify that the requisitions they are approving for federally funded expenditures are clearly designated as federally funded. The Office of Purchasing reviews all requisitions received for processing
and pays special attention to all requisitions designated as federally funded. The Office of Purchasing double-checks the debarment website and attaches documentation that shows that the individual, firm, or vendor is not on the debarment list.

**ACTIONABLE IMPROVEMENT PLANS – III.D.3.g.**

None.

h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

**DESCRIPTIVE SUMMARY – Standard III.D.3.h.**

Rio Hondo Community College District regularly evaluates the financial management process through independent audits, internal reviews, and evaluations.

**SELF-EVALUATION – III.D.3.h.**

The College meets this Standard.

The Vice President of Finance and Business, along with the Superintendent/President, is charged with the responsibility to provide ongoing monitoring and review of the College financial transactions. One of the outcomes in evaluating financial management practices to strengthen internal controls was the implementation and training of division administrators to review online their applicable cost center budgets, encumbrances, and expenditures. Each cost center manager is responsible for the financial transactions of their assigned area. Each cost center manager can review their budget, encumbrances, and details of expenditures on PeopleSoft, the online financial management software system hosted by the Los Angeles County Office of Education (LACOE). If there are variances or anomalies, the cost center manager can resolve the issue in a more effective and timely manner.

During fiscal year 2012-2013, the Superintendent/President had the Director of Accounting review the internal control procedures of the Student Health Center to come up with recommendations for improvement. The Superintendent/President and the Vice President of Finance and Business in fiscal year 2013-2014 requested the Director of Accounting to review the Assessment Center Procedures and, again, come up with recommendations for improving internal control procedures. Both examples demonstrate that the institution regularly evaluates financial management practices, and the results of the evaluation are used to improve internal control structures.
In addition to periodic internal processes, Rio Hondo College engages Vasquez and Company to perform the annual external audit. Part of the engagement includes a review of our processes. Each year, recommendations and comments are included in the management letter that may include feedback on our procedures and processes.

**ACTIONABLE IMPROVEMENT PLANS – III.D.3.h.**

None.

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

**DESCRIPTIVE SUMMARY – Standard III.D.4.**

The College fully integrates resource planning into institutional planning.

**SELF-EVALUATION – III.D.4.**

The College meets this Standard.

The Rio Hondo College planning/review process utilizes a four-year cycle. In the first year, the institutional goals, objectives, and indicators of institutional success are developed. Using those goals, objectives, and indicators as guides, programs develop their plans during the second year. Program plans inform unit plans, and unit plans inform area plans. Program review, a more comprehensive plan, is conducted on a six-year cycle, and those completing program review do so in lieu of a program plan. Unit plan and area plan implementation occur the year after their submission, and evaluation occurs in the fourth year of the cycle. The evaluations assess the degree to which the plans have achieved their goals and objectives and the impact on the unit as a result of goal attainment.

When reviewing program plans, the Planning and Fiscal Council (PFC) also evaluates the degree to which plans have achieved their goals and objectives and the impact on the program or unit. The Vice Presidents and Superintendent/President evaluate financial needs in all programs to determine if resources allocated meet needs, as applicable.

The needs of each program are evaluated and prioritized by various committees, depending on the availability of funds. There are five committees: the President’s Cabinet, Facilities Committee, Equipment and Technology Committee, Faculty Staffing Committee, and Classified Staffing Committee.

**ACTIONABLE IMPROVEMENT PLANS – III.D.4.**

None.
### STANDARD III.D. EVIDENCE

| III.D.01: | Adopted-Budget-2012-2013.pdf |
| III.D.02: | 5-Year-General-Fund-Summary.pdf |
| III.D.04: | Budget-Reduction-Task-Force-meeting-080212.pdf |
| III.D.07: | Exhibit-E-fy1213-FY1112-FTEs-over-cap.pdf |
| III.D.09: | CCFS-311Q-for-2011-12-Qtr-Ended-Dec-31-2011.pdf |
| III.D.14: | Budget-Augmentation-December-11-2013.pdf |
| III.D.16: | Faculty-Resource-Allocation-Requests-Sample.pdf |
| III.D.17: | Classified-Resource-Allocation-Requests-Sample.pdf |
| III.D.24: | 3D2c-Cash-Balance-Gen-Fund-013114.pdf |
| III.D.28: | RHC-Rio Hondo College Foundation Board of Directors |
| III.D.30: | RHCF-Board-of-Directors-Meeting-Minutes-2012-12-6.pdf |
| III.D.32: | Articles-of-Incorporation-Bylaws-5013c.pdf |
| III.D.34: | Contract-Bid-2014-East-Campus-Vehicular-Drop-Off-Project.pdf |
| III.D.35: | Contract-1192-El-Monte-Educational-Center-Project.pdf |
| III.D.37: | Bid-1163-PE-complex-Project.pdf |
| III.D.39: | Blackboard-License-Renewal-Agreement.pdf |
| III.D.40: | Ellucian-maintenance-agreement.pdf |
| III.D.41: | Bid-1184-PE-and-Softball-Field-Retaining-Wall-Project.pdf |
| III.D.42: | Bid-1162-Student-Union-Student-Services-Campus-Quad-Projects.pdf |
| III.D.43: | RHC-Del-Terra-Modification-Agreement.pdf |
| III.D.44: | Board of Trustee Goals |
| III.D.45: | Internal-Audit-documents.pdf |
| III.D.47: | RHC Vision, Mission, Values |