I. CALL TO ORDER

A. Call to Order

Ms. Shapiro called the meeting to order at 6:08 p.m.

B. Pledge of Allegiance

Pledge of Allegiance led by Alfonso and Lorenzo Salazar.

C. Roll Call

All members present.

D. Approval of Minutes: October 9, 2013; October 19, 2013

285. It was moved by Ms. Garcia, seconded by Ms. Acosta-Salazar and carried unanimously to approve the minutes of October 9, 2013 and October 19, 2013.
E. Open Communication for Public Comment

No comments from the public

F. Commendation
   - Faculty Retiree
     - Nilsa Rivera, Counseling & Student Development
   - Classified Retiree
     - Sandra Sierra, Senior Financial Aid Assistant
     - Ralph Romo, Grounds, Facilities Services

G. Recognition
   - Angela Acosta-Salazar, Representing Trustee Area 3

The following elected officials recognized Trustee Acosta-Salazar for her service and accomplishments to the Board of Trustees:

- Office of Congresswoman Sanchez (Kara Medrano)
- Office of Congresswoman Napolitano (Perla Hernandez/Jacqueline Hernandez)
- Office of Senator Feinstein (Sabih Khan)
- Office of State Assemblyman Calderon (Danny Fierro)
- Office of State Senator Ed Hernandez (Susan Reyes)
- Office of County Supervisor Knabe (Andrea Avila)
- Office of County Supervisor Molina (Suzanne Manriquez)
- City of South El Monte (Mayor Pro Temp Angelica Delgado, Councilmember Hector Delgado)
- City of Whittier (Mayor Pro Temp Cathy Warner, Councilmember Fernando Dutra)

NOTE: Primo Castro from Office of Assemblyman Roger Hernandez did not speak on the night of the event, but he attended the Board meeting on behalf of Assemblyman.

In addition, members of the Board of Trustees and Superintendent/President Dreyfuss thanked Trustee Acosta-Salazar for her service and dedication to the Board of Trustees.

BREAK

H. Presentations
   - Student Success Initiative (Dr. Mike Munoz / Henry Gee)
   - Discussion of Student Success Scorecard (Howard Kummerman)

II. CONSENT AGENDA

Ms. Santana requested that item IIC2 be removed from the Consent Agenda.

286. It was moved by Ms. Garcia, seconded by Ms. Santana and carried unanimously to approve the Consent Agenda with the exception of item IIC.2.
A. **FINANCE & BUSINESS**

1. **Finance & Business Reports**

   Approved the following business reports:

   - **Purchase Order Report** - Approved the Purchase Order Report reviewing purchases for the preceding month.
   - **Quarterly Report** – Approved the Quarterly Financial Status Report CCFS-311Q period ending September 30, 2013.

2. **Authorization for Out-of-State Travel & Conferences**

   Approved the following staff members and Board members who could participate in the following educational conferences:

   - Henry Gee to participate at the NASPA Board meeting and Annual Conference in Baltimore, MD on March 13-19, 2014.
   - Margaret Griffith to attend the Art Basel Miami Beach Art Fair in Miami Beach, Florida on December 4-8, 2013.
   - Gary Mendez to participate at the Association of Community College Trustees (ACCT) 2014 National Legislative Summit in Washington, DC on February 10-13, 2014.
   - Mariano Zaro to participate at the Panel Presentation: Bilingualism, Experimentation and Identity International Book Fair in Guadalajara, Mexico on December 3-8, 2013.

3. **Grant Renewal Agreement – California Early Childhood Mentor Program**

   Chabot-Las Positas Community College District (CLPCCD) is the new fiscal agent for Grant CN130165 from the California State Department of Education. Cerritos College will continue as the lead in the Cerritos/Rio Hondo Regional Early Childhood Mentor Program. The Program provides such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

   For the period through July 31, 2014, CLPCCD will pay up to $500.00 for the Contractor’s College Coordinator and up to
$150.00 for printing and copying costs for Program implementation or mentor materials.

4. **Household Hazardous and Electronic Waste Collection and roundup**

Annually, the City of Santa Fe Springs, in conjunction with the Sanitation District of Los Angeles County and the County of Los Angeles Department of Public Works, requests use of the Santa Fe Springs Public Safety Fire Training Center site for the annual Household Hazardous and Electronic Waste Roundup. Waste includes, but is not limited to, all types of electronics, pesticides, cleaning solvents, automotive fluids, waste oil, paint and related products, hobby and art chemicals, batteries, and similar items.

Staging and preparation for the Roundup will begin at 8:00 a.m. on January 17, 2014. The Roundup is advertised by the County of Los Angeles for the public to begin delivering their electronic waste to the site between the hours of 8:00 a.m. and 4:00 p.m. on January 18, 2014. Cleanup and closeout is not to exceed 24-hours, following termination of the Roundup.

5. **Building Dedication Plaque for Physical Education Complex**

Approved the purchase of a cast bronze building dedication plaque at the Physical Education Building. The plaque will be 18"w x 15"h with a black pebbled background. The cost of the plaque is $816.35 to be paid from Bond Funds.


Robert Bosch Corporation has donated a 1994 Nissan Altima to Rio Hondo College – Career and Technical Education Department. Kelly Blue Book values the Nissan at $500 or less. The Career and Technical Education Department plans to keep this vehicle registered as non-operational to be used for classroom training.

<table>
<thead>
<tr>
<th>Year</th>
<th>MFG</th>
<th>Model</th>
<th>Vehicle Identification Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>Nissan</td>
<td>Altima</td>
<td>1N4BU31DORC193199</td>
</tr>
</tbody>
</table>

7. **Reallocate Vehicle Donation – 1999 Oldsmobile Alero**

At the August 14, 2013 Board Meeting, the Board accepted the donation of a 1999 Oldsmobile Alero, VIN# 1G3WX52H3XF321592, with the intent that the vehicle was to be demolished during fire safety and extraction training.

After receiving the vehicle, the Santa Fe Springs Public Safety Fire Training Center staff performed a functional assessment and determined that it was in better condition than other vehicles in
their fleet. The Alero passed its smog test and will be registered and insured in order to be used as a fleet vehicle.

8. Physical Education Center Laundry Equipment – Golden State Laundry Systems

The Physical Education Center Equipment Department currently washes uniforms for the Men’s and Women’s Soccer, Women’s Volleyball, Women’s Softball, Men’s Baseball, and Women’s Water Polo teams. An older model washing machine and clothes dryer are currently being used, but are insufficient to accommodate the needs of the Athletic Department. A proposal has been received for one new 45lb. commercial washer and one new 50lb. commercial dryer, including installation, from Golden State Laundry Systems in an amount not exceed of $12,624.59 from Bond Funds.

9. Additional DSA Fees for Review of Various Projects

The Division of the State Architect (DSA) is invoicing the College for additional review time on an hourly basis for various projects listed below. The invoices reflect DSA time spent for review of Construction Change Directives (CCD) as outlined in DSA Interpretation of Regulations document, IR A-30, effective May 1, 2013.

<table>
<thead>
<tr>
<th>Invoice No.</th>
<th>Amount</th>
<th>Project Description</th>
<th>DSA Application No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD# 8115</td>
<td>$147.00</td>
<td>LRC – supplemental review of CCD</td>
<td>A-109502</td>
</tr>
<tr>
<td>CCD# 8116</td>
<td>$294.00</td>
<td>PE Complex – review of CCD #52</td>
<td>A-111227</td>
</tr>
<tr>
<td>CCD# 8117</td>
<td>$196.00</td>
<td>El Monte Educational Center – review of CCD</td>
<td>A-113767</td>
</tr>
<tr>
<td>Total:</td>
<td>637.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DSA is requesting additional plan check fees in the amount of $637.00 from Bond Funds.

10. Accept Donation of Micro-Turbine Electrical Generator and Gas Compressor

South Coast Air Quality Management District has offered to donate a used 60-kW Capstone micro-turbine electrical generator with a used Copeland gas compressor and fuel kit to Rio Hondo College Career Technical Education Department. The micro-turbine electrical generator will be used in support of the Career Technical Education – Alternative Energy training program. The estimated value of the micro-turbine electrical generator and fuel compressor is $152,000.00.

11. Testing and Inspection Services – Additional Augmentation

Testing Services are required by the Division of the State Architect (DSA) to verify that materials used in the building process are adequate, such as the structural strength of concrete, tensile properties (bending, racking and deflection) of steel, and the adhesive qualities of bonding agents. Previously approved firms are:

- RMA Group
- Converse Consultants
- Twinning Labs

Inspection Services are required by DSA to ensure that the building contractor follows each detail of the DSA approved plans and specifications. The Inspector of Record (IOR) is required to keep detailed logs tracking all materials and labor used in the building and is the official representative of DSA on the job site. Previously approved firms are:

- Kal Krishran Consulting Services
- Gateway Science & Engineering
- Universal Laboratories
- Tony Massadi Inspections

On December 6, 2006, the Board of Trustees approved $1,860,000.00 for testing and inspection services. On April 8, 2009 for $1,950,000.00, on June 8, 2011 for $97,940.00, on October 11, 2011 for $39,857.06, on January 11, 2012 for $670,000.00 and on November 14, 2012 $450,000 and on 8/14/13 $61,500 were approved by the Board of Trustees, for cumulative total of $5,129,297.06.

At this time additional money will be required to continue with the required inspection and testing services for the ongoing projects.

The estimated amount needed for testing is $30,000.00 and for inspection services is $10,500.00 for a total increase of $40,500.00 from Bond Funds.

12. Instructional Services Agreement with LA Clear – Los Angeles County Regional Criminal Information Clearing House

The Department of Public Safety recommends instructional services agreement for public safety related training which includes but not limited to Emergency Response, Incident Command and other specialized training available to the LA Clear – Los Angeles County Regional Criminal Information Clearing House Employees. Revenue generated from FTES will be split 80% to Rio Hondo and 20% to LA Clear. The term of this instructional services agreement is through October 31, 2014.

13. South Whittier Education Center – Fire Department Connection – FBJ Painting

The Local Fire Department and the Division of the State Architect (DSA) have not accepted the installation of Fire Department Connection (FDC) to South Whittier Education Center. This is the last component needed to close this project with the Division of State Architect with certification.

Two proposals were received from the following contractors to change and modify FDC as required for approval with the lowest
apparent bidder, FBJ Painting, providing a proposal in the amount of $3,375.00 from Bond Funds.

<table>
<thead>
<tr>
<th>Company</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBJ Painting</td>
<td>$3,375.00</td>
</tr>
<tr>
<td>P.V. &amp; C. Plumbing &amp; Piping Inc.</td>
<td>$3,421.00</td>
</tr>
</tbody>
</table>

14. **Purchase Computerized Automatic Transmission Dynamometer & Control System**

The Applied Technology Department requires a 40-hp computerized automatic transmission dynamometer and control system to support its alternate fuels program, advanced transportation program and factory training program on automatic transmissions.

The cost of this equipment is $79,636.01 of which $31,673.00 will be paid from the CODA Grant, $7,963.01 paid from ATT Grant and the balance of $40,000.00 will be paid from the Bond Fund.

15. **Substantial Completion of Bid for Asphalt Maintenance Repairs at Parking Lot A, North Drive, Circle Drive and Physical Education Center – Golden State Paving Inc.**

The contractor, Golden State Paving, Inc., has substantially completed the Asphalt Maintenance Repairs at Parking Lot A, North Drive, Circle Drive, and Physical Education Center according to the scope of work, specifications, and conditions of the contract.

California Civil Code section 3093 authorizes a formal Notice of Completion (NOC) to be filed with the County Recorder. If unencumbered, final payment of retention shall be within 60 days of filing Notice of Completion and in accordance with Public Contract Code Section 7107.

16. **Continuing Education**

- Terry Medina – To present basic stringing techniques needed for creating bead jewelry. Students will learn about tools, findings, and stringing materials. Dates of service will be November 14, 2013 – June 30, 2014. Payment will be split 60% to Rio Hondo College and 40% to the consultant.

- Caron Ory – To present information for starting a homemade food business. With the newly approved California Homemade Food Act (AB1616) entrepreneurs may use their home kitchens to launch a small food business. This step by step course provides detailed information about all “ingredients” necessary to launch and operate a fun and profitable home-made food business. Dates of service: November 14, 2013 – June 30, 2014. Payment will be split 60% to Rio Hondo College and 40% to the consultant.
17. **Consultants**

- David Groves – To present a Magic Show at the Rio Hondo College Reading Festival. Payment not to exceed $200.00 from the Verizon Grant.

- Julie Mammano – To make a presentation at the Rio Hondo College Reading Festival. Payment not to exceed $450.00 from the Verizon Grant.

- Maribel Romero – to present/train Foster and Kinship Care Education Trainings/workshops/classes on topics such as: Self-Care; Mental Health Issues/Treatment; Trauma; Bullying; Domestic Violence; and other related topics on child development, foster care and parenting. Dates of service: November 14, 2013 – June 30, 2014. Payment not to exceed $1,000.00 from Foster Kinship Care Education.

- Lori Switanowski – To present/train Foster/Kinship Care Education workshops/classes/trainings on topics such as The Impact of Trauma on children; Depression and Suicide; Learning Disabilities; ADHD/ADD; The Teen Brain; Attachment parenting; Training for Trainers; Anger Management for children; Lying, Cheating and Stealing; Communication with Teens; Effects of Fetal Alcohol; Autism; Bullying and Other Aggressive Behavior; Child Development; Mental Health Issues/Disorders; Sexual Abuse; Working with the Difficult Child; Caring for children who have experienced Trauma; Dangerous Teen Trends and other topics related in Foster Care and Parenting. Dates of service: July 1, 2013 – June 30, 2014. Payment not to exceed $7,000.00 from Foster Kinship Care Education. Previously approved on the June 12, 2013 Agenda under “Our Family Comes First”

- Lori Switanowski – To instruct/present/plan/assist with workshops and services for the Youth Empowerment Strategies for Success (YESS-ILP) Program on various life skills topics such as Education, daily living, financial literacy, employment, mental health and other related topics. Dates of service: July 1, 2013 – June 30, 2014. Payment not to exceed $5,000.00 from Youth Empowerment Strategies for Success (YESS-ILP). Previously approved on the June 12, 2013 Agenda under “Our Family Comes First”

- Lori Switanowski – To coordinate, plan, implement and instruct mental wellness trainings(retreats servicing foster youth through the CA Community College Student Mental Health (CCC SMHP) Transition Aged Foster Youth (TAFY) Project Grant Dates of service: August 15, 2013 – June 30, 2014. Payment not to exceed $3,500.00 from CCC SMHP TAFY Grant. Previously approved on the August 13, 2013 Agenda under “Our Family Comes First”

- Lori Switanowski – To attend a one day Youth Strategies for Success – Independent Living Program (YESS-ILP) covering Transition Aged Foster Youth (TAFY) training in Sacramento,
California on November 14, 2013. Payment to include 8 hours of training and reimbursement for travel costs. Payment not to exceed $700.00 ($350.00 from TAFY Grant and $350.00 from YESS-ILP Grant). Previously approved on the October 9, 2013 Agenda under “Our Family Comes First”

B. PERSONNEL

1. Academic
   a. Employment

   Special Assignments, Fall 2013

   The following instructor will receive a $500 stipend, paid by Title V Grant, for creation of fully online and hybrid version of Philosophy 24:

   PRESTON, Ted, Behavioral & Social Sciences

   The following instructor will receive a $250 stipend, paid by Title V grant, for her participation in professional development and creation of two new assignments to enhance regular and effective contact in one of her online courses:

   VAZQUEZ, Dana, Communications & Languages

   The following instructor will receive a $250 stipend, paid out of Title V, for her participation in professional development and creation of two new assignments to enhance regular and effective contact in one of her online courses:

   LEWIS, Cynthia, Arts & Cultural

   The following instructors will receive a $500 stipend each, paid out of Title V, for creation of online versions of Dance 179 and 199 and creation of an online version of Dance 152:

   CARTAGENA, Alyson, Physical Education
   LOPEZ, Rachel, Physical Education
   McDOWELL, Carol, Physical Education

   The following instructor will receive a $400 stipend, paid out of Title V, for participation in professional development and creation of integrated curriculum in learning community:

   KORTZ, Veronica, Communications & Languages

   The following instructor will receive a $250 stipend, paid out of Title V, for participation in professional development and creation of two new assignments to enhance regular and effective contact in one of her online courses:

   MOSLEY, Kimberly, Career Technical Education

   Hourly As Needed, 2013-2014

   ACUNA, Sylvia, Student Health Center
   HEMENWAY, Steve, Weekend College
Substitute, 2013-2014
ARAGUNDI, Karl, Wknd College    HERRERA, Rene, Wknd College
LOUIE, John, Career Tech Edu.

b. Retirement

RIVERA, Nilsa, full time Counselor in Counseling & Student Development. Her last day of employment is December 14, 2013, with her first day of retirement being December 15, 2013.

c. Resignation

MANSOLINO, Ann, full instructor in Arts & Cultural. Her last day of employment is December 14, 2013.

2. Management and Confidential

a. Resignation

GUSTAFSON, Kathleen, Dean of Library and Instructional Support. Her last day of employment is November 29, 2013

3. Classified


Regular Classified

COOK, Heather, Systems Analyst, Information Technology Services, 100%, 12 months, effective November 1, 2013

CORTEZ, Chanell, Photocopier Machine Operator, Printing Services, 80%, 11 months, effective October 22, 2013

LAU, Kim, Account Clerk II, Accounting Department, 80%, 12 months, effective October 28, 2013

Substitute, 2013-2014

AMARO, Annabel, Clerk Typist III, Assessment Center, effective October 21, 2013

Increase in Assignment

VERDUGO, Laura, EOPS/CARE Specialist from 9 months to 11 months effective October 14, 2013

Promotion

b. BRAVO, Enrique, Sr. Instructional Assistant, MRC, 100%, 11 months, effective November 1, 2013
c. **Family Care and Medical Leave**

GONZALEZ, Ana, International Student Specialist, Admission & Records, has requested a three-week Family Care & Medical Leave from October 14, 2013 through November 1, 2013.

MAES, Crystal, Graphic Artist, Marketing & Communications, has requested a 12-week Family Care and Medical Leave, to be taken intermittently, from August 20, 2013 through February 14, 2014.

SILVA, Adriana, Children’s Center Aide, Child Development Center, has requested a 12-week unpaid Family Care & Medical Leave beginning November 5, 2013.

d. **Retirement**

ROMO, Ralph, Grounds Equipment Operator, Facilities Services. His last day of employment is December 25, 2013 with his first day of retirement being December 26, 2013.

SIERRA, Sandra, Sr. Financial Aid Assistant, Financial Aid. Her last day of employment is December 30, 2013 with her first day of retirement being December 31, 2013.

e. **Resignation**

AN, Grace, Account Clerk II in Accounting. Her last day of employment was October 11, 2013.

4. **Unrepresented (AP 7130), 2013-2014**

a. **Employment**

**Non-Credit**

GARDNER-LEMUS, Leslie, Continuing Education

**Hourly**

**Arts & Cultural**

PASCHETTO, Victoria, Model

**Communications & Languages (LAC)**

LIU, Jieni, Tutor II

**Disabled Students**

BLAKELY, Bernadette, Interpreter/Translator for Deaf

**Health Sciences & Nursing**

COOK, Catherine, Tutor II

OHARA, Tiffany, Tutor II

GARVIN, Chelsea, Tutor II

RODRIGUEZ, Marisol, Tutor II

SUPAMONGKOL, Melissa, Tutor II
C. PRESIDENT’S OFFICE
1. Ratification of Employment Contracts for Vice President Academic Affairs and Vice President Student Services

Based on the Government Code Section 53262 (a) “All contracts of employment with a Superintendent, Deputy Superintendent, Assistant Superintendent, Associate Superintendent, Community College President, Community College Vice President, Community College Deputy Vice President, General Manager, City Manager, County Administrator, or other similar chief administrative officer or Chief Executive Officer of a local agency shall be ratified in an open session of the governing body which shall be reflected in the governing body’s minutes.” Below is the summary of the contract of the Vice President Academic Affairs and Vice President, Student Services:

Vice President – Academic Affairs
Duration of contract: 7/1/2014 to 6/30/2016
Salary: $171,295/annual
Auto allowance: $4,920/annual
2. Resolution to Engage Local School Districts in Applying for Adult Education Consortia Planning and Implementation Grants

It was moved by Ms. Santana, seconded by Ms. Garcia and carried unanimously to approve the following resolution to engage local school districts in applying for adult education consortia planning and implementation grants:

Whereas, the Rio Hondo Community College District has provided, continues to provide, and will continue to provide education to the adult student population throughout the District;

Whereas several high school districts and K-12 school districts in Rio Hondo’s district have a rich history of offering outstanding adult education classes and programs to the residents of our community;

Whereas, the 2013-14 state budget provides $25 million for Planning and Implementation grants to school districts and community college districts to create local consortia for Adult Education and develop program grant applications for 2015-16 funding;

Whereas, school districts will need to be in formal partnerships with community college districts to be eligible for receiving Planning and Implementation grants this fiscal year;

Whereas, the state is committed to providing $500 million for Adult Education in fiscal year 2015-16;

Whereas, the allocations of program funding for Adult Education in 2015-16 will require the establishment of a local consortium in partnership with a community college district;

Whereas, the creation of the Rio Hondo Region Adult Education Consortium between El Monte Union High School District, El Rancho Unified School District, Whittier Union High School District, Montebello Unified School District, Tri Cities ROP District, the Hacienda La Puente Unified School District, Bassett Unified School District, and the Rio Hondo Community College District will lead to aligned curricula of education opportunities for our community’s adult population.

NOW, THEREFORE, the Board of Trustees of the Rio Hondo Community College District hereby resolves as follows:
that the Board of Trustees hereby requests the Superintendent/President to initiate the process to ensure our district receives its Planning and Implementation grant and its appropriate share of the $500 million available in 2015-16;

that it was approved that the Superintendent/President identify lead staff on this effort, and that they consider contracting with a third party for assistance in creating the partnership with the aforementioned school districts and developing the Planning and Implementation grant application and the 2015-16 Adult Education Consortium program funding application;

that lead staff share this resolution with the other partner school districts in the Rio Hondo Region Adult Education Consortium, the Chancellor’s Office, statewide organizations, and with the offices of state legislators whose districts overlap with the Rio Hondo Community College District.

III. ACTION ITEMS

A. PRESIDENT’S OFFICE

1. Revision of Board Policy 2716 – Political Activity (Final Adoption)

   288. It was moved by Ms. Acosta-Salazar, seconded by Ms. Garcia and carried unanimously to table this item to include what consequences would occur should this policy be violated.

2. Approve Revision to Board Policies 2015, 2210, 2315, 2350, 2725, 5010, 5700 (First Reading)

   289. It was moved by Ms. Acosta-Salazar, seconded by Ms. Santana and carried unanimously to remove the following BPs for additional edits/revisions and to approve BPs 2015, 5010 and 5700 for first reading:

   BP2210 Paragraph IIA8 – verify whether this responsibility of the President of the Board is referenced in the Board Protocols.

   BP2315 Paragraph IID – clarify statement and include in Board Code of Ethics (BP 2715)

   BP2350 Paragraph IVA&B – Verify with Legal Counsel

   BP2725 Paragraph I – Outline protocol for attending Board meetings via Skype, teleconference, etc.

B. ACADEMIC AFFAIRS

1. Curriculum Items

   290. It was moved by Ms. Santana, seconded by Ms. Acosta-Salazar and carried unanimously to approve the following Curriculum items:
a. **New Course that is Part of an Existing Program**

The following courses have been recommended for inclusion in our offerings and the catalog:

**COUN 105: Orientation and Education Planning**
(Counseling & Student Development)
Degree Applicable; (.5 Unit)
Transfers to: CSU

**Justification:** In response to the Student Success Task Force Recommendation that all new students should have a full educational plan by the end of their first year in college, this course aims to meet that goal by serving more students in a group format and providing more time to teach students about their options in higher education and how to develop their own educational plan based on their individual academic goals.

b. **Unit/Hour Change**

The following courses have been recommended for a unit/hour change to reflect an increase/decrease in course content:

**PE 171: Women's Intercollegiate Tennis Team**
Unit Change: TO: 3 Units
Hour Change: TO: 162 Lab

**PE 173: Women's Intercollegiate Softball Team**
Unit Change: TO: 3 Units
Hour Change: TO: 162 Total Lab

**PE 175: Women's Intercollegiate Cross-Country Team**
Unit Change: TO: 3 Units
Hour Change: TO: 162 Total Lab

**PE 182: Men's Intercollegiate Cross-Country Team**
Unit Change: TO: 3 Units
Hour Change: TO: 162 Total Lab

c. **New Program**

The following certificates/diplomas have been recommended for inclusion in our offerings and catalog:

**AA-T Degree – Studio Arts for Transfer**
(24 Units)

**AA-T Degree – Art History for Transfer**
(18 Units)

**AA-T Degree – History for Transfer**
(18 Units)

**Career Certificate: Accounting for Government and Nonprofit Organizations**
(16-16.5 Units)
d. **Program Change**

The following program changes have been recommended for inclusion in our offerings and catalog:

**Career Certificate: Basic Police Training**

**Unit Change: TO: 22-24 Units**

### IV. INFORMATION ITEMS

1. **Building Program**

2. **Accreditation Update** – Dr. Pierson launched the Accreditation Update by showing Board members a rough draft of the introduction to the accreditation report, which includes a history of Rio Hondo College written by writer/editor Marie Eckstrom. These pages are significant as they represent the first few pages of the document that the Standards Committee members began researching and compiling over a year ago. Dr. Pierson also reported that three campus surveys to gather evidence for various Standards were recently completed, with “a response rate strong enough for what we needed.” Overall, however, submissions of data and text to the CORE (Centralized Online Repository for Evidence) are behind schedule, which is creating a workflow issue for completing the first draft of the Self Evaluation Report in a timely manner.

Dr. Pierson listed several key topics being reviewed by members of the four Standards Committees, as reported at the most recent meeting of the Accreditation Leadership Team (ALT) on October 31. Standard I is working to establish institution-set standards despite limited guidelines from ACCJC. Standard II has identified that Rio Hondo lacks a policy on discontinuance of non-vocational programs and is considering whether Rio Hondo should develop a new BP on academic program discontinuance or amend the one we currently have relating to vocational programs. Another Standard II concern is how we inform students about issues such as academic integrity. Standard III has been analyzing a range of financial information from the last five years, including the College’s reserve percentages, revenue vs. expenses, and adherence to the 50% law. President Dreyfuss, co-chair for Standard III, has called for a multi-year budget. Standard III has also been working with Human Resources on aligning their mission statement with their SAOs, goals, and values. Standard IV recently presented to the Board of Trustees a timeline of “Related Tasks for the Board.” Standard IV co-chairs joined Board members at a recent Board study session with Bill McGinnis, which highlighted the Board’s roles and responsibilities with regard to accreditation. Standard IV co-chairs commended the Board members for undertaking their assigned tasks in a serious and aggressive manner.

In closing, Dr. Pierson stated that official dates for the accreditation team site visit next fall have been set, and the visit will occur in late September 2014 rather than early October.

3. **Excellence in Trusteeship Program (CCLC)** – All Board members confirmed their participation in the CCLC Excellence in Trusteeship Program.

### V. STAFF AND BOARD COMMENTS

- **Board Development Reporting** – No reporting out

### VI. CLOSED SESSION

**Ms. Acosta-Salazar left at this point of the meeting.**
Ms. Shapiro recessed the meeting to Closed Session at 9:30 p.m. and upon returning, announced the following action:

**Title 5, California Code of Regulations, Section 59328-59338**

*Pursuant to Section 54956.9(b):*
- CONFERENCE WITH LEGAL COUNSEL – Anticipated Litigation (4 Cases)

*Pursuant to Section 54956.9(c):*
- CONFERENCE WITH LEGAL COUNSEL – Existing Litigation (1 Case)

291. It was moved by Ms. Garcia, seconded by Ms. Santana and carried unanimously that the Board of Trustees approve the settlement agreement with D.Z. Plumbing of payment in the amount of $14,280 to the District and waive any alleged contract balance he claimed the District owed.

*Pursuant to Section 54957:*
- PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE
- PUBLIC EMPLOYEE APPOINTMENT
  - Director of Marketing & Communications

292. It was moved by Ms. Garcia, seconded by Ms. Shapiro and carried unanimously to approve Ruth Flores Retana, Director of Marketing & Communications effective December 2, 2013.

*Pursuant to Section 54957.6:*
- CONFERENCE WITH LABOR NEGOTIATOR
  - Agency Negotiator: Teresa Dreyfuss
  - Employee Organization: CSEA, RHCFA

**VII. ADJOURNMENT**

The Board adjourned the meeting in memory of Ms. Helen Amaya - a former CalWORKS and EOP&S/CARE student, who was killed in a fatal automobile accident as well as her boyfriend, Shawn Scott, and her three-year old daughter, Joeline.

*Date of Next Special Meeting, Monday, November 18, 2013, 6:30 p.m. Date of Next Regular Meeting, Wednesday, December 11, 2013, 7:00 p.m. Annual Organization and Election of Officers*)
Members Present: Kenn Pierson (Co-Chair), Adam Wetsman (Co-Chair), Henry Gee, Karen Koos, Kevin Smith, Howard Kummerman, Lydia Gonzalez, Russell Castañeda-Calleros, Vann Prest, Matt Koutroulis (SLO Liaison), Marie Eckstrom (Writer), Gary Van Voorhis, Angie Tomasich (Support Staff), Rachel Garcia (Support Staff).

1. Opening Remarks – Adam/Kenn

Dr. Pierson and Dr. Wetsman convened the meeting at 2:04 p.m. Dr. Wetsman stated that after attending a couple of meetings from each of the standards, he was very impressed by the progress and thanked everyone for their hard work and dedication. Adam also gave a brief update on the status of San Francisco City College and the problems they are having, mainly with governance.

Dr. Pierson reiterated what Dr. Wetsman stated, he is very impressed with the work so far.

5. Drop Box Virus Update – Howard

Howard Kummerman reported that one file from one of the committee members was infected, which corrupted the folder. The problem was fixed in six minutes and all the files were restored. Howard thanked Gary Van Voorhis and IT for all their help.

Howard brought up the point that it would be advantageous for the ALT team to learn how to use “Selective Sync” when using Dropbox. Howard showed how to access this feature so each standard can individually customize who has access to which file in their own standards. Howard offered to attend any of the Standards’ meetings to help them set up the selective sync. Lydia asked if Howard can email step-by-step instructions on how to do this process. Howard will email instructions to all 75 participants using the ALT Dropbox.

4. “A Moment with Marie” and Progress with Populating Template

Marie Eckstrom reported that nothing has been added into Dropbox and expressed her concern that everyone is going to populate the templates at the last minute and expect results right away.

Marie requested everyone please paginate their papers (ie. Page 1 of 5); and do not be concerned about bullets or narratives, punctuation, grammar, etc. Please: no adjectives or adverbs.
Russell asked what was Marie's preference to keep updating the different versions, or to post the last version upon completion, to which she replied to please post only the final version. She will then edit and return for further review.

3. ACCJC Self Evaluation Changes/Institutional Set Standards - Howard

Howard Kummerman reported that he and Teresa received a memo last week, dated September 11, 2013 from ACCJC, notifying us of the updated 2013 versions of several ACCJC publications (see attached); and the following day received the actual updated manuals. Howard stated he called Jack Pond right away to find out the actual changes. He said not many changes were reported. Here is a list of the changes:

- Page 27 of the Manual for Institutional Self Evaluation, new paragraph added regarding “Institution-set Standards for Student Performance”. This is a result of regulations from the U.S. Department of Education (see attached memo dated: Effective Spring 2013) pushing back down to ACCJC to push back down to the accredited institutions. Nothing is new. These are things that we should be doing already, but now ACCJC will take a closer look. There is also more added on Clock-to-Credit hours.

- More important is that Mr. Pond stated no changes were made to the Guiding Bullets on the Guide to Evaluating Institutions. Howard requested that if anyone notices any differences to please notify him as soon as possible. The Standards did not change.

- Page 6 of the Guide to Evaluating Institutions the same paragraph regarding “Institution-set Standards for Student Performance” was added. Jack Pond said make sure that the language “Institution Set Standards” is used throughout the self evaluation report and data provided.

- Howard mentioned that we may need to review our Institution Set Standards and make a decision on how we are going to proceed.

Phil Luebben, who attended a workshop last week, mentioned that ACCJC is thinking about limiting the number of pages for the self-evaluation report. Material from this workshop will be uploaded into Dropbox.

Adam suggested we bring these standards for review on the October meeting. In addition Howard will bring the Student Achievement data required.

Howard has posted all the updated manuals in Dropbox.

6. Campus Accreditation Survey Update – Howard

Howard reported that all questions sent have been inserted into Survey Monkey and asked for everyone to please review and send him any edits needed. At this point only questions from Standards 1, II and IV have been received.
Adam expressed his concern of how to increase participation with the survey. The team suggested having a gift card drawing, also the possibility of bringing a computer to the Deans or Division meeting so both part-time and full-time faculty can provide input, email the survey, or just paper and pencil. Marie suggested having computers set up in the Board room and people coming by and offer coffee and cookies. “CCC" Coffee-Computer-Cookies campaign was suggested.

Russell asked if each of the standards should have the same number of questions, to which Howard responded that actual questions will vary by Standard.

The goal is to send the email the survey by Friday October 4, with hard copies to the Division Deans by Monday October 7, and have a separate survey for the students.

7. Detailed Reports from Standards Committees 1-4

- **Standard IV Leadership and Governance – Priest and Castañeda-Calleros, co-chairs**

  Co-chair Vann Priest reported that Standard IV just met on Thursday, September 12, and Russell did a lot of work in preparation for that meeting. They emailed to each of the sub-committee members suggestions to where to find evidence as well as a copies of the templates for their individual section and samples of the past self-evaluation from 2008. A new student member was added as well. Vann and Russell started working on a timeline for the sub-committee. At the last Board meeting, they presented the Board with a Calendar of Activities for the Board to complete. Kenn added that it took a lot of collaboration and effort from a lot of individuals to complete this calendar. Standard IV is meeting again on October 10. There is a study session scheduled with the Board on October 19. There is a meeting set for Friday, November 1 for the Standard IV Leadership committee, which is comprised of Teresa Dreyfuss, Kenn Pierson, Adam Wetsman, Russell Castañeda-Calleros, Vann Priest, Board President, Madeline Shapiro and Board Vice-President Vicky Santana. There is a governance workshop scheduled for October 8.

  Overall, Standard IV is moving along very well and meeting many of the standards and for those that are partially met, substantial progress is being done in meeting those standards.

- **Standard III Resources – Dreyfuss, Frala, and Luebben, tri-chairs**

  John Frala, met today with Human Resources and has another meeting scheduled for next week regarding employee files. Phil Luebben reported Standard III had a meeting last week and subdivided the work and will be meeting next week again. John and Phil attended a workshop last week and collected a lot of material that is being shared with Standard III sub-committee members. Gary Van Voorhis reported he is working on the IT Master Plan, and meeting weekly, completing a timeline and expect to start populating the template next month.

  Matt Koutoulis mentioned that for the last five years, he has been asking for language that “results of SLO will not be included in faculty evaluation,” specifically a BP.
Phil Luebben, mentioned that there are a few issues that need to be address in Human Resources that, should the team visit today, could pose some problems.

- **Standard II Student Learning Programs and Services – Smith, Koos, and Gee, tri-chairs**

Karen Koos reported that committee members are working diligently, identifying areas of concern, for example off-sites locations and checking if we are offering comparable services. Doubts have been raised as to which locations are considered off-site locations. Conclusion is that it is up to us to define it. John Frala suggested checking the 2008 self-evaluation and how we treated the Police Academy and Fire Academy. Regarding SLO challenges, Matt is working on a more comprehensive SLO manual, and identified that there is work that needs to be done at the course division level. Kevin Smith noted that Student Achievement data is missing and in order to compete, they need the data first.

Adam noted that we need to have a discussion in this committee to set the standards and how to reach the levels set on these standards.

- **Standard I Institutional Mission and Effectiveness—Gonzalez and Kummerman, co-chairs**

Rio Hondo’s institutional mission is in process of being reviewed, scheduled to go to the Board in November. Areas of deficiencies have been identified, for example “what changes have been implemented as a result of the program review”. It was done a little bit last year, but more work needs to be done to show how results were implemented.

Lydia Gonzalez, mentioned that at the last IEC meeting it was discussed that, instead of reviewing the Institutional Goals once a year in the leadership retreat, maybe it needs to be done on an ongoing basis, maybe even in PFC.

Howard also stated that we also need to rethink how we share data internally and externally.

**8. Announcements**

Howard reminded everyone that in the Accreditation website we have all our previous Accreditation reports. This is important as each standard needs to review ACCJC’s previous recommendations. We need to address again each of these recommendations and how we handled them in the past and where we are currently.

Next Meeting Date – Thursday, October 31, 2013 – 1:00-2:30 Board Room.

Meeting adjourned at 2:30 p.m.

KP/AW/at
DATE: September 11, 2013

MEMO TO: College and District/System Chief Executive Officers, Accreditation Liaison Officers

FROM: Mr. G. Jack Pond, Vice President

SUBJECT: ACCJC Publications

Enclosed in this mailing are the updated 2013 versions of several ACCJC publications. These include the following:

The Accreditation Reference Handbook – This Handbook contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the Accreditation Standards, and current policies of the Commission.

The Guide to Evaluating Institutions – This Guide contains questions that might be asked about educational quality and institutional effectiveness as each Accreditation Standards is considered. It also provides suggestions for what might constitute evidence that an institution meets Accreditation Standards. It is intended for use by institutions as they write their Self Evaluation Report of Education Quality and Institutional Effectiveness (formerly Self Study Report), and by teams when evaluating institutions.

The Guide to Evaluating Distance Education and Correspondence Education – Similar to the Guide for Evaluating Institutions, this Guide contains questions and possible samples of evidence institutions and team members should use in determining whether distance education and correspondence programs and services meet Accreditation Standards.

Substantive Change Manual – This Manual includes information on changes considered substantive, the process used for obtaining ACCJC approval of substantive changes, the required format and content of a substantive change proposal, and the Substantive Change Policy.

Other publications by the ACCJC that will not be included in the mailing but which are available online include the Manual for Self Evaluation of Educational Quality and Institutional Effectiveness, the Eligibility, Candidacy, and Initial Accreditation Manual, and the Team Evaluation Manual.

All Commission publications and core documents (including the Accreditation Standards and the Eligibility Requirements) are available on the ACCJC website at www.accjc.org/publications.
DATE: Effective Spring 2013

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

TO: All External Evaluation Team Members


The U.S. Department of Education (USDE) issued several new regulations for institutions and accreditors that became effective July 1, 2010, 2011 and 2012. These new regulations follow the Higher Education Opportunities Act of 2008, and also reflect the USDE’s continuing efforts to improve program integrity for its Title IV financial aid funds. Information about interpretation and implementation is still being disseminated to institutions and accrediting bodies.

The ACCJC requires External Evaluation Teams to follow specific procedures to demonstrate the Commission’s compliance with the federal regulations. The attached chart includes condensed references to the regulatory language and the procedures that evaluation teams must follow.

The federal formula for converting clock hours to credit hours is located in ACCJC’s “Policy on Institutional Degrees and Credits” in the Accreditation Reference Handbook.

The recent regulations require institutions to set standards for student achievement; these standards may be tailored to the institution and its mission. The regulations also require accreditors to ask institutions to assess their own performance against the institution-set standards for student achievement. In addition, the regulations require accrediting agencies to examine and evaluate the reasonableness of institution-set performance standards related to student achievement, and to examine and evaluate the use of the institution’s own data and analysis of performance and goals for improvement against those institution-set standards. College reports and evaluation team reports are to address in detail the student achievement standards and performance for each institution.

Please incorporate this material for use during the External Evaluation Team Visit you will be conducting.
Evaluation Responsibilities for Compliance with U.S. Department of Education (USDE) Regulations HEOA 2008 including 2010 and 2011 regulations interpreted through August 2012

<table>
<thead>
<tr>
<th>PARAGRAPH of 34 C.F.R.</th>
<th>USDE REGULATION AND USDE GUIDELINES FOR 34 C.F.R. § 602, JANUARY 2012</th>
<th>EVALUATION TEAM TASK</th>
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<tbody>
<tr>
<td>602.16(a)(1)(i)</td>
<td>Standards effectively address “success with respect to student achievement in relation to the institution’s mission, including as appropriate consideration of course completion, State licensing examinations, and job placement rates.” Whether institutionally-developed standards to demonstrate student success are being used by the accreditor in the accreditation assessment, and the institution’s performance with respect to student achievement is assessed.</td>
<td>The institution must set standards for satisfactory performance of student success (student achievement and student learning). The evaluation teams examine the institution-set standards for student success and achievement and assess their appropriateness. Evaluation teams examine institution summary data on course completion rates, licensure pass rates where available, and job placement rates where available. The team also examines program/certification completion data, and graduation data provided by the college. These data are examined in the context of the institution-set standards of satisfactory performance and goals for improvement of student success (student achievement and student learning). The evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission. (Standards I.B.; I.B.1-6; II.A; II.A.1.c; II.A.2.a,b,f,g,h, i; II.A.5; II.A.6; ER 10-Student Learning and Achievement)</td>
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</table>
| 602.16(a)(viii)        | Standards effectively address the quality of the institution or program in: “ensuring that any awarded academic credits/degrees/credentials conform to commonly accepted practice including time invested and content mastered.” | The evaluation team will examine and evaluate the reliability and accuracy of the institution’s assignment of credit hours by reviewing the institution’s related policies and procedures and application of those policies and procedures to programs and courses. The evaluation team samples at least five course outlines and corresponding syllabi, and examines the class schedule, to determine that the institution has assigned an appropriate amount of work to conform to the Carnegie Unit, and this sampling must include:  
  - At least one distance education course |
| 602.24(e)              |                                                                   |                     |
| 602.24(f)              |                                                                   |                     |
### Minutes

**November 13, 2013**

**Board of Trustees Regular Meeting**

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<table>
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<th>As pertains to:</th>
<th>If the institution converts clock hours to credit hours for purposes of federal financial aid, the institution adheres to the Department of Education’s 2011 conversion formula</th>
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</table>
| **600.2 (Credit Hour)** | • At least one classroom based course with a laboratory  
• At least one course that provides for clinical practice, if applicable to the institution  
• At least one class that converts clock hours to credit hours for purposes of awarding credit, if the institution does so. |

The evaluation team will examine institutional policies and procedures for measuring the program length and intended outcomes of degrees and certificates offered.

The evaluation team will confirm the institution has transfer of credit policies that are publicly disclosed and that include a statement of the criteria regarding the transfer of credit earned at another institution of higher education.

Since USDE regulations establish a minimum standard, and institutions may choose to include more work for their credit hours than the minimum amount, credit hours at one institution will not necessarily equate to credit hours at another institution for a similar program.

The evaluation team will, in the External Evaluation Report narrative of its findings, cite the institution’s policy, procedure, class and program evidence examined.

*(Standards I.B; I.B.1-6; II.A; II.A.1; II.A.2; II.A.2.6; II.A.6.a-c; ER 9-Academic Credit: Policy on Award of Credit; Policy on Institutional Degrees and Credits; Policy on Transfer of Credit)*

<table>
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<tr>
<th><strong>602.16(a)(1)(ix) And related</strong></th>
<th>The standards effectively address the quality of the institution in addressing: “the Record of student complaints received by, or available to, the agency.”</th>
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<tr>
<td><strong>668.43</strong></td>
<td>The institution “must make readily available to enrolled and</td>
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The evaluation team will be sent a copy of any complaints that have been filed with the ACCJC in accordance with the criteria for filing such complaints. The evaluation team will examine the institution’s procedures which define student grievances/complaints and the manner in which they are received and will examine the institution’s files containing student complaints/grievances for the five years preceding a comprehensive evaluation. The evaluation team will examine any patterns observed in the complaints to determine whether they constitute evidence that indicates the institution has failed to comply with Accreditation Standards, ERS and policies. Any deficiencies will be identified in
prospective students... (a)(6) the names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed under paragraph (b).” (b) “the institution must make available for review to any student or prospective student upon request a copy of the documents describing an institution’s accreditation and its State, Federal or tribal approval or licensing. The institution must also provide (those persons) with contact information for filing complaints with its accredditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.”

602.17(f) The agency provides a detailed written report that assesses the institution’s compliance with the agency’s standards, including areas needing improvement AND the institution’s performance with respect to student achievement.

The team report as such.

(Standards II.B; II.B.2.c: II.B.3.a; II.B.4; ER 20–Public Information. Policy on Student and Public Complaints Against Institutions)

The evaluation team will examine the institution’s means of providing to any student or prospective student information about its accrediting bodies and governmental (usually state) licensing or approval bodies, copies of documents describing an institution’s accreditation or governmental approval, as well as contact information for filing complaints with such bodies. The team report will describe the institution’s compliance with this new requirement.

(ER 20 – Public Information)

The evaluation team will examine whether institutions make available to students located in states other than the institution’s home state, and receiving instruction from the institution (via distance education or correspondence education, or by other means) the contact information for filing complaints with the relevant governmental or approval body in that state in which the student is located.

The evaluation team will examine student achievement data at the programmatic and institutional levels. The institution must set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic and institutional levels. The evaluation teams must examine the institution’s own analyses, and also determine whether the institution’s standards for student achievement are reasonable.

The examination will assess the institution’s performance with respect to the institution-set standards. The examination will be based upon data, and it will reference data cited above re 602.16, as well as other factors used by the institution. The External Evaluation Report will detail the institution’s
| 602.17(g) | Distance and Correspondence Education:  
During institutional reviews, the agency applies the definitions of "distance education" and "correspondence education" found in §602.3 to determine which mode of delivery is being employed.

The agency requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it:

1. Requires institutions to verify the identity of a student who participates in a class or program by using methods such as:
   (i) A secure log in and passcode

   performance, noting both effective performance and areas in which improvement is needed.

   (Standard I.B.; Standard II.A.; Standard II.B.)

The evaluation team will review the manner in which the institution determines if a course is offered by distance education or correspondence education. The team will examine the delivery mode of a sampling of courses where students are separated from the instructors. The team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed).

Use of a learning management system alone will not determine whether the mode is distance education; course syllabi, grading policy, and actual instructional delivery determine how the mode is characterized for USDE purposes. The team will describe its findings and the team’s judgment of the appropriateness of institutional application of the USDE delivery mode definitions.

The evaluation team will examine the efficacy of methods that the institution uses to verify the identity of students enrolled in distance education and correspondence education classes. The evaluation team will describe whether the institution uses the secure log in and password for its distance education classes. If the institution uses other methods for its distance education classes or correspondence classes, the evaluation team will describe these methods and the team’s judgment of their efficacy in preserving the integrity of the credits and grades awarded.

(Standards II.A; II.A.1; II.A.2; II.A.2.c, d, e; II.A.7; II.B.1; II.B.2.c; II.A.3.c; II.C.1; Policy on Distance Education and on Correspondence Education)
|   | (ii) Proctored examinations  
(iii) New or other technologies and practices that are effective in verifying student identity |
---|---|
**602.19 (a-e)** | The agency must demonstrate that it has and effectively applies a set of monitoring and evaluation approaches that enable the agency to identify institutional strengths and stability. These approaches must include ... collection and analysis of key data and indicators, including fiscal information and measures of student achievement. |

Comprehensive evaluation teams must examine the institution’s longitudinal data on the institution’s fiscal condition, including significant increases or decreases in revenues and enrollments, and identify any team concerns about fiscal stability. Comments should be included in Standard III.D.

*(Standards II.D; III.D.1.b, c, d; III.D.2.b,c,g; III.D.3; ER 17-Financial Resources; ER 18-Financial Accountability)*

Comprehensive evaluation teams must examine the institution’s longitudinal data on student achievement (course completion, program/certificate completion, graduation, licensure, job placement data) and identify any team concerns about stability and achievement of mission, as well as any trends that identify strengthened institutional performance.

*(Standards l.B: 1.B.1-6; ll.A.1.c; II.A.2.a,b; II.A 2.f-); ll.A.5; ER 10-Student Learning and Achievement)*