



## Standard III: Resources



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The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### A. Human Resources

#### Standard III A.1. Human Resources

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide for and support its programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

#### Evidence of Meeting the Standard

To ensure the integrity and quality of College programs and services, the College relies on Board Policies and Administrative Procedures designed to ensure the employment of highly qualified and diverse administrators, faculty, and staff ([III.A.01](#), [III.A.02](#), [III.A.03](#)). Employment selection policies and procedures are administrated and regulated by the Office of Human Resources. Job descriptions and announcements state the education and experience qualifications for all personnel. Board policies, administrative procedures, and announcements are publicly available.

#### Analysis and Evaluation

The College meets this standard.

Employment of highly skilled personnel to support College programs and services is embedded in program planning and program review, which is driven by institutional needs and goals ([I.A.14](#), [I.A.16](#), [I.B.43](#)). District staffing decisions are made on the basis of recommendations resulting from the planning/review processes and staffing committees in the context of strategic planning and budget analysis ([I.A.14](#), [I.B.50](#)). To ensure position announcements are directly related to providing quality services to students and supporting the institutional programs and services, the essential job duties, minimum qualifications, degree(s), essential and preferred job skills, and experience are reviewed on all job descriptions prior to announcing any position. All job descriptions must accurately reflect and support the College's mission, goals, and the needs of students. If deficiencies or improvements are identified, changes are negotiated with the respective bargaining group prior to the job announcement. Necessary and desired qualifications, as well as all required materials for any applicant are clearly noted on the job announcement ([III.A.05](#)). Job descriptions are also posted on the Human Resources web page ([III.A.06](#)).

New or legally required changes to the College's employment policies and administrative procedures are recommended by the Community College League of California (CCLC). The recommendations of the League strive to ensure Board Policies and Administrative Procedures are current, fair, and equitable.

All individuals serving on selection committees are trained and oriented on all state and federal employment laws as well as Board Policy 7120: Recruitment and Selection ([III.A.07](#)). Board Policy 7120 mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Candidates must possess the ability to support the integrity and quality of the College's programs and services to ensure a successful student learning environment.

The College meets Standard III A.1 because it employs administrators, faculty, and staff who are qualified to support the institutional mission and goals of the College. The Office of Human Resources manages and monitors employment processes by clearly indicating the minimum and desired qualifications and experience needed of applicants for job openings. Job duties are reviewed prior to positions being advertised to ensure that they accurately reflect the level and scope of responsibility of the position. Job announcements describe the College; its students and strengths; the College's strong commitment to equal employment opportunities; basic functions of the position; minimum qualifications or equivalencies;

essential duties; supervisory responsibilities, if any; other job-related duties; job-related and essential qualifications; foreign degrees, if applicable; license, certificates or credentials needed; desired qualifications; working conditions; position descriptions and detailed instruction on the application procedure; and required materials such as a cover letter, resume, and unofficial transcripts. These criteria assist selection committees in the selection process and facilitate the consideration and hiring of highly qualified and diverse candidates.

Background and reference checks are also meticulously conducted. The Office of Human Resources verifies applicants' original transcripts, certificates/licenses, and letters of employment, among other documents, to ensure selected candidates meet the job announcement criteria. During the onboarding process and orientation, newly hired personnel are provided with the College's mission statement and a copy of their job description to establish an understanding of the College commitment to its student programs and services and how their position contributes to student success and the mission of the College.

### **Standard III A.2. Human Resources**

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

#### **Evidence of Meeting the Standard**

Rio Hondo College complies with CA Education Code §87400, Employment of Academic Positions and the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook ([III.A.08](#)) in establishing the minimum qualifications and appropriate degree(s) a faculty member must possess to meet the criteria for an academic position. In addition to the minimum qualifications established in the Education Code, the College has also established high-level qualifications in the areas of teaching skill level, academic discipline knowledge, curriculum, and assessment of learning outcomes. All employed faculty pass a rigorous vetting process to ensure they can support the mission of the institution.

#### **Analysis and Evaluation**

The College meets this standard.

All faculty job announcements indicate the required minimum qualifications needed to qualify for a position, as well as the desired and/or preferred qualifications ([III.A.06](#)). Applicants are required to submit their resumé, educational transcripts, responses to supplemental questions, and teaching portfolios, if applicable. Some applicants who do not meet the minimum qualifications for service may be vetted into the qualified applicant pool if they possess qualifications that are at least equivalent to the minimum qualifications as established by a department or program, Academic Senate, and the Board of Trustees ([III.A.09](#), [III.A.10](#)). Any equivalencies established and approved are published in the job announcement. A list of minimum degree qualifications and equivalencies by discipline can be found in the Office of Human Resource's web page ([III.A.11](#)).

The Office of Human Resources thoroughly assesses applicants to determine whether a pool of applicants meets the minimum qualifications and verifies that complete applications have been submitted. Applications are then forwarded to the Division Selection Committee, comprised of the division dean and a minimum of three faculty members selected by the department or program faculty ([III.A.02](#)). The department or program selection committee screens the applications to determine whom to invite for an in-person interview. During the interviews, applicants respond to rigorous questions pertaining to their discipline, often participate in a writing exercise, and deliver a teaching demonstration. All activities associated with the selection process are aimed to determine a candidate's expertise, subject knowledge, teaching skills, sensitivity and understanding of the College's diverse student population, cultural proficiency, scholarly activities, and potential contributions to the mission of the College. The Superintendent/President and appropriate Vice President participate in the final interviews and the Superintendent/President makes a hiring recommendation and forwards the recommendation to the Board of Trustees for final approval.

Part-time faculty also undergo a rigorous hiring process similar to full-time faculty. Selection committees for part-time faculty consist of the division dean and the academic department's faculty members or other content experts. Candidates are required to undergo the same interview process as a full-time faculty candidate with the exception of an interview with the



President/Superintendent and the appropriate vice president.

All hired faculty are expected to participate in curriculum development and assess student learning in accordance with the faculty contractual agreement ([III.A.12](#)). Performance evaluations aim to assure faculty continuously conduct learning assessments, meet objectives, and fulfil their essential job duties ([III.A.21](#), [III.A.22](#), [III.A.24](#)).

### **Standard III A.3. Human Resources**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

#### **Evidence of Meeting the Standard**

Rio Hondo College has policies and procedures in place to ensure all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to support the mission and values of the College and to sustain institutional effectiveness and academic quality.

#### **Analysis and Evaluation**

The College meets this standard.

The College strives to demonstrate its commitment to attracting qualified candidates who contribute to the success of the institution and sustain the high quality of its learning programs and services. In so doing, the College has established policies and procedures, such as the following Board Policies (BPs) and their corresponding Administrative Procedures (APs): 7210: Recruitment and Selection; 7211: Faculty Service Minimum Qualifications; and 7210: Academic Employees. Additionally, the College relies on guidelines from the California Community College Chancellor's Office for faculty minimum qualifications. These guidelines, policies, and procedures ensure all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties that support the mission and values of the College ([III.A.08](#), [III.A.09](#), [III.A.10](#), [III.A.65](#)). In addition to Board Policies and Administrative Procedures, all job announcements clearly highlight the College's strengths and emphasize the diverse population it serves ([III.A.05](#), [III.A.13](#)).

The College creates job announcements for wide distribution based on the knowledge, skills, and abilities outlined in the respective job descriptions. Position announcements clearly indicate the minimum and desired qualifications for positions, and job descriptions are reviewed prior to posting to ensure their currency and relevancy in the knowledge, skills, and abilities required as well as areas of responsibility ([III.A.14](#)). Revisions to job descriptions are thoroughly reviewed, in consultation with the classified union if applicable, and submitted for the approval of the Board of Trustees. The hiring policies referenced above require that all job announcements detail the knowledge, skills, abilities, training, and experience required to perform the duties of the job ([III.A.01](#)). In addition to the minimum qualifications, job announcements are posted with required supplemental questions. Through the supplemental questions and the other required application materials, applicants are encouraged to elaborate on their qualifications and highlight their experience as it relates to the key responsibilities of the position. Supplemental questions provide selection committee members with greater detail and allows for further review of the knowledge, skills and abilities of applicants.

The Office of Human Resources is responsible for reviewing all applications to ensure candidates possess the minimum qualifications. Transcripts are thoroughly reviewed if a degree is required for the position. Members of the selection committee also closely screen those applicants who possess the minimum qualifications. After a thorough review, through the screening and interview process, the most qualified applicants for hire are recommended for interviews.

Rio Hondo College has policies and procedures in place to ensure administrators, classified, and confidential employees possess the qualifications to perform the duties of their jobs and are capable of upholding the quality of programs and services offered. The College highlights its core strengths and mission in its initial recruitment efforts, such as in job announcements, in order to attract qualified employees who share the mission and vision of the College and to uphold the quality of education and services provided.

### **Standard III A.4. Human Resources**

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

#### **Evidence of Meeting the Standard**

Rio Hondo Community College District complies with Title 5 §53406, which requires that all degrees and units used to satisfy minimum qualifications must be from United States accredited institutions. The District has established practices to ensure this requirement is readily accessible to prospective employees and is met by each faculty, administrator, and other staff upon hire. With regard to foreign transcripts, the College has a procedure in place to ensure equivalence.

#### **Analysis and Evaluation**

The College meets this standard.

In the Minimum Qualifications/Education and Experience section of College job announcements the following statement appears: “All degrees required to meet minimum qualifications must be granted by an accredited college or university in the United States. See Foreign Transcripts section below for degrees granted from a country other than the United States” ([III.A.06](#)). The Foreign Transcripts section states: “Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an Evaluation Service prior to the closing date. Certification must be attached with copies of transcripts” ([III.A.06](#)). The College makes information for foreign transcript evaluation services easily and readily accessible through the Human Resources website.

Applicants may submit unofficial transcripts that indicate the required degree(s) has/have been granted or conferred with their application. However, official transcripts are required upon hire. Transcripts submitted with the application are reviewed by designated Office of Human Resources staff to verify that the required degree(s) has/have been conferred (or will be conferred before date of hire) and are from an accredited United States institution or verified by a certified verification and equivalency agency. To further highlight the importance of this process, the screening and verification process of candidate qualifications is a component of the job description of a specific human resources employee ([III.A.16](#)). The accreditation status of the institution listed on the candidate’s transcript is researched through the proper accrediting agencies ([III.A.17](#)). The Office of Human Resources stores unofficial/official transcripts and equivalency evaluations in the respective employee’s personnel file.

Rio Hondo’s Office of Human Resources verifies that degrees from qualified applicants are received from a United States accredited institution or from an equivalent foreign institution. It is required that faculty and management applicants submit educational transcripts and other related qualification documents, such as certificates and licenses.

### **Standard III A.5. Human Resources**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

#### **Evidence of Meeting the Standard**

The District evaluates all employees at regular intervals according to written procedures and contractual agreements. Evaluation criteria and forms address performance, institutional responsibilities, duties, expectations, and areas of concern, if any. Staff development opportunities are provided and strongly encouraged to address areas needing improvement. Evaluations are timely, and in accordance with contractual timelines, documented, and placed in the employee’s personnel folder.

#### **Analysis and Evaluation**

The College meets this standard.

Assessment and evaluation of employee performance are a core part of College operations. The District has established written criteria for evaluating all personnel through collective bargaining agreements ([III.A.12](#), [III.A.18](#)), board policies, and administrative procedures ([III.A.19](#)). Evaluations are systematic and occur at prescribed intervals. Performance evaluations aim to assess and address employee effectiveness and identify areas for improvement.

For example, the primary aim of faculty evaluations is to improve professional effectiveness. The faculty evaluation criteria and procedure is located in article nine (9) of the California Faculty Association Contractual Bargaining Agreement ([III.A.12](#)). Article nine lays out the timeline for evaluating tenured, probationary, and part-time faculty. All notifications and paperwork pertaining to the evaluation of faculty are distributed and managed by the Office of Human Resources ([III.A.20](#)). Academic administrators who are responsible for evaluating faculty receive training on the process, timelines, criteria, and best practices. Non-tenured and part-time faculty are rated satisfactory or non-satisfactory ([III.A.21](#), [III.A.22](#), [III.A.23](#)). Every faculty evaluation contains a Student Instructional Survey Report ([III.A.24](#)), based on questionnaires given to students in order to assess the faculty's effectiveness. Probationary full-time faculty who receive a satisfactory evaluation in their first four academic years will be granted tenure by the Board of Trustees. Part-time unit members receive an administrative evaluation in the first semester of employment. Thereafter, they are evaluated every three semesters or at the discretion of the respective administrator. Tenured faculty are evaluated by their peers every four years. Peer reviewers are selected by the faculty member and approved by their academic administrator ([III.A.25](#)).

Classified evaluations are processed in accordance with Article 15 of the contractual bargaining agreement between the District and California School Employees Association ([III.A.18](#)). New employees are evaluated at the end of the fourth (4th) month of employment and again at the end of the ninth (9th) month. Subsequent evaluations of all employees will be made annually or more frequently as needed to document performance. Each evaluation reflects the combined judgment and review of both the employee's immediate supervisor and the administrative officer immediately associated with the employee being rated. Any evaluation ([III.A.26](#)) of less than "Fully Satisfactory" includes recommendations for correction. At an employee's request, a reevaluation can be performed within sixty days of said request to measure improvement. Any employee who has reason to question any aspect of the performance rating has the right to request a review of the evaluation by the Vice President of Human Resources or supervisor/manager at the next highest level. Confidential employees are evaluated on the same timeline as classified employees and are evaluated using the Confidential Evaluation ([III.A.27](#), [III.A.28](#)) by their direct supervisor.

Administrators are evaluated based on Board Policy 7255: Administrative Evaluation ([III.A.19](#)). Evaluations are performed by the administrator's direct supervisor using the Management Performance Appraisal ([III.A.29](#), [III.A.30](#)), which evaluates job performance, effectiveness, efficiency, planning, communications, adaptability, leadership, development of subordinates, participation, and job knowledge.

Personnel who receive a "Needs Improvement" in their evaluation are provided with a performance improvement plan along with goals for improvement, resources to improve, and a staff development plan. The goal of all evaluations is to recognize effective work, encourage improvement, and align individual employee performance goals with the goals and mission of the College. Actions taken following evaluations are formal, timely, and documented. All completed evaluations are placed in the employee personnel file located in the Office of Human Resources.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

*(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

*[Skip Standard III.A.6. Continue responses with Standard III.A.7]*

### **Standard III A.7. Human Resources**

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

#### **Evidence of Meeting the Standard**

Rio Hondo College maintains a sufficient number of qualified faculty to sustain the quality of its educational programs and services. Through its institutional planning and resource allocation process, the District discerns needs from for full-time faculty positions and ensures the College maintains a sufficient number of qualified faculty. ([I.A.14](#), [I.A.16](#), [I.B.43](#), [I.B.50](#)).

#### **Analysis and Evaluation**

The College meets this standard.

One way the College ensures that it maintains a sufficient number of qualified faculty is through careful monitoring of its Faculty Obligation Number (FON), which is set by the California Community College Chancellor's Office. The College tracks full-time faculty staffing to ensure the FON is met or exceeded. The College analyzes faculty staffing numbers and plans staffing for the upcoming year, in part, based upon the FON.

Additionally, and more importantly, the institutional planning process provides the foundation for examining needs for faculty positions. The institutional planning process includes a bottom-up component that begins with programs. Faculty within programs examine student performance data and develop resource needs, including faculty positions, in alignment with student learning needs. These needs are then submitted to the division dean who reviews the requests in consultation with program faculty and forwards the division priorities to the area manager, in this case the Vice President of Academic Affairs. The Vice President of Academic Affairs reviews the faculty resource requests with the deans and submits a prioritized list to the institutional participatory/shared governance faculty hiring committees for a final prioritization. The prioritized list is then submitted to the Superintendent/President ([I.A.14](#), [I.A.16](#), [I.B.50](#), [IV.A.18](#), [IV.A.20](#), [IV.A.21](#)). Consideration to allocate funding for these positions is based upon budgetary resources and state staffing requirements for faculty.

The College maintains a sufficient number of qualified full-time faculty and an appropriate number of part-time faculty to maintain the quality of educational programs and services offered. Through the annual planning process, Rio Hondo College secures input from all constituent groups with the goal of aligning faculty resource requests to student learning needs, academic quality, and the mission and values statements of the College.

### **Standard III A.8. Human Resources**

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

#### **Evidence of Meeting the Standard**

The College has practices in place to provide part-time faculty with orientation, oversight, evaluation, and professional development. The College integrates part-time faculty into the life of the institution through a variety of activities and events as noted below.

#### **Analysis and Evaluation**

The College meets this standard.

Rio Hondo College offers part-time faculty an orientation to integrate them into the campus community. After part-time faculty have completed their onboarding process with the Office of Human Resources, they are then contacted by their respective division dean to schedule a comprehensive and in-depth orientation. During the orientation, faculty are provided with vital information such as attendance expectations, keys, parking pass, mailbox, campus map, email account, division meeting schedule, academic calendar, and the Faculty Handbook ([III.A.32](#)). The division dean also discusses student learning outcomes, student success, instructions for accessing class rosters, the learning management system, and student resources.

Part-time faculty are provided a template to help them develop their class syllabus ([III.A.33](#)) and a guide on Teaching Tips for Student Centered Learning ([III.A.34](#)). During the orientation, every dean strives to acquaint new adjunct faculty into the daily operations of their department and the campus community in order to ease their transition and allow them to flourish.

Part-time faculty are also evaluated by their division dean in accordance with article nine of the contractual bargaining agreement with the District and the Rio Hondo College Faculty Association (RHCFA) ([III.A.12](#)).

Throughout the academic year, many staff development opportunities are announced to all staff by the Staff Development Coordinator. Professional development is always offered to all staff regardless of their classification or association ([III.A.35](#)). Board Policy 7160: Professional Development addresses the desire to continue to provide professional development consistent with the mission of the College and based on evolving pedagogy, technology, and learning needs ([III.A.36](#)). Paid stipends are provided to all part-time faculty when available to develop their skills ([III.A.37](#)). In addition, the Rio Hondo College Leadership Academy provides staff from all employee groups an opportunity to learn and work together to enhance their ability to lead from any position on campus. This program requires an intensive ten-month commitment that offers over 60 hours of engaging professional development for individual participants and culminates in the implementation of a Campus Improvement Project. Since its inception, seven part-time faculty have completed the rigorous program ([III.A.38](#)).

Every faculty member completes professional development or Flex hours based on their teaching load. During FLEX Day, multiple workshops are offered to enhance learning opportunities related to academics, students, and instructional improvement. Part-time faculty are strongly encouraged to participate ([III.A.39](#)). FLEX Day ends with a division meeting led by the division dean with all division constituents, including part-time faculty.

Part-time faculty are also provided with many opportunities to participate in events and become part of the Rio Hondo community. For example, there is a part-time faculty representative on the Academic Senate. Part-time faculty are also welcome to participate in staff development opportunities and are invited to join in many different activities and events throughout the year. They are also represented by a part-time faculty member at the bargaining table between the District and the Faculty Association. Part-time faculty are also strongly encouraged to participate in the Academic Senate, Faculty Association, student club advising, and division meetings. The College is committed to cultivating part-time faculty and creating opportunities for these faculty to learn and grow professionally.

### **Standard III A.9. Human Resources**

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

#### **Evidence of Meeting the Standard**

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College ensures this through its annual program planning, program review, and resource allocation processes which link planning and resource allocation to student learning and achievement. Classified job announcements specify the required and desired employment qualifications to ensure the College continues to develop and support its educational programs and services.

#### **Analysis and Evaluation**

The College meets this standard.

To ensure enough staff, the College evaluates staffing needs each year through its planning and resource allocation processes ([I.A.05](#), [I.A.14](#), [I.A.16](#), [I.B.43](#), [I.B.50](#)). Administrators, along with faculty and staff, complete an in-depth analysis of their departments, which consists of enrollment data and trends, student achievements, and equity gaps in order to identify strengths and opportunities to inform objectives and resource requests ([I.A.05](#), [I.A.10](#), [I.A.11](#), [I.A.16](#)). The process allows departments to demonstrate their contributions to the institution's progress and helps formulate staffing, technology, facilities, and other resource requests that contribute to the growth of the department and the institution during the next year ([I.A.05](#), [I.A.14](#), [I.A.16](#), [I.B.43](#), [I.B.50](#)). The data generated assists administration in making informed decisions about the allocation of resources.

An essential purpose of program review is to determine long-term program goals that support the College's mission and effectiveness and how staff will contribute to these goals. Program plans contain staffing requests which are linked to each



department's objectives. All staff requests are then compiled and presented in participatory/shared governance staffing committees that prioritize them based on rationale, needs, anticipated impact, contributions to students, student success and equity gaps, and budget analysis. Final decisions for staff allocations are made by the President/Superintendent and the vice presidents using the same criteria ([I.A.14](#), [I.A.16](#), [I.B.31](#), [I.B.32](#)).

To ensure staff with appropriate qualifications are hired, the College adheres to its established policies and procedures in place for hiring. Board Policy 7120: Recruitment and Selection ([III.A.07](#)) mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Staff must possess the ability to support the District programs and services to ensure a successful student learning environment. Adherence to this policy yields highly qualified staff.

Prior to advertisement of any vacant or new position, job descriptions are reviewed by the hiring administrator to ensure the roles, responsibilities, and desired qualifications for the position fulfill the requirements of the position and the missions of the program and the College.

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Annual program plans allow for requests for staff to be linked to student success. Classified job announcements specify the required and desired employment qualifications to ensure the College continues to develop and support its programs and services.

### **Standard III A.10. Human Resources**

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

#### **Evidence of Meeting the Standard**

The District evaluates and adjusts the number of administrators necessary to achieve its mission and purposes through the annual program planning, program review, and resource allocation processes and as deemed necessary by the Superintendent/President. The planning and resource allocation processes assure the College maintains a sufficient number of administrators with appropriate preparation and expertise. Current administrative job descriptions are maintained by the Office of Human Resources for all current employees and potential candidates to review. Administrative job descriptions contain important and essential duties, knowledge, skills, certifications and/or licenses, and experience required to support the institution's mission and sustain and improve academic quality.

#### **Analysis and Evaluation**

The College meets this standard.

As stated in previous standards of this section, the College engages in an extensive annual program planning and resource allocation processes that utilize data analysis to assess the institutional effectiveness of all programs/areas/units and allows for informed, strategic decision making with respect to all staffing decisions, including administrators ([I.A.14](#), [I.A.16](#), [I.B.43](#), [I.B.50](#)). It is through these processes that the District determines if there are a sufficient number of administrators to achieve its mission and purposes. A component of the planning and resource allocation processes includes the request for new or additional administrative positions ([I.A.16](#)). Requests for additional administrators require the proposed position title, identification of the program the administrator will serve, job description, reason for the request, and the anticipated contributions it will have on the institution.

When an administrative position becomes vacant, the position is filled in accordance with Administrative Procedure 5025: Employment Procedures for Administrators ([III.A.01](#)), which establishes the guidelines for opening an administrative position, the composition of the selection committee, and steps in the recruitment process. An administrative position may be filled on an interim basis and in accordance with Title V regulations. This option allows for continuity in administrative positions while a full and open recruitment takes place. Candidates selected to fill administrative vacancies must meet the minimum qualifications for the position in which they serve. All administrative appointments are approved by the Board of Trustees.

The District regularly evaluates and adjusts the number of administrators necessary to achieve its mission and purposes through the annual program planning process and as deemed necessary by the Board of Trustees. The College uses its annual planning processes to assure it hires a sufficient number of administrators with appropriate preparation and expertise. Current administrative job descriptions are posted on the office of Human Resources webpage for all current employees and potential candidates to review. Administrative job descriptions contain important and essential duties, knowledge, skills, certification and/or license, and experience required to support the institution's mission and purposes.

### **Standard III A.11. Human Resources**

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

#### **Evidence of Meeting the Standard**

Rio Hondo College establishes, publishes, and adheres to fair and equitable written personnel policies and procedures. These policies and procedures are readily available for review. All written Board Policies and Administrative Procedures are developed through participatory/shared governance and/or negotiation processes (as applicable) and aim to provide equal treatment and opportunities in accordance with applicable laws. Personnel policies and procedures are posted on the College website to advise employees of the College's commitment toward a fair and equitable environment free from discrimination and harassment.

#### **Analysis and Evaluation**

The College meets this standard.

The personnel board policies (BPs) and administrative procedures (APs) are developed through a thoughtful and deliberate process designed to assure that they are fair, equitable, and non-discriminatory. As a starting point, the College uses the recommended template from Community College League of California (CCLC) that vets its policies and procedures with legal counsel before approving and accepting them. Consistent with the process for reviewing and revising Board Policies and Administrative Procedures, updates or additions to the Human Resources' 7000 series are then reviewed, developed, and vetted through the Policies and Procedures Council (PPC), as part of the College's participatory/shared governance process ([I.B.33](#), [I.B.34](#)). Following review by the PPC, the policies and procedures are forwarded to the Planning and Fiscal Council and then to the Superintendent/President. Board policies are approved by the Board of Trustees and administrative procedures are sent to the Board as information items. The BPs and APs are then posted on the College web site ([III.A.42](#)) as well as the Human Resource web page.

The Vice President of Human Resources leads the development and updating/revision of personnel BPs and APs. In addition, this Vice President is also charged with ensuring existing BPs and APs are consistently applied and fairly administered. Revisions recommended by the Vice President of Human Resources are then presented to the Policy and Procedure Council (PPC), consisting of representatives from constituents, for input. Negotiable matters are referred to the respective bargaining unit and properly negotiated. Negotiated articles and procedures are then incorporated into the appropriate contractual bargaining agreement ([III.A.12](#), [III.A.18](#)). Contractual bargaining agreements are published on the Human Resources web page and printed copies are distributed upon request ([III.A.65](#)). During the onboarding process, new employees are provided with information and references to personnel board policies, administrative procedures, and the appropriate contractual bargaining agreement so that they are aware of roles and responsibilities as well as institutional expectations ([III.A.66](#)). Faculty Association representatives also provide new personnel with vital personnel information during the new hire orientation ([III.A.67](#)).

The College strives to provide a fair, equitable, non-discriminatory, and harassment-free working environment. Board Policy 3410: Nondiscrimination aims to assure all personnel are treated with dignity and respect ([I.C.30](#)). On an annual basis, the District provides notice of its policy against unlawful discrimination to students and current employees in an effort to bring awareness of its commitment to an equitable and just work environment ([I.C.30](#)). Grievance forms are posted and readily available on the Human Resources internal "P" (public) drive for those who wish to lodge a grievance.

Employees have the right to file grievances without the fear of retaliation if they believe they have been subjected to unfair treatment or discrimination. Although the Vice President of Human Resources is responsible for assuring consistent compliance with fair and equitable Board Policies and Administrative Procedures as they pertain to personnel, the entire College community is dedicated and committed to providing an equal and unbiased working environment.

## Standard III A.12. Human Resources

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

### Evidence of Meeting the Standard

The District's Mission Statement and Values Statement are at the forefront of all policies and practices it adopts. The District creates and maintains appropriate programs, practices, and services in support of its diverse personnel. By collecting and regularly assessing recruitment and employment data, the District is able to affirm that its employment record in equity and diversity is consistent with its mission.

### Analysis and Evaluation

The College meets this standard.

Rio Hondo's Mission Statement, Values Statement, Board Policies, and Administrative Procedures establish the standards that sustain programs, practices, and services for its diverse employees ([I.A.01](#), [III.A.44](#)). Board Policies and Administrative Procedures in support of this standard include BP and AP 3410: Nondiscrimination, BP 3420: Equal Employment Opportunity, BP and AP 3430: Prohibition of Harassment, AP 3435: Discrimination and Harassment, BP 7100: Commitment to Diversity, and BP 7120: Recruitment and Selection. Collectively, these BPs and APs promote the District's commitment to diversity, nondiscrimination, and prohibition against any forms of harassment ([III.A.03](#), [III.A.07](#), [III.A.40](#), [I.C.30](#), [III.A.45](#), [I.C.31](#), [III.A.47](#), [III.A.48](#)).

The District continuously facilitates various cultural events, workshops, trainings, open dialogue spaces, etc., that promote awareness and appreciation of diversity, equity, and inclusion. Some examples include the following ([III.A.49](#)).

- Rio Hondo College Leadership Academy: a ten-month cohort experience, featuring a "Strengths Based" leadership curriculum, placing emphasis on valuing diversity.
- Rio Hondo IDEA: Intergroup Dialogue Exploring Anti-Racism; A six-week program consisting of 8-10 faculty and staff who facilitate dialogue to discuss race, systemic racism, and white privilege, among other topics. The group explores how racism affects the College environment and its communities. It also explores opportunities on how to practice antiracist strategies throughout the campus.
- Café Con Libros is hosted by the Student Equity team and attended by staff. One book is selected each semester to read and discuss with the focus on equity and diversity.
- Black Lives Matter/Anti-Racist Conversations.
- Black Lives Matter Campus Conversation: What actions can I/we take to make Rio Hondo an anti-racist institution?
- Juneteenth – A Conversation for Our Times.
- A Conversation on White Privilege.
- Racial Equity: Why Seeing Color, Seeing People, and Valuing Differences Matters
- Campus Guest Speakers.
- Student Equity presents: Men of Color in the Community College with Dr. Frank Harris III.
- ASRHC, Cultural Diversity and R.I.S.E present: Latinx Celebration: Paving Your Way with Dr. Juan Carlos.
- Arts and Cultural Programs presents: A lecture that examines the interracial alliances and coalitions that have been successful in the past and the prospects for Black-Brown solidarity for the future with Dr. Melina Abdullah.
- RIO Talks presents: Activism Never Sleeps, with Dr. Angela Williamson.
- Asian/Asian American & Pacific Islander Celebration featuring Yoshio Nakamura.
- FLEX Day Breakouts.
- Examining Classroom Practices through an Equity Lens.
- Still we RISE: Promoting Equity for our Formerly-Incarcerated Students Outside the Classroom.
- Textbooks Every Student Can Access and Afford: Promoting Equity and Social Justice through Use of Open Educational Resources.
- Demystifying Student Equity Research at Rio Hondo: Legislative Mandates and Our Plan.

The Equal Employment Opportunity Advisory Committee and the Office of Human Resources coordinate ongoing implicit bias training available to all staff ([III.A.50](#)). The trainings generally focus on topics of cultural competency, implicit bias, how to avoid bias in the hiring process, and how to recognize and address micro-aggressions. While the training is optional for all staff, it is required of staff members wishing to participate in the hiring process by serving on a selection committee.

As required by the District's Equal Employment Opportunity (EEO) Plan 2018-2021, the District "annually collect[s] employee demographic data and . . . monitor[s] applicants for employment on an ongoing basis . . . to provide data needed for the analyses required by this plan and to determine whether any monitored group is underrepresented" ([III.A.51](#)). In the event the data indicates a monitored group has been adversely impacted, the EEO plan provides measures to address the areas of concern. The data gathered is also shared with the Board of Trustees on an annual basis ([III.A.68](#)).

As an added tool for assessment, the Office of Human Resources compiles an annual Personnel Diversity Report that is presented to the Board of Trustees. The report is used to measure compliance with the District's mission statement, Title V, Fair Employment Housing Act, and California Education Code ([III.A.52](#)). The report's five-year comparison of the diversity data collected demonstrates that the District has continued meeting its commitment to recruitment, hiring, and retaining employees of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.

### **Standard III A.13. Human Resources**

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

#### **Evidence of Meeting the Standard**

The District upholds a code of professional ethics for all its personnel. The Institutional Code of Ethics is further strengthened through the District's adopted Board Policies and Procedures which detail expectations and consequences for violating standards.

#### **Analysis and Evaluation**

The College meets this standard.

Board Policy 3050: Institutional Code of Ethics ([I.C.28](#)) outlines the College's expectations of professional ethics. This policy applies to the entire institution and is publicly posted on the District's web page dedicated to Board Policies and Administrative Procedures ([III.A.42](#)).

In addition, Board Policy 7360: Discipline and Dismissals: Academic Employees governs issues of employee discipline, including dismissal of academic personnel ([III.A.54](#)). It states that contract or regular employees may be dismissed or penalized for one or more of the grounds set forth in Education Code section 87732.

Board Policy 7365: Discipline and Dismissal: Classified Unit Members governs issues of employee discipline, including dismissal, of classified unit members. It guides how the District handles employee misconduct which is subject to disciplinary action including, but not limited to, willful or repeated violation of laws or regulations governing the District, or of board policies, procedures, or rules prescribed by the District and immoral conduct. This board policy elaborates on consequences, Skelly hearings, and dismissal for violation of the College code of professional ethics ([III.A.55](#)).

Board Policy 3050: Institutional Code of Ethics subjects all employees of the College to Board Policies and Administrative Procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards. Examples of Board Policies and Procedures that call on the District's expectations of ethical behavior include BP/AP 3410: Nondiscrimination ([I.C.30](#), [III.A.45](#)), BP 3420: Equal Employment Opportunity ([III.A.40](#)), BP/AP 3430: Prohibition of Harassment ([I.C.31](#), [III.A.47](#)), BP/AP 3510: Prevention of Workplace Violence and Disruption ([III.A.56](#), [III.A.57](#)), BP/AP 3720: Computer and Network Use ([III.A.58](#), [III.A.59](#)), BP/AP 3900: Speech: Time, Place and Manner ([III.A.60](#), [III.A.61](#)), and BP 7150: Drug/Alcohol Free Workplace ([III.A.62](#)). These policies and procedures define unacceptable conduct, reporting requirements, and consequences of violating District policy.

In addition to the District's Institutional Code of Ethics, Board members have their own code of ethics. Board Policy 2715: Code of Ethics/Standard specifically applicable to the Board of Trustees, outlines standards of ethics and expectations for addressing any violations ([I.C.29](#)). This policy provides a process for Board members to promptly address any violation by a board member or board members of the Code of Ethics. This BP addresses censure of board members, and it provides for legal counsel to address any unethical behavior.



### **Standard III A.14. Human Resources**

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

#### **Evidence of Meeting the Standard**

The College offers a wide array of professional development activities, trainings, and experiences for individuals, employee groups, and the campus. The College evaluates professional development through program review and individual workshop evaluations. The Professional Development Committee considers the results of these evaluations in planning future events, programs, and training opportunities.

#### **Analysis and Evaluation**

The College meets this standard.

Rio Hondo College's Staff Development/FLEX program aims to provide professional learning opportunities that offer a breadth, depth, and diversity of experiences to the campus ([III.A.69](#)). Through a cross representational Staff Development/FLEX Committee that plans, organizes, and evaluates program activities, the College strives to meet the current and emerging professional learning and growth needs of all employee groups. Evidence of meeting this standard includes the following:

- partnering with Institutional Research and Planning to develop and administer bi-annual professional development needs surveys to drive program offerings;
- monitoring of the completion of FLEX obligations for all full-time faculty;
- ongoing support and processing of self-identified individual, group, department projects via grants process;
- organizing/facilitating support at Student Equity/Guided Pathways Summits and FLEX Days;
- collaborating with Information Technology to offer on going technology training;
- offering annual faculty institutes focused on Active Learning Pedagogy via the "On Course" approach in conjunction with Student Success and Support Program and Basic Skills over the last four years;
- planning and logistical support for California School Employees Association focused professional development days and session;
- supporting for 1-2 new managers to participate in the "Great Dean's" Program;
- sustaining of a nine-month "Leadership Academy" cohort program open to staff, faculty and managers;
- institutionalizing of a 26-hour New Full Time Faculty Success Seminar that includes a "hand-off" to the Student Equity RTLI (Rio Hondo Teaching for Learning) cohort experience;
- supporting the Distance Education office in awarding of @ 150 stipends for Canvas Online Teaching Training Certification in as a result of migration online in Spring 2020;
- offering regular "Reflection & Renewal" retreats and experiences open to all staff;
- curating a weekly "This Week in Staff Development" update capturing on and off campus events;
- co-leading Anti-Racist Black Lives Matter campus wide conversations;
- offering regional professional growth via the SanFACC Mentor program; and
- providing consistent and regular evaluations of all program offerings.

In the most recent (Fall 2019) Program Review for Professional Development, the value and use ascribed to program offerings based on participant evaluation feedback consistently reached 90% or higher ([III.A.70](#)). The Staff Development Committee reviews the results of workshop evaluations as well as evaluation of Flex offerings to shape future offerings for the professional development program. Finally, the College is continuing its work to integrate professional development across Student Equity and Guided Pathways with the work of the Staff Development committee. The staff development coordinator meets with the faculty equity coordinator to share professional development ideas related to the College's diversity, equity, and inclusion initiatives ([III.A.71](#)). Additionally, coordinators work together to assist one another in recruiting efforts for classroom-based diversity, equity, and inclusion professional development opportunities.

### **Standard III A.15. Human Resources**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

#### **Evidence of Meeting the Standard**

Rio Hondo College has clear policies to ensure the confidentiality and security of all personnel files. Personnel have the legal right to inspect their personnel files.

#### **Analysis and Evaluation**

The College meets this standard.

Personnel files are maintained in confidence by the Office of Human Resources and are available for inspection. Only the employee, the employee's authorized representative, and/or appropriate management may inspect personnel files. Faculty can access their personnel file as outlined in Article 10 of the Rio Hondo College Faculty Association Collective Bargaining Agreement ([III.A.12](#)). Personnel file access for classified staff is outlined in Article 15 of the California School Employees Association Collective Bargaining Agreement ([III.A.18](#)). For all other groups, access to their personnel file is outlined in Board Policy 7145: Personnel Files ([III.A.64](#)).

The Office of Human Resources has a locked, designated file cabinet for personnel files. Medical files are maintained in a locked office accessed only by authorized employees who maintain these files.

Employees may review their personnel records by appointment only and during normal business hours. The review of personnel files must be in the presence of an authorized HR representative. Employees are notified in writing of any derogatory material placed in their personnel files. Employees are given notice and may comment in writing within ten working days of receiving such notice. Any comments received from employees are attached to the derogatory material and placed in their personnel file ([III.A.12](#), [III.A.18](#)).

Personnel files are confidential and permanent records. After one year, Rio Hondo College scans and keeps digital personnel records of temporary faculty and staff in Laserfische, a secure document management system. Also, when employees are terminated, their personnel files are scanned and permanently maintained in electronic format. Only authorized Human Resources employees can upload, download, and retrieve information from the system. The system is password protected and backed up daily ([III.A.72](#)).

The College also uses Los Angeles County Office of Education Human Resources Information Systems (HRS) to maintain digital personnel information. Access is limited only to Human Resources and Payroll authorized employees. The security levels to access information vary depending on the employee's job classification. Authorization to access information in this system is approved by the Vice President of Human Resources and submitted to the Los Angeles County Office of Education ([III.A.73](#)).

#### **Conclusions on Standard III.A. Human Resources**

The College has policies and procedures in place to assure that it hires highly qualified full- and part-time personnel that at a minimum meet the qualifications established for each position. The College is committed to fair and equitable employment practices, which is evidenced in job postings, board policies, and various training provided to hiring committees, including implicit bias training. Job descriptions, job postings, and hiring processes are published in print and electronic format. Hiring procedures are followed and personnel are evaluated in accordance with collective bargaining agreements. Although each year the FON fluctuates in correspondence with state apportionment levels, COLAs, and deficit reductions, the institution regularly assesses its FON obligation and uses its institutional planning process to determine the priorities for hiring faculty, staff, and administrators.

#### **Improvement Plan(s)**

Not applicable.

## **Evidence List**

[III.A.01: Administrative Procedure 5025](#)

[III.A.02: Administrative Procedure 7217](#)

[III.A.03: Board Policy 7100](#)

[III.A.05: Job Announcement Vice President of Student Services](#)

[III.A.06: HR Job Announcements, Documents and Salary Schedules](#)

[III.A.07: BP 7120 Recruitment and Selection](#)

[III.A.08: CCCCO 2019 Minimum Qualifications](#)

[III.A.09: Board Policy 7211](#)

[III.A.10: Administrative Procedure 7211](#)

[III.A.11: Human Resources Web Page – Minimum Qualifications and Equivalencies](#)

[III.A.12: RHCCD CBA with CTA 2019-2022](#)

[III.A.13: Job Announcement EOPS Evaluator](#)

[III.A.14: Job Descriptions Vice President of Student Services](#)

[III.A.16: HR Staff Job Descriptions](#)

[III.A.17: Verifying Accredited Institution](#)

[III.A.18: CSEA Contract 2017-2020](#)

[III.A.19: Board Policy 7255 Administrative Evaluation](#)

[III.A.20: Spring 2021 FT Evaluations Memo](#)

[III.A.21: Faculty Evaluation PT – Initial Evaluation Conference Report](#)

[III.A.22: Faculty Evaluation FT Initial Meeting](#)

[III.A.23: Unit Member Evaluation](#)

[III.A.24: Student Survey](#)

[III.A.25: Faculty Peer Review Form](#)

[III.A.26: Classified Evaluation Form](#)

[III.A.27: Confidential Performance Evaluation Self-Evaluation](#)

[III.A.28: Confidential Employee Evaluation Supervisor's Review](#)

[III.A.29: Management Performance Appraisal Self-Evaluation](#)

[III.A.30: Management Performance Appraisal Survey](#)

[III.A.32: Faculty Orientation – Quick Start Guide](#)

[III.A.33: Syllabus Template](#)

[III.A.34: Teaching Tips for Student Centered Learning](#)

[III.A.35: Staff Development Emails](#)

[III.A.36: Board Policy 7160](#)  
[III.A.37: Stipends](#)  
[III.A.38: Alumni List of RHC LA](#)  
[III.A.39: FLEX Day Summary Evaluations](#)  
[III.A.40: Board Policy 3420 Equal Employment Opportunity](#)  
[III.A.41: Management Job Descriptions Link](#)  
[III.A.42: Evidence of BP and AP on Website](#)  
[III.A.44: Board Policy 1200](#)  
[III.A.45: Administrative Procedure 3410](#)  
[III.A.47: Administrative Procedure 3430](#)  
[III.A.48: Administrative Procedure 3435](#)  
[III.A.49: Event Examples](#)  
[III.A.50: Implicit Bias Training](#)  
[III.A.51: EEO Plan 2018-2021](#)  
[III.A.52: Diversity Report, Feb. 2021](#)  
[III.A.54: Board Policy 7360](#)  
[III.A.55: Board Policy 7365](#)  
[III.A.56: Board Policy 3510](#)  
[III.A.57: Administrative Procedure 3510](#)  
[III.A.58: Board Policy 3720](#)  
[III.A.59: Administrative Procedure 3720](#)  
[III.A.60: Board Policy 3900](#)  
[III.A.61: Administrative Procedure 3900](#)  
[III.A.62: Board Policy 7150](#)  
[III.A.64: Board Policy 7145](#)  
[III.A.65: Screenshot of HR Webpage Showing CBA Links](#)  
[III.A.66: Employee Onboarding Materials](#)  
[III.A.67: Faculty Association New Hire Orientation](#)  
[III.A.68: BOT April 14, 2021 Meeting Agenda EEO Information](#)  
[III.A.69: Staff Development Offerings and Flex Day Program Offerings](#)  
[III.A.70: Staff Development Program Review Fall 2019](#)  
[III.A.71: Meeting Agendas Staff Development and Student Equity Coordinators](#)  
[III.A.72: HR Confidential and Permanent Records](#)  
[III.A.73: HR Internal Controls Los Angeles County Office of Education](#)



## B. Physical Resources

### Standard III B.1. Physical Resources

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

#### Evidence of Meeting the Standard

Rio Hondo College ensures that all facilities are safe and sufficient for students, staff, and administrators. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections, remedying any deficiencies, and providing a variety of safety trainings for maintenance and operations staff. The District regularly evaluates its physical resources through the College's institutional processes including annual planning and program review, the Facilities Master Plan and Educational Master Plan, as well as the Five-Year Capital Outlay Plan. The College assesses and plans for campus safety through the work of the District Safety and Emergency Preparedness Committees and its Active Shooter Plan.

#### Analysis and Evaluation

The College meets this standard.

The District's facilities are constructed to meet the Division of the State Architect (DSA) standards including the Federal Americans with Disabilities Act (ADA), which assures facilities are accessible and structurally safe. These standards ensure facilities are compliant with respect to state standards for fire and seismic safety. Building improvements or modifications are completed according to applicable codes, standards for accessibility, and the approval process as applicable with appropriate jurisdictional authorities.

Proper planning for buildings, maintenance, and replacement of physical resources is critical in supporting the educational and learning needs of students, as well as supporting a positive working environment for staff. Toward this end, buildings are planned, designed, and built in accordance with the Educational and Facilities Master Plans which provide data analysis to help in understanding projected program growth and corresponding facility needs ([III.B.07](#), [III.B.08](#)). Data analysis from these plans form the basis for designing and building facilities with sufficient capacity to support College programs and the number and type of courses offered. Both the Educational Master Plan and the Facilities Master Plan are reviewed and updated on a ten-year schedule ([I.A.13](#), [I.A.15](#)).

The District also determines the sufficiency of its classrooms, laboratories, and other facilities by regularly reviewing and updating its space allocation and utilization reports provided through the California Community College Space Inventory Report and Five-Year Capital Outlay Plan ([III.B.01](#), [III.B.02](#)). These reports provide an opportunity to review and adjust facility plans midway through the ten-year educational and facilities master plan cycles.

Building maintenance falls within the purview of the College's Facilities department, specifically Facilities Maintenance and Operations. The District has a repair work orders system hosted by School Dude where departments open a ticket for certain repairs, maintenance, safety concerns, and campus events ([III.B.16](#), [III.B.17](#)). The work-ordering system is easily accessible on the District website, specifically the department of Facilities. Work orders are classified by priority and a confirmation email is then sent to the requestor. The Director of Facilities Services assigns staff to fulfill the work order requests based upon priority.

The Facilities Department staff maintain the College's facilities in accordance with the California Occupational Health and Safety Act (Cal/OSHA). District staff provide custodial, maintenance, and grounds services in order to ensure that paths, hallways, classrooms, and offices clean, safe, and accessible. Pedestrian crosswalks are well marked at all intersections.

The District places great value on maintaining a safe working and learning environment for students and staff. The Superintendent/President directs and oversees the implementation of facilities plans and works with appropriate staff to mediate any health and safety issues that may arise. The Facilities Committee ([III.B.03](#)) and the Safety Committee ([III.B.04](#)) meet twice a semester to discuss safety issues and remedies. For example, during the pandemic, the facilities department implemented a variety of improvements to ensure the health and safety of students and staff. These included dispensing

appropriate personal protective equipment and disinfectant wipes to all departments; deploying hand sanitizing and touchless soap and paper towel dispensers in critical locations across campus; and installing plexiglass shields, ionization technology, and Merv 13 filters ([III.B.13](#), [III.B.14](#), [III.B.18](#)).

Rio Hondo College ensures that all facilities are safe and sufficient for students, staff, and administrators. The safety and sufficiency of facilities is assured through institutional processes and planning, e.g. the Educational and Facilities Master Plans, the Five-Year Capital Outlay Plan, Annual Planning, and Program Review ([III.B.07](#), [III.B.08](#), [III.B.10](#), [III.B.11](#), [III.B.19](#)). The College adheres to recognized standards for maintenance put forth through organizations such as the DSA and OSHA as well as applicable laws stated in the ADA. The College also evaluates and updates campus safety through the work of the District Safety Committee and the Emergency Preparedness Committee and has an active shooter plan ([III.B.06](#), [III.B.20](#)).

## **Standard III B.2. Physical Resources**

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

### **Evidence of Meeting the Standard**

The District assures effective utilization and the quality of its physical resources through its facilities planning, evaluation, and assessment processes, as well as a preventative maintenance schedule. Evaluation and assessment of facilities includes the annual program planning and program review processes, the Educational Master Plan, the Facilities Master Plan, Five-Year Capital Outlay Plan, and Five-Year Scheduled Maintenance Plan ([III.B.07](#), [III.B.08](#), [III.B.09](#), [III.B.10](#), [III.B.11](#)). The preventive maintenance schedule and work order system are designed to address short-term issues in a timely manner and proactively maintain the quality and integrity of systems and facilities ([III.B.09](#), [III.B.17](#)).

### **Analysis and Evaluation**

The College meets this standard.

At Rio Hondo College, long-range, effective utilization of physical resources starts with an evaluation and assessment of the needs of educational programs and services. The evaluation and assessment of programmatic needs, as well as facilities' needs, are integrated with the College's comprehensive and integrated planning process. In the comprehensive and integrated planning process, the Educational Master Plan serves as the basis for the Facilities Master Plan ([I.A.13](#), [III.B.07](#), [III.B.08](#)). The overall purpose of the Facilities Master Plan is to translate priorities for student learning and success into recommendations for facility development. As captured in the Educational Master Plan and Facilities Master Plan, ensuring effective utilization is the result of data analysis of projected programmatic growth and facilities assessments.

Effective utilization in the short term is assured through the annual program planning process. In this process, individual programs identify facilities issues related to instructional and support services programs. These issues are then considered further by the unit administrator and forwarded to the area administrator if prioritized. The four area administrators are the Vice Presidents of Academic Affairs, Finance and Business, Student Services and the Superintendent/President. Issues identified and prioritized by the area administrator in the annual process are forwarded to the Facilities Committee for institutional prioritization ([I.A.14](#), [I.A.16](#), [I.B.32](#)). The recommendations from the Facilities Committee are forwarded to the Planning and Fiscal Council, the College's main participatory/shared governance body, and then to the Superintendent/President. Ultimately, short-term needs are prioritized in a shared process that takes into consideration long-term priorities and needs ([I.B.50](#)). For more immediate needs, the District also assures effective utilization through a facility request form, which is available online through 25 Live.

The District has a centralized facilities department charged with ensuring the ongoing maintenance of the District's physical resources. This includes maintenance, upgrades, and preservation of facilities, equipment, land, and other physical assets. The facilities department is also responsible for the District's preventative maintenance program, which has an allocated budget. The preventative maintenance program proactively evaluates the condition of mechanical equipment and establishes a baseline for meeting manufacturer recommendations for maintenance, service, and/or replacement ([III.B.09](#)). Recommendations for maintenance, service, and/or replacement are integrated with the facilities budget and maintenance

schedule ([III.B.09](#)). Third party licensing, certifying, and testing agencies also help the facilities department to ensure that local, state, federal, and educational codes are met, thus ensuring quality.

The facilities department is managed by a facilities director, a manager in charge of custodial and grounds, and a manager of mechanical and electrical services. The department plays a critical role in maintaining the safety and quality of buildings and grounds including maintenance and repair, custodial support, safe transmission of power and utility infrastructure, and grounds operations. Among other responsibilities, the facilities department schedules and inspects buildings and building systems to assure compliance with applicable fire, safety, and health codes and regulations ([III.B.21](#), [III.B.22](#), [III.B.23](#)). Facilities personnel also participate in safety, facilities, and planning committees to understand and support the needs of the District.

At Rio Hondo College, facility planning and decision-making processes include faculty, staff, and students through participatory/shared governance ([III.B.03](#), [III.B.04](#)). The District's commitment to effective use and quality of physical resources is demonstrated through its evaluation, assessment, and comprehensive planning processes as well as the priorities of the facilities department and the preventive maintenance schedule.

### **Standard III B.3. Physical Resources**

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

#### **Evidence of Meeting the Standard**

The District assures the feasibility and effectiveness of its physical resources through its Comprehensive Integrated Planning Model, the Facilities Master Plan, annual updates to the Five-Year Capital Outlay Plan, and annual updates to the Five-Year Scheduled Maintenance Plan. In addition, the District contracts with third parties for more extensive facilities reviews. These reviews provide detailed information for planning and improvement purposes ([I.A.13](#), [III.B.07](#), [III.B.08](#), [III.B.10](#), [III.B.11](#)).

#### **Analysis and Evaluation**

The College meets this standard.

The District Facilities Department works diligently to assure that its physical resources meet the needs of students, faculty, and staff. The cornerstone of physical resource planning is the Educational Master Plan, which provides a basis for the Facilities Master Plan ([III.B.07](#), [III.B.08](#)). The Educational Master Plan examines current enrollment trends and projects future enrollment trends. The Facilities Master Plan takes into consideration current and future enrollment trends, particularly anticipated enrollment growth and develops recommendations for physical resources that will meet the long-term needs of the College.

While the Educational and Facilities Master Plans are long-term plans that set the future direction of the College with respect to physical resources, the Five-Year Capital Outlay Plan and the corresponding annual updates to that plan as well as the annual updates to the Five-Year Scheduled Maintenance Plan are the mechanisms by which the College maintains its existing physical infrastructure in the short term ([III.B.09](#), [III.B.10](#), [III.B.19](#)). As mentioned in III.B.1, the District regularly reviews these reports and uses these plans to determine the sufficiency of its classrooms, laboratories, and other facilities. The annual review process provides the College with the opportunity to review and adjust facilities plans midway through the ten-year educational and facilities master plan cycles.

With regard to equipment, the District uses the ESCAPE system, which houses information about all of the fixed assets of the College including equipment, buildings, and land. This system allows the District to assess the lifespan of equipment and facilities. Information in the ESCAPE system is reviewed annually as part of the annual audit process, which occurs in October of each year. The ESCAPE system is continually updated as new equipment and facilities are added or are removed from the College's inventory ([III.B.24](#)).

The District also uses a third-party system, SchoolDude, to facilitate its work order process ([III.B.17](#)). Routine work orders for preventative maintenance are generated from this platform, thus providing assurance of regular and ongoing maintenance of facilities and related equipment. The SchoolDude system also allows the District to quantify the workload placed on the

Facilities Department staff by tracking the number of calls for service, personnel hours spent, and wait times for service. The Facilities Department reviews staffing levels regularly and works to maintain a staffing level sufficient to meet the ongoing maintenance needs of the physical resources of the District.

The Facilities Department contracts with third parties to assist with complex mechanical repairs and to perform predictive maintenance on new and aging equipment. The third parties provide facilities a preventative maintenance contract through which the third-party vendors routinely and regularly inspect equipment. Examples of this type of service include highly specialized repairs and maintenance such as high-voltage electrical and other campus-wide systems such as leak detection and those associated with the campus central plant.

Through the institutional Program Review process, each program conducts a self-study that includes an assessment of facilities and equipment needs for that area. Program reviews describe how each department views the future of its program and helps identify facility and equipment needs ([I.A.16](#), [I.B.50](#)).

Guided by the Facilities Master Plan and the Five-Year Scheduled Maintenance Plan, the District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as new construction and modernization. The Five-Year Scheduled Maintenance Plan helps determine what an item and/or project will cost and when it should be replaced or repaired ([III.B.08](#), [III.B.11](#)).

### **Standard III B.4. Physical Resources**

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

#### **Evidence of Meeting the Standard**

Long-range capital planning relies on the Facilities Master Plan ([III.B.07](#)), Five-Year Capital Outlay Plan ([III.B.10](#)) annual updates, and resource requests generated from program planning ([I.B.50](#)). These plans allow for informed decision making with respect to capital improvements and results in facilities that meet the institutional goals of the District. Additionally, total cost of ownership is also assessed annually through the ESCAPE system and considered as appropriate in the annual updates to the Five-Year Capital Outlay Plan ([III.B.24](#)).

The District plans, builds, maintains, upgrades, and replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes ([I.A.13](#), [III.B.07](#), [III.B.08](#), [III.B.10](#)). The District files updates to the Five-Year Capital Outlay Plan annually with the State Chancellor's Office to help determine the level of state funding available to support capital projects. It also lists planned future projects and details how projected facilities will be used.

#### **Analysis and Evaluation**

The College meets this standard.

The District develops annual and long-range plans for capital expenditures directly linked to the needs and compatible with both short- and long-range planning processes ([I.A.13](#), [I.B.50](#), [III.B.07](#), [III.B.08](#), [III.B.24](#)). The District regularly updates the Five-Year Capital Outlay Plan. In addition, the Educational Master Plan, program plans, and the annual assessment of physical resources housed in the ESCAPE system are taken into consideration in identifying facilities needs and the associated cost of ownership.

The District works with the State Chancellor's Office for ongoing planning and development and to identify long- and mid-range needs utilizing the information provided in the Five-Year Capital Outlay and Scheduled Maintenance Plans, as well as updates to its space inventory. The District updates and revises these plans as needs are identified, modified, and re-prioritized for submission to the state on an annual basis ([III.B.24](#), [III.B.25](#)). The District uploads all of the information to the State Chancellor's Office through the Fusion website and continually updates it. Priorities are identified in terms of urgent needs identified through the annual review processes mentioned above and long-range needs identified in the Educational and Facilities Master Plans.

The Five-Year Capital Outlay Plan includes both local and state funded projects. The Board of Trustees approves the plan, which is due every year at the State Chancellor's office by July 31 ([III.B.25](#)). The District submits potential state funded



projects as an Initial Project Proposal (IPP) to the State Chancellor’s Office, and once approved, the District submits them as a Final Project Proposal (FPP) to the state to request funding ([III.B.27](#), [III.B.28](#)).

As new capital projects are constructed to meet the needs of the District, the District’s construction management company works with Finance staff to evaluate the total cost of ownership. The total cost of ownership model includes the cost to design, build, maintain, and operate the facility. Routine maintenance, minor repairs, major modernizations, preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology, and life cycle costs are all considered.

Long-range capital planning, relying on the Facilities Master Plan, annual updates to the Five-Year Capital Outlay Plan, and program planning and review requests, allows for informed decision making and results in facilities that meet the institutional goals of the District. The District plans, builds, maintains, upgrades, and replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The District files annual updates to the Five-Year Capital Outlay Plan with the State Chancellor’s Office to help determine the level of state funding received for capital projects. The College also lists planned future projects and how projected facilities will be used.

### **Conclusions on Standard III.B. Physical Resources**

Rio Hondo College utilizes long-, mid-, and short-range planning to assess, adjust, and project physical resource needs of the College. Long-range plans, such as the Educational Master Plan and the Facilities Master Plan, are tied to current and projected enrollment trends and student needs while mid-range planning, such as the College’s Strategic Plan and Program Review, is tied to institutional goals and objectives. The Five-Year Capital Outlay Plan provides the foundation for ongoing maintenance of physical resources in relation to institutional priorities identified through long-, mid-, and short-range planning activities of the College.

### **Improvement Plan(s)**

Not Applicable.

### **Evidence List**

[III.B.01: FUSION Facilities Planning Manual](#)

[III.B.02: FUSION Space Inventory Executive Summary Report](#)

[III.B.03: Facilities Committee in Organizational Structure and Governance Manual](#)

[III.B.04: Safety Committee in Organizational Structure and Governance Manual](#)

[III.B.06: Active Shooter Plan](#)

[III.B.07: Educational Master Plan](#)

[III.B.08: Facilities Master Plan](#)

[III.B.09: Facilities Maintenance Schedule](#)

[III.B.10: Five-Year Capital Outlay Plan](#)

[III.B.11: Five-Year Scheduled Maintenance Plan](#)

[III.B.13: Safe Return to Campus Flyer](#)

[III.B.14: Safety Committee Meeting Minutes](#)

[III.B.16: Screenshot of Facilities Website](#)

[III.B.17: Screenshot of SchoolDude](#)

[III.B.18: Personal Communication Director of Facilities](#)

[III.B.19: Facilities and Grounds APPs and PRs](#)

[III.B.20: Emergency Preparedness Plan 2020](#)

[III.B.21: Job Description Director of Facilities](#)

[III.B.22: Job Description Manager Operations and Maintenance](#)

[III.B.23: Job Description Manager Mechanical and Electrical Services](#)

[III.B.24: Example from ESCAPE system Total Cost of Ownership](#)

[III.B.25: Annual Update of the Five-Year Scheduled Maintenance Plan](#)

[III.B.26: Annual Update of the Five-Year Capital Outlay Plan](#)

[III.B.27: Example Initial Project Proposal](#)

[III.B.28: Example Final Project Proposal](#)

## C. Technology Resources

### Standard III C.1. Technology Resources

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

#### Evidence of Meeting the Standard

Rio Hondo College uses technology as an integral part of its operations in both the classroom and for operational management, and the technology efforts of the College are appropriate to meet this standard.

#### Analysis and Evaluation

The College meets this standard.

Technology resources at Rio Hondo College consist of servers, networks, software, audiovisual systems, and outside vendors to support classroom instruction, academic programs, student services, and institutional operations in service to the College's mission. Rio Hondo technology is primarily managed by the Information Technology Services Department (ITS) which is staffed by seventeen employees who provide software, hardware, network, audiovisual, help desk, and training support to the Rio Hondo community. The ITS is guided in its management of technology through its technology plans, the College's annual planning process, and by the Enterprise Systems Advisory Committee, which meets monthly during the academic year to discuss technology related topics and the status of various technology project and initiatives ([I.A.13](#), [I.A.14](#), [I.A.16](#), [III.C.01](#), [III.C.02](#), [III.C.03](#), [III.C.04](#)).

The College uses the Ellucian Banner student information system to manage the primary educational activities of student application, registration, scheduling, grading, student payment, and financial aid. Students, faculty, and staff connect to these systems via the College's portal, AccessRio. Over 38,000 students apply and register for class each year using the core student systems, and financial aid is disbursed to over 12,000 students annually via the Banner student information system ([III.C.05](#)).

Primary student access to Rio Hondo College systems is managed via the student portal, AccessRio. AccessRio is used by students, faculty, and staff for registration, course management, payment, and connection to various services, such as education planning, counseling appointments, orientation, library services, etc. Students are also given student Gmail accounts and have access to the Microsoft Office suite as part of their enrollment. Fifteen locations on campus provide student computing services. Nearly 1,300 computers are available on the Rio Hondo campus and at its education centers for student use. Rio Hondo College also maintains nearly 150 classrooms equipped with projection and sound systems linked to in-class computers, the broader College network, and the Internet.

Connecting its various systems together, Rio Hondo College maintains approximately 150 servers and 145 network switches with approximately 8,000 managed network ports. The buildings of the main campus are connected via a backbone fiber network that delivers 10 gigabits of throughput among the main buildings and one gigabit throughput to the desktop. The College's wireless network consists of 210 access points spread throughout the main campus. The College has redundant ten-gigabit connections to the Internet, and there are one-gigabit circuits in a redundant loop between the main campus and the College's four education centers. Each education center also provides independent Wi-Fi service at each location ([III.C.06](#), [III.C.07](#), [III.C.08](#), [III.C.09](#)).

The ITS Department offers help desk support to faculty, staff, and students via telephone and the Internet, and technology training is provided to staff and faculty both in-person and online in the technologies used and supported by the College.

Finally, Rio Hondo College is one of the fifteen California community colleges offering a baccalaureate degree. Special considerations have been made to the Banner student information system to accommodate a four-year degree.

### Standard III C.2. Technology Resources

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

## **Evidence of Meeting the Standard**

Rio Hondo College has established replacement plans, an annual technology/computer refresh budget, and mechanisms through its planning processes to maintain its technology assets to support the needs and requirements of the College in fulfilling its mission. Rio Hondo College meets this standard.

## **Analysis and Evaluation**

The College meets this standard.

Rio Hondo College, acting through its Enterprise Systems Advisory Committee, has established replacement time frames for many of the College's technology assets. These assets are then replaced according to this cycle, subject to available funds in the annual computer refresh budget ([III.C.10](#), [III.C.31](#)).

Technology requests are part of the College's annual and master planning process. Part of the annual planning process, which is described in detail in sections I.A.2, I.A.3, I.B.1, I.B.4, I.B.5, and I.B.6, involves technology requests from the approximate 110 programs and 35 units of the college. These requests percolate into the Area Plans of the Superintendent/President and vice presidents and are reviewed annually by the Technology Committee. The Technology Committee is a participatory/shared governance committee with a broad College constituency that ranks technology requests, and based on available funding each year, authorizes the purchase of the approved requests ([I.B.30](#), [III.C.11](#)).

The College's technology master plans of the past decade have highlighted the importance of ongoing technology refresh programs to maintain the College's digital infrastructure. Previous technology master plans have emphasized technology refresh as a guiding principal. ([III.C.01](#), [III.C.02](#), [III.C.12](#)).

In 2004, voters in the Rio Hondo Community College District approved Measure A, which granted the College the right to sell \$200 million in bonds for a series of construction projects and other campus upgrades. Included in these upgrades were nearly fifteen million dollars in technology improvements. While much of this money has already been spent, the retrofit and remodel of the College L-Tower is still ongoing and will be completed in 2022. Part of this upgrade will involve replacing all the technology resources in this building.

## ***Ongoing Technology Investments***

In 2018, the College allocated \$1.95 million to upgrade the College's network switches and wireless network to improve speed and service to Rio Hondo's constituents. This project also included server and storage upgrades as well as firewall and other security system enhancements ([III.C.32](#)).

In 2018 and 2019, the Corporation for Networking Initiatives in California (CENIC) upgraded Rio Hondo's main campus Internet circuit from one gigabit per second to ten gigabits per second and also assisted installing the College's four remote locations with gigabit Internet circuits and connecting these locations to the main Rio Hondo campus ([III.C.38](#)).

In 2020 and 2021, the College continued to make server and storage upgrades and contract with a third-party vendor to provide 24/7 security monitoring services to help protect the College's digital assets from ransomware and other forms of cyberattack ([III.C.33](#)).

In 2020, twenty-one classrooms in the Administration of Justice (AJ) Building and Nursing Program were upgraded with new projection, sound, and digital support systems. In addition, audiovisual improvements were made to the AJ Annex, and a new public address system was installed at the Firing Range. Finally, between 2018 and 2020, approximately 275 desktop machines were upgraded as part of ongoing technology refresh efforts.

During the pandemic in 2020 and 2021, Rio Hondo upgraded its technology loaner program, managed by the Library, and made over 1,000 Chromebooks and 800 hotspots available to students to support their needs while studying online ([III.C.35](#)).



### **Standard III C.3. Technology Resources**

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

#### **Evidence of Meeting the Standard**

Rio Hondo College recognizes the importance of protecting its information systems and the information they contain. Through backups, disaster recovery, security protections, cloud-based outsourcing, and other security mechanisms, the College strives to protect its constituents and the information they have entrusted to the College. For these reasons Rio Hondo College meets this standard.

#### **Analysis and Evaluation**

The College meets this standard.

Rio Hondo College actively manages its technology assets to ensure reliability, safety, and security in its managed locations.

Buildings on the Rio Hondo main campus are inter-connected with redundant fiber connections and multiple switch paths among facilities. The College's wide area network has redundant circuits, and there are multiple network paths between the main campus and its four education centers. The College uses features of its storage infrastructure to take multiple snapshots of critical servers throughout the day, and full backups of the server and storage infrastructure are made each night and then backed up offsite to Wasabi Cloud Storage to prevent data loss from a catastrophic disaster. Since the main Rio Hondo College campus and its satellite education centers are all interconnected, the Information Technology Services Department, located on the main campus, has the same visibility into the technology infrastructure of the education centers as it does to any building on the main campus. Services available on the main campus are available to the centers ([III.C.06](#), [III.C.09](#), [III.C.13](#)).

Board Policy and Administrative Policy 3720: Computer and Network Use define appropriate use of Rio Hondo College's computer systems, and the College's security practices are further defined in its security policy. The College uses multi-factor authentication to protect staff member accounts and uses Microsoft's Advanced Threat Protection and Safe Site as part of its email system to examine messages for malware and dangerous links. The College uses Nessus to scan its servers on a weekly basis for vulnerabilities, and has used Splunk, a tool to examine system logs for inconsistencies, to indicate behavior that might indicate external malfeasance. The College also uses Arctic Wolf, a security protection firm, to monitor its servers and its internal and external networks for possible intrusions ([III.C.14](#), [III.C.15](#), [III.C.16](#), [III.C.17](#)).

Over the past six years the College has moved more of its technology services to cloud-based alternatives to derive the security and recoverability benefits that come from the using cloud services. Examples of these migrations include the Canvas Learning Management System, 25 Live facilities scheduling software, and Taskstream planning software. Most new systems implemented by the College in the past half-decade have been cloud-based ([III.C.36](#)).

Rio Hondo College uses three systems for emergency notification. Blackboard Connect provides emergency notification via phone, email, and text to all college constituents, regardless of location. On the main Rio Hondo campus, the phone system is integrated with the Singlewire notification system ([III.C.37](#)). Emergency messages can be sent to campus phones and desktop computers. This system also makes it possible to use any phone on campus to deliver voice messages instantaneously to all other campus phones through the phone's built-in speakers. Finally, the campus has an analog public address system capable of delivering voice messages across the campus in seconds. This is an effective way to deliver quick instructions to anyone on campus during an emergency.

### **Standard III C.4. Technology Resources**

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

#### **Evidence of Meeting the Standard**

From several departments spread across Rio Hondo's various locations and online, faculty, staff, and students may avail themselves of training and support on the technologies used by the College and in society at large.

## **Analysis and Evaluation**

The College meets this standard.

The College provides technology training to faculty, staff, and students related to its educational and operational systems.

Through its Information Technology Services Department, Rio Hondo College offers training to faculty and staff one-on-one, in small group settings, and online ([III.C.39](#)). Training covers the use of various Rio Hondo College technologies including Banner Navigation, SARs, Blackboard Connect, Office 365, Microsoft Windows, WordPress, 25Live Pro, and others. The training program is designed to meet the needs of faculty and staff as reflected in the College's Professional Development Department's bi-annual needs assessment ([III.C.19](#), [III.C.20](#)).

Rio Hondo College has developed a three-course certification process for faculty wishing to teach online. It has also developed an online training course in accessibility compliance. There is an online orientation course for students. One-on-one and small group training are also offered to faculty in the use of Canvas through the Distance Education Department and both the Distance Education and the Information Technology Systems Departments provide educational material and "tips and tricks" via their respective websites ([III.C.29](#), [III.C.30](#)).

Several different divisions within the College offer technology training as part of their curriculum. The Computer Information Technology program, part of the Business Division, offers programs in various programming languages, office automation tools, networking, and popular software packages. The Arts Department offers courses in graphic design, digital photography, and gaming that teach students how to use a broad range of technological tools. The Career Technical Division provides training in Computer-aided Design (CAD) and Building Information Management (BIM) ([III.C.21](#), [III.C.22](#), [III.C.23](#)).

Rio Hondo provides instructional videos for students in using college email, registering for class, applying for Financial Aid, and other technical topics. The College also offers students personalized instructional support in on-campus computer labs at both its main campus and at each of its education centers. The College's computer labs are staffed with instructional assistants, and students can receive support in how to use classroom and operational software employed throughout the College ([III.C.40](#)).

## **Standard III C.5. Technology Resources**

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

### **Evidence of Meeting the Standard**

Policies and procedures are in place to guide the use of technology in the teaching and learning process. These policies cover the acceptable uses of technology in the classroom and on the Rio Hondo campus and its education centers. Further, the policies and procedures cover copyright, Section 508 of the Rehabilitation Act of 1973, and distance education compliance.

### **Analysis and Evaluation**

The College meets this standard.

Rio Hondo College has policies and procedures that guide the use of technology in the teaching and learning process. Board Policy and Administrative Policy 3720: Computer and Network Use define proper computer and network use. The administrative procedure defines authorization and acceptable use procedures, account and password security, and the appropriate use of copyrighted software. It also outlines the legal scaffolding governing computer use at Rio Hondo College and how it fits within state and federal statutory frameworks ([III.C.14](#), [III.C.15](#)).

Board Policy 5040: Student Records and Directory Information and Administrative Policy 5040: Student Records, Directory Information, and Privacy describe a student's right to privacy for data collected and managed electronically by Rio Hondo College. The policy defines "directory information," which is considered public and the protections available to students under the Family Educational Rights and Privacy Act of 1974 (FERPA). ([III.C.24](#), [III.C.25](#)).

Administrative Procedure 6535: Use of District Equipment defines the procedures the College follows to maintain accessibility compliance to section 508 of the Rehabilitation Act of 1973 when acquiring software, operating systems, and other electronic equipment. Rio Hondo College also has developed an accessibility training course, Accessibility Basics, for faculty delivered through Canvas ([III.C.26](#)).

Administrative Procedure 4105: Distance Education outlines various procedures required of faculty when teaching online. This includes definitions for regular and effective contact and course quality standards. Regular contact is defined for instructor-to-student contact as well as student-to-student contact. Additionally, all faculty teaching online are required to be certified by passing the Rio Hondo College certification process. The certification process consists of three Canvas courses. As of fall 2020 approximately 477 faculty have completed the Rio Hondo certification process ([III.C.41](#)). Faculty at Rio Hondo College have also developed a peer review distance education process for effective contact to insure compliance with regular and effective contact requirements ([III.C.27](#), [III.C.28](#)).

### **Conclusions on Standard III.C. Technology Resources**

Rio Hondo College uses technology as an integral part of its operations in both the classroom and for operational management. Technology resources are managed by the Information Technology Services Department (ITS) and are adequate to the institution. The ITS is guided in its management of technology through its technology plans, the College's annual planning process, and by the Enterprise Systems Advisory Committee. Help and professional development related to technology is provided through a help desk and both in-person and online workshops in the technologies used and supported by the College. The College has established replacement plans to maintain its technology assets and to support the needs and requirements of the College in fulfilling its mission. Board Policies define appropriate network and technology use. Interconnectivity ensures the technology infrastructure supports the education centers in the same manner as the main campus.

### **Improvement Plan(s)**

Not Applicable.

### **Evidence List**

[III.C.01: Technology Plan 2014 FINAL](#)

[III.C.02: Technology Plan 2021 DRAFT](#)

[III.C.03: Annual Planning Process](#)

[III.C.04: ESAC Meeting Minutes 2019-2020-Combined](#)

[III.C.05: RHC Technology Guide v1\\_0](#)

[III.C.06: RHC Core Network 1\\_0](#)

[III.C.07: RHC Wired Diagram Overview v1\\_0](#)

[III.C.08: RHC Wireless Diagram Overview v1\\_0](#)

[III.C.09: RHC CENIC Ed Centers Network Diagram-High Level](#)

[III.C.10: Technology Replacement Standards](#)

[III.C.11: Technology Committee Sample](#)

[III.C.12: Technology Plan 2010 FINAL](#)

[III.C.13: Backup Schedule](#)

[III.C.14: Board Policy 3720](#)

[III.C.15: Administrative Procedure 3720](#)

[III.C.16: RHC Security Plan](#)

[III.C.17: Nessus Report](#)

[III.C.19: Reason Code Summary Report](#)

[III.C.20: Needs Assessment 2017 summary](#)

[III.C.21: 2020-21 Course Catalog pp. 361-365](#)

[III.C.22: 2020-21 Course Catalog pp. 397-399, 446-447, 317-318](#)

[III.C.23: 2020-21 Course Catalog pp. 320](#)

[III.C.24: Board Policy 5040](#)

[III.C.25: Administrative Procedure 5040](#)

[III.C.26: Administrative Procedure 6365](#)

[III.C.27: Administrative Procedure 4105](#)

[III.C.28: Guide for Faculty Peer Review of Online Class](#)

[III.C.29: Distance Education Faculty Services](#)

[III.C.30: Information Technology Website](#)

[III.C.31: Computer Refresh Annual Budget](#)

[III.C.32: Technology Budget 2018-19 through 2021-22](#)

[III.C.33: Server and Storage Upgrades Made in 2020 and 2021](#)

[III.C.34: Contract with Third Party Vendor for Security of Digital Assets](#)

[III.C.35: Technology Loaner Program Chromebooks and Hotspots\)](#)

[III.C.36: Cloud-Based Solutions](#)

[III.C.37: Emergency Management Notification Systems](#)

[III.C.38: CENIC Campus Upgrade](#)

[III.C.39: Screenshot of ITS Training Website with Employee Training](#)

[III.C.40: Screenshot of ITS Training Website with Student Training](#)

[III.C.41: Report of Canvas Certifications](#)

## D. Financial Resources

### Standard III D.1. Financial Resources – Planning

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

#### Evidence of Meeting the Standard

The District has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services and improve student outcomes and institutional effectiveness. The District has demonstrated sound financial planning and execution by following its prescribed expenditure plan, the adopted budget, allocating resources in accordance with needs identified through planning and program review, and maintaining sufficient reserves in the event of financial emergency. Prudent planning and priority setting have provided institutional financial stability and improvement.

#### Analysis and Evaluation

The College meets this standard.

Financial stability within the District is achieved through an annual budget process that ensures financial affairs are managed with integrity and in a manner that ensures fiscal responsibility. In accordance with Board Policy and Administrative Procedure 6200: Budget Preparation ([I.B.61](#), [III.D.02](#)), the District presents a tentative budget for the upcoming fiscal year in June. The adopted budget is also presented to the Board of Trustees in September as required by Title 5 code of regulations and Education Code. The budget covers District-wide projected expenses including the cost increases for salaries and benefits for current positions. In addition, the District follows Board Policy 6300 and Administrative Procedure 6300: Fiscal Management ([I.B.62](#), [III.D.04](#)), which sets a system of internal controls in order to safeguard assets and requires budget reports to the Board of Trustees for review and approval. The District also maintains a strong and stable reserve with the reserve fund balance at just over 26%.

The District receives most of its financial support from the State of California through its apportionment process under the Student Center Funding Formula (SCFF). Current funding is sufficient to support existing financial commitments. The 2020-2021 general fund budget of \$154,537,544 is comprised of \$115,397,834 in unrestricted funds and \$39,139,712 in restricted funds ([III.D.05](#)).

The District has sufficient cash flow to meet its operational needs and maintain high quality academic programs and services. The level of District reserve is above average; the state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. For the fiscal year 2020-2021, the District maintained a 28.80% balance for the unrestricted general fund reserve up from 26.34% in 2019-20 and a projected 26.37% for the fiscal year 2021-2022. Over the years, the District has never borrowed to supplement the general fund operations. Furthermore, the District's commitment to high quality academic programs is evidenced by a significantly higher than the minimum compliance standard for the 50% law calculation.

The District also actively seeks support for new academic and student support initiatives through resource development in the form of federal and state grants. For the fiscal year 2020-2021, the District was awarded several federal grants focused on STEM, and TRIO in the amount of \$5.0 million over five years ([III.D.08](#)). For the fiscal year 2020-2021, the District was the sub-recipient of Department of Education SEED grant for a total of \$900,000 over the next three years ([III.D.07](#)). During the fiscal year 2019-2020, the District was a recipient of NSF-STEM award of \$1 million over a 5-year period ([III.D.08](#)).

As part of the District's participatory/shared governance process, the Planning and Fiscal Council (PFC) is responsible for recommending integrated budget priorities, procedures, and processes in accordance with the District's Comprehensive and Integrated Planning Process ([I.A.13](#), [III.D.45](#)). The PFC has several subcommittees, such as technology, staffing, and facilities, which review, prioritize, and recommend resource allocations in the corresponding budget categories ([I.B.32](#)). Recommendations are based upon needs identified through the annual planning and program review processes. These recommendations flow through the PFC to the Superintendent/ President. The Superintendent/President finalizes the resource allocation recommendations based upon the final budget ([I.A.14](#)).



The annual planning and program review processes are the means by which programs request resources linked to needs identified through data analysis and linked to programmatic or institutional goals and objectives ([I.A.16](#)). In order to be considered for funding, all requests for additional resources must be described and linked to program-, unit-, or institutional-level goals and objectives. Resource requests from annual program planning are comprised of several categories, such as staffing, technology, supplies and equipment, facilities, professional development, and other resource requests. All resource requests made through the annual program planning process are prioritized by participatory/shared governance committees, which are subcommittees of the Planning and Fiscal Council, and then forwarded to the Superintendent/ President for final approval ([I.A.14](#)).

The District has a long history of prudent fiscal management without a structural deficit, and its financial resources are sufficient to ensure fiscal solvency. The District has an integrated planning and resource allocation process that supports the development and enhancement of its learning programs and services.

## **Standard III D.2. Financial Resources – Planning**

The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

### **Evidence of Meeting the Standard**

The District’s mission, institutional goals, and objectives are the foundation for budget development and financial planning. The District has established policies and procedures to ensure sound financial practices and financial stability, such as regular dissemination of financial information to the campus community and to the Board of Trustees.

### **Analysis and Evaluation**

The College meets this standard.

The District’s mission, goals, and strategic plan serve as the basis for budget development and financial planning ([I.A.13](#)). Financial planning begins and ends with alignment to the College mission and goals. The Comprehensive and Integrated Planning Process illustrates how the College Mission drives its Strategic Plan, Goals, and Objectives. Each program maps their activities and resource requests to the goals and objectives in the College strategic plan. Planning and resource allocation are directly linked and connected to institutional goals and objectives ([I.A.16](#)). Needs identified in the Educational Master Plan, Facilities Master Plan, Strategic Plan, Annual Plans, and Program Reviews are considered in the resource allocation process which allows for input from participatory/shared governance committees which prioritize resource requests.

The District shares budget information with faculty, staff, and administrators. Resource requests are shared via multiple mechanisms including through the participatory/shared resource prioritization committees, the Planning and Fiscal Council, and the Institutional Planning Retreat ([I.B.32](#), [I.B.30](#)). Budget information is shared through the presentation of the tentative and adopted budgets, which occurs in June and September respectively ([III.D.46](#)).

The District has several policies and procedures in place that ensure sound financial practices and fiscal stability. Board Policy 6200: Budget Preparation ([I.B.61](#)) requires that the District’s budget development and financial planning comply with Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor’s Office, which must support the District’s master and educational plans. The corresponding administrative procedure, AP 6200: Budget Preparation, also requires the presentation of tentative and final budgets to the Board in public meetings to ensure the timely dissemination of financial information to the campus community and the public ([III.D.02](#)). This AP provides a detailed overview of how the District develops its budget. As described in AP 6200, Title 5 requires the District to approve the tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15 of each year. In addition, the District must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. The District budget is published on the College website ([III.D.05](#)).

Board Policy 6300: Fiscal Management ([I.B.62](#)) requires the District to practice sound financial principles; maintain effective operations and internal controls; communicate fiscal objectives, procedures, and constraints; and present quarterly financial status reports to the Board. Board Policy 6400: Audits ([III.D.09](#)) requires that an outside certified public accountancy firm conducts an audit of all funds on an annual basis.

In addition, the District manages funds received from federal government resources and from local and private sources according to the respective funding agency's fiscal requirements. Due to the state of California's annual appropriation process, the volatility of state revenues, and other unknown economic factors, the District uses a conservative resource projection model. As part of the budget development process, each year, the Superintendent/President presents a detailed report to the Board of Trustees outlining anticipated financial projections, budget details, facilities construction and deferred maintenance plans, salary and benefit impacts, long-term obligations, and other factors that could affect District budget resources ([I.B.61](#), [I.B.62](#), [III.D.22](#), [III.D.46](#)). In this manner, the Board gains an overview of the current and anticipated financial impacts facing the District.

The District's mission and strategic plans are the foundation for budget development and financial planning integrated with the District's annual and long-term planning processes. The District has established policies and procedures to ensure sound financial practices and financial stability. The District regularly disseminates financial information to the campus community and to the Board of Trustees. There is a direct link between planning and the budget development processes. Input from various committees presents the opportunity to address needs identified in the Educational Master Plan, Technology Plan, Facilities Master Plan, annual plans, and program reviews. The District shares budget information to faculty, staff, and administrators.

### **Standard III D.3. Financial Resources – Planning**

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

#### **Evidence of Meeting the Standard**

The District has a defined process for financial planning and budget development. Specific board policies and corresponding administrative procedures provide the basis for the budget development process for financial planning. The budget calendar outlines the processes including the involvement of all constituency groups in the various stages of financial planning and budget development. Constituencies participate in institutional planning and resource allocation through the annual planning and program review processes in addition to serving on participatory/shared governance resource allocation committees.

#### **Analysis and Evaluation**

The College meets this standard.

The District follows an established process for financial planning and budget development which is rooted in board policies, administrative procedures, and the College's annual planning, program review and resource allocation processes. Specifically, Board Policy 6200: Budget Preparation ([I.B.61](#)) requires the Superintendent/President to present a budget to the Board of Trustees prepared in accordance with Title 5 and the California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual on an annual basis. The presentation and review of budget proposals complies with state law and regulations ([III.D.46](#)). Administrative Procedure 6200: Budget Preparation also requires budget planning to support institutional goals and is linked to the strategic plan ([III.D.02](#)).

The District Budget Calendar includes a presentation of the tentative and adopted budgets. The tentative budget is presented to the Board no later than July 1, and the adopted budget no later than September 15 each year ([III.D.46](#)).

In addition, the Planning Fiscal Council (PFC) is the District's participatory/shared governance committee charged with integrating the financial resources with the Education Master Plan and/or Strategic Plan and program reviews in order to accomplish the District's strategic goals and mission. The PFC Handbook ([III.D.10](#)) and the *Organizational Structure and Governance Manual* ([III.D.11](#)) establish the roles and responsibilities of each of the committees and constituent representation (faculty, classified staff, students, and administration) in the District's established participatory/shared governance process as it relates to budget development. The Vice President of Finance and Business develops budget assumptions based upon information received from the Governor's Office as it relates to California Community Colleges. These assumptions are used to develop a tentative budget to be approved each year at the June Board of Trustees meeting, so the District can operate from July until the adoption of the final budget in the September Board meeting ([III.D.46](#)). Once the Budget has been adopted by the Board of Trustees, the District also conducts a Budget Town Hall to provide the campus community with information on the budget for the coming year ([III.D.44](#)).

At Rio Hondo College, the budget development process is integrated with the College annual planning and program review processes and linked to programmatic and institutional goals. Resources requests are processed through participatory/shared governance channels, providing the opportunity for all stakeholders to participate in budget development. The tentative and adopted budgets are made available to all constituencies.

### **Standard III D.4. Financial Resources - Fiscal Responsibility and Stability**

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

#### **Evidence of Meeting the Standard**

Institutional planning is based upon the needs of the District as identified through examination of external and internal data. Resource needs are identified through the annual planning and program review processes. They are prioritized through participatory/shared governance committees and are funded based upon projected available resources. In this way, planning and resource allocation reflect a realistic assessment of financial resource availability. The District consistently prepares fiscally prudent budgets based upon realistic assessments of projected state revenue.

#### **Analysis and Evaluation**

The College meets this standard.

The District's budget is developed based on a realistic assessment of financial resources. Board Policy and Administrative Procedure 6200: Budget Preparation ([I.B.61](#), [III.D.01](#), [III.D.02](#)) require that the annual budget support the District's Educational Master Plan. The budget development process for the next fiscal year begins early in the current year so that a tentative budget is available for the new fiscal year ([III.D.43](#)). Each year the evaluation of expenditures for prior and current fiscal years are used in the budget development process, as analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. In addition, the official budget process also begins with the release of the governor's annual budget in January for the following fiscal year. Using this information, the Office of Finance and Business determines the total projected revenue for the upcoming year. The tentative budget is presented to the Board of Trustees no later than July 1, and the adopted budget is presented no later than September 15 ([III.D.46](#)).

Realistic revenue and expenditure assumptions are the foundation of the District's financial planning. Assumptions related to revenue and expenditures are informed by projections of future events based on the most current economic information from the state. As discussed in III.D.3, the District engages in a resource allocation process that is linked to needs identified through annual planning and program review and prioritized with the assistance of participatory/shared governance committees ([I.A.14](#), [I.A.16](#), [I.B.31](#), [I.B.32](#), [I.B.50](#)). Resource requests must be linked to institutional or programmatic goals. Resource requests are integrated with budget development through prioritization. Specifically, resource requests are prioritized through the participatory/shared governance process and then funded in accordance with the funds available in the adopted budget.

### **Standard III D.5. Financial Resources - Fiscal Responsibility and Stability**

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

#### **Evidence of Meeting the Standard**

The District assures its financial integrity and the responsible use of its financial resources through appropriate control mechanisms ([III.D.15](#)). Information needed for sound financial decision making is disseminated to constituencies through the participatory/shared governance process, to the Board of Trustees, and to the public. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Board of Trustees reviews the annual audit at a regular public board meeting.

## Analysis and Evaluation

The College meets this standard.

The District's financial management system utilizes the Chart of Accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor's Office promulgates this Chart of Accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability.
- A budget control function that performs due diligence on every financial transaction.
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed.
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures.
- A purchasing department that oversees adherence to purchasing policies and procedures.
- Board of Trustees oversight of purchases, contracts, and hiring decisions.
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in by the American Institute of Certified Public Accountants (AICPA) and Government Standards Accounting Board (GASB) ([III.D.15](#), [III.D.48](#)).

The District also uses controls in its requisition and purchase order process. These controls monitor proposed expenditures submitted by departments. The District can only make purchases if authorized signatures are in place ([III.D.15](#)).

Departmental managers are responsible for the financial transactions of their assigned area. Departmental managers and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month's activity, encumbrances, and available account balances.

The Los Angeles County Office of Education PeopleSoft System is used to process financial and purchasing transactions. The system has built-in internal controls that require multiple levels of approval before requisitions are turned into purchase orders. Furthermore, all journal entries and budget transfers are reviewed and approved by the Director of Accounting before being entered into the PeopleSoft System. The Books and Accounting records of the District are maintained pursuant to the California Community Colleges Budget and Accounting Manual (BAM) ([III.D.48](#)). The Vice President of Finance and Business also maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department.

For those purchases that require a contract between the District and a vendor, the Superintendent/ President delegates approval of contracts to the Vice President of Finance and Business. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place ([III.D.49](#)).

The District ensures that it disseminates financial information in a dependable and timely manner. In accordance with Administrative Procedure 6300: Fiscal Management, quarterly financial reports (CCFS 311Q) are provided to the Board of Trustees before submission to the State Chancellor's Office ([III.D.04](#)). This report is submitted to the California Community College Chancellor's Office in addition to the annual Community College Financial Status Report (CCFS-311) ([III.D.12](#)).

With respect to improving internal control systems, the District's external Auditors conduct an annual audit to evaluate the fiscal status of the District. This audit includes an examination of internal controls in accordance with Generally Accepted Auditing Standards (GAAS) and Governmental Accounting Standards Board (GASB). The external audit report is presented to the Board of Trustees and transmitted to various regulatory agencies including the State Chancellor's Office ([III.D.13](#)).

### **Standard III D.6. Financial Resources - Fiscal Responsibility and Stability**

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

#### **Evidence of Meeting the Standard**

The District has consistently received unmodified audit opinions on its financial statements from its external auditors every year. Although the District has received audit findings in some years, these were not material and did not alter the unmodified audit opinion. The operational budget is linked to annual planning and resource allocation, which requires that resource needs be linked to institutional goals and objectives. This demonstrates that the operational budget supports the mission and goals of the District. The linkage between planning and resource allocation ensure that the budget reflects spending priorities tied to institutional priorities including student learning.

#### **Analysis and Evaluation**

The College meets this standard.

The District follows the Generally Accepted Accounting Principles (GAAPs) and consistently meets standards for quality audits. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

As required by California Education Code Title 5, the California Code of Regulations, and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133. These ongoing financial analyses and audits further ensure the accuracy and credibility of the annual budget document ([III.D.13](#)).

As well, the budget represents a detailed operational budget and spending plan across departments. The budget is linked to institutional goals and objectives, which support the mission of the District ([I.A.14](#), [I.A.16](#), [I.B.30](#)). The budget also serves as a reflection of the District's spending priorities as they relate to planning and student learning programs and services.

The soundness of the District's financial documents and statements is evidenced through consistent receipt of unmodified audit opinions during the annual evaluation by external auditors. Additionally, the District ensures it allocates and uses resources to support student learning programs and services by linking resource requests, and ultimately the adopted budget, to its annual planning and program review process.

### **Standard III D.7. Financial Resources - Fiscal Responsibility and Stability**

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

#### **Evidence of Meeting the Standard**

Board Policy 6400: Audits ([III.D.09](#)) mandates that an annual independent audit of all funds be conducted in accordance with the regulations of Title 5. The District engages with an independent certified public accounting firm to perform an annual audit of the District. The scope of the annual fiscal audit includes all funds within the District and the District's internal controls over financial reporting and compliance. The final audit is presented to the Board of Trustees in December or January each year. Audit findings are communicated at the Board meetings and are posted online ([III.D.13](#)).

#### **Analysis and Evaluation**

The College meets this standard.

The District engages an independent certified public accounting firm to perform the annual financial and performance audits. As discussed in Standard III.D.6 and is required by California Education Code Title 5, the California Code of Regulations, and federal audit guidelines, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133. The District's financial documents and statements consistently receive unmodified audit opinions from its external auditors.



For the General Obligation Bond, the audit reports are presented to the Citizens' Bond Oversight Committee (COC) ([III.D.14](#)). The District's audits have consistently been identified by the external auditors as unmodified. The audits are posted to the District website. Any audit findings are reviewed in detail along with the respective area for a comprehensive and timely response including a plan of action. In addition to sharing the audit reports and findings with all internal constituencies, the District also submits electronic copies of the audit report to various governmental institutions including the Los Angeles County Office of Education, the California Community College Chancellor's Office (CCCCO), the State Department of Finance, the State Department of Social Services, the Federal Audit Clearing House, the State Controller's Office, as well as with the Accrediting Commission for Community and Junior Colleges (ACCJC).

The District has consistently earned unmodified audit opinions on its financial statements. In the years when the District had received audit findings, these were not material, did not impact the unmodified audit opinion, and did not result in any negative financial implications for the District. The District monitors its financial practices and implements corrective actions when necessary in order to avoid any material audit findings. No audit recommendations or findings have been repeated.

### **Standard III D.8. Financial Resources - Fiscal Responsibility and Stability**

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

#### **Evidence of Meeting the Standard**

The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness through its annual external audit process and through internal accounting procedures. Internal control systems include budget management and financial reporting in accordance with the California Community College Budget and Accounting Manual ([III.D.48](#)) and AP 6300: Fiscal Management ([III.D.04](#)).

#### **Analysis and Evaluation**

The College meets this standard.

Annual external audits serve as the primary source for evaluating the internal control processes, which use audit findings and feedback to improve the internal control systems. No internal control issues have been noted in the District's annual audits.

Internal controls are also monitored and evaluated by the Los Angeles County Office of Education (LACOE) ([III.D.51](#)). All of the District's financial transactions are approved by LACOE through the PeopleSoft system, including holding the College's cash balances for general operations. District staff as users of the LACOE PeopleSoft system are assigned access based upon their roles and responsibilities by LACOE PeopleSoft security group. PeopleSoft users are reviewed annually by the District and LACOE to ensure that only authorized users are able to access the system. Each cost center is allocated an annual budget that is uploaded to the PeopleSoft system. Cost center managers, as authorized users, approve spending and these expenditure requests are then submitted through the PeopleSoft system to the Accounting Office for review and approval. Within the Accounting Office, there is separation between approving expenses and recording expenses. Additionally, all of the District's transactions undergo a final review and approval by LACOE before being posted to the General Ledger in PeopleSoft ([III.D.51](#)).

Auditing consists of the annual fiscal audit as well as the bond audit. The District engages an independent certified public accounting firm to perform the audits of its financial, special funds, and internal control systems. In addition, the annual fiscal audit includes the Rio Hondo College Foundation ([III.D.30](#)).

For the annual financial and performance audit for the General Obligation Bond, the Citizens' Oversight Committee (COC), as required by California's Proposition 39, is in part responsible for assuring accountability for the use of these public funds. The COC's role is to review and report on District spending of taxpayers' money for construction and to provide a public accounting of the District's compliance with legal requirements ([III.D.14](#)).

The District's external audits have not identified any deficiencies in internal controls that would be considered material weaknesses or significant deficiencies. The District's audits have consistently been identified by the external auditors as "unmodified." In addition, staff in the Accounting Office assess internal controls regularly and make changes and tighten controls when necessary. To that end, the District has written an accounting procedures manual. The Rio Hondo College Accounting Procedures Manual is reviewed annually and changes are made when needed. ([III.D.15](#)).

### **Standard III D.9. Financial Resources - Fiscal Responsibility and Stability**

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

#### **Evidence of Meeting the Standard**

The District maintains sufficient cash reserves to meet all of its financial obligations, currently equivalent to four months of operations. The District's cash flow and reserves are sufficient to maintain stability. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

#### **Analysis and Evaluation**

The College meets this standard.

Prudent budgeting, proactively addressing liabilities, and conservative spending strategies have helped the District to maintain a healthy cash flow and reserves, even during the Great Recession of 2008. The District has not borrowed cash against general fund operations.

The District maintains sufficient cash and reserves to meet all of its financial obligations, including emergency needs. The June 30, 2020, report from the County Treasury showed a total cash balance of \$30.4 million and \$13.8 million for the General Fund unrestricted and restricted respectively ([III.D.16](#)). The District monthly General Fund payroll including mandated benefits and health and welfare averages about \$8 million.

The District recognizes promised obligations and liabilities and accounts appropriately. Board Policy 6250: Budget Management ([III.D.17](#)) requires maintaining the District's unrestricted general reserve to be at least 5%. A prudent reserve is defined by the California Community College Chancellor's Office (CCCCO) Fiscal Policy guidelines as 5%. The 2020-2021 Adopted Budget showed the unrestricted general reserve at \$23.9 million, which is 26% of budgeted unrestricted general fund expenditures ([III.D.05](#)).

The most significant long-term liability for the District is participation in CalPERS and CalSTRS retirement systems. Based on estimates from California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS), the District's CalPERS and CalSTRS employer costs are projected to increase. In order to mediate risk associated with increased risk associated with pension contributions, the District has established a Pension Rate Stabilization Trust Fund in the amount of \$6.3 million as of June 30, 2020 ([III.D.26](#)).

Significant risk management strategies such as comprehensive liability insurance and participation in the Joint Power Authority for property and Workers Compensation JPA Audited FS; West San Gabriel Valley JPA ([III.D.19](#), [III.D.20](#)) are also in place to meet unforeseen risks and circumstances.

The District maintains sufficient cash reserves to meet all of its financial obligations, currently equivalent to four months of operations. The District has sufficient cash flow and reserves to maintain stability during times of crisis or unforeseen circumstances. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary. Contingency plans include sufficient cash balances to maintain stability and support instructional activities. Both liquid cash and reserve levels (26%) are adequate to maintain District operations for three months of total operations including salaries and benefits.

### **Standard III D.10. Financial Resources - Fiscal Responsibility and Stability**

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

#### **Evidence of Meeting the Standard**

The District exercises effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, as well as institutional investments and assets through a variety of mechanisms including cost center management, as well as internal controls and through the use of external audits.

## Analysis and Evaluation

The College meets this standard.

The District practices effective oversight of all finances. Board Policy 6200: Budget Preparation requires that the District adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods. Financial oversight occurs at the department/cost center levels and extends up the management oversight chain. The District implements workflow processes within the PeopleSoft Software, where all expenditures must have sufficient documentation and approvals by cost center managers. The Director of Accounting approves all expenditures to ensure budget availability. Expenditure requests without sufficient documentation and/or budget are not processed; rather, they are denied and returned to the originator for deletion or request for budget transfers. Further reviews of accounting transactions are performed by the Los Angeles County Office of Education for all the District's financial transactions before warrants are released by the County Treasurer.

Grant requirements are monitored by the designated grant manager and the Accounting Department. The District's Accounting Department has a dedicated team of experienced grant accountants who serve programs that receive grants or categorical funds. The grant accounting team works closely with the cost center managers to review grant and categorical requirements to ensure expenditures are made per the guidelines in each agreement. The team monitors the budget and actual expenditures for each grant to provide safeguards against the overspending grant funds.

The Los Angeles County Treasurer holds the majority of District's funds and invests on behalf of the District in compliance with the county's investment policy as specified by BP/AP 6320: Investments ([III.D.21](#), [III.D.22](#)).

The District's Purchasing and Vendor Management Department reviews and executes all contracts for the District. Contracts are presented to the Board each month for review and approval. Purchasing processes are conducted pursuant to Board Policy and Administrative Procedure 6330: Purchasing ([III.D.23](#), [III.D.24](#))

The Director of Financial Aid and the Director of Accounting monitor financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations ([III.D.12](#), [III.D.13](#)). The District continues to monitor disbursements to ensure compliance with federal regulations.

Finally, Board Policy 6250: Budget Management ([III.D.17](#)) states that the Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual. An independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the District is maintaining high standards of internal controls and fiscal oversight.

The District practices effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, as well as institutional investments and assets. External audits and internal control processes confirm that the District practices effective oversight of finances in compliance with state and federal regulations and requirements. The District has not received any modified opinions for its financial statements.

## Standard III D.11. Financial Resources – Liabilities

The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

### Evidence of Meeting the Standard

Through Board policies, integrated planning and resource allocation, and the standards set forth by the Governmental Accounting Standards Board (GASB), the District ensures that sufficient financial resources are available to meet short- and long-term obligations, commitments, and operational needs, thus, ensuring financial solvency.

## Analysis and Evaluation

The College meets this standard.

The District links its institutional plans through its Comprehensive and Integrated Master Planning Model that was previously described in Standard I.B.9. The Educational Master Plan, Facilities Master Plan, Five-Year Capital Outlay Plan, Five-Year Scheduled Maintenance Plan, and Local Bond Funding for Capital Improvement provide a foundation for the strategic plan and shape annual planning and resource allocation priorities ([III.B.07](#), [III.B.08](#), [III.B.09](#), [III.B.10](#), [III.B.11](#)). The approved budget reflects both short-range objectives, such as the priorities that emerge from annual planning and resource allocation, and long-range objectives, such as those that shape the strategic plan. As described below, funds are allocated to maintain long-term financial health and stability.

When developing the annual budget, the District uses its budget assumptions for both revenue and expenses. This includes factoring in the previous year's base budget and any step and column increases for faculty, management, and staff. Other expenses that are not under District control as well as operational fixed costs are then budgeted. Developing the budget based upon the revenue and expense assumptions and projections allows the District to plan prudently, allocate available funds, and after obligations and fixed costs have been considered, to prioritize identified resource requests in the annual planning and resource allocation processes ([I.A.14](#), [I.B.30](#)). The District's budget development process allows for projecting expenses and fixed costs several years into the future and assessing the impact of increased expenses on District reserve funds prior to allocating resources to prioritized annual planning requests. The District currently exceeds the 5% minimum reserve recommendation from the District's own Board Policy, specifically BP 6250: Budget Management ([III.D.17](#)).

Additionally, in accordance with the Governmental Accounting Standards Board Statement 75, which requires government employers to measure and report liabilities associated with post-employment benefits, the District has established an irrevocable trust to begin funding the outstanding obligation over the required period. The set aside funds for retiree health benefits is in an irrevocable trust fund. As of June 30, 2021, the trust had an ending balance of \$67.5 million ([III.D.25](#)). The District has also set aside funds to address the increases in employer contributions rates for STRS and PERS, which had an ending balance of \$7.3 million at June 30, 2021 ([III.D.26](#)). These two funds, designed to offset increases in the District's long-term liabilities, demonstrate the District's commitment to identifying and planning for its long-term liabilities, financial health, and stability. As well, they assist the District in maintaining its bond rating in the event the District chooses to go out for another general obligation bond.

The District's strong commitment to planning for long- and short-term liabilities is evidence by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. In terms of cash flow, and as discussed above in Standard III.D.1, the District has sufficient cash on hand for four months of operations as well as a 26% reserve to meet unforeseen emergencies with great financial impact.

The District is also self-insured through membership in three joint powers authorities: Southern California Community College Districts (SCCCD), the Alliance of Schools for Cooperative Insurance Programs (ASCIP), and the West San Gabriel Valley Benefits (WSGVB).

The District's budget development process, Comprehensive and Integrated Planning Process, adherence to Board Policies and Administrative Procedures, and internal controls are safeguards to the District's financial assets and protect the future financial health and stability of the District. By conducting cashflow forecasts and financial projections, the District ensures that there is sufficient reserve to fund operational activities and maintain short-term and long-term solvency.

### **Standard III D.12. Financial Resources – Liabilities**

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

### **Evidence of Meeting the Standard**

The District plans and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB liability is prepared pursuant to Government Accounting Standards Board (GASB) standards and guidelines. The OPEB actuarial study is current and was completed in September 2020. The District continues to fund the OPEB liability on an annual basis.

### **Analysis and Evaluation**

The College meets this standard.

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations ([III.D.25](#), [III.D.26](#)). The District provides post-employment healthcare benefits in accordance with District employment contracts to all contract employees with at least 15 years of service who retired from the District, and their eligible dependents, until attaining age 65. When the retiree reaches age 65, all post-employment benefits cease. The District contributes 100% of benefit premium costs incurred by retirees and one dependent.

The District is compliant with Government Accounting Standards Board (GASB) statements 74 and 75, and contracts for bi-annual actuarial studies. With information from the actuarial studies, the District invests in Futuris Public Entity Investment Trust for OPEB funds. The trust is audited annually in accordance with GASB and American Institute of Certified Public Accountants (AICPA) practices. On June 30, 2020, the OPEB Trust Fund had an ending fund balance of \$59.6 million. According to the most recent actuarial Irrevocable Trust Study June 30, 2019, the estimated accumulated liability is \$57.9 million. This amount is called the “Total OPEB Liability.” The District has set aside funds to cover retiree health liabilities in a GASB 75 qualifying trust. The Fiduciary Net Position of this trust as of June 30, 2019, was \$52.5 million. This leaves a Net OPEB Liability (NOL) of \$5.4 million. The OPEB Expense, for the fiscal year ending June 30, 2019, was \$2.5 million ([III.D.25](#), [III.D.26](#)).

Unpaid compensated absences are accrued at year end in the District’s General Fund Liability Account. District classified, management, and confidential employees can only carryover vacation balances for one year; any unused vacation is forfeited. Board Policy 7340: Leaves ([III.D.27](#)) authorizes vacation leave accumulation consistent with respective collective bargaining agreements. Compensatory time is permitted, but employees are encouraged to use the compensatory time when taking leave to help minimize the District’s liability. Employees whose vacation leave balances approach the maximum accrual limit work with their supervisors to develop and implement a plan to reduce their leave balances ([III.D.26](#)).

### **Standard III D.13. Financial Resources – Liabilities**

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

### **Evidence of Meeting the Standard**

The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt. During annual budget development, the District assesses short-term and long-term debts, if any, and allocates resources to meet debt service requirements. Designated balances in the Debt Service Fund serve to mitigate to General Obligation Bond.

### **Analysis and Evaluation**

The College meets this standard.

The District has long-term debt related to its General Obligation Bond. The General Obligation Bond debt service is managed collaboratively by the District and the Los Angeles County Assessor’s Office through the levy of local property taxes as approved by voters. As respective tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because General Obligation bond debt repayment is supported by District taxpayers through *ad valorem* taxes, repayment schedules pose no adverse impact to the District’s financial stability.



### **Standard III D.14. Financial Resources – Liabilities**

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

#### **Evidence of Meeting the Standard**

The District's annual external audit report assures the integrity of all financial resources, demonstrating consistency with the intended purpose of the funding sources. The processes, safeguards, and effective internal controls are in place to ensure that all financial resources of the District including auxiliary activities, long-term debt instruments, fund-raising efforts, and grants are used with integrity and in a manner consistent with the intended purpose of the funding source. The bond expenditures are consistent with the bond language authorization, as confirmed by the external audit report.

#### **Analysis and Evaluation**

The College meets this standard.

The District has policies and procedures in place to ensure that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding sources. Board Policy 6323: Debt Management ([III.D.28](#)) provides a framework for debt management. It requires the District implement internal controls to ensure that the proceeds of the debt issuance will be directed to the intended use upon completion of the issuance.

The Board has established an independent Citizen Oversight Committee (COC) that includes members from various sectors of the community. The purpose of this committee is to review the proper expenditures of the Bond proceeds and to inform students and the public that their tax dollars are spent for College building programs as originally intended. The COC meets on a quarterly basis ([III.D.14](#)).

Board Policy 5400: Associated Students Organization ([III.D.29](#)) provides the framework and guidelines for establishing auxiliary organizations. This board policy requires any auxiliary organization to comply with Education Code provisions in conducting its business, including the performance of an annual independent audit.

The Rio Hondo College Foundation is a separate, nonprofit a 501c (3) organization. The Foundation's mission is to receive and manage philanthropic gifts made on behalf of the District for the purpose of raising awareness and resources for the students. The Foundation maintains a separate board that monitors the financial activity of the Foundation. The Foundation maintains assets of approximately \$2.8 million. All expenditures are approved by the Executive Director of Foundation. The Foundation is audited annually by an independent auditor. The Foundation has obtained unmodified audit opinions ([III.D.30](#)).

Grant and categorical programs are handled with integrity and follow compliance practices and Generally Accepted Accounting Principles (GAAPs). Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended in coordination with Accounting Office and by following GAAPs. The Accounting staff assists in developing the program budget, monitoring revenue receipts and expenditures, generating reports, and assisting with state and federal audits. In order to ensure the integrity of the grant programs, the grant accountant carefully reviews periodic reports submitted by the program managers reconciled against the general ledger. External auditors conduct annual audits of the grant programs and report their findings and recommendations, if any, to the Board of Trustees. The District has received unmodified audit opinions with respect to State and Federal compliance.

All financial transactions involving the Rio Hondo College Associated Students (ASRHC) require ASRHC Board approval and a review from the Director of Student Life and Leadership. Any funds raised are spent on its intended purpose and require the same levels of approval as any other District transaction. The financial transactions for ASRHC are part of the District's annual audit to ensure the integrity of all funds. ([III.D.13](#)).

### Standard III D.15. Financial Resources – Liabilities

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

#### Evidence of Meeting the Standard

The District’s Cohort Default Rate (CDR) provides clear evidence that the rates for student loan default fall within federal requirement guidelines. The District has established processes for monitoring and managing student loan default rates and adheres to these processes in order to maintain compliance with federal regulations.

#### Analysis and Evaluation

The College meets this standard.

According to Board Policy 5130: Financial Aid ([I.B.58](#)), all financial aid programs must adhere to guidelines, procedures, and standards issued by the funding agency and incorporate federal, state, and other applicable regulatory requirements. The District’s financial aid office and Accounting Office work collaboratively to ensure compliance with federal requirements, including Title IV of the Higher Education Act, by putting adequate internal control mechanisms in place. The District has followed federal guidance in creating default prevention and management plans. These plans include requirements that students who apply for loans must complete an initial counseling session to understand how student loans and master promissory notes work, which includes rights and responsibilities; complete exit counseling once they stop attending at least half time; and information about their satisfactory academic progress via email at the end of each semester.

The District’s financial aid office’s web page also provides clear and useful information regarding financial aid and student loans and includes frequently asked questions ([III.D.32](#)). The information provided on the web page not only assists students with obtaining student loans, but also helps the District reduce the loan default rates. The current federal guideline for the student loan default (Official Cohort Default Rate) rate is 30 percent.

The District’s default rates for the past three available years are as follows:

Cohort Year	Default Rate
2017	08.6%
2016	15.3%
2015	18.4%

The District’s Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the three most recent consecutive fiscal years, or if the most recent CDR is greater than 40% ([III.D.33](#), [III.D.34](#), [III.D.35](#)). The Financial Aid Director reviews the contents of the draft for accuracy. Any suggested corrections are submitted to correct the report which may result in lowering the final official CDR. The 2017 Cohort Default Rate is 8.6%, which falls well within government guidelines and is the most recent data.

In addition, as part of the annual audit, the external auditors select Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management.

### Standard III D.16. Financial Resources - Contractual Agreements

Contractual agreements with external entities are consistent with the mission and goals of the institution, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

#### Evidence of Meeting the Standard

Contracting practices and agreements follow District Board Policies and Administrative Procedures, and they support the District’s mission, goals, and priorities. District policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and the annual planning and program review processes.

## **Analysis and Evaluation**

The College meets this standard.

Board Policy and Administrative Procedure 6100: Delegation of Authority require that no contract shall constitute an enforceable obligation against the District unless it has been approved or ratified by the Board of Trustees ([III.D.36](#), [III.D.37](#)). Board Policy 6340: Contracts outlines that all contracts are presented in detail to the Board of Trustees for ratification the following month after they have been fully executed ([III.D.38](#)). Board Policy and Administrative Procedure 6150: Designation of Authorized Signatures require that only personnel authorized according to the District's signature list may contractually execute a contract ([III.D.39](#), [III.D.40](#)). The authorized signatures shall be filed with the Los Angeles County Office of Education.

Appropriate measures are in place to protect the District's and taxpayers' interests. Contractual agreements with external entities for services exist to directly support the College mission and goals, as well as for services that directly support effective operations. All applicable contracting regulatory codes are followed including Public Contract Code, Education Code, Business and Professions codes, Labor Code, and Government Code, as well as insurance and bonding requirements. All technology purchases are subject to the Accessible Technology Initiative per Sections 504 and 508 of the federal code requirements. Board Policy 6340: Contracts and Administrative Procedure 6340: Bids and Contracts ([III.D.38](#), [III.D.41](#)) necessitate a process open to public scrutiny when it comes to obligating the District resources. The Board approves or ratifies all contracts entered into by the District. Designated administrators and budget managers are responsible for contractors utilized in their areas and for properly following all program guidelines. The Vice President of Finance and Business and the Director of Contracts Management and Vendor Services review and monitor performance of all contracts with external entities to assure compliance with terms and conditions and satisfactory performance. Contracts routinely contain clauses that allow for termination of the contractual relationship for cause or convenience. Local, state, and federal compliance requirements are closely monitored.

In order to mitigate risk and maintain the quality of the educational programs, services, and operations, the District secures insurance as required by the law and Board Policy 6540: Audits. ([III.D.42](#)). This policy requires the insurance to include, but is not limited to, the liabilities described in Education Code section 72506. Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant. If grants or federally funded contracts require three quotes, proposals, or the formal bid process, this requirement would override the District's process and would be followed to maintain compliance with the funding source.

Finally, the District has not received any audit findings or recommendations regarding contracts, nor has the District been part of any litigation or court process to enforce any contract. In addition, there have been no audit exceptions cited for contractual agreements with external agencies.

## **Conclusions on Standard III.D. Financial Resources**

Rio Hondo College conducts its financial matters with prudence and integrity. Planning and resource allocation are integrated and budget development reflects considerable attention to long-term obligations and their budget impact. Budget control and internal controls are in place either through software systems such as PeopleSoft, internal practices, and the controls of the Los Angeles County Office of Education. The College reserve far exceeds minimum standards and the operational cashflow is sufficient to meet three months of expenses. The College has funded its post-employment benefits (OPEB) obligations. The District maintains liability and property damage insurance. The College annually submits to external audits, and the audits regularly receive unmodified opinions. Audit results are posted on the College website.

Oversight of financial aid and the Rio Hondo College Foundation are sufficient and loan default rates are far below federal guidelines. Budget awareness and transparency occurs through annual planning and resource allocation, the Planning and Fiscal Council, and presentations to the Board of Trustees in accordance with Board Policies and Administrative Procedures.

## **Improvement Plan(s)**

Not Applicable

## Evidence List

[III.D.01: Board Policy 6200](#)

[III.D.02: Administrative Procedure 6200](#)

[III.D.03: Board Policy 6300](#)

[III.D.04: Administrative Procedure 6300](#)

[III.D.05: 2020-2021 Adopted Budget on College Website](#)

[III.D.07: SEED Grant Sub-Recipient Award Letter](#)

[III.D.08: NSF-STEM Grant Award Notification](#)

[III.D.09: Board Policy 6400](#)

[III.D.10: PFC Handbook](#)

[III.D.11: \*Organizational Structure and Governance Manual\*](#)

[III.D.12: CCFS 311 Annual Financial & Budget Report \(2019-20\)](#)

[III.D.13: Board Agenda 19-20 Audit Report](#)

[III.D.14: COC Agenda Audit Report](#)

[III.D.15: Rio Hondo College Accounting Manual](#)

[III.D.16: Annual Financial and Budget Report CCFS 311](#)

[III.D.17: Board Policy 6250](#)

[III.D.19: Joint Power Authority for property and Workers Compensation JPA Audited FS](#)

[III.D.20: West San Gabriel Valley JPA](#)

[III.D.21: Board Policy 6320](#)

[III.D.22: Administrative Procedure 6320](#)

[III.D.23: Board Policy 6330](#)

[III.D.24: Administrative Procedure 6330](#)

[III.D.25: OPEB Balance page K-1](#)

[III.D.26: PARS Balance page K-3](#)

[III.D.27: Board Policy 7340](#)

[III.D.28: Board Policy 6323](#)

[III.D.29: Board Policy 5400: Associated Students Organization](#)

[III.D.30: Foundation Audit Report 6-30-19](#)

[III.D.31: Board Policy 5130](#)

[III.D.32: Financial Aid Office Website FAQ](#)

[III.D.33: Cohort Default Rate 2015 3 Yr Official Letter](#)

[III.D.34: Cohort Default Rate 2016 3 Yr Official Letter](#)

[III.D.35: Cohort Default Rate 2017 3yr Official Letter](#)

[III.D.36: Board Policy 6100](#)

[III.D.37: Administrative Procedure 6100](#)

[III.D.38: Board Policy 6340](#)

[III.D.39: Board Policy 6150](#)

[III.D.40: Administrative Procedure 6150](#)

[III.D.41: Administrative Procedure 6340](#)

[III.D.42: Board Policy 6540](#)

[III.D.43: 21-22 Budget Development Calendar](#)

[III.D.44: Fall 21 Budget Town Hall Flyer](#)

[III.D.45: \*Organization and Governance Manual\* – Planning and Fiscal Council Page](#)

[III.D.46: BOT Agendas for Tentative and Adopted Budget Presentations \(2019, 2020, 2021\)](#)

[III.D.48: CCCC Budget and Accounting Manual \(BAM\)](#)

[III.D.49: Workflow to Process Requisitions, Purchase Orders, and Vendor Payments](#)

[III.D.51: LACOE Internal Controls](#)

[III.D.52: Evidence of Expenditure Processing Requiring Approval by Cost Center Manager](#)

[III.D.53: Evidence of Bi-Annual Actuarial Studies in Support of GASB](#)