

As depicted in Figure 1, Río Hondo College’s equity principles provide the overall lens from which planning and educational practice are enacted. The College’s mission, vision, and values statements function as the primary driver of all institutional planning. Collectively, these statements shape the development of the long-range Educational and Facilities Master Plans as well as the mid-range Strategic Plan. Annual planning emanates from the College’s core planning documents: the Educational Master Plan, the Facilities Master Plan, and the Strategic Plan. As captured in Figure 1, annual planning not only connects strategic planning goals with the College’s annual objectives and implementation plan, but also links Annual Program Plans, Program Review, student learning outcomes, and resource allocation. In addition to the College’s master plans and Strategic Plan, other key drivers of the College planning process include:

- Board District Priorities – Governing board policy priorities developed to align with institutional priorities;
- Student-Centered Initiatives – Goals and objectives associated with these initiatives (e.g., Vision for Success, Guided Pathways Implementation Plan, and Student Equity Plan) inform the Strategic Plan and provide overall direction in its development; and,
- the Strategic Plan Annual Implementation Plan, which establishes key actions, timelines for achieving institutional goals and objectives, provides direction to program review and program plans and includes an annual progress report of Strategic Plan activities and outcomes.

To implement the Integrated Planning Model, the College has developed a ten-year schedule for the updating of each major planning component, which is presented in Table 1.

Table 1. Río Hondo College Ten-Year Integrated Planning Schedule

Integrated Planning

| | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 26/27 | 27/28 | 28/29 | 29/30 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Educational and Facilities Master Plan | ✓ | | | | | | | | | | ✓ |
| Mission, Vision and Values | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Board District Priorities | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Student-Centered Initiatives | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Institutional Learning Outcomes | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Strategic Plan | | ✓ | | | ✓ | | | | ✓ | | |
| Annual Implementation Plan | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |

A more detailed description of each component of the College’s Integrated Planning Model is outlined below.

Equity Principles

The College equity principles set the stage and provide guidance through which institutional planning and educational practice are accomplished. As captured in the Equity Principles draft document, the College has embraced the following Association of American Colleges and Universities operating definitions:

...**diversity** is an understanding of how individual and group differences contribute to diverse thoughts, knowledge, and experiences that are the foundation of a high-quality liberal education. **Inclusion** is an active, intentional, and ongoing engagement with diversity across the curriculum, co-curriculum, and our communities to increase awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions. **Equity** prioritizes the creation of opportunities for minoritized students to have equal outcomes and participation in educational programs that can close achievement gaps in student success and completion (McNair, Bensimon, Malcolm-Piqueux, 2020, p. 7).

Accordingly, the College’s draft equity principles include the following tenets and critical questions considered by the College community in its approach to its educational practice:

- Equity is the central framework for policies, practices, and procedures.