



# Midterm Report

Submitted by:

**Rio Hondo College  
3600 Workman Mill Road  
Whittier, CA 90601**

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



DRAFT  
October 15, 2017



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### **RIO HONDO COLLEGE MISSION STATEMENT**

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



Certification of Institutional *Midterm Report*  
Rio Hondo College  
October 15, 2017

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

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

This *Accreditation Midterm Report* is submitted to fulfill the requirements from the March 10, 2017 letter to the Superintendent/President of Rio Hondo College, Teresa Dreyfuss.

We certify that opportunities for broad participation by the campus community were provided, and we believe that the *Follow-up Report* accurately reflects the nature and substance of the actions Rio Hondo College has taken in response to the request by ACCJC.

Signed

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Norma E. Garcia, President, Board of Trustees, Rio Hondo Community College District

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Teresa Dreyfuss, Superintendent/President, Rio Hondo Community College District

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, Vice President of Academic Affairs, Rio Hondo Community College District

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Michelle Bean, President, Academic Senate

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Sandra Rivera, President, California School Employees Association

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Martin Covarrubias, President, Associated Student Body



## Statement on Report Preparation

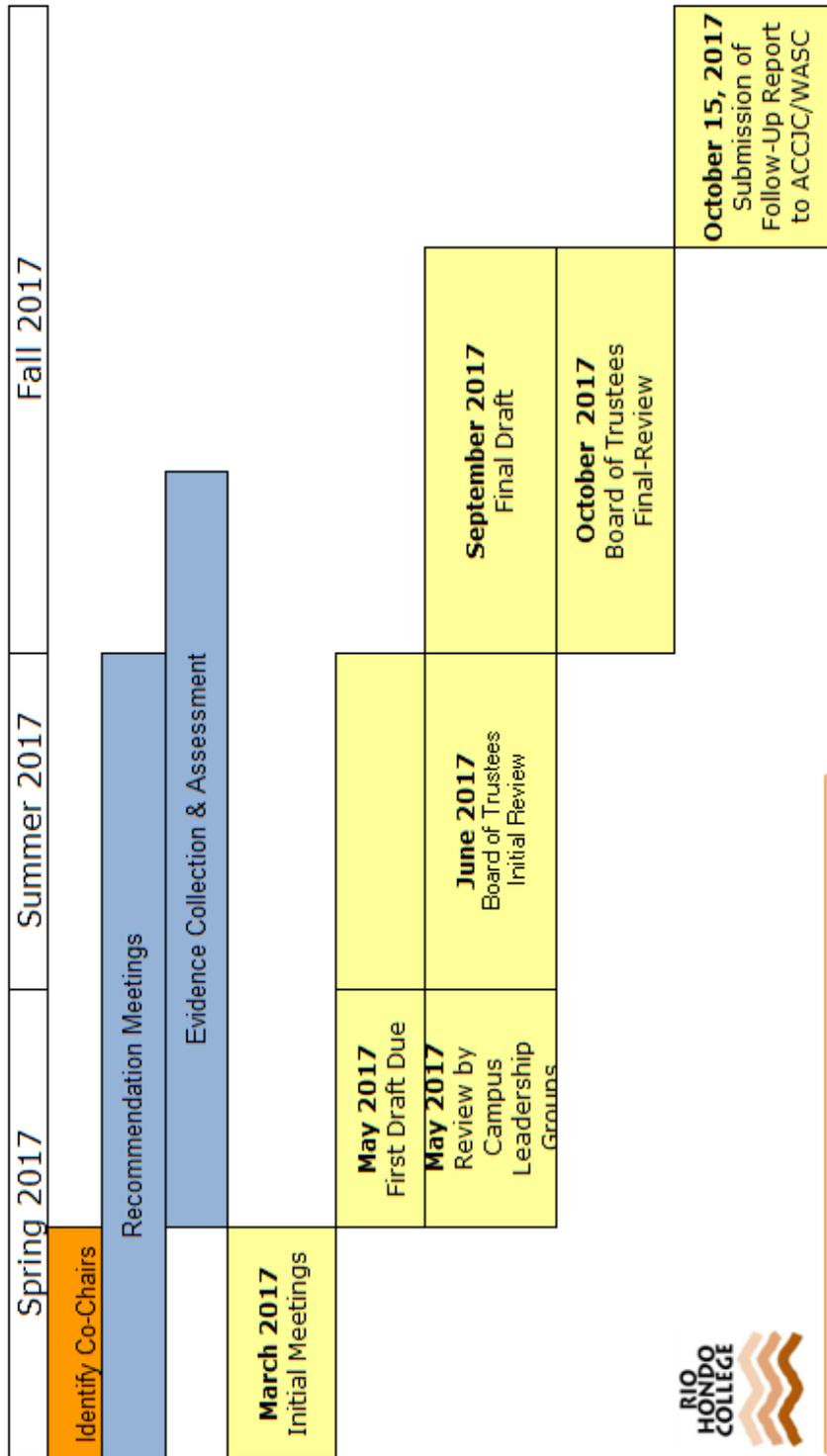
On February 3 and March 10, 2017, Rio Hondo College (RHC) received official notification from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) that the college's accreditation had been reaffirmed and the Mid-Term Report requirement. This Rio Hondo College Mid-Term Report is based on the Rio Hondo College Comprehensive Self-Evaluation and Team Visit Evaluation Report from 2014. ([0.01 – Team Visit Evaluation Report 2014](#)). The Report includes a review and update based on two self-identified actionable improvement plans and three Evaluation Team Report Institutional Effectiveness Improvement recommendations.

This *Accreditation Midterm Report* was prepared by a task force at Rio Hondo College whose members followed the College's governance process for review and approval.

## *Follow-up Report Timeline*

A timeline for completing this *Follow-up Report* was established (0.02 – Accreditation Follow-up Report Timeline [Angie to update](#)). The timeline was shared with, and reviewed by, RHC administrators, Academic Senate, California School Employees Association (CSEA), Planning and Fiscal Council (PFC), and the Board of Trustees.

## Accreditation / Midterm Report 2017



**Midterm Report Content:**

- Plans Arising out of the Self Evaluation Process
- Institutional Reporting on Quality Improvements
- Data Trend Analysis

Revised: 04/18/17



**ACCREDITATION  
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**PLANS ARISING OUT OF THE  
SELF-EVALUATION PROCESS  
Actionable Improvement Plans II.A.6**

## Actionable Improvement Plans II.A.6

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

There are multiple ways the college informs students about the student learning outcomes they can expect from each course they enroll and complete.

1. When students enroll in a class, they can view the student learning outcomes in the enrollment course scheduling software (Banner). The course information, including learning outcomes and books required can be found when a student clicks the course record number link for more details about the course. *[Working on automating this functionality]*
2. Upon enrollment to the college, an email is sent to each student welcoming them to the college, detailing their course schedule, providing the various student services available, and sharing the learning outcomes for each course in which the student has enrolled. *[will need to work with IT to create this message]*
3. Faculty are required to include all learning outcomes on their course syllabi and to provide a copy of their syllabi to their division deans. These are reviewed each term to ensure that the outcomes listed on the syllabi match those in our outcomes management system. Student learning outcomes are also stored in a database in the Office of Academic Affairs, and are displayed by many faculty in Canvas, the College's Learning Management System.
4. Program level learning outcomes are posted on the college website on the degree and certificate page. (ref #)
5. Degree and certificate outcomes are clearly displayed in the college catalog (p. 179 – 192 2016-17 catalog; ref #) – *need to update website to reflect current catalog*

### Evidence



**ACCREDITATION  
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**PLANS ARISING OUT OF THE  
SELF-EVALUATION PROCESS  
Actionable Improvement Plans IV.A.5**

## Actionable Improvement Plans IV.A.5

*Although this Standard has been met, the College is continuing to work to surpass the Standard and to achieve excellence in this area of governance and decision-making structures review. The Superintendent/President intends to work with the Dean of Institutional Research and Planning (IRP) to review the current evaluation instrument and determine how it can be improved for the next cycle in the 2014-2015 year. In addition, the Superintendent/President has already discussed with the Dean of IRP how to expand the number of governance committees included in the survey instrument. Furthermore, the Superintendent/President intends to work closely with the leadership of each constituency group to improve the response rate of governance committee members among all employee groups.*

The College's institutional objective 2.2 reads: "RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement" (2016-2017 Institutional Goals). RHC is implementing Actionable Improvement Plan IV.A. 5 within the context of fulfilling this institutional effectiveness objective, which was publicized at the Institutional Planning Retreat on April 15, 2016 (2016 Planning Retreat Packet, Bates page 3).

The Institutional Effectiveness Committee (IEC) and the Office of Institutional Research and Planning (IRP) developed a plan for the governance component of the campus-wide evaluation initiative. As with the overall campus-wide evaluation, the governance component will roll out over the coming years. This will begin in 2017 with 17 of the 32 groups listed in the College's 2017 *Organizational Structure and Governance Manual* (Governance Manual 2017).

In response to the specific language in both the Actionable Improvement Plan and the "Formal Review Process of Governance Committees" section of the Governance Manual, the initial set of 17 groups will include each of the College's 14 governance committees (List of Governance Committees). The three additional groups will be the Planning and Fiscal Council (a governance council, which serves a central role in the College's governance process) and two management committees with campus-wide charges: Student Equity Committee and Student Success and Support Program Committee.

There will be four sources of data. First, each committee and council will maintain and post its roster, agendas, and minutes. Second, during each spring semester, IRP will administer an online survey to committee and council members. Following the precedent of the College's 2014 Governance Survey, this survey will include items on the committee or council's process, productivity, and influence on campus decision making (2014 Governance Committee Survey). Third, following the procedures in the "Formal Review Process of Governance Committees" section of the Governance Manual, each committee or council will hold an explicit discussion to review how well the committee met its charge during the previous year and identify areas for improvement. Each committee chair will ensure that a written summary of the review discussion is forwarded to the President's Council for review and action. Fourth, IRP will augment the employee version of its biennial

Campus Climate Survey to include additional questions on governance and decision making (2016 Employee Climate Survey). These additional questions will focus on the overall influence of the committees and councils in the college’s decision making and how well the committee members represent their constituent groups (i.e., faculty, classified, and management/confidential).

This plan involves an intentionally broad approach to evaluation. There will be data for each committee or council (on internal dynamics and upward influence) and on the participatory governance process as a whole. The review discussions will provide each committee or council with an opportunity to reflect together on their charge and their progress over the year. The survey of committee and council members will afford an opportunity to measure specific attributes and allow for individual insights that might not come out within a group discussion.

The College is developing an annual report of institutional effectiveness, which will include results of the governance committee evaluation. This section of the annual report will begin with a summary of the survey results. The heart of the section will consist of themes in the survey and review discussion summaries, as well as implications for governance that emerge from those themes. With support from IRP, IEC will identify recurring themes in the evaluation data and draw upon their campus knowledge to develop implications for improving the College’s governance and decision-making process. IRP will make the final report available to the campus and present relevant results to various campus meetings.

## Evidence



**ACCREDITATION  
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**INSTITUTIONAL REPORTING ON  
QUALITY IMPROVEMENTS**

**Recommendation 2**

## Recommendation 2

### ACCJC Recommendation 2

*In order to increase effectiveness, the team recommends that the College create a process to ensure that all goals and/or objectives at every level of planning (program, unit, area, and institution) are written in measurable terms so that the degree to which they are achieved can be determined. (I.B.2)*

Rio Hondo College began its process of ensuring that all goals and/or objectives are measurable during the spring 2014 semester. The Institutional Effectiveness Committee (IEC) received a staff development grant for the SCUP Planning Institute Step I, sponsored by the Society for College and University Planning (SCUP). IEC sent its Faculty Co-Chair, Administrative Co-Chair, and a classified staff member from Institutional Research and Planning (IRP) to the full-day event (SI\_Agenda).

*Institutional goals and objectives.* This led to a major revision of the College’s Institutional Goals & Objectives with two priorities: reducing the overall number of items and increasing the measurability of the new items. The number of items was reduced from 12 goals and 58 objectives in 2013-2014 (2013-2014 Goals & Objectives) to 3 Goals and 14 Objectives for 2016-2017 (2016-2017 Institutional Goals). The new set, approved by the Superintendent/President in September 2016, features objectives that are more concrete and measurable. Examples include “The college will increase successful course completion by 0.5%, three semester persistence by 1% and 30-unit completion by 1% for students annually until 2020” (Objective 1.1), “The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019” (Objective 1.3), and “Increase FTES and enrollment by 2% by June 30, 2017” (Objective 3.4) (2016-2017 Institutional Goals).

An activity at the 2014 Institutional Planning Retreat also supported the process of ensuring that institutional goals and objectives are measurable. During the “2013-2014 Institutional Goals & Objectives” segment of the retreat, participants gathered in groups (for each goal) and worked on improving the goals and objectives (Intro to 2014 Planning Retreat Packet). Part of the activity was to “Create/Update Measurable Objectives.” IRP staff members provided both an overview to well-designed objectives (Excerpt from 2014 Assessment Presentation) and specific comments on each goal’s set of objectives (Comments on 2013-14 Institutional Goals). The activity and supporting material increased awareness regarding measurable objectives.

*Program, unit, and area goals and objectives.* The Program Review Committee, with support from IEC and IRP, has initiated multiple steps to ensure that the goals and objectives developed in Program Planning are more measurable. The first step may be found in the online help document for developing goals and objectives. Page 7 of the document emphasizes the importance of measurable objectives and provides concrete guidance (How to Develop Goals). The College’s annual Program Review Orientation includes content on making goals and objectives measurable (Program Review Orientation).



The most important step, initiated in fall 2015, is the Program Review rubric. After each Program Review meeting, the Program Review Committee members discuss the technical quality of each program’s written plan and rate the plan on a rubric with five categories (Program Review Rubric). Under the “Goals & Objectives” category, there is a descriptor on the extent to which the goals and objectives are Specific, Measurable, Achievable, Relevant, and Time Bound. Based on the rubric, the committee rates each plan as Accepted as Submitted, Accepted with Suggested Revision, Revision Required, or Significant Revision Required. These ratings are made public as a component of the Program Review Executive Summary and those plans receiving one of the two lower ratings must be formally revised.

## Evidence

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**ACCREDITATION  
MIDTERM REPORT 2017**

**INSTITUTIONAL REPORTING ON  
QUALITY IMPROVEMENTS**

**Recommendation 6**

## Recommendation 6

### ACCJC Recommendation 6

*In order to increase effectiveness, the team recommends that the College develop a plan for improving the effectiveness of library services at off-site educational centers (II.C.1.c)*

The Library at Rio Hondo College is actively researching ways to better integrate all library services on and off campus. The following are some of the ways the College has moved forward to ensure equitable access to library resources.

The college provides library information and resources at all its Educational Centers located in South Whittier, El Monte, and Pico Rivera, and at the Regional Training Center in Santa Fe Springs. A link to our full online database is listed on the Student Services and Resources web page of each center (**need to input library link on website**), (ref. 1) and a flyer on where and how to access the library resources is provided at each of the administrative site offices (ref. 2).

Librarians visit each educational center multiple times throughout the semester to introduce students to library resources and to conduct orientation workshops. At the request of faculty who are teaching at the educational centers, our librarians are available to provide workshops or in-class research support at any of our centers throughout the semester. Staff at each education center are also available to assist any student upon request on how to access our library databases.

The Library is also increasing its ebook capacity, enabling students who are off campus, to access textbooks more easily. Faculty across the campus are utilizing Canvas to web-enhance their courses, which also assists students in understanding and accessing the resources available on and off campus.

Rio Hondo librarians have created a step by step guide (**need**) to help students navigate the library online data resources, and the library will launch an “Ask a Librarian” or Library Chat software system in Fall 2017. (**reference link**) This chat function will be available to all students whether on or off campus. The new software will also catalog all Ask a Librarian responses into a searchable archive of Frequently Asked Questions, that students can easily and quickly access.

Rio Hondo is committed to providing the same high quality library resources to all our students, whether they attend classes at our educational centers, our main campus, or a combination of both.

### Evidence

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**ACCREDITATION  
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**INSTITUTIONAL REPORTING ON  
QUALITY IMPROVEMENTS**

**Recommendation 8**

## Recommendation 8

### ACCJC Recommendation 8

*In order to increase effectiveness, and to address the finding from the assessment of governance effectiveness, the team recommends that the College develop and implement a plan for improving communications within and among governance groups. (IV.A.3, IV.A.5)*

Rio Hondo College has vital participatory governance processes, which are detailed in our Governance Manual. The purpose of the Governance Manual is to document the College's governance processes, and to ensure there is awareness by the campus community of the structure and purpose of our various committees, which informs the decision-making at the College. (*ref. governance manual*). This manual is updated annually, and widely shared across the campus for input, and to provide a clear record of the governance processes at Rio Hondo College.

The college governance processes are clearly articulated in the Governance Manual. In addition, the shared governance committees are detailed in the manual including the committee by-laws, membership roster, and process for communicating the decisions made by each committee.

Rio Hondo has also developed a comprehensive governance communication plan that includes substantial dialog within and among governance groups. This governance plan centers around the Planning and Fiscal Council (PFC) and the Academic Senate, but includes other venues for dissemination, including Board meetings, Presidents Cabinet, President's Council (where faculty and CSEA are present), among others.

PFC includes representatives from all constituency groups and the committee regularly receives reports from all groups and most governance committees. Board meetings include standing reports from all constituent groups, who also have the opportunity to comment on governance decisions. The Academic Senate meetings include reports from all constituents and special presentations on topics that affect academic and professional matters.

The College also follows a process in both Senate and PFC where issues related to governance are reported each meeting, and written reports from the various committees are provided.

The general principles guiding the governance processes are:

1. All decision making is based on a recognition that Rio Hondo Community College exists to educate students
2. All constituent groups have a vested interest and a role in ensuring that Rio Hondo College fulfills its mission as defined by the legislature, the state Board of Governors, and the Board of Trustees of the Rio Hondo Community College District.
3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, and students participate in thoughtful deliberation and decision-making,



leading to recommendations made to the Superintendent/President, who represents the administration of the District as an agent of the Board of Trustees.

4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
5. The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures. *(ref. p. 5-6 in governance manual)*

The Planning and Fiscal Council (PFC), as well as the Academic Senate, post their agenda, minutes, and decisions on their respective web pages, which are available to the campus and the community. *(ref. PFC webpage)* Monthly updates on all participatory governance committees that are either sub groups of PFC, or make decisions that affect faculty and staff, are shared on a monthly basis at PFC. These updates are captured in the PFC minutes, which are, in turn, available to the campus. *(ref. PFC minutes sample)*

These processes are clearly stated in the Board Policies and Administrative Procedures, each of which is reviewed and revised by the above governing bodies during a scheduled six-year cycle, also detailed in the governance manual. *(ref. BP/AP flow chart.)*

To address the recommendation, the College communicates with the campus community on various board and Senate actions in multiple ways. All Board actions are shared by the President's Office with the campus community immediately after each monthly Board meeting. An email is sent to all staff, updating them on the decisions made by the Board. *(ref. Sandy's update)*. In addition, a monthly newsletter from both the President's Office, and one published jointly from the Academic Senate and the faculty union, is shared across the campus. *(ref. enewsletter)*

**In an effort to reflect upon, and improve, our communication, Rio Hondo administers a Climate Survey on a *bi-annual* basis to assess how successful the College is in communicating decisions and processes. This campus-wide survey is provided to all constituency groups. The results of the survey are analyzed to assess the impact of the disseminated information and feedback helps to improve and enhance the process for the following year. Examples of improvement that have emerged from the climate survey are: (Howard- please add and improve this section)**

**Other?**

## Evidence

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# **ACCREDITATION MIDTERM REPORT 2017**

## **DATA TREND ANALYSIS**



**ANNUAL REPORT DATA  
INSTITUTION-SET STANDARDS**

Category	Reporting year		
	2014	2015	2016
<b>STUDENT COURSE COMPLETION</b>			
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)			
Institution Set Standard	68%	68%	68%
Stretch Goal	NA	NA	69%
Actual Performance	68%	67%	70%
Difference between Standard and Performance	0%	-1%	2%
Difference between Stretch Goal and Performance	NA	NA	1%
<p>Analysis of the data: Over the past 5 fall semesters, the college's course success rate has varied around 68.0%. Overall, the results are on an upward trend from 65.9% in 2012 to 69.6% in 2016. The college is satisfied with these results, which show general stability with a slight increase across time. A sub-committee formed in 2016 to review the college's objectives and targets for student success metrics agreed that dramatic change in course success rates, whether upward or downward, would not be a good sign.</p>			

Category	Reporting years		
	2014	2015	2016
<b>DEGREE COMPLETION</b>			
(Students who received one or more degrees may only be counted once.)			
Institution Set Standard	840	850	1,000
Stretch Goal	NA	NA	NA
Actual Performance	891	1,036	1,038
Difference between Standard and Performance	51	225	38
Difference between Stretch Goal and Performance	NA	NA	NA
<p>Analysis of the data: In recent years, the college has seen an upward trend in both degrees awarded and unduplicated awardees. The college's institutional objective for degrees focuses on degrees awarded rather than awardees. Therefore, the college does not have a Stretch Goal aligned with this Institution-Set Standard.</p>			

Category	Reporting years		
	2014	2015	2016
<b>CERTIFICATE COMPLETION</b>			
(Students who received one or more degrees may only be counted once.)			
Institution Set Standard	200	185	200
Stretch Goal	NA	NA	NA



Actual Performance	194	225	361
Difference between Standard and Performance	-6	40	161
Difference between Stretch Goal and Performance	NA	NA	NA
<p>Analysis of the data: The numbers in this table are for Chancellor's Office-approved certificates only. In recent years, the college has seen an upward trend in both certificates awarded and unduplicated awardees. The dramatic increase for 2016 was due to a coordinated effort by Career and Technical Education counselors to contact "near-completer" students and encourage them to take the final steps toward securing their certificates. The college's institutional objective for certificates focuses on certificates awarded rather than awardees. Therefore, the college does not have a Stretch Goal aligned with this Institution-Set Standard.</p>			

Category	Reporting years		
	2014	2015	2016
<b>TRANSFER</b>			
Institution Set Standard	480	750	800
Stretch Goal	NA	NA	NA
Actual Performance	799	945	852
Difference between Standard and Performance	319	195	52
Difference between Stretch Goal and Performance	NA	NA	NA
<p>Analysis of the data: Since experiencing a post-Recession low of 568 in 2010, the college has had a definite upward trend in transfers to four-year schools. The past year (2016), though, saw a notable decrease. This included a 9% decrease in transfers to the CSU system and a 35% decrease in transfers to in-state private institutions. There was a 17% increase in transfers to out-of-state schools. The college's institutional objective for transfers has a target rate based on the previous fall semester's headcount. Therefore, the college does not have a Stretch Goal aligned with this Institution-Set Standard.</p>			

**STUDENT LEARNING OUTCOMES ASSESSMENT**

	2014	2015	2016
Number of Courses	1276	976	1014
Number of courses assessed	636	913	955
Number of Programs	91	83	91
Number of Programs assessed	56	51	57
Number of Institutional Outcomes	6	6	
Number of outcomes assessed	6	6	
Analysis of the data:			

LICENSURE PASS RATE											
(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination)											
Program Name	CIP Code	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference	
			2014	2015	2016	2014	2015	2016		2014	2015
Registered Nursing	51.38	90%	94%	86%	91%	4%	-4%	1%	NA	NA	NA
Licensed Vocational Nursing	51.39	90%	95%	96%	93%	5%	6%	3%	NA	NA	NA
Emergency Medical Technician	51.09	50%	60%	72%	76%	10%	22%	26%	NA	NA	NA
<p>Analysis of Data: The college has three programs with publicly reported pass rates for licensure exams. With one slight exception, these programs have consistently met the standards. The two nursing programs already have very high levels at 90%. Given the increasing pass rates for Emergency Medical Technician students, the college will ask the program to consider raising the level for this standard. The college has not established goals for licensure pass rates.</p>											
JOB PLACEMENT RATE											
(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.)											
Program Name	CIP Code	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference	
			2014	2015	2016	2014	2015	2016		2014	2015
Architectural Design & Drawing Technician	4.09	75%	81%	100%	56%	6%	25%	NA	NA	NA	
Child Development	19.07	70%/65%	74%	74%	70%	4%	4%	NA	NA	NA	
Drug Studies	51.15	75%/66%	89%	53%	88%	14%	-22%	NA	NA	NA	
Fire Technology	43.02	70%	91%	90%	86%	21%	20%	NA	NA	NA	
<p>Analysis of Data: After its 2014 team visit, the college began implementing program-level standards for its academic programs. These include standards for post-program employment by Career and Technical Education (CTE) students. This has been a developmental process for the college and its CTE faculty. Because year-to-year fluctuations in employment rates can be substantial for programs with small numbers of students and concerns related to the employment data available from the Chancellor's Office, there will be issues to work out. Overall, though, the faculty appear to be setting reasonable standards that program students are meeting. Although the college has made a concerted effort to implement program-level standards for job placement, it has not set goals for this metric.</p>											



**ANNUAL FISCAL REPORT DATA**

Category	Reporting year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenues	79,379,941	83,672,145	95,445,352
Expenditures	73,590,688	82,521,104	94,953,216
Expenditures for Salaries and Benefits	64,463,253	71,139,447	81,077,009
Surplus/Deficit			
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)			
Reserve (Primary Reserve Ratio)			
Analysis of the data:			
<u>Other Post Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	57,364,482	57,593,638	57,593,638
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	18%	18%
Annual Required Contribution (ARC)	4,657,190	4,470,396	4,470,396
Amount of Contribution to ARC	4,542,338	4,366,150	3,510,000
Analysis of the data:			
<u>Enrollment</u>			
Actual Full Time Equivalent Enrollment (FTES)	12,905	12,676	12,721
Analysis of the data:			
<u>Financial Aid</u>			
-	<u>"10/11</u>	<u>"11/12</u>	<u>"12/13</u>
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	12%	17%	16%
Analysis of the data:			