

THIS MEETING WILL BE RECORDED

- ALL PARTICIPANTS WILL BE MUTED UNLESS SPEAKING.
- RAISE YOUR VIRTUAL HAND TO SPEAK, SO THAT WE MAY HAVE ONE CONVERSATION AT A TIME.
- STATE YOUR NAME BEFORE TALKING.
- BE PATIENT WITH THE ORGANIZERS, WE WILL DO OUR BEST TO MULTI-TASK AND RESPOND TO VIRTUAL HAND RAISING, ETC.

Rio Hondo College Planning Retreat Spring 2020

April 10, 2020
8:30 am – 12 noon
Via Zoom

- I. Agenda Overview and Goals for the Day8:30 – 8:35 (Caroline)
Handout 1 – Meeting Etiquette and Logistics

- II. College Planning and Decision-making Reports8:35 – 9:05 (Caroline)
 - a. Program Planning and Review – Institutional Recommendations (Marie)
Handout 2 – Program Review Institutional Recommendations
 - b. Outcomes Assessment – English Demonstration Project (Marie)
Handout 3 – English 101 Outcomes Assessment Demonstration Project
 - c. Resource Allocation (Caroline)
Handout 4 – Resource Allocation Requests and Rankings

- III. Guided Pathways – Update9:05 – 9:30 (Lydia)
Handout 5 – Guided Pathways Update

BREAK – 5 MINUTES

- IV. Status Report on Master Plan Elements9:35 – 9:50 (Caroline)
 - a. Overview of Educational and Strategic Planning Process (Caroline)
Handout 6 – Integrated Planning at RHC
Handout 7 – Integrated Planning Timeline
 - b. Review College Comprehensive Planning Framework (Diane, alignment matrix)

- V. Educational and Master Plan – Highlights and Recommendations9:50 – 10:35 (Diane)

BREAK – 5 MINUTES

VI. Strategic Goals and Objectives10:40 – 11:25 (Diane, SWOT and TOWS)

VII. College Values.....11:25 – 12 noon (Diane)

Handout 8 – RHC Current Values Statement

VIII. Next Steps and Adjournment12 noon (Diane)

2020 Virtual Planning Retreat Meeting Etiquette and Logistics

1. **Please mute** yourself when you are not speaking. Wait to be recognized by one of the meeting hosts or facilitators before speaking. **Unmute** yourself to speak and **then re-mute** yourself after you have spoken.
2. **Please silence** notifications or **close out** of any applications that make noise while you are participating in the Virtual Retreat. We have a lot of participants and we want to minimize background noise as much as possible.
3. **When using the CHAT and PARTICIPANTS features:**
 1. **Use the raise hand** feature in the **PARTICIPANTS** window if you would like to be recognized. **Wait** to be recognized by one of the meeting hosts or facilitators before speaking. Follow the muting and unmuting guidelines above.
 2. **For questions posed in the CHAT window**, please indicate that you have a question by starting your chat with three leading question marks. For example,
 3. To cut down on duplication, please **do not RAISE your hand and pose the same question in the CHAT window**. *If it's taking too long to get to your RAISED hand, and you decide to post in the CHAT window, please LOWER your hand in the PARTICIPANTS window.*

***THANK YOU for your cooperation.
Let's have a wonderful virtual experience!***



INSTITUTIONAL RESEARCH AND PLANNING

2020-2021 PROGRAM REVIEW INSTITUTIONAL RECOMMENDATIONS

Increasing Student Learning, Achievement, and Completion

Classroom Best Practices

All faculty should move toward using course shells within the College Learning Management System (LMS) so that students are able to monitor their performance in each of their classes. At a minimum, for each class in which they are enrolled, students should know their course standing throughout the term, and have access to their grades.

Instructional Outcomes

The Outcomes Committee needs to establish and communicate to all instructional programs the deadline for submitting the Course Outcomes Timeline. Timelines need to be submitted as part of the Annual Program Plan and need to be on file in Task Stream.

The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop.

The Outcomes Committee should take the lead in developing examples that demonstrate appropriate use of outcomes data and actionable instructional strategies that can be used to improve student outcomes or to provide a rationale for why an improvement plan is not necessary. The Committee should also take the lead in developing examples of Closing the Loop documents that provide evidence of engagement with learning outcomes and improving student learning.

The Outcomes Committee should also review the Closing the Loop document and make revisions so that programs can report on whether the actions they took to improve student performance resulted in increased mastery of student learning outcomes in subsequent assessment cycles.

Non-instructional Outcomes

The Outcomes Committee needs to communicate a timeline for all non-instructional programs to complete developing their outcomes, assessing them, and reporting on them.

The Outcomes Committee needs to set a deadline to submit outcomes assessment timelines for non-instructional programs.

The Outcomes Committee should develop guidelines for developing non-instructional program outcomes that focus these outcomes on the population that is served by the program rather than program or institutional operations.

Distance Education

The College should create a mandatory orientation for online courses that clearly and specifically communicates the expectations and challenges associated with taking online courses.

The College should explore student success by modality and develop strategies to improve success rates where differences are observed.

Academic Support Programs

The College needs a plan to transition student academic support programs such as Gateway Tutoring, Summer Bridge, and Supplemental Instruction so that student support in these areas remain organized and coordinated.

The College should explore non-credit academic support courses for critical gateway courses.

Educational Centers

The College needs to ensure that the Educational Centers have comparable auxiliary support to the main campus; e.g. access to financial aid, library services, Admissions & Records, Veterans, etc.

The College needs to establish a firm identity for the Educational Centers and actively market the courses and offerings.

Guided Pathways/Student Success Teams

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up existing, successful programs, such as MESA and others, to support more students across the campus.

The Guided Pathways Steering Committee should ascertain the feasibility of scaling up course coordination for critical courses. Course coordination includes such practices as

adopting a common schedule of weekly instructional topics, common textbooks, and other instructional materials (such as lab manuals and exercises, types of homework exercises, etc.).

The Guided Pathways Steering Committee should ascertain the feasibility of establishing and maintaining a model of embedded counselors, preferably not funded by categorical funding, for each division.

Equity

The Program Review and the Institutional Effectiveness Committees should consult with the Equity Committee to improve Program Review and Planning processes to ensure that equity-based priorities are reflected in individual program plans and reviews.

Professional Development/Learning

There is a need for a comprehensive, campus-wide professional development plan, with a higher degree of coordination and an optimization of funds among the various initiatives that have PD as part of their charge. Professional development needs to address classroom instructional strategies as well as equity-minded practices.

The College should institutionalize pedagogical institutes for first-year faculty.

The College should pursue relationships with high school partners and explore intersegmental activities designed to improve knowledge across the segments of preparation for college level work and what it takes to be successful at the college level.

Data Coaching and Data Analysis

The Program Review and Institutional Effectiveness Committees should work with Staff Development and the Equity Committee to ensure that programs make better use of data in program reviews and program plans.

Data coaching and data analysis training should be activities that occur throughout the year and a plan should be developed to train faculty and others to serve in these roles in order to expand the pool of trained data coaches.

Physical Environment

It is recommended that the Director of Facilities develop a plan to address indoor and outdoor facilities issues that impact student learning at both the main campus and educational centers. The Director of Facilities needs to communicate this plan to the entire campus. Funds should be allocated to improve the appearance of the physical and learning environment.

Hiring Practices

Faculty should be involved and have a voice in Classified hiring if it is directly related to student success and instruction in the classroom.

The Executive Director of Human Resources should work to establish a policy and/or procedure for Classified hiring.

Technology

The College needs to update its Technology Plan and make it publicly available. The Technology Plan should include standards for classroom instructional technology, faculty and staff office computers, and the replacement cycle of technology for classrooms, labs, and staff offices. The plan should also address campus-wide infrastructure in the areas of automation and integration of systems, training and end-user support, timelines for going paperless for various processes, and the development of business analytic capacity to realize gains for students in achievement and completion.

Enrollment Management

Enrollment and efficiency targets for programs, disciplines, and centers should be implemented so that programs, disciplines, and the centers have realistic expectations for growth and resources, such as hiring additional faculty to support enrollment growth. This is likely the purview of the Vice President of Academic Affairs and/or the Enrollment Management Work Group.

The Enrollment Management Work Group, in consultation with Marketing and Communications, should develop a marketing and recruitment campaign to increase enrollment in all programs where the College determines strategic growth is desirable.

The Enrollment Management Work Group, in consultation with the office of Outreach and Educational Partnerships should develop a plan for increasing dual enrollment particularly in areas identified as strategic growth opportunities for the College.

Scheduling of special programs, such as Honors, should be reviewed to ensure that they are offered in a manner that optimizes access for students.

Health and Safety

The College needs a campus wide emergency and security plan that addresses issues on the main campus and the educational centers. Such a plan should include improving the emergency awareness through ongoing training of faculty, staff, and students as well as

creating a directory of qualified faculty and staff who possess up-to-date certifications for emergencies such as First Aid, CPR, defibrillation administration, etc.

Safety and security matters need to be communicated to the entire College community. Timely warnings of events on and nearby the campus, particularly those deemed to be a serious and continuing threat to the safety and security of students and employees, need to be communicated within the applicable laws and guidelines for campus safety and security.

The College should ensure that all health and safety regulations are followed, especially in the science and technology labs.

Human Resources

The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

The Vice President of Academic Affairs should establish a systematic process to review re-assigned time across the campus.

Department of English Course-level Outcome Assessment Fall 2019 Pilot Project

Introduction

Rio Hondo College's Department of English (English) conducted a course-level outcome assessment pilot project using data from English 101 taught during the fall 2019 semester. A team of ten faculty independently reviewed student essays and rated them Proficient, Satisfactory, or Unsatisfactory on the four English 101 course-level outcomes, Figure 1.

Figure 1. English 101 Outcomes

1. The student will formulate a clear thesis statement.
2. The student will analyze and incorporate source material smoothly and accurately.
3. The student will document the sources correctly in MLA format.
4. The student will employ standard conventions of grammar and mechanics.

The data was provided to the Institutional Research & Planning Office (IRP) for analysis and results were prepared and presented at the February 2020 department meeting.

Methods

The English faculty coordinator requested a **representative sample** of fall 2019 English 101 sections from which to get 200 essays for assessment.

From the 93 sections offered during fall 2019, IRP identified **six random samples** of 10 sections that could be used. Each of the six samples was **analyzed to determine if it represented all English 101 offerings** on two primary factors, support (i.e. English 101, English 101S, and English 101SP) and format (i.e. in-person or online).

The sample that most closely represented the offerings for fall 2019, based on support and format, was selected. Secondary factors (i.e. days of the week, times, location, and faculty contract) were also considered.

Instructors of the ten selected sections were notified and final student essays were collected for evaluation. Identifying information from the essays was redacted and a packet of essays from multiple sections was given to **ten volunteer evaluators** with instructions (see Appendix A). Each evaluator rated 15 or 16 essays for a total of **158 essays**.

Volunteers rated each paper on four outcomes using a three-point scale of Proficient, Satisfactory, and Unsatisfactory. Ratings and qualitative comments were given to IRP for analysis.

Results

Results from the pilot project are presented below. Figure 2 and 3 present the distribution of ratings by course-level outcome. Ratings of Proficient and Satisfactory combined are presented in Figure 4. Comments and feedback, about the data, and the evaluation process, are included in Figure 5. Totals disaggregated by evaluator can be found in Appendix B.

Figure 2. Evaluation Results Table

	Proficient		Satisfactory		Unsatisfactory	
	%	n	%	n	%	n
Outcome 1. Thesis Statement	46.2	73	32.9	52	20.9	33
Outcome 2. Source Material	34.8	55	38.6	61	26.6	42
Outcome 3. MLA Format	30.8	49	37.1	59	32.1	51
Outcome 4. Grammar and Mechanics	43.3	68	39.5	62	17.2	27

Figure 3. Evaluation Results Graph

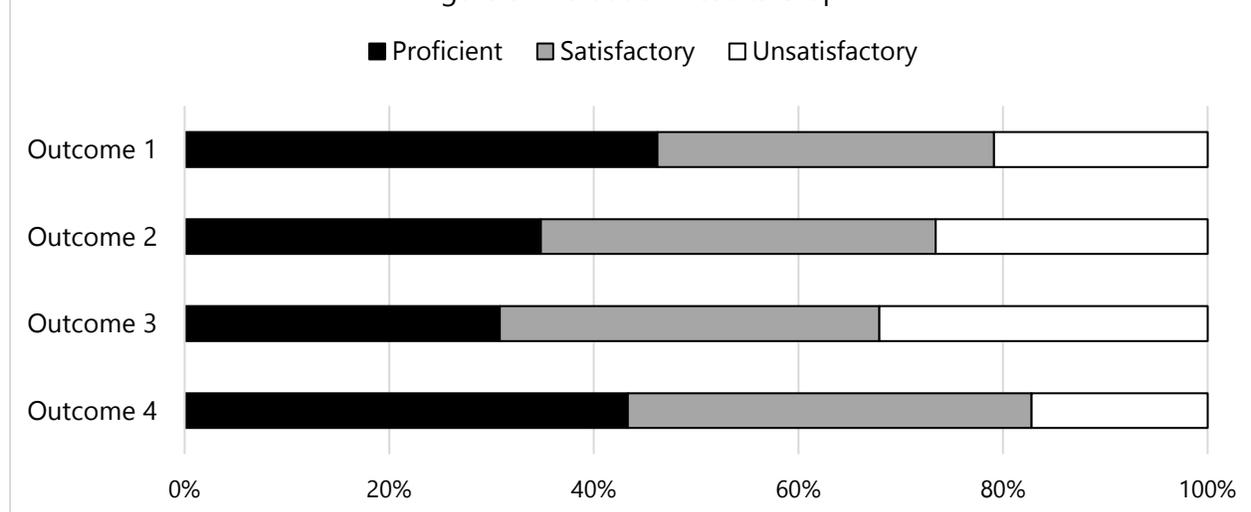


Figure 4. Evaluation Results Table – Proficient and Satisfactory Combined

	Proficient or Satisfactory		Unsatisfactory	
	%	n	%	n
Outcome 1. Thesis Statement	79.1	125	20.9	33
Outcome 2. Source Material	73.4	116	26.6	42
Outcome 3. MLA Format	67.9	108	32.1	51
Outcome 4. Grammar and Mechanics	82.8	130	17.2	27

Figure 5. Evaluator Comments and Feedback

Outcome 1. Thesis

- Some papers clarify topic... not always a treatment, though, to understand the stance/thesis.
- Students do seem to understand how to formulate thesis statements.

Outcome 2. Source Material*

- While most students proficiently incorporated source material, many would incorporate the material one way in their individual papers and would continue to follow that same method of incorporation for each source. This may simply be a style issue, but some students may perceive utilizing outside sources as another "box to check" rather than best understanding how to use them and what is the purpose.
- Sometimes students included material... not always with analysis though.

Outcome 3. MLA Format*

- Far too many author names and article titles find their way into the text.
- Proficiency in MLA documentation, both parenthetical and in works cited page, is seriously lacking.

Outcome 4. Grammar and Mechanics

- Common grammatical errors: you, they/it with no antecedent, contractions, comma splices. Even in the stronger papers, sentences do not read well. Students need to read their work aloud.
- Some errors but not interfering with meaning.

Other Comments

- Length of the research paper (and amount of research required) needs to be standardized.
- If inconsistent, it could still be satisfactory since some correctly done.
- Smooth process. This took an hour and a half. It was nice being neutral and not knowing who wrote the essays. I think this creates a more accurate analysis.
- How about a new SLO regarding paragraphing? Structure/organization?

*Comments for these two outcomes may overlap.

Summary

The pilot project produced the following results:

- 79.1% of students formulated a clear thesis statement.
- 73.4% of students analyzed and incorporated source material smoothly and accurately.
- 67.9% of students documented sources correctly in MLA format.
- 82.8% of students employed standard conventions of grammar and mechanics.

This data can be used by the Department of English to focus a conversation about course-level outcomes and student learning.

Questions to Consider

- Are the **course-level outcomes** understood by evaluators in the same way?
- Do the **course-level outcomes** accurately and meaningfully reflect student learning?
- Does the **three-point scale** (i.e. Proficient, Satisfactory, Unsatisfactory) work well for assessing course-level outcomes?
- Is there **variation across evaluators**? What can this variation be attributed to? How does it impact outcomes assessment?
- What is the department's **benchmark for proficiency** on course outcomes?
- What **themes of success** emerge from the assessment data? How can this be built on?
- Are there outcomes that should be **targeted for improvement**?
- What **resources** are needed to ensure improvements come to fruition?
- When it comes time in the **curriculum process for course revision**, what (if any) changes need to be made to this course?
- Did this process produce **meaningful data** for the Department of English? How can it be improved in the future?

Appendix A. Instructions

Outcomes	Proficient	Satisfactory	Unsatisfactory
The student will formulate a clear thesis statement			
The student will analyze and incorporate source material smoothly and accurately			
The student will document the sources correctly in MLA format			
The student will employ standard conventions of grammar and mechanics			

Directions for English 101 Pilot Outcomes Study for Fall 2019

1. You have received a packet of English 101 essays. All identifying information has been redacted. The essays from the sample have been thoroughly mixed up, so the packet you have represents papers from several different instructors. The names of the students and the instructors participating in the study will never be revealed, and this applies to the reader evaluators as well.
2. Evaluate each essay for all four outcomes. You can mark the boxes as appropriate with a check mark or a single line. Each essay should receive four marks. You need not read the entire essay to determine the level of proficiency for each outcome.
3. Please feel free to make qualitative comments on this paper and return it with you tally to Janice Garcia in A-219. Please take your time to review the essays, but please return all materials within about two -to – three weeks. When she has received all the packets, we will tally the results and list all qualitative comments. We will discuss the results at our February department meeting.

Qualitative comments: Please write any comments below. All comments will be forwarded to the department for consideration.

Appendix B. Data

Evaluator	No. of Essays	Outcome 1. Thesis Statement (n=158)			Outcome 2. Source Material (n=158)			Outcome 3. MLA Format (n=159)			Outcome 4. Grammar and Mechanics (n=157)		
		PROF	SAT	UNSAT	PROF	SAT	UNSAT	PROF	SAT	UNSAT	PROF	SAT	UNSAT
1	16	6	7	3	6	3	7	3	6	7	6	3	7
2	16	5	5	6	4	8	4	3	6	7	5	11	0
3	16	5	7	4	4	7	5	0	11	5	4	9	3
4	16	6	6	4	4	7	5	3	4	9	5	7	4
5	15	11	1	3	6	8	1	6	7	2	6	6	3
6	15	7	7	1	9	4	2	9	4	2	8	4	3
7	16	9	6	1	5	10	1	6	8	2	7	9	0
8	16	7	4	5	2	4	10	4	9	4	12	3	0
9	16	2	8	6	0	9	7	0	4	12	0	9	7
10	16	15	1	0	15	1	0	15	0	1	15	1	0
SUM	158	73	52	33	55	61	42	49	59	51	68	62	27
Rating Percentage Proficient/Satisfactory		46.2%	32.9%	20.9%	34.8%	38.6%	26.6%	30.8%	37.1%	32.1%	43.3%	39.5%	17.2%
			79.1%			73.4%			67.9%			82.8%	



INSTITUTIONAL RESEARCH AND PLANNING 2020 PLANNING RETREAT *OUTCOMES UPDATE*

- The Outcomes Committee’s focus for 2019-2020 has been to clarify and streamline outcomes processes, and to improve the quality of outcomes created, assessed, and reported.
- On December 3, 2019, Academic Senate approved the *Standards of Assessment Practice for Instructional Programs*, which outlines Rio Hondo’s outcomes cycles and processes.
- In-depth information about these outcomes cycles and processes will appear in the new *Outcomes Handbook* (available in the online Faculty Resource Center, like all outcomes documents, as an MS-Word and a PDF file). The *Handbook* also includes an updated “*Quick Reference Guide*” for *Taskstream* use.
- Additional processes—including “*close-the-loop*” (to develop action plans for course improvement), “*timelines*” (to track rotation of outcomes in a five year period), and course-level outcome rubrics (to improve quality)—have been introduced this year. Faculty and staff can access and download documents associated with these processes in the online Faculty Resource Center.
- Recognizing that in order for Rio Hondo to be accredited, ACCJC benchmarks require proof of processes by which outcomes articulation and review are undertaken on a formal and regular basis, it has been suggested that outcomes “checks” be integrated into *Curriqunet* in order for a weekly sub-committee of the Outcomes Committee to review and approve outcomes for all new and revised courses.



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

SUMMARY

Category	Academic Affairs	Finance & Business	President's Area	Student Services	Total
Full-Time Administrator					
Sent to PFC Sub-Committee	\$376,000.00	\$0.00	\$85,000.00	\$0.00	\$461,000.00
Ranked in Top 15	\$376,000.00	\$0.00	\$85,000.00	\$0.00	\$461,000.00
Additional Requests Ranked	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Full-Time Classified					
Sent to PFC Sub-Committee	\$590,000.00	\$470,000.00	\$80,000.00	\$0.00	\$1,140,000.00
Ranked in Top 15	\$590,000.00	\$470,000.00	\$80,000.00	\$0.00	\$1,140,000.00
Additional Requests Ranked	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Full-Time Faculty					
Sent to PFC Sub-Committee	\$3,300,000.00	\$0.00	\$0.00	\$0.00	\$3,300,000.00
Ranked in Top 15	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
Additional Requests Ranked	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment					
Sent to PFC Sub-Committee	\$662,500.00	\$125,000.00	\$30,000.00	\$0.00	\$817,500.00
Ranked in Top 15	\$610,400.00	\$125,000.00	\$0.00	\$0.00	\$735,400.00
Additional Requests Ranked	\$52,100.00	\$0.00	\$30,000.00	\$0.00	\$82,100.00
Technology					
Sent to PFC Sub-Committee	\$890,069.00	\$280,000.00	\$3,000.00	\$0.00	\$1,173,069.00
Ranked in Top 15	\$635,149.00	\$280,000.00	\$0.00	\$0.00	\$915,149.00
Additional Requests Ranked	\$254,920.00	\$0.00	\$3,000.00	\$0.00	\$257,920.00
Facilities					
Sent to PFC Sub-Committee	\$1,863,449.00	\$0.00	\$0.00	\$0.00	\$1,863,449.00
Ranked in Top 15	-	-	-	-	-
Additional Requests Ranked	-	-	-	-	-
Budget Augmentation					
Sent to PFC Sub-Committee	\$677,205.00	\$0.00	\$82,000.00	\$0.00	\$759,205.00
Ranked in Top 15	-	-	-	-	-
Additional Requests Ranked	-	-	-	-	-
Total					
Sent to PFC Sub-Committee	\$8,359,223.00	\$875,000.00	\$280,000.00	\$0.00	\$9,514,223.00
Ranked in Top 15	\$3,711,549.00	\$875,000.00	\$165,000.00	\$0.00	\$4,751,549.00
Additional Requests Ranked	\$306,930.00	\$0.00	\$33,000.00	\$0.00	\$339,930.00



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

FULL-TIME ADMINISTRATOR POSITIONS

Rank	Unit	Position	Budget
1	Distance Education	Assistant Dean for Distance Education	\$150,000
2	Institutional Research & Planning	Program Manager for Institutional Planning and Assessment	\$85,000
3	Kinesiology, Dance, and Athletics	Full-time Athletic Director	\$100,000
4	Continuing and Contract Education	Reclassify Program Manager to Associate Dean	\$26,000
5	Business	Project Manager for Strong Workforce NetLab Hub & Cybersecurity Regional Project	\$100,000



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

FULL-TIME CLASSIFIED POSITIONS

Rank	Unit	Position	Budget
1	Facilities	Custodians for Main and Satellite Campuses (3)	\$180,000
2	Mathematics, Sciences & Engineering	Multidisciplinary Laboratory Instructional Tech. for Natural Sciences	\$50,000
3	Arts & Cultural Programs	Full-Time Arts Lab Technician	\$65,000
4	Government & Community Relations	Coordinator	\$80,000
5	Kinesiology, Dance & Athletics	Athletic trainer	\$50,000
6	Health Sciences	Health Science and Nursing Division Clinical Coordinator	\$100,000
7	Communications & Languages	Institutionalize Sr. Instructional Assistant in the LAC	\$75,000
8	Information & Technology Services	Network/Cyber-Security Specialist	\$110,000
9	Library	Library/Media Technician	\$50,000
10	Distance Education	Instructional Assistant	\$55,000
11	Library	Library/Media Clerk	\$45,000
12	Facilities	Painters (2)	\$120,000
13	Communications & Languages	Clerk Typist 1 for Communication and Language Labs	\$40,000
14	Library	Library Online Systems Technician	\$60,000
15	Facilities	Carpenter (1)	\$60,000



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

FULL-TIME FACULTY POSITIONS

Rank	Unit	Position	Budget
1	Mathematics, Sciences and Engineering	Biology (Pre-Health Emphasis)	\$100,000
2	Behavioral and Social Sciences	Tenure Track Political Science Faculty	\$100,000
3	Business	Tenure Track Accounting Faculty	\$100,000
4	Career and Technical Education	Tenure Track Automotive, Alternative Fuels Emphasis, Faculty	\$100,000
5	Behavioral and Social Sciences	Tenure Track Economics Faculty	\$100,000
6	Mathematics, Sciences and Engineering	Tenure Track Mathematics Faculty	\$100,000
7	Behavioral and Social Sciences	Tenure Track Child Development Faculty, Education Emphasis	\$100,000
8	Communication and Languages	Full-time Debate Coach	\$100,000
9	Career and Technical Education	Tenure Track Welding Faculty	\$100,000
10	Mathematics, Sciences and Engineering	Biology (Pre-Health Emphasis)	\$100,000



**INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS**

EQUIPMENT

Rank	Unit	Request	Location	Frequency	Budget
1	Facilities	College Fleet	N/A	Ongoing	\$35,000
2	Communications & Languages	El Paisano Lab Cameras	N/A	One-time	\$45,000
3	Mathematics, Sciences & Engineering	Autoclaves (2)	S100A	One-time	\$85,000
4	Arts & Cultural Programs	DSLR Cameras for Student Use	N/A	One-time	\$15,000
5	Communications & Languages	El Paisano Lab Equipment	N/A	One-time	\$15,000
6	Arts & Cultural Programs	TV Courses Equipment	LR140	One-time	\$2,000
7	Facilities	Street Sweeper	N/A	One-time	\$90,000
8	Arts & Cultural Programs	Studio Lighting for Photography and TV	LR140	One-time	\$2,000
9	Arts & Cultural Programs	Film and Print Dryer Replacement	B17	One-time	\$8,400
10	Behavioral and Social Sciences	Sociology Library Books and Media	Library	Ongoing	\$2,000
11	Arts & Cultural Programs	Wray Theatre Lighting	Wray Theater	One-time	\$56,000
12	Arts & Cultural Programs	Scenic Lab. Equipment, Tools, Hardware	Scene Shop	One-time	\$3,000
13	Arts & Cultural Programs	Stage Piano	Wray Theater	One-time	\$200,000



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

Rank	Unit	Request	Location	Frequency	Budget
14	Arts & Cultural Programs	Classroom Pianos	M111 M124	One-time	\$150,000
15	Arts & Cultural Programs	Ceramics Equipment	B010	One-time	\$27,000
16	Educational Centers	Emergency System for Educational Centers	Edu. Centers	One-time	\$30,000
17	Arts & Cultural Programs	Upgrade Med-Format Cameras to Digital	N/A	One-time	\$20,000
18	Kinesiology, Dance & Athletics	Nutcracker Set	Wray Theater	One-time	\$4,000
19	Arts & Cultural Programs	Studio Lighting Equipment	LR140	One-time	\$1,600
20	Arts & Cultural Programs	Replace Studio Arts Props	B11 and B12	One-time	\$1,500
21	Arts & Cultural Programs	Repair Darkroom Enlargers	B17	One-time	\$2,000
22	Arts & Cultural Programs	Replace Film Cameras	B17	One-time	\$3,000
23	Arts & Cultural Programs	Projection Design Hardware and Software	N/A	One-time	\$20,000



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

TECHNOLOGY

Rank	Unit	Request	Location	Frequency	Budget
1	Facilities	Replace Classroom A/V Systems older than 2012	Campus classrooms	Ongoing	\$180,000
2	Behavioral and Social Sciences	Upgrade BSS Classroom Technology	A Bldg, Classrooms	One-time	\$100,000
3	Arts & Cultural Programs	Upgrade A/V and Computer Equipment	B110	One-time	\$20,000
4	Library	Purchase Overhead Scanner for Library Copy Center	LR220	One-time	\$17,000
5	Library	Replace People Counter Gates in Library	LR209	One-time	\$35,000
6	Kinesiology, Dance & Athletics	Purchase laptop computers for Dance studios	KDA 139 and 141	One-time	\$6,000
7	Public Safety	Upgrade AV Equipment to Support Instructional Needs	AJ Annex and Fire Training Center	One-time	\$40,000
8	Information & Technology Services	Campus wide standardized copier/printer leasing plan	N/A	Ongoing	\$100,000
9	Library	Replace Classroom, Commons, and Staff Desktop Computers	LR223, LR224, LR232	One-time	\$87,700
10	Behavioral and Social Sciences	Purchase Laptop cart with 45 laptops	N/A	One-time	\$56,099
11	Business	Update Business Division Equipment	B113-116 District Computer Lab	Ongoing	\$200,000
12	Library	Replace Classroom Laptop Computers	LR230	One-time	\$43,200



INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

Rank	Unit	Request	Location	Frequency	Budget
13	Library	Monitors for Seven Study Rooms in Library	LR221A, LR223A-G	One-time	\$4,000
14	Kinesiology, Dance & Athletics	Purchase an iPad Pro for Student-Athlete medical tracking	Athletic Training Facility	One-time	\$1,150
15	Mathematics, Sciences & Engineering	Purchase BIOPac hardware and software	S124	One-time	\$25,000
16	Arts & Cultural Programs	Purchase Technical Theatre Software	N/A	Ongoing	\$5,000
17	Library	Digital Signage for LRC and Library Circulation	LRC First Floor and LR215	One-time	\$4,000
18	Library	Replace Circulating Laptop Computers	LR215	One-time	\$26,700
19	Arts & Cultural Programs	Replace Outdated Desktop Computers in Animation	LR104	One-time	\$70,000
20	Behavioral and Social Sciences	Purchase Four Macbook Pro laptops	BSS Division	One-time	\$4,900
21	Library	Replace Student Scanners in Library	LR220	One-time	\$1,320
22	Arts & Cultural Programs	Purchase Wray Theater Projector	Wray Theater	One-time	\$30,000
23	Educational Centers	New Copier at SWEC	SWEC front office	One-time	\$1,000
24	Arts & Cultural Programs	Upgrade Arts Server	N/A	One-time	\$1,000
25	Arts & Cultural Programs	Update computers in Graphic Design	S320, B107, LRC	One-time	\$90,000



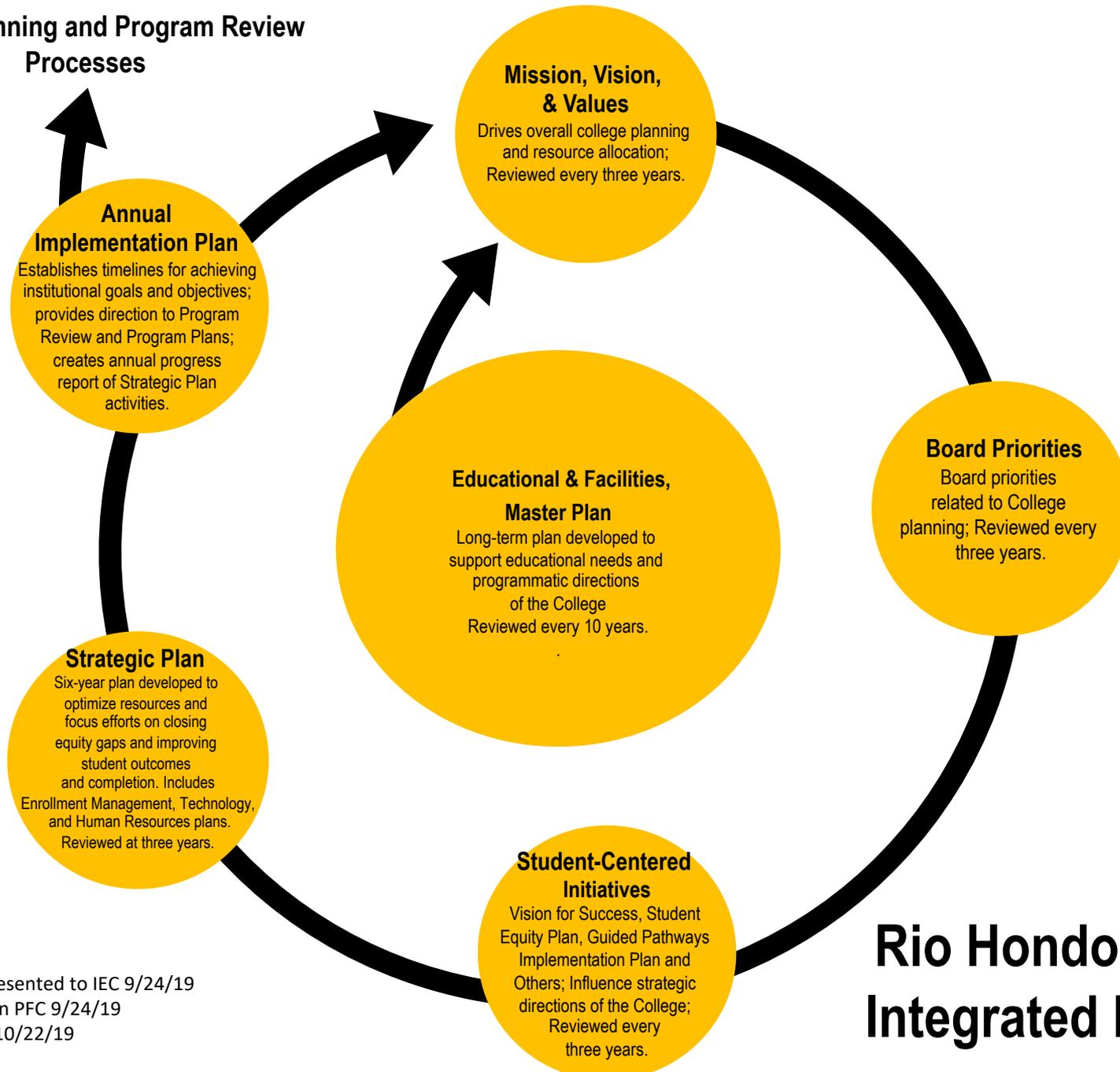
INSTITUTIONAL RESEARCH AND PLANNING
2020-2021 PLANNING PROCESS
RANKED RESOURCE ALLOCATION REQUESTS

Rank	Unit	Request	Location	Frequency	Budget
26	Continuing and Contract Education	Purchase Heavy Duty Color Printer	Continuing & Contract Education	One-time	\$2,000
27	Arts & Cultural Programs	Purchase 3D Ceramics Printer	B010	One-time	\$8,500
28	Arts & Cultural Programs	Build Motion Capture Facility	N/A	One-time	\$10,000
29	Arts & Cultural Programs	Purchase 3D Printer for Animation	LR104	One-time	\$3,500

Rio Hondo Guided Pathways
April 2020 Update

PILLAR 1 Clarify the Path	PILLAR 2 Enter the Path	PILLAR 3 Stay on the Path	PILLAR 4 Ensure Learning
<ul style="list-style-type: none"> • Established 11 Areas of Interest (Aol), built into application on CCC Apply • Website under development http://pathways.riohondo.edu <ul style="list-style-type: none"> ○ Pages for each Aol with career information ○ Degrees and certificates organized by Aol ○ Sample educational plans established for each degree and certificate with pull down menus for paths to local degrees, CSU and UC 	<ul style="list-style-type: none"> • Declare Your Major Day was a great success on 3/3/2020 • Software Workgroup exploring Career Coach website integration 	<ul style="list-style-type: none"> • Student Success Team Summit in October 2019 <ul style="list-style-type: none"> ○ Roles and responsibilities under development • Virtual and phone support for students during COVID-19 distance learning 	<ul style="list-style-type: none"> • Equity themed Flex Day, Spring 2020 <ul style="list-style-type: none"> ○ Faculty and staff challenged to try one equity-minded practice in their classrooms, workplace. • Each course has intentional learning outcomes which we can track and assess.

Annual Planning and Program Review Processes



Rio Hondo College Integrated Planning

Revised and presented to IEC 9/24/19
Initial discussion PFC 9/24/19
Presented IEC 10/22/19



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 Priorities	✓			✓			✓			✓	
Student-centered Initiatives Strategic Plan (includes Technology, Human Resources, and Enrollment Management Plans)	✓			✓			✓			✓	
Annual Implementation Plan		✓			✓	✓	✓	✓	✓	✓	

Draft presented to IEC 10/22/19

Río Hondo College – Current Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the college community—trustees, faculty and staff—recognizes the importance of openly and candidly expressing the college’s values. Río Hondo College values the following:

1. **Quality Teaching and Learning**

The college is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Río Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. **Student Access and Success**

Río Hondo College recognizes the individual worth and potential of every human being. Accordingly, the college offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Río Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own.

3. **Diversity and Equity**

Río Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- Recognizing that each individual is unique and understanding individual differences.
- Recognizing the things that people have in common despite being members of diverse groups
- Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are
- Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.

4. **Fiscal Responsibility** – Río Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.

5. **Integrity and Civility** – We value integrity, honesty and respect in our actions and words.

EMP Highlights

Survey Results and Themes

Emerging Themes:

1. Expand and fully deploy online instruction, support, and services.
2. Develop flexible, student-centered approaches to the delivery of courses and programs.
3. Enhance opportunities for working adults to enter and complete programs in high demand/high age occupational fields (e.g., Health Sciences, STEM, Computer/Information Technology).
4. Boost or develop early outreach efforts to High School students via dual enrollment or middle college high school opportunities.
5. Improve the technological infrastructure needed to support the College's Strategic Plan Goals and Objectives.

Rio Hondo Guided Pathways

April 2020 Update

Tri-Chairs: Lydia Gonzalez, Angelica Martinez, Viviana Villanueva

PILLAR 1 Clarify the Path	PILLAR 2 Enter the Path	PILLAR 3 Stay on the Path	PILLAR 4 Ensure Learning
<ul style="list-style-type: none"> • Established 11 Areas of Interest (AoI), built into application on CCC Apply • Website Workgroup Website under development http://pathways.riohondo.edu <ul style="list-style-type: none"> ○ Pages for each AoI with career information ○ Degrees and certificates organized by AoI ○ Sample educational plans established for each degree and certificate with pull down menus for paths to local degrees, CSU and UC 	<ul style="list-style-type: none"> • Declare Your Major Day was a great success on 3/3/2020 <ul style="list-style-type: none"> ○ Counselors can now submit change of major forms on behalf of students • Software Workgroup exploring how to improve onboarding for students during application process <ul style="list-style-type: none"> ○ Career Coach ○ MyPath 	<ul style="list-style-type: none"> • Student Success Team Summit in October 2019 <ul style="list-style-type: none"> ○ Roles and responsibilities under development (on hold) • Tri-chairs providing input for ABC virtual and phone support for students during COVID-19 distance learning <ul style="list-style-type: none"> ○ Academics ○ Basic Needs ○ Community 	<ul style="list-style-type: none"> • Equity themed Flex Day, Spring 2020 <ul style="list-style-type: none"> ○ Faculty and staff challenged to try one equity-minded practice in their classrooms, workplace. • Ongoing remote professional development for faculty during distance learning • Each course has intentional learning outcomes which we can track and assess.

Essential Implementation Conditions under development:

- Technology Infrastructure to automate data from Banner
- Automated data dashboard to filter students by Area of Interest, # of units completed, math/English completion

RIO HONDO COLLEGE - COMPREHENSIVE PLANNING FRAMEWORK

CURRENT INSTITUTIONAL Goal One: Rio Hondo students will achieve their educational goals.		SUGGESTED STRATEGIC PLAN GOALS (2020-2025)	SUGGESTED STRATEGIC PLAN OBJECTIVES (2020-2025)	EMP EXTERNAL SCAN FINDING LINKS	EMP INTERNAL SCAN FINDING LINKS	PROPOSED EMP-FMP CORRELATIONS
Objective 1: Completion (VFS, approved May 31, 2019)	1.1 RHC will increase the number of students completing Associate Degrees (including ADTs) from 1,230 in 2016-17 to 1,572 in 2021-22, an increase of 28 percent. 1.2 RHC will increase the number of students completing Chancellor’s Office approved certificates from 525 in 2016-17 to 1,682 in 2021-22, an increase of 220 percent.	Access and Completion: Strengthen and expand educational partnerships and increase institutional collaborations to improve enrollment, retention, and completion rates for RHC students.	Increase dual enrollment, articulation with HS partners, and four-year institutions. Develop strategic enrollment management plan to address: 1) flexible scheduling models by modality (e.g., online), term length (e.g., short-term, intersessions), type (e.g., “weekend” college, noncredit); 2) actions to improve efficiency and RHC’s fiscal position under the Student-Centered Funding Formula (SCFF).	Declining number of children in County will result in lower K-12 enrollments and reduce the “high school pipeline;” thus, the College will need to consider effective approaches to early outreach and the delivery instruction to high school students. Many service area residents are: <ul style="list-style-type: none"> ▪ working age, commuting, raising families, and increasingly likely to be caring for extended family; ▪ Hispanic &/or foreign born; ▪ in poverty; and, ▪ without college degrees. Thus, RHC will need to devise flexible approaches to the delivery instruction and support services. Most households have computers and broadband, which allows them access to online instruction and services.	ENROLLMENTS: <ul style="list-style-type: none"> ➤ RHC has experienced a five-year increase in student headcount (+13.92%). ➤ Increased fill rates in “off-campus” (dual enrollment) over the previous five years. ➤ Increased average section enrollments at Pico Rivera and El Monte sites. ➤ Web/Online courses have increased; potential for additional enrollment growth. 	To maximize enrollments at all locations, including “off-site,” enhance facilities and technology: <ul style="list-style-type: none"> - Calibrate facility renovations or new construction to enrollment projections and strategic enrollment plan; - improve safety and security; - improve ADA access through Universal Design principles; - improve parking and wayfinding; - improve IT infrastructure in accordance with an approved Technology Plan - invest in telepresence (video-collaboration technology) that deliver high-definition video and stereophonic sound to link students and faculty from multiple locations and enable collaboration; - upgrade/renovate “off-site” spaces to incorporate faculty offices, counseling, small group meeting spaces, student gathering spaces, “quiet zones.”
OBJECTIVES 2 AND 3 Objective 2: Transfer	2.1 RHC will increase the number of students completing Associate Degrees for Transfer (ADTs) from 508 in 2016-17 to 686	Completion and Transition: Support the success of all student in meeting their educational goals.	Develop new instructional programs in areas of study aligned with high-demand and high-wage labor market trends.	Several high demand occupations for which the College <u>does not</u> currently offer programs means RHC will need to consider developing programs in these fields, which	Newer programs have shown the potential for future enrollment growth (e.g., Homeland Security, Hospitality, Architecture and Heavy Equipment Tech, Automobile Tech).	Upgrade, renovate or expand facilities for programs with strong enrollment growth potential (e.g., Homeland Security, Hospitality, Architecture and Heavy Equipment Tech, Automobile Tech).

<p>(VFS, approved May 31, 2019) (SEA, approved June 2019)</p> <p>Objective 3: Unit Reduction (VFS, approved May 31, 2019)</p>	<p>in 2021-22, an increase of 35 percent.</p> <p>2.2 RHC will increase the number of students who transfer to a UC or CSU from 847 in 2016-17 to 993 in 2021-22, an increase of 17 percent.</p> <p>2.3 RHC will increase the total number of students who transfer from 1,220 in 2017-18 to 1,398 in 2021-22, an increase of 15%.</p> <p>3.1 RHC will decrease the average units earned per completed Associate Degree from 92 in 2016-17 to 89 in 2021-22, a decrease of 3 percent.</p>		<p>Expand and refine articulation and pathways to four-year institutions.</p> <p>Improve student learning by enhancing the safety, appearance, accessibility, appearance, and condition of campus spaces (e.g., classrooms, labs, student service spaces), equipment, technology, through the development of Distance Education, Technology, and Facility Master Plans.</p>	<p>offer living wages (e.g., phlebotomy, medical assisting, paramedic, Vet Tech, HVAC, massage therapy)</p> <p>RHC offers programs that prepare graduates for employment in several of the fastest growing occupations and which also offer living wages in the region (e.g., science, mathematics, and engineering, computer science, health sciences, and business).</p>	<p>Enrollment data suggests that students are choosing programs and courses in disciplines, which:</p> <ul style="list-style-type: none"> • prepare them for direct entry into career fields (e.g., certificates); • fulfill eligibility requirements for programs in allied health fields (e.g., nutrition, chemistry); and/or, • prepare them for transfer in popular majors (e.g., psychology) or help them fulfill transfer requirements (Speech, English & Literature). 	<p>Build facilities needed for any new programs to be developed over the next decade, which require specialized, dedicated spaces (e.g., medical assisting, phlebotomy, HVAC).</p> <p>Fully assess and prioritize critical needs for facility renovations, upgrades, or the demolition of dilapidated facilities.</p>
<p>Objective 4: CTE (VFS, approved May 31, 2019)</p>	<p>4.1 RHC will increase the percent of exiting CTE students who report being employed in their field of study from 62% in 2014-15 to 65% in 2021-22, an increase of 3 percentage points.</p>	<p>Workforce Development: Expand and improve the alignment between programs and labor market demands.</p>	<p>Develop and implement a Workforce Development Strategic Plan to include new instructional programs (credit and noncredit).</p>	<p>Employment growth in the County will be led by education and healthcare, leisure and hospitality, information, and professional and business services.</p>	<p>RHC currently offers programs that prepare graduates for employment in a number of the fastest growing occupations and which also offer living wages in the region (e.g., science, mathematics, and engineering, computer science, nursing and health sciences, business, nutrition, psychology).</p>	<p>Upgrade/renovate facilities and technology serving health sciences and STEM, as well as those instructional programs with significant growth potential, particularly those which are currently limited by available classroom and lab space, and thus, cannot grow (e.g., Graphic Design, Nursing, Administration of Justice, Fire Science, Nutrition)</p>
<p>Objective 5: Equity</p>	<p>5.1 RHC will increase the number of disabled students who transfer to a UC or CSU from 33 in 2015-16 to 54 in</p>	<p>Equity: Close equity gaps in students' achievement of educational and career goals.</p>	<p>Increase and improve equitable access to programs and support services for students at all locations and in all modalities; increase completion of courses</p>	<p>Significant percentage of Hispanic or Latino populations within the service cities will remain a key demographic feature.</p>	<p>Majority of Rio Hondo College students (71.46%) in 2018 were Hispanic/Latino; the next highest percentages were White students (8.56%) and Asian students</p>	<p>To enable effective staff collaborations and help students to easily access needed support services, upgrade and centralize student services facilities <u>at</u></p>

<p>(VFS, approved May 31, 2012)</p>	<p>2021-22, an increase of 64 percent.</p> <p>5.2 RHC will increase the number of foster youth students who transfer to a UC or CSU from 0 in 2015-16 to 30 in 2021-22.</p>		<p>and programs for disproportionately impacted groups.</p>	<p>Most notable increase in the service area population identifies as mixed or multiracial (non-Hispanic).</p>	<p>(7.18%) of the student population.</p> <p>Majority of students in 2018 were under age 24.</p>	<p><u>all sites</u> so that programs that serve similar needs are co-located. Build or renovate faculty offices, including spaces for adjunct faculty, who are the majority of faculty and serve the greatest number of students.</p> <p><u>At all sites</u>, build or renovate current spaces to strategically locate services needed for programs that address students' basic needs (e.g., housing, food, health, services, mental health services, legal services).</p> <p>To enhance student connections, build or redesign student gathering spaces (exterior and buildings), meeting rooms, tutoring and supplemental instruction spaces, and "quiet zones" for studying, relaxation, or meditation.</p>
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RHC - SWOT AND TOWS SURVEY RESULTS

SWOT	TOWS
<p>STRENGTHS</p> <ul style="list-style-type: none"> • Diversity: students, faculty, and staff • Strong commitment, dedication to student success • Excellent instructional programs (e.g., CTE, transfer) • Strong presence in the community and community support 	<p align="center">STRENGTHS → OPPORTUNITIES</p> <p align="center">Diversity and strong commitment to success + Excellent + <u>Strong community presence and support</u></p> <p align="center">OPPORTUNITIES FOR ENHANCING PROGRAMS AND SERVICES</p>
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Deficient or lacking technology infrastructure, resources, systems integration, and professional development • Lack of financial resources • Dilapidated and/or inaccessible facilities • Challenging topography • Lack of equity-mindedness in instruction and approach to services 	
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Strategic and longer-range scheduling centered upon meeting students' needs and educational goals • New programs, which would meet emerging workforce needs and provide living wages • Better scheduling and more resources focused on student success areas, such as tutoring, supplemental instruction and investing in student support services • Streamline and automate processes and procedures for students (e.g., appointments, applications, petitions) • Enhanced technology (e.g., web-based and virtual services, CRM system) • Weakening economy and demographic shifts 	<p align="center">OPPORTUNITIES!</p> <p align="center"><i>weaknesses</i> </p> <ol style="list-style-type: none"> 1. Focus on improving IT: <ul style="list-style-type: none"> ✓ Integrate IT college plans ✓ Streamline and automate processes ✓ Invest in professional development 2. Strategically schedule and align course offerings to student needs. 3. Invest in professional development: <ul style="list-style-type: none"> ✓ to enhance equity-minded approaches to instruction and services ✓ to build technical skills for faculty and staff 4. Strong community presence = opportunities for outreach to non-traditional students and those needing to re-tool, retrain.

THREATS

- Declining enrollment
- Low student success rates
- Impact of pandemics
- Lack of student preparedness
- Lack of faculty preparedness to meet changing student needs
- Lack of stability in leadership
- Increased accountability for student success
- Student-Centered Funding Formula



1. Strong commitment can be channeled to professional development to meet changing student needs and enhance equity-mindedness.

2. Strong community presence can combat declining enrollments.



Rio Hondo College
Institutional
Planning Retreat

APRIL 10, 2020

VIA ZOOM

Retreat Overview and Goals for the Session

Meeting Etiquette and Logistics

Institutional Reports and Updates

- Update on the 19-20 activities of the Institutional Effectiveness Committee
- Report on institutional recommendations of the 19-20 Program Review process
- Report on the English 101 Outcomes Assessment demonstration project
- Resource allocation prioritization

Integrated Planning at RHC

- Overview of Educational Master and Strategic Planning Processes
- Review of Comprehensive Planning Framework

Retreat Overview and Goals for the Session

Activities Requiring Your Participation

- Comprehensive Planning Framework
- Educational Master Plan – Highlights and Recommendations
- Strategic Goals and Objectives
- College Values

College Planning and Decision- Making

Program Review and Planning:
Institutional Recommendations
– Marie Eckstrom

Outcomes Assessment:
English 101 Demonstration Project
– Marie Eckstrom

Program Review – Institutional Recommendations

Main Themes

- Outcomes
- Academic Support Program
- Educational Centers
- Data Coaching and Analysis
- Hiring Practices/Human Resources
- Enrollment Management



Outcomes Assessment – English Demonstration Project

College
Planning and
Decision-
Making

Resource Allocation
– Caroline Durdella

Resource Type	Total \$\$ Ranked Requests Received	Final \$\$ Committee Recommendation (ranked in top 15)
Faculty	\$3,300,000	\$1,500,000
Classified	\$1,140,000	\$1,140,000
Administrator	\$461,000	\$461,000
Technology	\$1,173,069	\$915,149
Equipment	\$817,500	\$735,400
Facilities	\$1,863,449	IN PROGRESS
Budget Augmentation	\$759,205	IN PROGRESS

College Planning and Decision-Making

Resource Allocation

College Planning and Decision-Making

Resource Allocation Detail

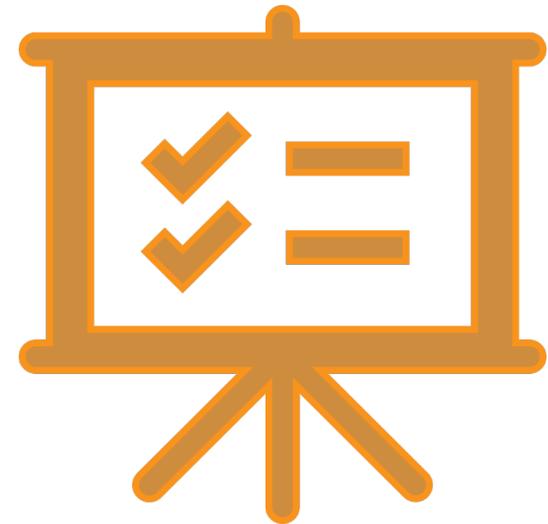
In sum, **10 faculty positions** were ranked and moved forward for hiring (Fall 19).

15 Classified positions were ranked. It is unknown where the line will be drawn. The ranked positions will be moving through to PFC for further review and discussion.

5 Administrator positions were ranked. It is unknown where the line will be drawn. The ranked positions will be moving through to PFC for further review and discussion.

All requests for technology and equipment were ranked. It is unknown where the line will be drawn. The ranked requests will be moving through to PFC for further review and discussion.

Facilities requests are pending committee review and prioritization. Budget Augmentation requests are also pending review.



Guided Pathways Update

LYDIA OKELBERRY GONZALEZ

PILLAR 1 Clarify the Path	PILLAR 2 Enter the Path	PILLAR 3 Stay on the Path	PILLAR 4 Ensure Learning
<ul style="list-style-type: none"> • Established 11 Areas of Interest (Aoi), built into application on CCC Apply • Website under development http://pathways.richondo.edu <ul style="list-style-type: none"> ○ Pages for each Aoi with career information ○ Degrees and certificates organized by Aoi ○ Sample educational plans established for each degree and certificate with pull down menus for paths to local degrees, CSU and UC 	<ul style="list-style-type: none"> • Declare Your Major Day was a great success on 3/3/2020 • Software Workgroup exploring Career Coach website integration 	<ul style="list-style-type: none"> • Student Success Team Summit in October 2019 <ul style="list-style-type: none"> ○ Roles and responsibilities under development • Virtual and phone support for students during COVID-19 distance learning 	<ul style="list-style-type: none"> • Equity themed Flex Day, Spring 2020 <ul style="list-style-type: none"> ○ Faculty and staff challenged to try one equity-minded practice in their classrooms, workplace. • Each course has intentional learning outcomes which we can track and assess.

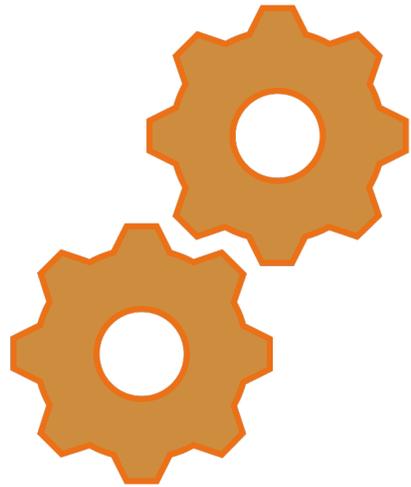
Guided Pathways Update



5 Minute Break

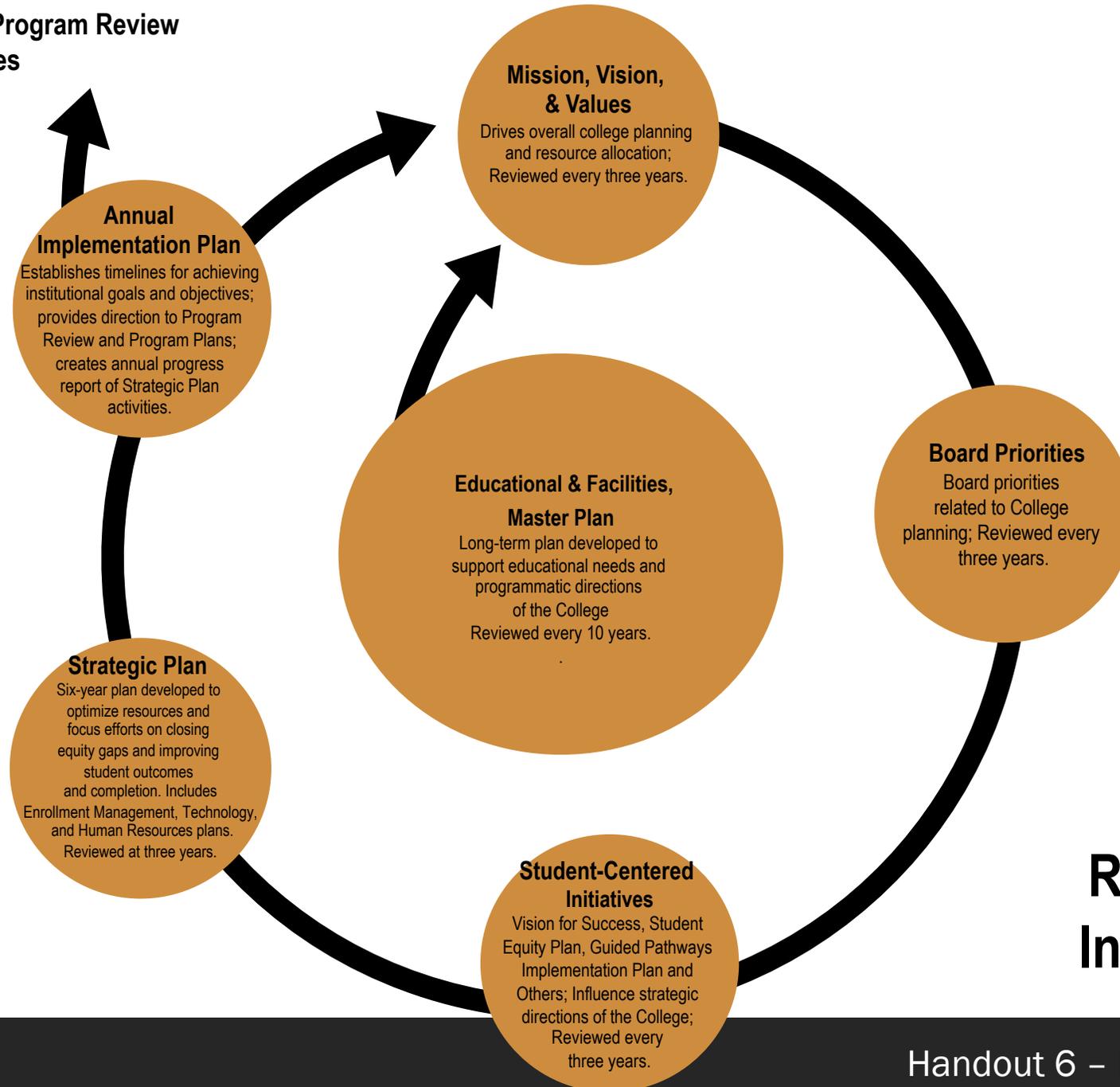
Status Report

EDUCATIONAL MASTER PLAN ELEMENTS



Overview of Educational and Strategic Planning Processes

Annual Planning and Program Review Processes



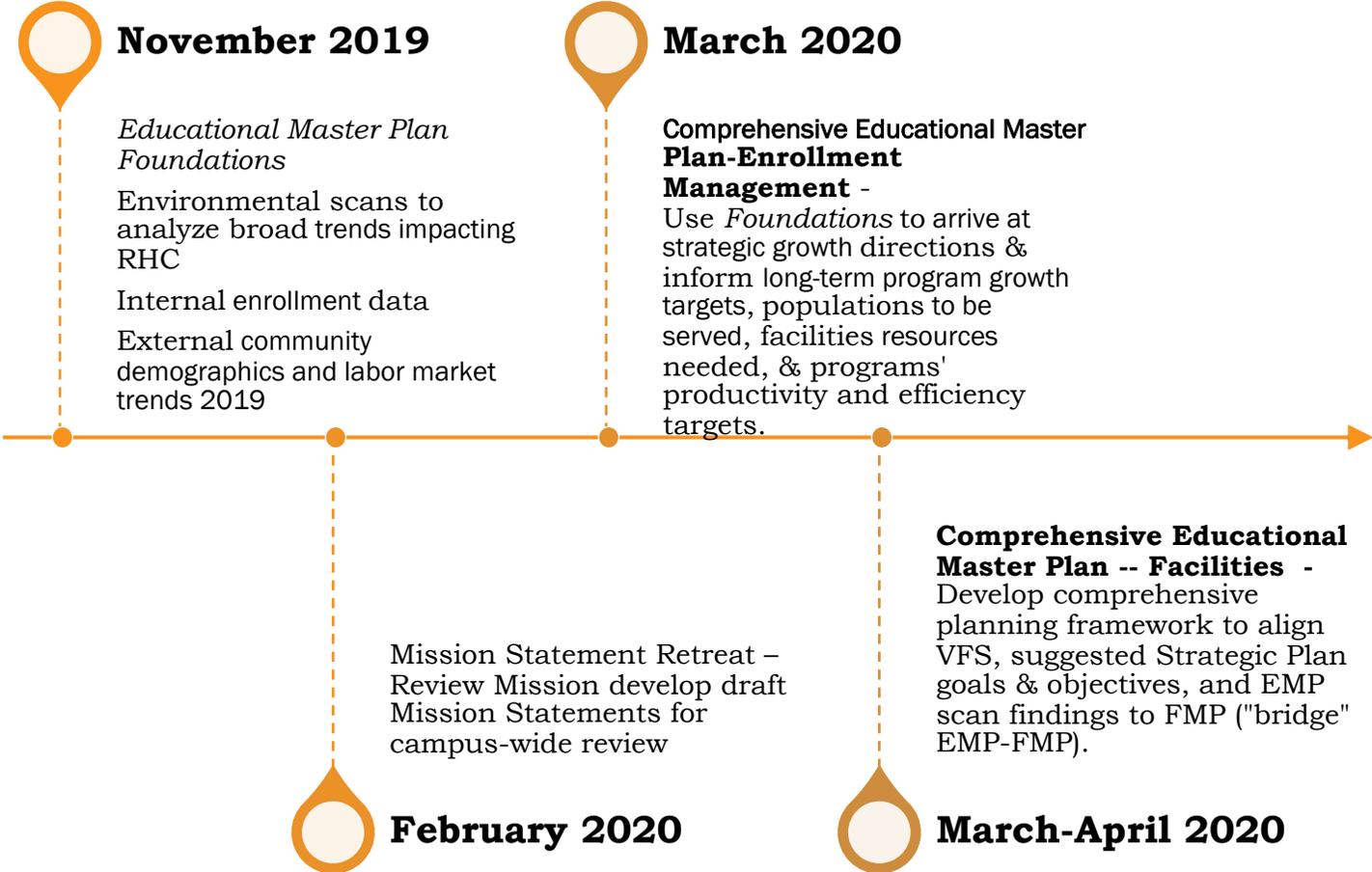
Rio Hondo College Integrated Planning

	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 Priorities	✓			✓			✓			✓	
Student-centered Initiatives	✓			✓			✓			✓	
Strategic Plan (includes Technology, Human Resources, and Enrollment Management Plans)		✓			✓				✓		
Annual Implementation Plan				✓	✓	✓	✓	✓	✓		

Integrated Planning Detail

Overview:

Comprehensive Plan Development and Timeline



Educational Master Plan Structure

Section 1: Education and Facilities Master Plans – including integration ("bridging")

Section 2: Mission, Vision, Values (REVISED)

Section 3: Board Priorities

Section 4: Overarching Framework - The Foundational Roles of VFS and GP'S Student-Centered Initiatives (Vision for Success, Student Equity, Guided Pathways, Implementation Plan)

Section 5: Strategic Plan Goals and Objectives (Guided Pathways Plan, Student Equity Plan, Enrollment Management Plan, Technology Plan, Human Resources Plan)

Section 6: Annual Implementation Plan and Assessment Cycle – yearly detailed activities for each goal and objective --> year-by-year implementation plan.

Comprehensive Planning Framework

ALIGNMENT MATRIX

Screen Share

Comprehensive Planning Framework -- Alignment

ACTIVITY

Zoom Participant Poll – Comprehensive Planning Framework

EMP Highlights Survey

Survey purpose...

- ✓ Review EMP Foundations scan data.
- ✓ Gather ideas regarding implications of data.
- ✓ Identify emerging themes to inform EMP directions and FMP correlations.

EMP HIGHLIGHTS SURVEY QUESTIONS

What changes in program offerings would RHC need to make to meet the needs of the potential future pools of students?

What changes in instructional and student service delivery systems would RHC need to make to meet the needs of the potential future pools of students?

What changes to current program offerings would support more students enrolling in and completing transfer programs in high demand/high wage fields (e.g., science, mathematics, and engineering, computer science, health sciences, and business)?

What changes to delivery systems would support more students enrolling in and completing transfer programs in high demand/high wage fields (e.g., science, mathematics, and engineering, computer science, health sciences, and business)?

Of the high demand/high wage occupations for which RHC does not currently offer programs (in Table 9 *Foundations*), which should RHC consider for program development, and why?

EMP HIGHLIGHTS SURVEY QUESTIONS

What do the trends in enrollment growth and decline tell us about student demand on-campus, on-line, off-site?

What are some of the common characteristics of programs experiencing growth or decline?

What kinds course and program offerings should be expanded?

What new programs should be developed? Why?

How and where should we offer courses given demand, labor market information, wage potential, and trends in our service area demographics?

EMP Highlights

Survey Results and Themes

Emerging Themes:

1. Expand and fully deploy online instruction, support, and services.
2. Develop flexible, student-centered approaches to the delivery of courses and programs.
3. Enhance opportunities for working adults to enter and complete programs in high demand/high age occupational fields (e.g., Health Sciences, STEM, Computer/Information Technology).
4. Boost or develop early outreach efforts to High School students via dual enrollment or middle college high school opportunities.
5. Improve the technological infrastructure needed to support the College's Strategic Plan Goals and Objectives.

Educational Master Plan Highlights -- Recommendations

ACTIVITY

Zoom Participant Poll – Educational Master Plan Highlights



5 Minute Break

Strategic Plan

Goals and Objectives

- ❑ Strategic Plan – blueprint for the institution's future direction, including measurable goals and objectives.
 - ❑ Goal – specific, measurable accomplishment to be achieved at a future point.
 - ❑ Objective – specific statement describing actionable things the organization must do to accomplish its goals.

SWOTC

(Strengths, Weaknesses, Opportunities, Threats, and Challenges)

SWOT

ASSESS...

- ✓ STRENGTHS
- ✓ WEAKNESSES
- ✓ OPPORTUNITIES
- ✓ THREATS

TOWS

Turning Opportunities and Weaknesses into Strengths by developing strategies around...

- ✓ how opportunities and strengths that can be *leveraged* or maximized
- ✓ how threats/weaknesses can be mitigated or overcome
- ✓ How constraints and vulnerabilities that can be *overcome*

SWOT survey results --> TOWS Survey



Basic SWOT Questions:

S: what talents, resources, abilities does RHC possess?

W: what talents, resources, training is lacking?

O: what changes, trends, or conditions can RHC take advantage of?

T: what obstacles, hurdle does RHC face? External conditions that might negatively impact RHC in the future?

SWOT and TOWS Survey

And survey
results
said...

Refer to SWOT/TOWS Survey Grid

Screen Share

Resulting Strategic Goals and Objectives

Align with VFS Goals

Correlate to RHC's
Institutional Goals

Map to EMP Findings

Inform FMP Implications

* Captured in Comprehensive
Planning Framework

Strategic Plan Goals -- Recommendations

ACTIVITY

Zoom Participant Poll – Strategic Goals



5 Minute Break

Values Statement

- ❑ Values = Statement that explains what characteristics the institution stands for and the way in which it intends to conduct its activities.
- ❑ More timeless than mission or vision, which requires refreshing as conditions change.
- ❑ Re-examine or validate as part of MVV revision process.

RHC's Current Values Statement

Quality teaching and learning:

- Excellence in instruction and student services
- Develop intellectual and personal competence of each student
- Prepare students to adapt to the needs of a multicultural society
- Student access and success:
- Recognize individual worth and potential of every human being
- Open access
- Comprehensive educational program (basic skills, degrees, certificates, transfer, economic development opportunities), and career development
- Opportunity to develop ethical values
- Opportunities to learn rights and responsibilities
- Understand achievement of other cultures

Diversity and equity:

- understand that diversity is defined in a variety of ways
- understand that individuals are unique
- understand what people have in common
- safe, positive, nurturing environment
- equity
- access
- outcomes

Values (cont.)

Fiscal responsibility:

- maintain fiscally sound, effective, efficient
- optimal utilization of resource

Integrity and civility:

- Integrity
- Honesty
- Respect

Values Survey

Does the Values Statement and Key Supporting Ideas effectively explain what the institution stands for? Why or why not?

Does the Values Statement and Key Supporting Ideas effectively explain the way in which it intends to conduct its activities? Why or why not?

Does the Values Statement and Key Supporting Ideas effectively make clear what characteristics the organization believes are important in how it goes about its work? Why or why not?

What changes, if any, would you make to the current Vision Statement, and why?

Survey says...

Overall....

- Values statement needs an overhaul. Ideas generated at February planning session provide a foundation for revision.
- ✓ Need more precision in defining what RHC stands for and what characteristics are important in how we go about our work.

Comments/Suggestions Examples:

- Key supporting ideas do refer to equity, human capacity, and opportunity.
- Consider incorporating idea of completion as a value.
- Needs to directly address how we treat one another in the course of our work.

Values-- Recommendations

ACTIVITY

Zoom Participant Poll – College Values Statement

Next Steps and Adjournment

LINK TO RETREAT EVALUATION AND DOCUMENT POSTED IN CHAT