

CHAPTER 1

Río Hondo College Comprehensive Integrated Planning Model

Integrated Planning Overview

Río Hondo College uses a comprehensive planning process that integrates equity principles with external influences and strategic priorities. Planning is both institutional and programmatic in its scope and includes long-term, mid-range, and annual processes (see Figure 1).

Figure 1. Río Hondo College Integrated Planning Model

Río Hondo College's Integrated Planning



Mission, Vision, and Values: Drives overall College planning and resource allocation; reviewed every three years.

Program Review: Six-year cycle to review programs on campus, informs institutional recommendations.

Strategic Plan: Six-year plan developed to optimize resources and focus efforts on closing equity gaps and improving student outcomes and completion. Includes Enrollment Management, Professional Development, Technology, and Human Resources plans. Reviewed at three years.

Student-Centered Initiatives: Vision for Success, Student Equity Plan, Guided Pathways Implementation Plan and Others; influence strategic directions of the College; reviewed every three years.

Annual Implementation Plan: Establishes timelines for achieving institutional goals and objectives; provides direction to Program Review and Program Plans; creates annual progress report of Strategic Plan activities.

Annual Program Plans: Annual planning process for programs, reporting on outcomes, objectives and facilitating resource allocation.

Board of Trustees Priorities: Board priorities related to College planning; reviewed every three years.

Educational & Facility Master Plan: Long-term plan developed to support educational needs and programmatic directions of the College; reviewed every 10 years.

Equity Principals: Guiding principles to focus college activities and priorities.

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.

- o In what ways could this practice, program, or policy disadvantage minoritized students?
- o Who, by race and ethnicity, is most likely to benefit from this practice, program, or policy? Why?
- Monitor, use, and communicate data to advance equity.
 - o Is qualitative and quantitative data readily available and accessible?
 - o Is data disaggregated by race/ethnicity?
 - o Is data communicated in deficit-minded language when discussing equity gaps?
- Set clear equity goals, align resources, and support practices that achieve those goals.
- Establish a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

Taken together, these tenets and critical questions are intended to shape dialogue and practice at the College and influence College planning and decision-making.

Mission, Vision, and Values

The mission, vision, and values statements drive all institutional planning. The Río Hondo College mission statement, which the College revised in Spring 2020, serves as the cornerstone of all planning because it represents the College's most fundamental purposes. The newly revised mission statement is as follows:

Río Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals.

The current vision statement, which is scheduled to be reviewed during the 2020-2021 academic year, articulates what the College wants to achieve through its mission, and is presented below.

Río Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state-of-the-art campus to serve future generations.

Río Hondo College's values, which also are scheduled to be re-evaluated during 2020-2021, articulate the College's operating philosophies and reflect its organizational ethos and most deeply held beliefs. The Río Hondo College values statement is presented below.

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
2. Student access and success
3. Diversity & Equity
4. Fiscal Responsibility
5. Integrity & Civility

Educational and Facilities Master Plans

Río Hondo College's Educational Master Plan for 2020-2030 is informed by external and internal trends that speak to the expansion, stability, or contraction of its various programs and services. As such, it is intimately connected with facilities needs as outlined and developed in the Facilities Master Plan. The guiding principles for the integration of the Educational and Facilities Master Plans include:

- a common ten-year planning horizon (2020-2030);
- an examination of existing programs and recent enrollment trends;
- future program enrollment projections and targets;
- the identification of possible new program initiatives in growing occupational fields that offer graduates living wages in the region; and,
- existing program space and needs projections, including technology and student services and support needs.

Specific correlations between the Educational Master Plan and the Facilities Master Plan are delineated in Chapter 4 (Bridging the Educational and Facilities Master Plan) while program enrollment data is provided in Appendix A.

Strategic Plan Elements

The Strategic Plan is a six-year plan establishing goals and objectives that serve as critical guidelines for future academic and student services planning. Additionally, as captured in the College's Integrated Planning Model, the College's Strategic Plan aligns with the Educational Master Plan environmental analysis, and ultimately, informs other institutional plans such as facilities, enrollment management, technology, and human resources. Consequently, the Facilities Master Plan and any future capital projects will correlate to and support Río Hondo College's vision, mission, and Strategic Plan, and thus, ensure that the institution meets the current and anticipated needs of students, faculty, and staff.

The Strategic Plan is also informed by the priorities of the Board of Trustees as well as external, student-centered initiatives such as the Vision for Success, Guided Pathways, and Student Equity and Achievement. These components are described in more detail below.

Finally, to ensure that the Strategic Plan goals and objectives are achieved through measurable actions, an Annual Implementation Plan is developed to assure that activities are completed and that progress toward improved outcomes is achieved. The Annual Implementation Plan is also described in more detail below and a proposed schedule is included in Appendix B.

Board District Priorities

In the College's Integrated Planning Model, Board District Priorities are developed as multi-year initiatives. Progress toward meeting priorities is evaluated annually. Results from the board self-evaluation, as well as revisions to Board District Priorities, are taken into consideration when the College conducts its evaluation of the Annual Implementation Plan, as well as at the mid-point for the College Strategic Plan. Board District Priorities are conceptualized as influencing and being influenced by the College Strategic Plan goals and objectives. The most recently adopted Board District Priorities are identified below.

2019-20 Board District Priorities

Adopted 11-13-19

- Priority One:** The Board will promote equity, diversity, and inclusivity in the budget, hiring practices, enrollment management, scheduling, community outreach, and instruction.
- Priority Two:** The Board will promote the use of instructional practices that are culturally relevant to students.
- Priority Three:** The Board will strengthen the connection between CTE programs and labor market demand.
- Priority Four:** The Board is committed to closing the achievement gap among disproportionately impacted student populations.
- Priority Five:** The Board is committed to closing achievement gaps through transparency in student success data.
- Priority Six:** The Board is committed to full implementation of the Guided Pathways model.
- Priority Seven:** The Board is committed to initiatives that foster financial stability during the implementation of the Student-Centered Funding Formula.
- Priority Eight:** The Board is committed to transparency and fiscal responsibility in the budget development process.

Student-centered Initiatives

Similar to Board District Priorities, student-centered initiatives inform the College's strategic planning efforts. Because these initiatives reflect state and systemwide priorities, the College's planning processes do not influence the initiatives; rather, these initiatives are incorporated within the College's Strategic Plan, as they require a considerable amount of time, effort, and resources. Additionally, since all institutional planning is grounded in the College's mission, vision, and values, these statements also guide the implementation of the student-centered initiatives described below.

Vision for Success

As described by the California Community College Chancellor's Office (CCCCO), the Vision for Success is a plan to erase the achievement gap, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. This plan, which the California Community Colleges Board of Governors approved in July 2017, is focused on addressing community colleges' most serious challenges: low program and transfer completion rates; the excessive length of time it takes for student to complete programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates; and, significant achievement gaps and regional inequities. The goals identified in the state-level Vision for Success initiative are:

- increase by at least 20 percent the number of California Community College (CCC) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
- increase by 35 percent the number of CCC students transferring annually to a UC or CSU;
- decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;
- increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure;
- reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years; and,
- reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In spring 2019, Río Hondo College developed a set of local Vision for Success goals. The goals were developed using the parameters required by the California Community College Chancellor's Office (CCCCO) and are conceptualized as three-year performance targets. The Institutional Effectiveness Committee (IEC), with additional collaboration from appropriate stakeholder groups, developed the College's local goals. Additionally, because of the overlap with the Student Equity and Achievement (SEA) initiative, the College intentionally aligned its targets for its local Vision for Success goals with the Student Equity and Achievement plan. By the end of Spring 2019, the College's local goals were approved through the College governance process and submitted to the Board of Trustees as an information item. The local Vision for Success goals as adopted by the College are delineated in Table 2 below.



Table 2. Río Hondo College Vision for Success Goals and Targets

Vision Goals and System Targets		College Actuals				College Statistics and Targets			
		14-15	15-16	16-17	17-18	% Change 16/17 - 17/18	% Change 14/15 - 17/18	Río Hondo target 21-22	% Increase
1	Associate Degrees State Target +20%	1,073	1,143	1,230	1,343	9.19%	25.16%	1,572	28%
1	Certificates State Target +20%	209	282	525	1,221	132.57%	484.21%	1,682	220%
2	ADTs State Target +35%	285	449	508	553	8.86%	94.04%	686	35%
2	Transfer UC/CSU State Target +35%	787	847	890		5.08%	13.09%	993	17%
3	Average Unit Accumulation State Target -10%	92	91	92	90	-2.17%	-2.17%	89	-3%
4	Field of Study State Target +10%	62% (N=108)	77% (N=40)			24.19%	24.19%	65	5%
5	Vision Equity Goals Transfer UC /CSU State Target = +35%								
	Foster Youth			11				30	NA
	Disabled	39	33	44		33.33%	12.82%	54	64%

Source: Student Success Metrics Dashboard
% Increase/decrease is calculated as a percentage of the base year.

- Below system target
- In line with system target
- Exceeds system target

Guided Pathways Another major undertaking of the CCCCCO is the Guided Pathways initiative. This program changes how students enter programs of study and progress toward their goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

- create clear curricular pathways to employment and further education;
- help students choose and enter their pathway;
- help students stay on their path; and,
- ensure that learning is occurring with intentional outcomes.

Guided Pathways establish comprehensive and strategic approaches to piloting students from connection through completion. In practical terms, Guided Pathways are clear curricular roadmaps of coursework that students complete to earn a degree or certificate. Moreover, Guided Pathways reduce the number of unnecessary units students take, foster more intentional course sequences that result in higher course completion rates, and allow students to move through programs of study with clearer ideas about the purpose of courses relative to their educational goals.

Locally, the College has established the Guided Pathways Steering Committee (GPSC), a committee of the Academic Senate, to make recommendations regarding the implementation of Guided Pathways at Río Hondo College. The chart below captures the status of this committee’s progress in implementing Guided Pathways at the time of this EMP’s development in the spring of 2020. A more detailed accounting of the Guided Pathways implementation activities is presented in Appendix C (Guided Pathways Essential Practices: Scale of Adoption Self-Assessment).

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.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 	<p>Declare Your Major Day was a great success on 3/3/2020</p> <p>Software Workgroup exploring Career Coach website integration</p>	<p>Student Success Team Summit in October 2019</p> <p>Roles and responsibilities under development</p> <p>Virtual and phone support for students during COVID-19 distance learning</p>	<p>Equity themed Flex Day, Spring 2020</p> <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.

Student Equity and Achievement Plan

To eliminate achievement gaps for students from traditionally underrepresented populations, the CCCC Student Equity and Achievement (SEA) Program integrates funding for the Student Success and Support Program, the Basic Skills Initiative, and Student Equity. The Student Equity and Achievement Program requires community colleges to implement the Guided Pathways framework, provide all students with an educational plan based on clear goals, abolish inaccurate placement policies that impede students’ timely completion of their goals, and develop a detailed equity plan that identifies disparities among student groups and establishes goals and activities designed to increase student achievement as measured by success indicators and targets (i.e., access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates).

As recognized in its Student Equity and Achievement Plan for 2019-2022, “Río Hondo College (RHC) proudly serves a diverse student body and community that strives to make their dreams a reality (and) invest(s) time and resources to provide an educational environment that is not only inclusive but equitable.” The College’s authentic commitment to improving outcomes for all students, and particularly for the most vulnerable, defines its very ethos. The vast majority of the service area communities and the College’s student population (79.2%) is Latino. A substantial number of students (roughly 17% of the 2017-18 student population) receive Pell Grant awards, which are reserved for students meeting federal low-income levels.

Río Hondo College’s Student Equity Planning Committee is charged with:

- identifying strategies to monitor and address equity;
- mitigating disproportionate impact on students;
- coordinating interventions and services for students at risk of academic progress or probation; and, coordinating the Student Equity Plan with the Student Success and Support Program Plan.

Additionally, the College has regularly developed a Student Equity Plan, including the most recent one for 2019-2022, and receives funding from the Chancellor’s Office to support its planned actions. ¹The Student Equity Plan 2019-2022 is framed around the following goals and metrics aimed at closing the achievement gap:

1. access-successful enrollment (enroll within one year after applying);
2. retention-Fall to Spring semesters (all students);
3. completion of transfer-level math and English (within the first year);
4. Vision Goal Completion (earned credit certificates over 12 units and associate or bachelor’s degrees); and,
5. transfer to a four-year institution (in state or out-of-state).

Furthermore, the Student Equity Committee analyzed Chancellor Office data to assess the status of the student population and identify disproportionately impacted (DI) student groups in meeting five equity metrics correlated to develop three-year target goals, as delineated in Table 3.

Table 3. Río Hondo College Students Equity Targets and goals (2019 – 2022), All Students

Metric	Baseline	Target Achievement Rate %	Target # Of Students
Access: Successful Enrollment	27,084	49%	32,454
Fall to Spring Retention	13,883	69%	15,266
Completion of Transfer Math and English	182	12%	396
Vision Completion	1,793	5%	2,270
Transfer to 4-Year	1,220	7%	1,398

Source: Río Hondo College Office of Institutional Research and Planning

The activities presented below reflect the integrated planning of components from Credit Student Success and Support Program (3SP), Non-Credit 3SP, Basic Skills, and Student Equity programming and are captured in Table 4.

Table 4. Student Equity Plan Activities and Metrics (2019-2022)

Metric	2019 – 2022 Activities for Overall Student Population
Access: Successful Enrollment	<ul style="list-style-type: none"> • High School Outreach at 37 high schools • High School Counselor Breakfast • Senior Preview Days • Dual and Concurrent Enrollment at high schools and on-campus • Financial Aid Workshops and Cash for College events at the high schools and on- campus • Freshman Welcome Days • First-Year Family Night • Orientation, online and in-person • Counseling 105 Courses and Educational Planning Workshops (EPWs) at the high schools • Fast Pass Workshops • Noncredit Counseling, and matriculation support at 35 locations and 3 RHC Educational Centers
Retention: Fall to Spring	<ul style="list-style-type: none"> • Summer Bridge • AVANCE/First-Year Seminars • Student Success and Dream Center • Student Success Coaches • Student Success Workshops • Noncredit Educational Planning & Follow-up Services at 35 sites • Rio Promise, 2 Years of Free Tuition for First-Time College Students • Priority Registration Labs (Fall and Spring) • Roadrunner Connect (Early Alert) • Student In-reach

Metric	2019 - 2022 Activities for Overall Student Population
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> • Multiple Measures, including Guided Placement Tool • Gateway Tutoring (Transfer level English and Math) • Academic Excellence Workshops (AEWs) • Statistics Support Center • Learning Assistance Center (LAC) • Math and Science Center (MSC) • Communications & Languages Center
Vision Goal Completion	<ul style="list-style-type: none"> • Educational Planning Workshops (EPWs) • Roadrunner Connect (Early Alert) • Noncredit Completion of Career Development and College Preparedness Chancellor's Approved Certificates • Career Success Day • Graduation Support Labs
Transfer to Four-year institution	<ul style="list-style-type: none"> • Transfer Conference • Transfer Guide • Transfer Center Support • Pathway to Law Program • Summer Scholars Transfer Institute • Local and Northern California College Visits • Gateway Tutoring (Transfer GE courses)

To ensure the successful implementation of the Vision for Success, Guided Pathways, and Student Equity and Achievement Plan, the College's Integrated Planning Model aligns these initiatives with its Strategic Plan. In this way, these initiatives are connected to the Educational and Facilities Master Plans and the College's strategic plan goals and objectives that deal specifically with instructional programs, student services, enrollment management, and facilities plans. Ultimately, the Integrated Planning Model, and more specifically the Strategic Plan, through the Annual Implementation Plan, supports the College's commitment to:

- providing course offerings that meet students' needs;
- supporting the successful completion of all students' educational goals; and,
- producing sufficient resources to support the educational mission and educational goals of the College.

Institutional Plans

The institutional plans, which include the Enrollment Management Plan, Technology Plan, and Human Resources Plan, serve to support the College's efforts to meet the specific goals and objectives of the Strategic Plan.

Enrollment Management Plan

Strategic Enrollment Management (SEM) plans allow colleges to align their mission and strategic plan with comprehensive goals centered upon improving the student experience from entry through completion. SEM not only fosters student success by focusing on improving equitable access, persistence, course success, and completion, but also ensures that enrollments are optimized in ways that support fiscal sustainability. Moreover, an effective SEM plan requires that the institution provide relevant programs, efficient course scheduling that minimizes the time for program completion, and built-in supports that effectively meet the needs of a diverse student population and improve equitable outcomes.

Río Hondo College has started to develop an Enrollment Management Plan, which will support the College's implementation of its mission, vision, and values by integrating Strategic Plan goals with all of the College's other plans and allow the College to:

- strategically deploy data and technology;
- invest in the professional development of faculty and staff to improve equitable outcomes for all students;
- design flexible, alternative course schedules to meet students' diverse needs and accelerate students' program completion;
- develop policies and procedures that improve access to enrollment;
- expand community partnerships that provide students with accessible avenues to enrollment, relevant work-based experiences, and transitions to four-year colleges or universities or to living-wage employment; and,
- effectively and efficiently ensure fiscal stability by aligning goals and key actions to the state funding formula.

Technology Plan

Río Hondo College's previous technology plan established initiatives and projects for the years 2014 through 2019. Given the rapid pace of change that characterizes the field of information technology in general and the transformational impact of the system-wide initiatives (i.e., Vision for Success, Guided Pathways, Student Equity and Achievement), the development of new technology plan that aligns with and supports the College's strategic plan goals and objectives is both timely and critical. In order to advance these three initiatives, the updated technology plan should align with and support the College's Strategic Plan goals and objectives and integrate with the Educational and Facilities Master Plans. Additionally, in order to fully meet accreditation standards (i.e., ACCJC Standard III C), the next technology plan should incorporate the following:

- an assessment of 2014-2019 Technology Plan's outcomes;
- an evaluation of external and internal technology conditions;
- the identification of specific, critical institutional planning needs; and,
- measurable goals and objectives for improving technology infrastructure, services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.

In developing the next technology plan the College should consider including specific strategies for all areas, such as:

- Student Services (e.g., improving communications, increasing the delivery of services via technology, systems that enhance the student experience from entry through completion);
- Instructional Services (e.g., upgrading IT infrastructure, deploying technology that improves student success, classroom hardware and software, telepresence technology to effectively connect classes at various locations, laptop loan program for students, direct support for students, universal design of computers and workstations);
- Library Services (e.g., upgrades to library management systems, upgraded hardware and software);
- Administrative Supports (e.g., ensuring the integrity and security of data and systems, just-in-time technologies, improving messaging and marketing systems, increasing and/or enhancing automation of processes); and,
- Professional learning opportunities for all employees to cultivate technological proficiency.

Human Resources Plan

Río Hondo College's most valuable resource is its employees whose dedication, talents, and skills ensure that students achieve their goals. Because all staffing related activities directly impact the student experience, the strategic identification and prioritization of staffing and professional development is critical to meeting the College's mission. Thus, to fully support the District's operations and ensure that staffing conditions optimize student success, Río Hondo College should give serious consideration to the development a human resources staffing plan, which would:

- support the deployment of a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of faculty, staff, and administrators that reflect the demographic diversity of the District;
- develop multiple and on-going professional development opportunities for all faculty, staff, and administrators to focus on eliminating achievement gaps for students from traditionally underrepresented populations, improve teaching and support practices, which are aimed at increasing achievement outcomes for all students.
- allow for the systematic identification and prioritization of staffing needs over a period of years and align hiring priorities with the Strategic Plan, Guided Pathways Plan, and Student Equity Plan;
- provide baseline information for a gap analysis, which assesses current staffing levels and indicator data that

can be utilized to inform and guide prioritizations, including discipline enrollment trends;

- develop an emergent and non-emergent succession plan to ensure that the College can maintain its institutional knowledge, retain talented faculty, staff, and administrators, and mitigate the impact of inevitable turnover and retirements;
- establish position needs assessment criteria for all employee categories;
- integrate the annual staffing prioritization for all units with program review and annual implementation plans;
- strategically plan for staffing needs that arise from growth, reductions, reorganizations, and attrition; and,
- establish a position control system for tracking information to create a framework that allows the District to manage positions more precisely, and thus, more accurately monitor spending and track budgets based on FTE (headcount), timeframe and/or funding source.

Strategic Plan Annual Implementation and Assessment Cycle

To ensure that Strategic Plan goals and objectives are accomplished, Río Hondo College incorporates an Annual Implementation Plan as part of its integrated planning model and its assessment cycle, the components of which are described below.

- The Superintendent/President's Office oversees the college-wide Strategic Plan, delegates responsibility to Institutional Research and Planning (IRP) for both the Annual Implementation Plan and Annual Implementation Plan Reports, which are described below.
- IRP in conjunction with the Institutional Effectiveness Committee (IEC) is responsible for identifying:
 - annual activities, which are needed to implement, and thus accomplish, each Strategic Plan Goal and Objective;
 - the appropriate process owner (position responsible for overseeing the completion of the activity); and ,
 - the outcome(s) for each activity.
- Identification of annual Strategic Plan implementation activities occurs for three-year intervals. This is consistent with the overall planning timeline established by the College (see table 1). This flexible and efficient approach allows for opportunities to methodically consider the most logical future activities based upon institutional accomplishments.
- Strategic Plan Implementation Activities are identified in the fall semester prior to the expected implementation year (e.g. October 2020 for AY 2021-22). This timeline, which is consistent with the College's existing practice for annual program planning and review timelines, also allows for sufficient time to prepare for activities and identify resources needed.
- Annual Implementation Plan Reports are streamlined (e.g., a single page fillable pdf) and include:
 - the status of each activity – complete; not complete;
 - outcomes for completed activities; and,
 - for activities not completed, approximate percentage or portion that has been completed, and a completion deadline.
- Annual Implementation Plan Reports are reviewed by IRP and IEC and submitted with (or without) comments or recommendations to PFC and then to the Superintendent/President at the start of each academic year (for activities covering the prior year).
- Annual Implementation Plan Reports are published and posted on the website as a measure of transparency and accountability and to highlight institutional accomplishments.

Program Review, Annual Program Plans, and Resource Allocation

At Río Hondo College, program review is a mid-range evaluation and planning process occurring once every six years for all College programs. Career and technical programs are reviewed every two years in addition to participating in the six-year institutional program review cycle. As conceptualized, program review is a peer review process that evaluates the status, effectiveness, and progress of programs in meeting goals and objectives. It also functions to identify future directions, needs, and priorities of programs. Outcomes of the program review process include both program specific and institutional recommendations as well as recommendations on revisions and improvements to the program review and planning processes. Institutional recommendations emerging from the program review process are forwarded through the College governance process for consideration as Strategic Plan goals, objectives, activities, or budget priorities for the following year.

The Annual Program Plans are a data-informed process that connects short-term planning and assessment with the College's: (1) mid-range evaluation and planning efforts, specifically Program Review and the Strategic Plan; (2) long-range evaluation and planning efforts, specifically the Educational and Facilities Master Plans; and the resource allocation process. Annual Program Plans allow faculty, staff, and administrators an opportunity to describe their contributions to the institution's progress toward achieving Strategic Plan goals and objectives, and ultimately, the College's mission. Annual examination of program progress toward achievement of outcomes and objectives in light of program and institutional goals is what connects Annual Program Plans to the College's resource allocation process. Resource allocation requests emanating from programs are prioritized according to Strategic Plan priorities and are considered for funding for the next year along with institutional activities associated with Strategic Plan goals and objectives.

Río Hondo College employs a comprehensive and integrated planning model that incorporates long-range, mid-range and short-term planning and evaluation processes. Together these processes connect the needs of the institution, its programs, and students while also aligning to broader state level policy priorities. The equity principles, which provide a lens to shape and adapt educational practices and priorities, are unique to the College and to integrated planning models, in general.

