



Standard II: Student Learning Programs and Support Services



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The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

Standard II A.1. Instructional Programs

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College ensures that all academic programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the College mission; are appropriate to higher education; and culminate in student attainment of learning outcomes, degrees, certificates, employment, and/or transfer to other higher education programs. This is achieved through the College's comprehensive processes of planning, curriculum review, and student learning outcomes assessment, which ensure instructional programs are consistent with the mission of the College. The Mission of the College states: "Rio Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals."

Analysis and Evaluation

The College meets this standard.

Administrative Procedure 4020: Program and Curriculum Development states that "programs shall be evaluated for appropriateness to the mission of the college, adherence to all Title 5 regulations, and . . . designed so that successful completion of the program requirements . . . enable students to fulfill the program goal and objectives." ([II.A.01](#)) All courses and programs are reviewed through the curriculum revision process at least every five years and the program review process at least every six years, ensuring they are current and appropriate ([II.A.49](#), [II.A.03](#), [II.A.04](#)).

The Guided Pathways Areas of Interest and instructional program degrees/certificates align with the College Mission Statement ([II.A.06](#)) which focuses on "collectively investing in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and life-long learning goals."

Annual program plans and sexennial program reviews require programs to review their mission statements and revise them if necessary ([II.A.07](#)). Program plans and reviews also require consideration and analysis of student learning outcomes and progress in student attainment of degrees, certificates, and employment if appropriate.

Other means of ensuring fields of study are appropriate to higher education include course-to-course articulation agreements with four-year institutions, California State University (CSU) and Intersegmental General Education Transfer Curriculum (IGETC) course approvals, and California Community Colleges Chancellor's Office review and final approval of all curriculum. Career and Technical Education (CTE) advisory committees also provide additional input regarding the direction, quality, and curriculum for their programs ([II.A.08](#), [II.A.09](#), [II.A.96](#)).

Suggested new fields of study emanate from faculty, CTE advisory committees, and/or interactions with four-year institutions and are vetted through the College's comprehensive curricular and planning processes ([II.A.08](#), [II.A.96](#)).

The Distance Education program goals align with the Vision, Mission, and Values statements of the College. At Rio Hondo College, Distance Education (DE) goals focus on assisting faculty to gain the knowledge and expertise of DE learning strategies and technology, especially the learning management system and the constellation of associated applications to assist them in the online classroom environment. Instructors learn to apply technology to their courses and programs while maintaining equity and inclusion in the online environment. Administrative Procedure 4105: Distance Education specifies the definition of distance education courses, the course approval process, faculty certification, course quality standards, and standards for regular and effective contact ([II.A.64](#)). The Distance Education program focuses on the following ([II.A.9a](#)).

- Keeping the online community informed about technological trends and opportunities affecting online instruction
- Helping faculty to use emerging technologies to improve teaching and learning
- Expanding the number of online, hybrid, and web-enhanced courses
- Expanding the number of online services available to students and coordinate student access to online services

By focusing on technology to improve teaching and learning and to improve student access to online services, Distance Education aligns with the College mission to “collectively invest in all students’ academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals” and further aligns with the College values of “quality teaching” and “student access and success.”

Regarding student attainment of academic outcomes, all courses contain student learning outcomes (SLOs), which are linked to its program learning outcomes (PLOs), the institutional learning outcomes (ILOs), and the mission of the College. Earning course credit ensures that the specified student learning outcomes are achieved. Outcomes are evaluated as part of the annual planning process ([II.A.10](#), [II.A.11](#), [II.A.12](#)).

Attesting to student attainment of learning outcomes and degrees is the increase in number of degrees and certificates awarded over the last six years as referenced in the Presentation of Achievement Outcomes section of this report (see Table I-26). Additionally, this section also presents the number of transfers and licensure examination pass rates ([II.A.13](#)).

Standard II A.2. Instructional Programs

Faculty, including full-time and part-time, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Both full- and part-time faculty regularly engage in ensuring the content and methods of instruction meet generally accepted academic and professional standards and expectations. They adhere to the Course Outlines of Record (CORs), complete ongoing assessment of student learning outcomes, annual program plans, sexennial program reviews, and regular curricular updates, thereby ensuring program currency, improved teaching and learning strategies, and student success.

Analysis and Evaluation

The College meets this standard.

Full- and part-time faculty regularly engage in ensuring that the content and methods of instruction in their respective academic disciplines meet generally accepted academic and professional standards and expectations through adherence to Course Outlines of Record (CORs) and completion of ongoing student learning outcomes assessment, annual program plans, sexennial program reviews, and regular curricula revisions and updates.

Course Outlines of Record (CORs) include course descriptions, needs, justifications, and goals; entering and exiting skills; course content; course objectives; methods of instruction, materials, assignments, and methods of evaluation. At Rio Hondo college student learning outcomes are housed in Taskstream, which functions as an addendum to the COR). Taskstream is the College planning platform, to which faculty have access ([II.A.14](#), [II.A.15](#), [II.A.16](#)).

The Overview to the Institutional Research & Planning Annual Program Plan Guide states:

The annual planning process at Rio Hondo College demonstrates the relationship between the long-term strategic plan of the college and the ongoing work on campus. The process allows staff, faculty, and administrators to demonstrate their contributions to the institution's progress and identify how their contributions will continue throughout the next year. The data generated provides a basis for assessment of institutional progress and allows the college to make informed decisions about the allocation of resources. Campus programs are asked to complete an annual program plan.

Annual academic plans include discussions of the program's mission statement; program description; and outcomes, including outcomes timelines, data, and Closing the Loop, a form documenting a dialogue about the results of the outcome data and plans for improvement ([II.A.17](#), [II.A.18](#)).

The Overview Statement also indicates the purpose of program review.

The purpose of program review is to guide the development of programs on a continuous basis. Program review is a process that evaluates the status, effectiveness, and progress of programs and helps identify the future direction, needs, and priorities of those programs. It is a peer review process where committees discuss departmental plans for the future including departmental goals and plans to achieve those goals ([II.A.107](#)).

Both full-time and part-time faculty, and in many instances, classified staff are invited to participate in academic programs' discussions and data analysis during their program review year. Program review is more reflective, comprehensive, and in-depth than annual program plans. The program review includes a retrospective analysis of the past six years' achievement data, as well as program outcomes assessment, progress, strengths, and weaknesses. Long-term plans rely on data analysis, state and federal requirements, and current trends in the specific academic discipline. A new addition to the program review is a section on culturally relevant pedagogy and mindfulness of the rising costs of textbooks and other materials ([II.A.19](#), [II.A.20](#), [II.A.21](#)).

The College relies on the curriculum process which dictates that, at a minimum, courses must be updated every five years.

Ensuring that all faculty, both full- and part-time, participate in the assessment and improvement of academic courses and programs, the faculty Collective Bargaining Agreement stipulates that “[f]aculty shall be responsible for listing Student Learning Outcomes (SLO’s) [sic] in their syllabi, for entering SLO assessment data in the appropriate software package, and for engaging in dialogue and writing assessment reports with other faculty for one semester each academic year ([II.A.22](#)).”

Faculty evaluations are also discussed in Standards III.A.5 and III.A.8. Faculty are evaluated to ensure that from the perspective of their peers and their administrative supervisor, they have knowledge of the subject they are teaching, an ability to present ideas, and use techniques that stimulate critical thinking and encourage student success ([II.A.23](#)).

The College also regularly engages faculty in training opportunities related to student engagement, student success, instructional methodologies, campus climate, and antiracist work, among others ([II.A.24](#)).

Standard II A.3. Instructional Programs

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College regularly assesses learning outcomes for courses, programs, certificates, and degrees. The Outcomes Committee ensures that course-level outcomes (CLOs) are revised on a five-year cycle to match the cycle of curriculum revision ([II.A.25](#)). Program-level outcomes (PLOs) are reviewed and revised on a six-year cycle to match the cycle of program review. For institutional-level outcomes the cycle is tied to the six-year cycle of the strategic plan, with Institutional Level Outcomes (ILO) assessment occurring every three years, at the mid-point and end/beginning of the new strategic plan. The College is currently at the beginning point of the strategic planning cycle and has assessed the data collected since the College implemented Taskstream in 2018 ([II.A.26](#), [II.A.27](#)).

Analysis and Evaluation

The College meets this standard.

Outcomes for courses, programs, certificates, and degrees are created by discipline faculty. The Outcomes Committee and the Outcomes Faculty Coordinator assist faculty in creating and regularly assessing learning outcomes for courses, programs, certificates, and degrees and review them as they are presented to the committee ([II.A.28](#)). Outcomes Committee representatives or the Outcomes Coordinator meet with each academic program prior to their program review submission, provide feedback in a program-level outcomes rubric, and support improvements in their outcomes assessment and evaluation practices ([II.A.29](#), [II.A.30](#)). In addition, a member of the Outcomes Committee is a participant for outcomes consideration in each program review peer discussion, ensuring that all program outcomes are assessed at least every six years. After each course outcome assessment, a report called Closing the Loop summarizing faculty discussion of the data and improvement plan is uploaded into Taskstream and included as part of the annual planning process ([II.A.31](#)). Course outcomes assessment occurs annually and in accordance with each program's Course Outcomes Assessment Timeline (COAT) ([II.A.32](#)).

Faculty members' outcomes responsibilities are outlined on the outcomes website, in the Faculty Resource Center in Canvas, in the Faculty Handbook, and in the Collective Bargaining Agreement between the District and the Rio Hondo College Faculty Association, which specifically states that both full- and part-time faculty are responsible for outcomes assessment ([II.A.33](#), [II.A.34](#), [II.A.35](#)). Faculty responsibilities include assessing every outcome associated with a course at the minimum every six years. Faculty must include the student learning outcomes on their syllabi, which are archived in Taskstream. Program, certificate, and degree outcomes are listed in the College catalog ([II.A.12](#)).

The Student Learning Outcomes for each academic course are available to everyone as listed in the Schedule of Courses online each term and in each instructor's syllabus ([II.A.36](#)). Additionally, the SLOs are listed in Taskstream, the College software planning program. Presently, it is the practice of the College to have Taskstream function as an addendum to the Course Outline of Record (COR). Taskstream is accessible to all faculty after an initial log-in, facilitated by the Information Technology (IT) department. The directions for Taskstream access are outlined on the Faculty Support and Resources webpage, in the Faculty Resource Center in Canvas, and on the College's Outcomes website. Additionally, Outcomes Committee representatives are trained in this process to assist colleagues. To onboard new faculty in the outcomes processes, multiple programs and trainings are conducted for faculty, including FLEX day presentations, New to Rio: New to Outcomes training sessions conducted several times each semester, and a new faculty orientation program ([II.A.37](#), [II.A.38](#), [II.A.39](#)). Frequent outcomes workshops investigating topics such as equitable assessment, utilizing Canvas to gather data, and crafting outcomes statements are offered. These and other training sessions are recorded and available along with templates, guides, and videos in the online Faculty Resource Center housed in the Canvas system ([II.A.40](#)).

The College recognizes that the current process of storing course outcomes in an addendum that is separate from the curriculum management system, curriQūnet, is not ideal. Accessing outcomes through Taskstream, and having Taskstream function as the addendum to the Course Outline of Record, rather than having the outcomes directly attached to the COR in an addendum creates opportunity for inconsistency across the various platforms, makes it more challenging for the College to ensure that all faculty are oriented to the official outcomes for each course, and that the official outcomes are represented on every syllabus. This fact has become obvious in the research and writing of this ISER and is the subject of an improvement plan at the end of this standard.

Standard II A.4. Instructional Programs

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum, which is distinguished from college-level curriculum both in content and numbering that directly supports students in learning the knowledge and skills necessary to advance in college-level curriculum and succeed in technical areas.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College offers pre-collegiate courses that provide the skills necessary to advance and succeed in college-level programs. There are pre-collegiate courses as well that provide technical preparation for individuals to attain entry-level work without completing studies which would qualify for either a certificate, a degree, or transfer. Credit courses numbered 0 through 39 are non-degree applicable. Courses numbered 040 through 099 are degree applicable, non-transferable courses ([II.A.41](#)).

Seven of the non-degree applicable credit courses serve as corequisite support courses to transfer-level courses in English and mathematics. The creation of these courses was in response to California Assembly Bill 705, which focuses on placement of students in transfer-level courses in those subjects. Students who may need these additional support services for college-level math and English, are placed into the linked courses using Multiple Measures. These support courses are labeled in English with S (support) or SP (support plus) and in mathematics with E (essentials topics) ([II.A.42](#), [II.A.43](#), [II.A.44](#), [II.A.45](#)).

Pre-collegiate curriculum is also offered in the College's noncredit programs. The College offers non-credit courses in administration of justice (NAJ), art (NART), basic skills in counseling, English, and mathematics (NBAS), business and computer technology (NBIZ), health and fitness (NCHS), citizen preparation (NCIT), activities for older adults (NCOA), English as a second language (NESL), fire (NFIR), green building (NGBD), art for the handicapped (NHAN), soap making (NHEC), nursing, health care, and anatomy (NHSL, NHSN, and NSCI), and career and technical education (NVOC).

The non-credit curriculum that directly aids transfer- and degree-oriented students include assisting students in learning successful habits, tutoring in transfer-level course content, career preparation, and providing English and reading skills that promote success in college-level courses. The outcomes of the pre-collegiate curriculum are aligned with the entrance skills of the collegiate curriculum ([II.A.46](#)).

Further, pre-collegiate course descriptions clearly state the preparatory nature of the courses. For example, for English 035 the description states it "is [a] foundation-level composition course, [and] prepares students to succeed in transfer-level English courses by developing and reinforcing essential college writing skills." All pre-collegiate courses have similar statements in their course descriptions ([II.A.47](#)).

Standard II A.5. Instructional Programs

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College's curricular processes and instructional training ensure that its courses, degrees, certificates, and programs conform to the common standards and practices of American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that a minimum of 60 or 120 semester credits or equivalent are required for the associates and baccalaureate degrees respectively.

Analysis and Evaluation

The College meets this standard.

The Academic Senate, through its Curriculum Committee, bears the primary responsibility for curriculum development that includes new courses, periodic revision of courses, new degrees, and degree revisions ([II.A.48](#), [II.A.49](#)). The College ensures that course requirements for degree completion are offered at least every two years so that degree programs may be completed in a timely manner for students who are attending on a full-time basis ([II.A.50](#)). The campus ensures that breadth is achieved through requiring completion of a general education program curriculum for all degrees, while depth is achieved within the major of study or area of emphasis within a degree or certificate program ([II.A.51](#)). The College's articulation officer submits courses to California State Universities, Universities of California, as well as private independent, and out-of-state baccalaureate degree granting institutions for articulation consideration.

In order to ensure appropriate rigor, the Rio Hondo College Curriculum Committee considers a course to be degree-applicable in accordance with the requirements of Title 5, § 55062. These courses are locally numbered 40 and above. Courses determined to be appropriate for transfer to the CSU system are numbered 100 and above and locally determined to meet the criteria of the Academic Senate of the California State University as outlined in the document entitled “Considerations Involved in Determining What Constitutes a Baccalaureate Level Course.” Courses to be reviewed for transferability to the University of California system are submitted once yearly to the UC Office of the President for consideration for inclusion on the UC Transfer Course Agreement ([II.A.49](#)).

The College awards Associate of Art and Associate of Science Degrees and Associate Degrees for Transfer, with all types requiring a minimum of 60 semester units with a cumulative GPA of 2.0 or higher in all degree-applicable coursework. Requirements for the degree can be found in the Degree and Certificate Guidelines, Transfer, and Degree and Certificate Programs sections of the catalog ([II.A.51](#)).

Admission requirements, outcomes, and upper-division course work for the Bachelor Degree in Automotive Technology are found in the Degree and Certificate Programs section of the College catalog. The degree requires a minimum of 120 units with a GPA of 2.0 or higher. Rio Hondo College has established procedures for ensuring that its programs are of the appropriate breadth, depth, and rigor and require that students achieve discipline-specific outcomes appropriate to the associate or bachelor’s degree level, or to relevant career competencies ([II.A.51](#), [II.A.51a](#)).

Standard II A.6. Instructional Programs

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

It is the College’s practice to ensure that course requirements for degree and certificate completion are offered at least every two years so that they may be completed in a timely manner for students who are attending on a full-time basis ([II.A.50](#)).

Analysis and Evaluation

The College meets this standard.

The College follows a collaborative, data-driven approach to building the course schedule. The Vice President of Academic Affairs and the deans utilize and rely on the data visualization program Tableau, which provides daily enrollment updates and historical patterns, to manage and predict enrollment needs. Instructional deans lead the process in collaboration with department faculty to ensure a rotation of courses is offered that facilitates completion of programs of study within a timely manner ([II.A.52](#)). A Course Schedule Frequency list is made available in the College Catalog for students to reference and plan their semesters ([II.A.50](#)).

Additional data is available through the counseling department when students, with the assistance of their counselors, develop educational plans. Counseling faculty contact academic deans when necessary to express an increased demand for specific courses. The College acknowledges that this process is informal, but the Guided Pathways initiative and the development of Student Success Teams will make this a much more efficacious process.

Students can access the Guided Pathways website and consider sample educational plans for nearly all degrees and certificates ([II.A.53](#)), which are sorted according to Areas of Interest. For those who are not yet sure about their educational goals, the website provides a pathway for undecided students. The Student Success Teams that are part of each Area of Interest are a crucial component of the Guided Pathways efforts on campus. Each team consists of a dean, one or more counselors, classified staff, faculty, and a peer student success coach ([II.A.55](#)). During the fall semester, coaches prioritize first-year students; completers are prioritized in the spring ([II.A.54](#)).

Standard II A.7. Instructional Programs

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Rio Hondo College faculty use a variety of teaching methodologies and the institution provides a wide array of learning support services to meet the needs of its diverse student body, with the ultimate goal of student success in course completion and transfer or career entry, postgraduation ([II.A.56](#), [II.A.57](#)). Programming ranges from service to high school students in dual enrollment and career pathway courses, to vocational skills and training, to university transfer programs, and continuing lifelong learning ([II.A.56](#), [II.A.57](#), [II.A.58](#)). The College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity and success for all students. Through the program review process and via quantitative and qualitative assessments, the College regularly and systematically evaluates the effectiveness of its delivery modes through disaggregated equity measures and uses results of assessments to plan, improve, and/or augment improvements in instructional programs (delivery modes, teaching methodologies, and materials) and student support services ([II.A.59](#), [II.A.60](#)).

Analysis and Evaluation

The College meets this standard.

The College offers courses through the following modalities: face-to-face/on-ground, hybrid, fully online, and synchronous online delivery. Face-to-face classes are offered in large and small lectures, labs, and clinical practice.

With regard to distance education, the College Curriculum and Distance Education Committees establish standards requiring regular, effective, and substantive interaction between faculty and students and amongst students ([II.A.64](#)). The College requires faculty to complete three online, self-paced training courses designed by the Distance Education Office in consultation with the Distance Education Committee or the equivalent to ensure that faculty have the skills for effective online teaching. Technical support is provided to faculty and students through a direct link in Canvas (Canvas Help) available 24/7 and the Distance Education help desk which is available during normal business hours. The Distance Education webpage includes links to resources to support students such as readiness tutorials, orientations, and frequently asked questions. The Faculty Resource Center located within Canvas provides numerous resources to faculty teaching online, links to Canvas Support, and the Distance Education Committee ([II.A.1](#), [II.A.9a](#), [II.A.49](#), [II.A.63](#)).

The Distance Education coordinators and staff support all faculty with appropriate training and ongoing professional development to further enhance online and hybrid delivery by providing orientation and support services for both faculty and students through their website. In addition, many faculty members attend the various trainings offered, such as accessibility training and online teaching conferences ([II.A.1](#), [II.A.9a](#), [II.A.49](#), [II.A.63](#)).

Administrative Procedure 4105: Distance Education details the faculty certification, accessibility, and quality standards of instruction expected of faculty engaging in online teaching ([II.A.64](#)).

Currently, all courses have a Canvas course shell through which faculty can provide essential and supplemental materials, offering a variety of modalities to serve students with differing learning styles ([II.A.61](#)).

Outcomes indicating program improvements are recorded in the Closing the Loop documents and uploaded into Taskstream ([II.A.62](#)). Delivery modes, methodologies, and materials are assessed during program review and outcomes assessment.

Chromebooks and hotspots for online learning were offered to students free of charge during the pandemic. Counseling and psychological services were delivered via teleconferencing, and library services were offered to students via chat, email, and live Zooming.

Prior to the pandemic, the Distance Education program offered asynchronous online and hybrid courses, as well as offering Canvas enhanced course shells for faculty teaching in-person. Since Spring 2020 many more courses have been converted for online instruction in both asynchronous and synchronous modalities. In preparing for a return to campus and in-person instruction, the College has conducted several surveys to ascertain the learning preferences of its students. These surveys have revealed that traditional age students prefer online, asynchronous courses while nontraditional students prefer online synchronous courses ([II.A.108](#), [II.A.109](#)).

The Rio Hondo Teaching for Learning Institute (RTLTI) sponsored by the Equity Committee offers a year-long, seminar-type cohort, addressing pedagogical concerns from an equity perspective. Both full-and part-time participants engage in productive discussions leading to appropriate methodologies for our diverse and changing student population ([II.A.65](#), [II.A.66](#)).

Through contractually obligated professional development Flex hours faculty must complete, faculty are encouraged to continuously reflect upon and implement new teaching methods, materials, and approaches that address the current needs of their students ([II.A.67](#), [II.A.68](#)).

The spirit of this standard has become especially evident during the Covid-19 pandemic, which necessitated almost all modes, methodologies, and support services transition to online delivery and access. Through the work of employees throughout the entire institution, the College was able to provide services to all its student populations and assist them in progressing towards their ultimate goals.

Standard II A.8. Instructional Programs

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Not applicable. The College does not use any department-wide and/or program examinations.

Analysis and Evaluation

Not applicable. The College does not use any department-wide and/or program examinations.

Standard II A.9. Instructional Programs

The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards degrees and certificates based on standards outlined in Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degrees. These documents clearly align with Title 5 regulations and the California Community Colleges Program and Course Approval Handbook. The standards are also printed in the College catalog ([II.A.69](#), [II.A.51](#), [II.A.94](#)).

Analysis and Evaluation

The College meets this standard.

Student learning outcomes are part of the curriculum of every course. A student receiving credit for a course has shown sufficient mastery of required outcomes. Degrees and certificates are granted on the basis of successfully passing the required degree/certificate courses, which, in turn, demonstrate attainment of course-level and program-level outcomes ([II.A.51](#)).

Learning outcomes are housed in the Taskstream software; course outlines of record are in CurriQunet. Every course outline lists the entering and exiting skills, the units awarded upon successful completion, and the hours of work associated with the course ([II.A.71](#)). The Curriculum Committee maintains a handbook/manual on the curriculum website ([II.A.72](#)); the documents therein describe the curricular development process and requirements.

The Outcomes Committee coordinates learning outcomes assessment. The Outcomes Coordinator and committee members provide training for faculty and assist them so that outcomes are meaningfully assessed and that assessment leads to improved student achievement and learning. Each course level outcome is assessed, at a minimum, every six years in accordance with the College's six-year program review cycle ([II.A.25](#)).

Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education states the attainment of course credit, degrees, and certificates ([II.A.69](#)):

represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

The College offers nursing courses based on clock hours and follows Federal standards for clock-to-credit-hour conversions ([II.A.73](#)). The California approving bodies require that nursing students be in the clinical setting for the time that is stated in the program plan and course outline: one hour = 60 minutes, or one clock hour. For a clinical course, i.e. ADN 151L, 2 units = 108 clinical hours = 6.75 hours each week, in one block. The breaks for the students are determined at the clinical site, on that day, and students get 10 minutes per hour breaks, following the federal requirements.

These breaks cannot be prearranged as students are expected to be at the bedside with patients and the nurses. Also, there are times when opportunities for students to observe a procedure are provided by the clinical site and the student and faculty need the discretion to choose to participate and not be limited by scheduled breaks. For this course, AND 151L: Clinical Nursing Concepts Lab, the students get two 15-minute breaks, and one 30-minute break, usually. If the student needs a 45-minute break, then that needs to be arranged with the instructor and the clinical site nurse as the student is expected to be at the bedside during specified time frames. Rules for clock hour instructions and calculations are contained in BP/AP 4020: Program, Curriculum, and Course Development ([II.A.69](#)).

Standard II A.10. Instructional Programs

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College makes its transfer-of-credit policies clearly stated and available in the College catalog, through web pages, and Board Policy 4050: Articulation in order to facilitate the mobility of students without penalty ([II.A.75](#), [II.A.76](#), [II.A.77](#)).

Analysis and Evaluation

The College meets this standard.

The Rio Hondo College catalog comprehensively outlines and explains the processes for transfer to public and independent four-year institutions ([II.A.78](#)).

The “Associates Degree for Transfer” section of the Rio Hondo College catalog contains information and web assistance for students regarding ADTs.

Board Policy 4050: Articulation states that “[a]rticulation is the responsibility of the Rio Hondo College Articulation Officer,” who ensures courses articulate with four-year institutions.

There are various ways that the College evaluates outside coursework toward fulfillment of degree requirements. Evaluators in Admissions and Records are responsible for the evaluation of some of the outside completed coursework that will be used to fulfill degree requirements to ensure that the expected learning outcomes are comparable to those of local coursework. The College uses the Transfer Evaluation System (TES), which is a subscription-based platform powered by CollegeSource, to ensure correct course information from the appropriate catalog year is being used for evaluation purposes ([II.A.79](#)).

For courses that require evaluation beyond the scope of what the evaluators are responsible for, course substitutions are initiated and sent to the appropriate discipline faculty experts. For local (non-transfer) degrees, the course substitution forms are sent to the discipline faculty for requests for major coursework to ensure that the transferring course is comparable to

Rio Hondo's course in scope, depth, content, and outcomes, while requests for general education evaluation are sent to the articulation officer for review ([II.A.80](#)). For general education requests, the articulation officer considers the requirements of Title 5 section 55063 (minimum requirements for the Associate Degree) along with RHC's AP 4025: Philosophy and Criteria for Associate Degree and General Education when reviewing transferred courses toward the College's degree requirements ([II.A.69](#)). Rio Hondo's transfer degrees (ADTs) are different from local degrees in that the College is required to consider the learning outcomes of the California Community College Chancellor's Office, Transfer Model Curricula (TMC's) along with the outcomes of C-ID descriptors for the major coursework along with the learning outcomes presented in EO 1100: CSU General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC) standards for general education ([II.A.81](#)). All transferred coursework that is requested to be used in fulfillment of degree requirements are reviewed with the appropriate criteria in mind and then either approved or denied based on whether the learning outcomes are met by that outside course or courses.

Articulation is the responsibility of the articulation officer. Articulation requests may come from faculty of the College or from baccalaureate degree granting institutions. There are various types of articulation agreements that are established between Rio Hondo College and transfer partners in order to ease the transition of Rio Hondo students to four-year institutions ([II.A.82](#)). California State University transferability is recommended locally through the proceedings of the Curriculum Committee and approved through the transfer agreement process in which the Articulation Officer engages. Transferability of coursework to the UC system (UC Transfer Course Agreement) is approved by the UC Office of the President through a yearly submission process ([II.A.83](#)). Requests for review of coursework toward CSU General Education – Breadth (CSU GE) and Intersegmental General Education Transfer Curriculum (IGETC) are submitted on a once yearly basis to the CSU Chancellor's Office and UC Office of the President. Requests for major and course-to-course articulation to the CSU and UC systems are done on an ongoing basis and submitted to each UC or CSU campus individually. All of these articulation agreements can be found via ASSIST, which is the official repository of articulation among California's systems of public higher education ([II.A.84](#)).

Articulation agreements with private, independent, and out-of-state regionally accredited institutions are also developed on an ongoing basis and housed on the RHC Articulation Webpage ([II.A.84a](#)).

All of these types of articulation agreements listed above involve the College as a "sending" institution, but now as a baccalaureate degree granting institution, the College also is the process of developing articulation agreements as a "receiving" institution. These articulation agreements that the College has established with other California Community Colleges can be found in the Auto Technology B.S. website in the section entitled "Transfer Agreements ([II.A.85](#))."

Articulation with nearby high schools is managed under the Dean of Career and Technical Education, and all articulation agreements with these schools can be found at Rio Hondo College CTE Course Articulation webpage ([II.A.86](#)). An articulated course has gone through a formal articulation agreement process whereby both the high school and college faculty agree that the high school course content meets the objectives and rigor of the community college course.

Standard II A.11. Instructional Programs

The institution includes in all of its programs, student learning outcomes; appropriate to the program level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Rio Hondo College addresses communication competency, technology competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives through course-level outcomes assessment. Course level outcomes are mapped to program-level and institutional-level outcomes ([II.A.10](#), [II.A.11](#)).

Analysis and Evaluation

The College meets this standard.

Rio Hondo College has established Program Learning Outcomes (PLOs) for its degree programs in communications competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes ([II.A.12](#)). The College Institutional Learning Outcomes

(ILOs) include statements addressing competency in communication and technology, critical thinking, quantitative reasoning, creativity, diversity, and civic responsibility ([II.A.26](#), [II.A.27](#)). The ILOs were developed through a collaborative process and are aligned to the College Mission Statement. Course-level outcomes and student support services outcomes are mapped to the ILOs. The College Comprehensive Planning Process addresses and assesses student achievement related to the ILOs ([I.A.13](#)).

All program-level outcomes (PLOs) are listed in the College Catalog ([II.A.12](#)).

Every course-level student learning outcome is mapped to a program-level outcome, which, in turn, is mapped to an institutional-level outcome. Every degree/course is mapped to various institutional-level outcomes. The mapping is in Taskstream ([II.A.10](#), [II.A.11](#)).

ILOs meet the guidelines in the standard.

Standard II A.12. Instructional Programs

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College requires of its associate and baccalaureate degrees a component of general education based on a carefully considered philosophy that situates graduates in the modern world and is clearly stated in the College catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level, including a student's preparation for and acceptance of responsible participation in society, skills for lifelong learning and application of learning, and a broad understanding of the development of knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social science.

Analysis and Evaluation

The College meets this standard.

As stated in the Rio Hondo College Catalog ([II.A.87](#)):

Central to an associate degree, coursework is designed to introduce students to the variety of means through which people comprehend the modern world. This coursework is referred to as the general education requirement of the degree. It reflects the conviction of the college that those who receive these degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live.

In addition, the catalog also states ([II.A.88](#)):

The Bachelor of Science (B.S.) degree in Automotive Technology is designed to prepare an individual for a wide variety of technology-based careers in a pathway emphasizing the Automotive Industry. The courses will enhance the student's level of technical competency, computer, math, and science skills, effective communication and interpersonal skills, substantiate workplace and social ethics, the ability to work in teams, and to continue to pursue professional development and lifelong learning."

All courses that faculty would like to be considered for general education (Rio Hondo College GE, CSU GE, and/or IGETC) are submitted to the Curriculum Committee for review via the GE request form, which can be found on the Curriculum Committee webpage ([II.A.89](#)). The GE request form requires the faculty to indicate what course is requested to be reviewed for what GE area(s), along with a rationale as to how the course meets the criteria for that specific GE area(s).

The Committee references the following documents in determining the appropriateness of a course for general education approval. For the RHC GE pattern, the Committee uses title 5 section 55063: Minimum Requirements for the Associate Degree, along with Rio Hondo's AP 4025: Philosophy and Criteria for Associate Degree and General Education ([II.A.90](#), [II.A.69](#)). For the California State University General Education – Breadth requirements the College references the requirements outlined in CSU Executive Order 1100: CSU General Education Breadth Requirements. For the Intersegmental General Education Transfer Curriculum, the most current version of the IGETC Standards is used.

The GE request form is reviewed by the Curriculum Committee via both a first and second reading to ensure that the course is appropriate for inclusion in the general education curricula based upon student learning outcomes and competencies appropriate to the degree level.

Standard II A.13. Instructional Programs

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Rio Hondo College offers quality instructional programs that include associate degrees and certificates, as well as one Bachelor of Science in Automotive Technology. These programs include focused study in an area of inquiry or in an established interdisciplinary core. Specialized courses in each discipline and program address core competencies and student outcomes, and upon completion of the appropriate pattern of courses students will have demonstrated mastery of key theories and practices in those fields. General Education courses add to the interdisciplinary nature of degrees and programs. The Transfer Model Curriculum (TMC) template is provided for evidence.

Analysis and Evaluation

The College meets this standard.

When reviewing degree program proposals and revisions, the Rio Hondo College Curriculum Committee adheres to the Title 5 definition of an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education” (§ 55000(m)) ([II.A.90](#)). Discipline faculty who develop and revise degree programs rely upon their discipline area of expertise (and, in the cases of interdisciplinary cores, collegial consultation) to determine the appropriate area of inquiry as well as identify what courses, based upon student learning outcomes and competencies, are required to ensure that students master the key theories and practices within the field of study in which the degree program resides. Career Technical Education (CTE) certificates and degrees additionally involve the input of advisory groups and labor market information (LMI) provided through the Centers for Success ([II.A.92](#)). Those certificates and degrees focus on workforce competencies that lead to direct employment post-graduation in fulfillment of their instructional purposes.

Associate degrees for transfer (AA-T and AS-T) were developed in response to Senate Bill 1440 (Padilla 2010) and subsequent revisions to the California Education Code that required California Community Colleges to develop and offer ADTs that would fulfill the lower division component of a California State University baccalaureate major (§ 66746(a)). Education code prohibits a California community college from imposing any additional “local” course requirements beyond those stipulated in legislation, and, as such, the Curriculum Committee is careful to follow the specified ADT submission requirements and criteria of the CCC Chancellor’s Office. In the case of these transfer degrees, an inter-segmentally developed Transfer Model Curriculum (TMC) defines the major or area of emphasis ([II.A.93](#)).

All Rio Hondo degrees meet the requirements set forth in the California Community College Chancellor’s Office Program and Course Approval Handbook (PCAH); specifically, on page 74 of the PCAH is the requirement that associate degrees consist of “18 semester units or 27 quarter units in the major . . . in a single discipline or related disciplines, as listed in the community colleges ‘Taxonomy of Programs,’ or it can be in an area of emphasis, defined as a more general grouping of lower division course work that prepares students for a field of study or specific major at a CSU or UC ([II.A.94](#)).”

Standard II A.14. Instructional Programs

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification by meeting the student learning outcomes of courses, certificates, and degrees.

Analysis and Evaluation

The College meets this standard.

Student learning outcomes for Career Technical Education courses, certificates, and degrees are created by discipline faculty and are informed by industry standards ([II.A.95](#)). Career-technical advisory committees work with the career-technical faculty and administration in efforts to ensure all outcomes reflect the most current professional and employment standards and competencies ([II.A.96](#)). Therefore, as students pass courses and earn certificates and degrees, they demonstrate the competencies that meet employment and external agency standards in their respective fields. In addition, advisory committees provide valuable feedback on the quality and preparation of graduates, which is invaluable for programs that do not interact with an external agency, such as the California Board of Registered Nursing.

The College Comprehensive Integrated Planning Model ([I.A.13](#)), which includes annual program plans and sexennial program reviews, further ensure that courses, certificates, and degrees receive regular updates and peer reviews. The College Outcomes Committee and the Curriculum Committee also ensure that outcomes, courses, certificates, and degrees are up to date ([II.A.25](#), [II.A.28](#), [II.A.29](#), [II.A.30](#)). In addition, in compliance with Ed Code, “every vocational or occupational program . . . shall be reviewed every two years.”

Some vocational programs are certified by outside accreditation agencies that examine the curriculum and authorize the program to offer appropriate courses that lead to certification ([II.A.97](#)). These programs include Child Development, Administration of Justice, Fire Technology, and Wildland Fire Technology. Other programs offer courses for students that lead to an outside agency examination in order to obtain certification ([II.A.99](#)). These programs include Drug Studies, Fitness Specialist, and Automotive Technology. Finally, yet other vocational programs have their curricula reviewed and accredited and then send students to an outside agency for certification, which means they do both of the options above. These include the Nursing and Accounting programs. A list of primary programmatic accreditation agencies is provided in the College catalog and on the College’s Accreditation web page ([II.A.98](#), [II.A.99](#)).

Industry partners are an integral component of many programs. For example, the automotive program has partnered with Honda, Tesla, State of California “smog” program, California Community College Foundation, and Jaguar Land Rover (JLR). The Division of Public Safety programs have partnered with many police and fire departments as well as the National Forest Service. The Health Sciences and Nursing programs have associations with several local health care agencies and facilities.

As referenced in the section on Presentation of Student Achievement Data and Institution-Set Standards, evaluating students’ preparedness is determined by a variety of sources: achievement of student learning outcomes, course pass rates, and pass rates from external agencies. Career Technical Education programs publish the pass rates for licensure exams on the College’s Accreditation web page ([II.A.99](#)). For programs that receive Perkins funding, student progress is examined annually, which includes technical skill attainment, completion rates, persistence and transfer, employment, nontraditional participation, and nontraditional completion rates ([II.A.100](#)). Although this data is not specific to the quality of the CTE programs’ graduates for employment purposes, the data can be used to examine the effectiveness of the career-technical education offerings and programs.

Additionally, some agencies report pass rates for the tests administered by external agencies. Pass rates for the nursing programs are typically 95-100%, which suggest that these programs are providing excellent preparation for certification ([II.A.99](#)). Many of Rio Hondo’s vocational programs ask students to self-report their successes and failures, but this process is less than ideal. For programs that receive Perkins funding, student progress is examined annually ([II.A.100](#)). The data includes skill attainment, completion rates, persistence rates, and employment rates. Although the feedback is not specific to the quality of graduates, the numbers can help determine the effectiveness of the programs.

Standard II A.15. Instructional Programs

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Rio Hondo College has policies in place to ensure that when a program is eliminated or program requirements change significantly, the College makes appropriate arrangements for enrolled students to complete their education in a timely manner with a minimum of disruption.

Analysis and Evaluation

The College meets this standard.

As program discontinuance is an academic and professional matter, the practices outlined in Administrative Procedure (AP) 4021: Program Discontinuance include considerations of the discontinuance's effects on students, curriculum, budget and planning, and in the case of a career and technical education programs, regional labor needs ([II.A.101](#)). Administrative Procedure 4021 specifies the necessary analysis needed to begin the discontinuance process, the makeup and role of the Program Discontinuance Task Force, the types of recommendations the task force can forward to the Superintendent/ President, and a detailed plan that ensures students can complete their plan of study. Since AP 4021 was presented to the Board of Trustees as an information item at its May, 8, 2019 meeting, no programs have been discontinued.

Standard II A.16. Instructional Programs

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College's comprehensive planning model outlines the processes whereby all instructional programs evaluate themselves and strive to improve in quality ([I.A.13](#), [I.A.14](#)). This includes annual program plans, sexennial program reviews, and regular curricular revision and updates ([II.A.4](#)).

Analysis and Evaluation

The College meets this standard.

All collegiate, pre-collegiate, career and technical, continuing, and community education courses regularly evaluate and improve their quality and currency by means of annual program plans, sexennial program reviews, and at the minimum quinquennial curricular course revision and/or updates. Career Technical Education programs undergo review every two years as specified in Title V regulations. Programs that include aspects of their offerings through distance education and/or at off-site educational centers include evaluation within their annual program plans and sexennial program reviews.

The Dean of Institutional Research and Planning, the faculty program review co-chair, and participants in each year's program review peer committees evaluate the quality of submitted program reviews in terms of data analysis and outcomes assessment and suggest improvements to the submissions as well as program-level and institutional-level recommendations directed toward student success and achievement ([II.A.14](#), [II.A.104](#), [II.A.105](#), [II.A.106](#)).

Conclusions on Standard II A. Instructional Programs

Rio Hondo College offers courses, degrees, and certificates that are aligned with its mission and general standards of higher education. The College programs are conducted at the commensurate level of quality and rigor appropriate to higher education.

Rio Hondo's degrees and certificates serve students' needs for transfer, employment, and lifelong learning. All degrees include a single focused area of study with established student learning outcomes based on coursework. The College offers general education patterns for terminal and transfer degrees. When creating new degrees and certificates, the College ensures that cogent advisory committees deem them appropriate in terms of content and rigor.

The College clearly differentiates pre-collegiate from collegiate curriculum in the College Catalog and schedule of classes.

The institution consistently and over time reviews all aspects of its curriculum and programming to meet the needs of its diverse student body. Policies are clearly outlined for student learning outcomes, student success, and student achievement within the academic programs of the College. The College follows all state and national standards and regulatory processes for designing and offering curriculum to the students and preparing them to meet their individual educational goals.

As indicated in response to the standard, the College focus is the student preparation for and acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, workforce education, and social sciences.

Improvement Plan(s)

In terms of improvement, the College acknowledges that housing the student learning outcomes in the Taskstream platform, which functions as an addendum to the COR and is separate from the CurrIQunet platform, is awkward and requires an extra step for faculty and deans to access them. Moreover, the current system creates more opportunities for inconsistencies in course outcomes across the various platforms as well as makes it more challenging for deans and faculty to ensure that the official outcomes are represented on each syllabus, taught to students in courses, and that faculty are appropriately oriented to the official outcomes for a given course. Going forward, the College plans to streamline the process of where official outcomes are stored and how faculty and deans access those outcomes to ensure student learning in accordance with outcomes. Work on this improvement plan will involve the Outcomes Committee and Curriculum Committee.

Evidence List

[II.A.01: Board Policy and Administrative Procedure 4020: Program and Curriculum Development](#)

[II.A.02: Curriculum Revision Guidelines](#)

[II.A.03: Program Review Process Guidelines](#)

[II.A.04: Program Review Six Year Cycle](#)

[II.A.05: Rio Hondo College Catalog List of Degrees and Certificates Offered](#)

[II.A.06: Guided Pathways Area of Interest Course Sequence](#)

[II.A.07: Program Review Guide Mission Statement](#)

[II.A.08: Curriculum Workflow](#)

[II.A.09: Rio Hondo College Catalog CSU/IGETC pp. 59 - 64](#)

[II.A.09a: Screenshot Distance Education Webpage](#)

[II.A.10: Taskstream Mapping Courses to Program Level Outcomes \(PLOs\)](#)

[II.A.11: Taskstream Mapping Courses to Institutional Level Outcomes \(ILOs\)](#)

[II.A.12: Rio Hondo College Catalog PLOs, ILOs, pp 259 -280](#)

[II.A.13: Presentation of Achievement Outcomes Degree and Certificate Production, Licensure Pass Rates](#)

[II.A.14: Example Course Outlines of Record](#)

[II.A.15: Example Course Outlines of Record Addenda \(Taskstream\)](#)

[II.A.16: Example Syllabi with Outcomes](#)

[II.A.17: Program Review Guide Table of Contents](#)

[II.A.18: Annual Program Plan Guide Table of Contents](#)

[II.A.19: Example Program Reviews Retrospective and Data Analysis Sections](#)

[II.A.20: 2021 Program Review Template](#)

[II.A.21: 2021 Annual Program Plan Template](#)

[II.A.22: Collective Bargaining Agreement SLO Requirements](#)

[II.A.23: Example Faculty Evaluation Documents](#)

[II.A.24: Flex Day Program Offerings](#)

[II.A.25: Outcomes Cycle of Review](#)

[II.A.26: Institutional Level Outcomes Cycle of Review](#)

[II.A.27: Institutional Level Outcomes Report](#)

[II.A.28: Examples of Review and Feedback of Course Level Outcomes](#)

[II.A.29: Rubric for Course Level Outcomes](#)

[II.A.30: Examples of Review and Feedback Program Level Outcomes](#)

[II.A.31: Example Closing the Loop Documents](#)

[II.A.32: Example Course Outcomes Assessment Timelines \(COATs\)](#)

[II.A.33: Screenshot of Instructional Outcomes Website](#)

[II.A.34: Screenshot of Faculty Resource Center](#)

[II.A.35: Faculty Handbook SLOs](#)

[II.A.36: Screenshot of Course Level Outcomes in Online Schedule of Classes](#)

[II.A.37: Instructional Outcomes Training Calendars](#)

[II.A.38: Flex Program Agenda with Outcomes Offerings](#)

[II.A.39: New to Rio, New to Outcomes](#)

[II.A.40: Screenshot Faculty Resource Center Training Resources](#)

[II.A.41: Rio Hondo College Catalog Course Numbering p. 296](#)

[II.A.42: English Pathways Document](#)

[II.A.43: Math Pathways Document](#)

[II.A.44: Rio Hondo College Catalog English Support Course Descriptions p. 396](#)

[II.A.45: Rio Hondo College Catalog Math Support Course Description pp. 447 - 449](#)

[II.A.46: Rio Hondo College Catalog Noncredit Courses Descriptions pp. 488 - 498](#)

[II.A.47: Example Course Descriptions for Precollegiate Courses](#)

[II.A.48: Curriculum Committee Charge](#)

[II.A.49: Digital Faculty Curriculum Guide](#)

[II.A.50: Rio Hondo College Catalog Course Offerings Cycle](#)

[II.A.51: Rio Hondo College Catalog Degree and Certificate Requirements](#)

[II.A.51a: Rio Hondo College Catalog BA Automotive Technology Degree Requirements](#)

[II.A.52: Examples of Course Sequencing/Cycle of Offerings at the Discipline Level](#)

[II.A.53: Screenshots of Guided Pathways Web Pages with Course Sequencing](#)

[II.A.54: Student Success Team Calendar of Outreach Activities](#)

[II.A.55: Student Success Team Organizational Structure](#)

[II.A.56: List of Dual Enrollment Courses](#)

[II.A.57: Guided Pathways Area of Interest Discipline Map](#)

[II.A.58: Continuing and Community Education Catalog](#)

[II.A.59: Example Program Review Data Analysis Sections](#)

[II.A.60: Career Technical Education Two Year Reviews Data Analysis Sections](#)

[II.A.61: Example Canvas Course Shells](#)

[II.A.62: Example Closing the Loop Documents](#)

[II.A.63: Example Distance Education Training and Support Materials](#)

[II.A.64: Administrative Procedure 4105: Distance Education](#)

[II.A.65: Rio Teaching for Learning Institute \(RTL\) Schedule of Topics](#)

[II.A.66: Aspen Program Math Discipline Objectives](#)

[II.A.67: Flex Program Schedule of Topics Teaching and Learning](#)

[II.A.68: New Faculty Success Seminar Schedule of Topics](#)

[II.A.69: Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degrees](#)

[II.A.71: Example Course Outlines of Record](#)

[II.A.72: Screenshot Curriculum Committee Web Page](#)

[II.A.73: Associate Degree Nursing 151 Course Outline](#)

[II.A.75: Rio Hondo College Catalog Transfer of Credit Policies pp. 60 - 65](#)

[II.A.76: Screenshot Web Page Transfer of Credit Policies](#)

[II.A.77: Board Policy 4050: Articulation](#)

[II.A.78: Rio Hondo College Catalog Transfer of Credit to Other Institutions](#)

[II.A.79: Workflow for Evaluation of Transfer Courses](#)

[II.A.80: Example Course Substitution Form](#)

[II.A.81: Examples of Criteria Used to Assess Transferability of Coursework to Rio Hondo College](#)

[II.A.82: Examples Articulation Agreements](#)

[II.A.83: Examples of Yearly Submissions to UC Office of the President](#)

[II.A.84: Screenshot Rio Hondo College ASSIST Articulation Agreements](#)

[II.A.84a: Screenshot of Articulation Webpage Articulation Agreements Independent and Private Universities](#)

[II.A.85: Screenshot BA Automotive Technology Transfer Agreements](#)

[II.A.86: Screenshot Career Technical Education High School Articulation Agreements Web Page](#)

[II.A.87: Rio Hondo College Catalog AA/AS Degree Concept pp. 55 - 56](#)

[II.A.88: Rio Hondo College Catalog BS Automotive Degree Concept pp. 265 - 267](#)

[II.A.89: Example General Education Request Form](#)

[II.A.90: Title V Section 55063](#)

[II.A.92: Example of Labor Market Information Data Analyses](#)

[II.A.93: Examples of Transfer Model Curriculum and Corresponding Rio Hondo College Curriculum](#)

[II.A.94: Program and Course Approval Handbook pp. 73 - 78](#)

[II.A.95: Examples of Course Level Outcomes and Program Level Outcomes for CTE Programs](#)

[II.A.96: Agendas and Minutes for CTE Advisory Committees](#)

[II.A.97: ISER Programmatic Accreditation](#)

[II.A.98: Rio Hondo College Catalog Programmatic Accrediting Agencies](#)

[II.A.99: Screenshot of College Accreditation Web Page with Programmatic Accreditation and Licensure Pass Rates](#)

[II.A.100: Examples of Career Technical Education Perkins Core Indicator Analysis](#)

[II.A.101: Administrative Procedure 4021: Program Discontinuance](#)

[II.A.104: Examples Career Technical Education Two Year Reviews](#)

[II.A.105: Program Review Program Recommendations](#)

[II.A.106: Program Review Institutional Recommendations](#)

[II.A.107: Overview Statement, Program Review Guide 2020](#)

[II.A.108: Spring 2021 Return to Campus Survey Presentation to the Board of Trustees](#)

[II.A.109: Fall 2021 Enrollment Preferences Survey](#)

B. Library and Learning Support Services

Standard II B.1. Library and Learning Support Services

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Driven by the College Mission Statement commitment “to advance social justice and equity,” and informed by student needs and the demands of its educational programs, Rio Hondo College library and learning support services are diverse, wide-ranging, appropriate, and purposeful. Access to library and learning support services via remote modalities for nontraditional and distance learners is readily available regardless of location or means of delivery. As well, all patrons, whether students or employees have access to library and learning support services.

Analysis and Evaluation

The College meets this standard.

Library

The Rio Hondo College Library, which occupies nearly the entire second floor of the Learning Resource Center (LRC), provides appropriate resources, services, and instruction to students, staff, and faculty at its main location at the Rio Hondo campus, the College’s three educational centers, and online ([II.B.01](#), [II.B.02](#), [II.B.03](#), [II.B.04](#), [II.B.05](#), [II.B.06](#), [II.B.07](#), [II.B.08](#)).

Currently, the Library’s collection comprises 87,954 print titles and 1,898 owned electronic books, and in spring 2021 the Library began to provide access to more than 200,000 e-book titles via a subscription platform. This platform allows most of these resources to be accessed by multiple, simultaneous users 24 hours per day, 365 days a year. Additionally, at the time of this writing, the Library has approximately 664 print books on reserve, and in summer 2020 implemented an online form designed to facilitate the acquisition of reserve titles, to provide equitable access to required readings (and especially expensive textbooks). The College Library subscribes to 112 print journals and newspapers and 109 databases that affords patrons access to 23,314 full-text journals, newspapers, and popular magazines, as well as 51,000 streaming videos that augment a DVD collection of 396 titles. Collection development is undertaken by librarians who work with faculty in the academic divisions with which they liaise, and at semiannual database renewal meetings, to acquire print and electronic resources that reflect the College curriculum, and which are sufficient in quantity, currency, depth, and variety to support student learning and achievement ([II.B.23](#), [II.B.24](#), [II.B.25](#), [II.B.26](#), [II.B.27](#), [II.B.28](#), [II.B.29](#), [II.B.30](#), [II.B.31](#)).

Over the past five years, RHC librarians have sought to assist and educate students who seek research assistance by augmenting traditional research consultation appointments and drop-in research help at the reference desk with email reference, online chat, “text-a-librarian,” and video conferencing and telephonic research help. Additionally, RHC librarians regularly author

course-, discipline-, and subject-specific online research guides (i.e., LibGuides), provide customized research instruction sessions for faculty members who request these services, and lead hour-long workshops each semester which address various research and information literacy-related subjects ([II.B.05](#), [II.B.06](#), [II.B.07](#), [II.B.08](#)).

Learning Support Services Centers

The Learning Assistance Center (LAC) and the Writer’s Resource Center (WRC) located in the Learning Resource Center and the Math Science Center (MSC) located in the Science Building are Rio Hondo College’s three main learning support centers. Services offered by each center are available on campus, but also online through RHC’s website and Canvas (the College’s learning management system) ([II.B.01](#), [II.B.02](#), [II.B.03](#), [II.B.09](#)).

Learning Assistance Center services, available to all RHC students, include peer and group tutoring, online tutoring, research assistance, topical supplementary materials, test analyses, and study skills workshops (e.g., teaching effective search strategies and how to use subscription databases). Tutors are faculty-, departmental-, and/or counselor-recommended, and need to have a 3.0 GPA overall, received a “B” or better in the course(s) for which they tutor, complete a tutor training class, and exhibit tutoring effectiveness when observed by LAC employees. The Gateway Tutoring program, a classroom-embedded tutor program funded by a grant from the Student Equity and Achievement program, continues to be based out of the LAC, through which eight English, four math, and 46 General Education courses are provided embedded tutors to assist students with course material ([II.B.01](#), [II.B.02](#), [II.B.10](#), [II.B.11](#), [II.B.12](#), [II.B.48](#), [II.B.49](#)).

The Writers’ Resource Center provides a welcoming and safe environment where all Rio students can receive instructional support to advance their writing, reading, and oral communication skills for academic and professional purposes. Tutoring is normally located in LR-117 but is also offered remotely during both the week and weekends to be more responsive to students’ needs. English faculty provide one-on-one and small group writing assistance for all disciplines in half-hour conferencing sessions that may include but are not limited to brainstorming, outlining, organizing, thesis statements, evaluating research, citing sources, and revising essays for fluidity and coherence. There has been an increase in students visiting WRC, with Friday and Sundays being popular days for appointments.

The Math Science Center provides tutoring to all RHC students enrolled in any math or science course as well as math-focused workshops and supplemental instruction. Tutoring is normally located in rooms S-103 and S-300 but is also available online. The MSC offers one-hour workshops on specific math topics that provide students with the opportunity to master course material. Supplemental Instruction, funded by the Title V program (i.e., Enlace) and the Student Equity and Achievement program, is available through the MSC in math, chemistry, and English. As in the LAC, tutors are faculty and/or counselor-recommended, received a “B” or better in the course(s) for which they tutor, complete a tutor training class, and exhibit tutoring effectiveness when observed by MSC faculty and staff ([II.B.13](#), [II.B.48](#), [II.B.49](#)).

Beyond the Learning Assistance Center, the Writer’s Resource Center, and the Math Science Center, the College offers more focused learning support services centers that offer in-person and online resources and services on the main campus and at the satellite locations.

Math Engineering Science Achievement (MESA)/TRiO Student Support Services (SSS) STEM Center offers STEM tutoring, advising, academic excellence workshops, and resources for internships, educational plans, and transfers in a location that includes a computer lab with STEM software, graphing calculators, and STEM faculty office hours.

The Stats Success Center includes tutoring hours specifically tailored for students enrolled in statistics courses.

For eligible students, the Extended Opportunity Program and Services (EOP&S) and the Cooperative Agencies Resources for Education (CARE) programs offer tutoring, educational planning and counseling, academic probation intervention and monitoring, textbook and educational supplies support, and educational technology loans.

The three satellite Rio Hondo College educational centers in the campus-adjacent cities of El Monte, Santa Fe Springs, and Pico Rivera offer potential and continuing RHC students access to library and academic workshops and orientations, educational supplies, and academic counseling services ([II.B.01](#), [II.B.02](#), [II.B.03](#), [II.B.04](#), [II.B.05](#), [II.B.06](#), [II.B.07](#), [II.B.08](#), [II.B.14](#), [II.B.15](#), [II.B.16](#), [II.B.17](#), [II.B.18](#), [II.B.19](#)).

Computer Laboratories and Learning Technology

Rio Hondo College offers computer access to students at various locations on the main campus and at the College’s three educational centers. Computer labs in the Library, the LAC, the MSC, and at all of the centers mentioned above (as well as others, e.g., the First Year Success Center, and Transfer Center) offer some desktop computers for the purposes of student learning and support. All RHC students have access to standard software applications like Microsoft Office 365 and Adobe Creative Cloud at terminals in computer labs, as well as to discipline-specific software applications on computers in discipline-focused computer labs. This software is also accessible to students working from home on RHC laptops. Seeing a need to increase accessibility, especially in the wake of the COVID-19 pandemic (and recognizing not all applications are cross-platform software) the College has invested heavily in the acquisition of different types of portable computers and Wi-Fi technology. In total, RHC has, at the time of this writing, 550 Chromebooks and 800 mobile hotspots available to all students to checkout, as well as 100 PC laptops and 50 MacBooks available to students taking courses in the Arts, Business, and Career and Technological Education divisions ([II.B.19](#), [II.B.20](#), [II.B.20a](#), [II.B.21](#)).

Alternate Media and Related Resources

The Disabled Students Program & Services (DSPS) program provides appropriate and approved individualized academic accommodations to students who need them. After a thorough, complete, and interactive assessment with a DSPS counselor, students receive academic accommodations to support their differing abilities and learning styles. Such accommodations may include but are not limited to extended test time, priority registration, peer note-taker assistance, and high-tech and/or alternate media. Students who require high-tech accommodations (i.e., applications/software and hardware) to support their learning needs can meet with a DSPS high-tech specialist for specialized training. Disabled Students Program & Services currently offers Read Write Gold, Kurzweil, Sonocent Note Taker, and E-Text. All software is installed on computers in the DSPS computer lab and is accessible during regular business hours; the software can also be installed onto students' personal computers or tablets for at-home use. The DSPS program also offers educational assistance via a course focused on software/hardware, EDEV 025, intended to support students' academic goals ([II.B.22](#)).

Standard II B.2. Library and Learning Support Services

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Collegial collaboration fostered by Rio Hondo College's participatory/shared governance processes and annual planning, program review, and resource allocation structures ensure that the selection, acquisition, and maintenance of library and learning support resources are the result of faculty, classified staff, and administrative professionals bringing their expertise to bear upon this crucial work. Such experts select and recommend high- and low-tech educational equipment and materials regularly in order to enhance the achievement of RHC's mission, specifically by advancing the institutional vision of "an evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and educational goals."

Analysis and Evaluation

The College meets this standard.

The selection of all educational equipment and materials at Rio Hondo College ultimately is the result of deliberate and ongoing processes in which faculty, classified staff, and administrators are involved. To a large extent, these processes are embedded in the participatory/shared governance processes and structures described more fully in Standard IV; it will suffice to say here that the acquisition of educational resources occurs through, as the *Organizational Structure & Governance Manual* affirms it, "policies and procedures, via a structure of councils, committees, and task forces" in which employees from all areas of the College participate. As such, in a "spirit of cooperation, collaboration, and collegiality," appropriate faculty and classified staff members work with administrators regularly and strategically to bring their expertise and experience to bear upon the selection and maintenance of educational equipment and materials ([I.B.30](#), [II.B.32](#), [II.B.33](#), [II.B.34](#)).

Collection development of print and electronic resources at RHC Library is a collaborative process managed by librarians who not only make materials selections based upon their expertise, but also solicit recommendations from faculty members. In the 2020–2021 academic year, Library team members designed entirely new online forms and developed processes by which faculty members can order books for reserve as well as request books; established a calendar system that ensures once per semester librarians attend a division meeting for the areas with which they liaise to remind faculty when and how to order books; and established biannual meetings to which all faculty members and classified staff are invited to review databases prior to renewals deadlines and listen to recommendations for new resources ([II.B.32](#), [II.B.33](#), [II.B.34](#)).

Librarians and the Dean of the Library also participate on faculty committees that relate directly to educational resource acquisitions, including the Curriculum Committee (and Curriculum Technical Review), Enterprise Services Advisory Committee, and the Open Educational Resource Committee. Finally, in the 2020–2021 academic year, librarians reviewed and revised the institution's collection development policy in order to affirm the policy is in line with the Library's mission, and to ensure curriculum-informed resources at the Library are sufficient in quantity, currency, depth, and variety to support

RHC's educational programs. The RHC Library Collection Development Policy outlines librarians' collection-related responsibilities, including not only selecting new materials, but also regularly evaluating usage, weeding and deaccessioning no-longer-relevant resources, and determining which parts of the collection require additional materials ([II.B.36](#), [II.B.37](#), [II.B.38](#)).

As with RHC Library, the selection of equipment and materials at the College's learning centers is informed by the expertise of faculty and classified staff members. In each case, teams at RHC's main centers, the Learning Assistance Center (LAC) and Math Science Center (MSC), comprise a faculty coordinator, classified instructional aides, and other classified professionals. The LAC and MSC receive financial support from the general fund, Student Equity and Achievement program, and Title V-funded programs (i.e., Enlace) to fund educational equipment and materials and also to update and maintain these resources, including tutoring-friendly furniture, computer stations with discipline-specific software, scanners and printers, and smart boards. Personnel at both the LAC and MSC work with faculty members and classified staff to develop and author discipline- and course-specific handouts, design and deploy outreach efforts via traditional and social media, and amend existing and shape new services via processes that are similar to the collaborative processes at RHC's other learning centers: the Math • Engineering • Science • Achievement (MESA)/TRiO Student Support Services (SSS) STEM Center; the Stats Success Center; the Writers' Resource Center (WRC); and the Extended Opportunity Program and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE) Office. Finally, because of its special, overarching mission to afford "all students with disabilities the opportunity to effectively matriculate into the mainstream of college and community life," experts in the Office of Disabled Students Programs and Services (DSPPS) collaborate with several offices and departments to select equipment and materials to this end; they and also look to the California Community College High Tech Center Training Unity to choose adaptive software, assistive computer technology, and alternate media ([II.B.39](#)).

Educational equipment in the computer laboratories on RHC's main campus as well as its three Educational Centers is maintained by professionals in the College's Department of Information Technology and Services (ITS). The professionals in the learning centers and academic and learning support services programs use quantitative data from regular assessment methods as well the expertise of ITS personnel for recommendations in the acquisition of high-tech equipment and applications/software to support student learning ([II.B.40](#), [II.B.41](#), [II.B.83](#)).

Standard II B.3. Library and Learning Support Services

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The evaluation of learning support services is a constitutive part of Rio Hondo College's planning and program review process, with the primary goals of continually improving services, refining the provision of resources, and meeting learning outcomes. Additionally, the library and other learning support centers/programs (e.g., Learning Assistance Center tutoring) regularly utilize usage statistics and surveys to evaluate and improve their specific services.

Analysis and Evaluation

The College meets this standard.

Library and learning support services at Rio Hondo College are evaluated regularly as part of the planning process, and more specifically the program review process, as delineated in section I.B. of this self-evaluation report. At RHC, programs are evaluated comprehensively every sixth year as part of the review process, which comprises a methodical self-study/analysis, dialogue, and learning outcomes assessment that looks to a program's strategic goals and identified student needs in order to build upon strengths and identify areas that might be improved ([II.B.42](#), [II.B.43](#), [II.B.44](#), [II.B.45](#), [II.B.46](#), [II.B.47](#)).

The program review process is just one of the ways by which meaningful data about the utilization of and demand for the College's library and learning support services are regularly collected, evaluated, and used to improve learning. These data, collected via statistics and reports as well as surveys administered to students and employees are collocated in annual program and unit plans, where their evaluations are used as evidence to support decisions about resource allocation, staffing and scheduling, and modifications to existing services ([II.B.42](#), [II.B.82](#)). Further, librarians record all reference interactions/

transactions, assess learning following library workshops and orientations, and (at the semiannual database renewal meetings mentioned in section II.B.1) look to patron usage statistics to shape collection development decisions about both print and electronic resources. Finally, in Spring 2021 RHC Library acquired SpringShare's LibWizard application in order to develop more efficient and accessible student learning surveys; reexamined and revamped the types of statistics librarians and classified staff collect (and the methods and frequency by which they are collected); and worked with the Office of Institutional Research and Planning to develop new surveys to assess students' and faculty members' impressions of RHC Library services and resources—tools that librarians in Fall 2020 determined needed to be deployed with more regularity ([II.B.42](#), [II.B.43](#), [II.B.44](#), [II.B.48](#), [II.B.49](#), [II.B.50](#), [II.B.51](#), [II.B.52](#), [II.B.53](#), [II.B.54](#), [II.B.55](#), [II.B.56](#), [II.B.57](#), [II.B.58](#), [II.B.59](#), [II.B.60](#), [II.B.61](#), [II.B.62](#), [II.B.63](#), [II.B.64](#), [II.B.82](#)).

Standard II B.4. Library and Learning Support Services

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Rio Hondo College Board Policies and Administrative Procedures govern the contracts/agreements with all external organizations with which the College collaborates and those vendors that provide library and learning support services and resources to assure their adequacy, security, maintenance, and reliability. The College's learning support professionals expertly decide upon such collaborations and external providers of services and resources, and therefore "greenlight" associated contracts/agreements; their evaluation is part of the contractual agreements themselves.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College Board Policies and Administrative Procedures govern the contracts/agreements with all external organizations with which the College collaborates and those vendors that provide library and learning support services and resources to assure their adequacy, security, maintenance, and reliability. The College's learning support professionals expertly decide upon such collaborations and external providers of services and resources, and therefore "greenlight" associated contracts/agreements; their regular evaluation is an element of program review but can also inhere as part of the agreements themselves ([II.B.81](#), [II.B.82](#), [II.B.41](#), [II.B.21](#), [II.B.22](#)).

Rio Hondo College Board Policy (BP) 6340: Contracts, Administrative Procedure (AP) 6340: Bids and Contracts, AP 6365: Accessibility of Information Technology, and AP 6370: Vendors respectively describe the management and control of formal agreements between the College and other institutions, and between the College and other sources for library and learning support services for instructional programs. As delineated in Standard III.C, various processes, policies, and procedures relate to the appropriate use of technology, and ensure technology services and resources are secure, maintained, and reliable. However, in the main, all are guided by the above-referenced Board Policies and Administrative Procedures, which are the overarching policies and procedures that require agreements to be formalized, and that the externally provided, learning support resources and services described in such agreements be accessible, utilized, secure, maintained, and reliable ([II.B.74](#), [II.B.75](#), [II.B.76](#), [II.B.77](#)).

Again, RHC relies on the expertise of faculty, classified staff, and administrative library and learning support services professionals to ensure resources and services meet the institution's mission and intended purposes and that these resources and services are easily accessible and utilized well. Reliance on expertise of library and learning support professionals supports resources and services as well as the selection of learning support software, services, and equipment provided by external vendors and institutions. As noted in section II.B.2 above, the selection of external resources and services is informed by discussions among appropriate faculty and classified staff members working with administrators and enabled by the College's participatory/shared governance structures; the ultimate acquisition of such resources takes place with professionals in the Department of Information Technology and Services (ITS) and Office of Disabled Students Programs and Services (DSPS) serving on the Enterprise Systems Advisory and Instructional Technology Committees, for example, in part to ensure accessibility and utilization ([II.B.41](#), [II.B.78](#), [II.B.79](#), [II.B.80](#)).

As described in previous sections of this report, the regular evaluation of resources and services is a constitutive part of the program review process at the College; and just as the selection of external resources and services is undertaken in the same way that directly provided resources and services are implemented, so too does the evaluation of outside learning support software, services, and equipment. Evaluation of external resources includes assessments described in contractual obligations and those undertaken by external vendors and extra-institutional collaborators and partners ([II.B.21](#), [II.B.22](#), [II.B.41](#)).

Conclusions on Standard II.B. Library and Learning Support Services

The Library, Writers Resource Center, and Math Science Center offer services that are sufficient in quantity, currency, depth, and variety to support students' success and all of the Colleges' educational programs, including online education and education offered in satellite locations. Annual planning and sexennial program review ensure that the library and learning support programs are systematically evaluated and that they are of high-quality and meet student needs. Faculty and learning support professionals are the primary voice in selecting and maintaining educational materials and equipment for the purpose of supporting learning. Contractual agreements with external organizations and providers are evaluated within the context of the contract and include the security, maintenance, and reliability of services provided by these external organizations to ensure the effectiveness of these services.

Improvement Plan(s)

Not applicable.

Evidence List

[II.B.01: Library Flyer - LRC](#)

[II.B.02: 2020-Student-Services-Handout](#)

[II.B.03: 2014-19 EMEC Student Faculty Handout](#)

[II.B.04: EMEC Lab Staff and Hours](#)

[II.B.05: Online Library Workshops F19 & F20](#)

[II.B.06: Library Chat Info and Resources](#)

[II.B.07: Library Technology Reservations](#)

[II.B.08: Writers Resource Center Services 2019-2020](#)

[II.B.09: Logging into Canvas](#)

[II.B.10: Online Library Databases - Research Guides](#)

[II.B.11: LAC Tutoring Center](#)

[II.B.12: Library Workshop Recordings Fall 2020](#)

[II.B.13: Math Science Center tutoring](#)

[II.B.14: Library Instruction & Room Use Statistics 2013-2020](#)

[II.B.15: Library - Reference Questions Statistics 2017-2018](#)

[II.B.16: Library Reference Stats June 2019-January 2021](#)

[II.B.17: Library Reference Questions 2018-2019](#)

[II.B.18: WRC Video \(essay writing help\)](#)

[II.B.19: Writers Resource Center - Attendance Summary Report](#)

[II.B.20: Reading Lab 2015-2019 Usage Reports](#)

[II.B.20a: RHC District Lab Report](#)

[II.B.21: Library Program Review 2017-18](#)

[II.B.22: DSPS Program Review](#)

[II.B.23: Library Services Platform Report - Number of Titles by Material Type](#)

[II.B.24: Library Services Platform Report - Electronic Titles](#)

[II.B.25: Library Services Platform Report - Reserves Totals](#)

[II.B.26: July 2020 Totals](#)

[II.B.27: Alma Report Ebsco Ebooks](#)

[II.B.28: Alma Report Gale Reference Ebooks](#)

[II.B.29: Alma Report Proquest Ebooks](#)

[II.B.30: O'Reilly for Higher Ed Streaming Film Total](#)

[II.B.31: Films on Demand Flier with Streaming Film Total](#)

[II.B.32: Statistics Per Student](#)

[II.B.33: Library Program Plan 2020](#)

[II.B.34: Collection Age Report](#)

[II.B.35: Communications and Languages Division Presentation](#)

[II.B.36: RHC-Curriculum-By-Laws](#)

[II.B.37: Collection Development Guidelines](#)

[II.B.38: CNet Status Flow Chart](#)

[II.B.39: Faculty Success Seminar Agenda](#)

[II.B.40: Educational Master Plan 2020-2030](#)

[II.B.41: Technology-Plan-2014](#)

[II.B.42: Library Program Review](#)

[II.B.43: Library Program Outcomes](#)

[II.B.44: Library Workshops 2018-2019](#)

[II.B.45: Library Program Outcomes](#)

[II.B.46: Library Drop-In Workshop Guidelines](#)

[II.B.47: Library Workshops 2014-2018](#)

[II.B.48: LAC Tutoring Attendance 2015-2020](#)

[II.B.49: LAC Reading Center Usage Report 2015-2019](#)

[II.B.50: Group Study Room Usage Report](#)

[II.B.51: Appointment Attendance Report](#)

[II.B.52: Writers Resource Center Report](#)

[II.B.53: IRP Writers Resource Center Report Fall 2017](#)

[II.B.54: RHC Library Information Flyer](#)

[II.B.55: Student Services Library Flyer](#)

[II.B.56: COVID Library Information and Resources](#)

[II.B.57: Writers Resource Center Usage Report 2015-2020Report](#)

[II.B.58: Library Instruction and Room Usage Report 2013-2015](#)

[II.B.59: Library Workshops SLO Assessment](#)

[II.B.60: Library Statistics Report 2017](#)

[II.B.61: Program Outcomes](#)

[II.B.62: Library Statistics Report 2018-2019](#)

[II.B.63: Library Statistics Report 2017-2018](#)

[II.B.64: Pert Stats Report 2017 – 2020](#)

[II.B.65: Reference Stats Report June 2019-January 2021](#)

[II.B.66: Reserves Alphabetical Report Spring 2020](#)

[II.B.67: Library Workshops 2018-2019](#)

[II.B.68: Library Program Outcomes](#)

[II.B.69: Library Drop-In Workshop Guidelines](#)

[II.B.70: Library Workshops 2014-2018](#)

[II.B.71: LAC Tutoring Attendance 2015-2020](#)

[II.B.72: LAC Reading Center Usage Report 2015-2019](#)

[II.B.73: Group Study Room Usage Report](#)

[II.B.74: RHCCD Board Policy 6340](#)

[II.B.75: RHCCD Administrative Procedure 6340](#)

[II.B.76: RHCCD Administrative Policy 6365](#)

[II.B.77: RHCCD Administrative Procedure 6370](#)

[II.B.78: ITS Technology Training](#)

[II.B.79: ITS Helpdesk](#)

[II.B.80: Organizational Structure and Governance Manual](#)

[II.B.81: LAC and Gateway Tutor Orientation, Including Evaluation Processes](#)

[II.B.82: LAC Program Plan 2020](#)

[II.B.83: Technology Plan 2021](#)

C. Student Support Services

Standard II C.1. Student Support Services

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College regularly evaluates the quality of its student support services, including distance education, and the degree to which they support student learning through its annual planning and sexennial program review processes. The College ensures that student support services are accessible to students regardless of location or means of delivery.

Analysis and Evaluation

The College meets this standard.

The primary means by which the College assures the quality of student support services and distance education is through the annual planning and sexennial program review processes. Within these processes, both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are assessed ([II.C.01](#)). Further, all student support programs, such as CalWORKs, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), and Student Support Services (SSS)/TRiO programs, also submit required federal or state annual program reports ([II.C.02](#)). The College provides online student support services to students enrolled in distance education ([II.C.03](#)). Quality of the distance education program is monitored through examination of student success rates in distance education courses during the annual planning and sexennial program review processes ([I.A.10](#), [I.A.11](#), [II.C.04](#)). Individual instructional departments analyze distance education success rates compared to other modalities during annual planning and program review ([I.A.10](#), [I.A.11](#), [II.C.04](#)).

The quality of student support services is also addressed through the Student Services Program Leadership Council (SSPLC), the Student Services Deans and Directors (SSDD) meetings, and the combined Joint Deans and Directors meetings with administrators from Academic Affairs. These forums provide the opportunity to identify and address issues and challenges in providing quality student support services outside of the annual program planning and review process ([II.C.05](#), [II.C.06](#), [II.C.07](#), [II.C.08](#), [II.C.09](#), [II.C.13a](#)). Finally, the College conducts climate studies which examine student satisfaction with various offices on campus ([II.C.08](#), [II.C.09](#), [II.C.09a](#)) as well as studies addressing housing and food insecurity ([II.C.10](#), [II.C.11](#)). Results from these surveys inform annual planning and program review processes for these units as well as institutional conversations concerning the quality of support services ([II.C.12](#), [II.C.13](#), [II.C.14](#), [II.C.24](#)).

Support for student learning occurs regardless of location, such as the South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), Pico Educational Center, high school site offerings, online courses, the Early College Academy (ECA), and the Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs². Counselor liaisons are assigned to each academic division and to the training center, and placement and counseling services are offered at the two educational centers as well. Additionally, the Divisions of Career and Technical Education (CTE), Public Safety, and Health Sciences and Nursing have assigned counselors who motivate students and assist with retention efforts ([II.C.15](#)). The Veterans Service Center, EOP&S, and DSPS, also offer tutoring assistance ([II.C.16](#)). The number of counselor contacts has also been examined and enhanced through these student support programs.

All students at Rio Hondo College, including distance education students, have easy access to the College's Virtual Welcome Center, which connects students with appropriate support resources to ensure their success at the College ([II.C.17](#)). The Virtual Welcome Center is easily accessible on the College's home page. The Virtual Welcome Center, connects students with counseling, tutoring and academic support, technology support, academic pathways information, and basic needs and wellness information. In addition, the Distance Education program's home page also provides distance education specific support including access to technology support, self-assessments of readiness for online learning, and tools for success in the online environment ([II.C.18](#)).

² The educational centers have been closed since the start of the pandemic. Although there are plans to re-open them in Spring 2022, due to fluctuations in public health orders, the timeline for re-opening the educational centers is unclear at the time of this writing.

These student support services facilitate the achievement of the Rio Hondo College mission to “invest[s] in all students’ academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong learning goals.”

Standard II C.2. Student Support Services

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Through the annual planning and sexennial program review processes and examination of institutional survey data the College demonstrates that it identifies and assesses learning support outcomes for its students and provides appropriate services to achieve those outcomes. Assessment data is used to continually improve programs and services.

Analysis and Evaluation

The College meets this standard.

As discussed in Standard I.B.5, the primary means by which the College assesses the performance and adequacy of its programs and support services is through the annual planning and sexennial program review processes, which include resource allocation. Each year, programs are asked to examine their performance data and identify needs or areas of improvement and develop resource requests that are based upon identified needs and improvement areas. These requests are then considered institutionally, through the participatory/shared governance process and prioritized and funded in accordance with available funds. Data collected in support of assessing outcomes includes institutional surveys (Campus Climate, Housing and Food Insecurity, etc.), results from SLO/SAO assessments, examination of placement outcomes in accordance with AB 705, as well as examination of achievement outcomes, such as successful course completion rates for DSPTS, EOP&S, and Foster Youth ([II.C.08](#), [II.C.09](#), [II.C.10](#), [II.C.11](#)).

The College also relies on departmental needs assessments to identify emerging challenges within the student services area. Quantitative and qualitative data from the Veterans Service Center, Office of Disabled Students Programs and Services (DSPTS), Office of Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOP&S/CARE), Office of California Work Opportunity and Responsibility to Kids (CalWORKS), First-Year Success Center (FSC), TRIO, Scholars Hub, General Counseling, and the Early Alert Program, support the ongoing dialogue related to improvement of student services discussed above in Standard II.C.1 and inform resource requests generated through the annual planning and program review processes ([II.C.19](#)).

For example, the Guardian Scholar Program (GSP) requests continuous feedback from Guardian Scholars students (via online surveys) in order to be responsive and provide immediate, necessary services to its students ([II.C.21](#)). Especially in the time of the pandemic and through the information gathered, the Guardian Scholars Program continues to provide counseling appointments/services remotely via phone, email, Canvas, and/or Cranium Cafe/Zoom video conferencing. Various in person/pre-COVID and now virtual counseling, workshops, orientations, groups, tutoring, mentoring, drive-throughs, etc. that GSP continues to provide to its students (flyer). Another example of using data to provide appropriate student services occurs in the Veterans Services Center. A needs assessment was conducted and student feedback resulted in the establishment of new student orientation, regularly mandated student contact, building relationships with students, and an open-door policy to best serve students ([II.C.22](#)).

Standard II C.3. Student Support Services

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College ensures equitable access to all of its students by making its services available to students regardless of location or delivery method as evidenced by both online and in-person access. In-person access occurs both at the main campus and at off-site locations. Services are comparable irrespective of delivery method, whether in-person or online, and location.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College provides equitable access to student support programs and services. This requirement is met by a variety of means including traditional notification systems through campus-wide email, departmental outreach, Flex Day presentations, and general advertising of services in physical locations. In the online environment, the Virtual Welcome Center, which is accessible from the College's home page, provides the means by which all students, whether they are in-person on the main campus, online, or enrolled at one of the educational centers, can connect with appropriate support resources to ensure their success at the College ([II.C.17](#)). The Virtual Welcome Center, provides easy access to online counseling, tutoring and academic support, technology support, academic pathways information, and basic needs and wellness information. As well, all student support services have a web presence and can also be located by searching the College website from the home page ([II.C.23](#)).

The Student Services area encourages and assists departments in informing students of the various support services and programs via campus-wide emails, announcements on the College website, and print material available at various locations. Further, special programs are assisted by the Dean of Student Affairs and the Admissions and Records Office to identify and conduct targeted outreach to specific student populations that may benefit from specific kinds of services, such as student basic needs, e.g. housing and food insecurity. Finally, various department staff/faculty actively participate and present at the semi-annual FLEX Day to inform the faculty and staff of its student support programs and services ([II.C.24](#)).

Standard II C.4. Student Support Services

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Rio Hondo College provides each student with a college education combining intellectual learning and leadership development both inside and outside of the classroom. Co-curricular and athletics programs are in alignment with the College mission and appropriate to that of the California Community Colleges in general. Athletics programming is governed by the rules and regulations of the California Community Colleges Athletic Association (CCCAA) and the College participates accordingly in the South Coast Conference and other relevant competitions. Other co-curricular activities include a wide variety of student clubs and organizations and performing arts programming.

Oversight for both the general funds and Auxiliary Service Organization (ASO) funds that support co-curricular and athletic programs rests with the Vice President of Finance and Business. This level of fiscal oversight ensures that these funds are deposited into the appropriate department/division accounts and that expenditures are appropriate and in line with the regulations. For athletics programming, the Dean of Kinesiology, Dance, and Athletics, oversees both general and ASO funding for athletics programming and dance performances/competitions. The College submits to annual audits which ensures the integrity of these funds and compliance with generally accepted accounting principles.

Analysis and Evaluation

The College meets this standard.

Co-curricular and athletics programs are appropriate to the institution's mission and that of the California Community Colleges more broadly. Rio Hondo College provides a variety co-curricular activities and athletic programs that complement and enhance students' learning and personal growth ([II.C.25](#), [II.C.26](#), [II.C.27](#), [II.C.28](#)). The College's mission to advance social justice and invest in students' academic, career, and personal goals is reflected in its co-curricular offerings. Among these offerings are activities in the visual and performing arts; athletic competition; civic engagement, scholarship, and leadership; and academic-based programs such as forensics and print media. The co-curricular and athletics programs are conducted with sound educational policy and standards of integrity. Whether on the field, in the water, or on the court, Rio Hondo College strives to provide every student a high-quality experience beyond the classroom.

The Kinesiology, Dance and Athletic (KDA) Division houses intercollegiate sports (BP and AP 5700: Athletics). Intercollegiate teams consist of soccer, basketball, water polo, volleyball, baseball, softball, beach volleyball, swimming, and tennis. The athletics department competes in the South Coast Conference and follows the constitutional rules and by-laws of the California Community College Athletic Association (CCCAA). Every employee associated with intercollegiate sports receives yearly training on CCCAA by-laws associated with eligibility, recruitment, competitions, sports, and misconduct ([II.C.29](#)). This mandatory in-service training is geared towards providing employees the necessary knowledge to ensure students remain within the CCCAA guidelines and practice good sportsmanship.

The KDA Division consists of qualified full- and part-time instructors who coach the student athletes, as well as support staff, and a division dean. The College also provides an athletic counselor to support student athletes with their academic plans and goals. The athletic counselor encourages student athletes to utilize all available academic resources to promote academic success in order to graduate and/or transfer ([II.C.15](#)). Additional supporting counselors are also assigned to provide academic advising, progress monitoring, and tutorial assistance under the College's Guided Pathways initiative.

In accordance with the College's mission of academic success, student athletes are provided with priority registration so they can fulfill their full-time status obligation as student athletes and graduate and/or transfer in a timely manner. Every student must carry at least 12 units, nine of which must be academic, and maintain a minimum 2.0 Grade Point Average (GPA) during their first year as a student athlete. An Eligibility Specialist assures that student athletes follow CCCAA requirements before allowing them to compete in any sports ([II.C.30](#)). Academic progress checks are conducted every week to ensure student athletes are in good standing and are not at risk of failing or becoming ineligible to participate in any competition ([II.C.31](#)).

Co-curricular and athletic programs are conducted with sound educational policy and standards of integrity. Every student athlete must attend a mandatory eligibility orientation where policies, procedures, and guidelines are discussed. Key topics include Title IX, travel, code of conduct, sportsmanship, social media, and sexual misconduct ([II.C.30](#)). Expectations and the importance of academic progress are continuously reinforced. Student athletes are expected to uphold the high standards of the division's ethics and integrity. Athletic coaches and assistant coaches also provide rigorous, competitive, and meaningful athletic guidance where leadership, physical skills, and individual character are developed.

Co-curricular and athletics programs contribute to the social and cultural dimensions of students' educational experiences. These programs are developed to provide students with a sense of community and enhance students' college experience. In collaboration with California State University, Fullerton, Associated Students Rio Hondo College (ASRHC) offers a Student Leadership Institute ([II.C.32](#)). The institute culminates with a non-credit certificate in one of three tracks: Emerging Leadership, Service Learning, or Social Justice Leadership. The Social Justice Leadership certificate, in particular, emphasizes the importance of inclusion, equity, and tangible strategies for student leaders to employ these concepts. Concepts of equity, social justice, and inclusion are further explored through the many programs and activities offered from the Office of Student Life such as Beyond Coming Out, Intersectional Safe Zone Training, Violence Intervention Program, and cultural programming appreciating the diversity of our student population. The College recognizes the unique challenges faced by historically underrepresented students. Co-curricular programs addressing the needs of our disproportionately impacted students include PUENTE, DSPS, EOP&S, UndocuScholars, Guardian Scholars, and LEGACIE (Men of Color) among others ([II.C.33](#)).

Funds from the general District account are provided for co-curricular and athletics programs every year as well as additional funds by the Auxiliary Services Organization (ASO), which are then distributed according to the needs for sports equipment, uniforms, travel, and other necessary expenses for the intercollegiate teams. The College has established a clearly defined process for student clubs and organizations to request funds ([II.C.34](#)). The approval process for obtaining funding, allowable costs, requirements for documentation of how funds are used and expended, and reporting requirements for ASRHC funds is also documented ([II.C.35](#)).

The Finance and Business division is responsible for overseeing the finance and expenses for all co-curricular and athletic programs. The oversight of funds has multiple control mechanisms to ensure compliance with the College's policies and financial requirements. Please refer to Standard III D for detailed information on audits, allowable expenses, and internal control mechanisms.

Standard II C.5. Student Support Services

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling and advising services are delivered in online and in-person modalities and are designed to meet the needs of the diverse student population and provide accurate information to students in a timely and useful manner. Educational plans are developed with the student's goal(s) in mind, whether it is learning a new skill for current employment to advance in their current profession, to earn a certificate or an associate's degree, to transfer to a four-year institution, or for personal growth. Ongoing training for counseling faculty is a priority due to the ever-changing nature of employment needs and transfer institution requirements. Beyond academic, career, personal advising, and counseling, counseling courses in student leadership and managing stress and anxiety support the full spectrum of student development.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College provides counseling and advising both online and in-person through its central Counseling Center as well as other college programs focused on student equity groups and other special populations (i.e. Honors). Counseling services are advertised to students through a variety of platforms including the Virtual Welcome Center, print and social media, email blasts, and phone messages ([II.C.17](#), [II.C.36](#)). Counseling and advising services are offered to general population students at the main campus and off-sites such as the South Whittier Educational Center, El Monte Educational Center, Pico Rivera Educational Center, Santa Fe Springs Fire Academy, K-12 schools, and community partners. First-time students are required to complete an orientation, complete a placement questionnaire, and meet with a counselor to create their first semester education plan prior to enrolling in their first semester ([II.C.37](#)). Students are then instructed to meet with a counselor during their first semester. Counselors assist students in developing comprehensive education plans, outlining every graduation/transfer requirement ([II.C.38](#), [II.C.39](#)).

The Guided Pathways framework has resulted in the implementation of student success teams that provide directed counseling and student intervention. The College's Student Success Dashboard assists counselors in identifying which students require intervention for different milestones within their educational journey (i.e. application to transfer), based on their units completed, cumulative GPA, completion of general education requirements, educational goal and program, and other academic record information ([II.C.40](#)).

Students are also informed about academic procedures, deadlines, and other important information by trained staff in the Career Center, Transfer Center, and Admissions & Records, among others. The Career Center provides students the opportunity to engage in career exploration activities, research jobs, and explore the programs offered by the College ([II.C.41](#)). The Transfer Center keeps students apprised of important deadlines and next steps for students preparing to transfer and those in the process of transferring ([II.C.42](#)). Transfer application workshops are offered to students who are actively applying to transfer. Students can also participate in campus visits to four-year universities and participate in transfer fairs ([II.C.43](#), [II.C.44](#)).

In addition to the counseling services offered, students also learn about education goals, programs of study, and other academic requirements through counseling courses. In recent years, those courses include COUN 101: College & Life Success, COUN 102: Introduction to the Transfer Process, COUN 103: Introduction to Student Leadership, COUN 104: Stress & Anxiety Management for Emotional Well Being, COUN 105: Orientation & Education Planning, and COUN 151: Career Exploration and Life Planning. Student Learning Outcomes (SLOs) are listed in the course syllabus and evaluated by the instructor ([II.C.45](#)).

Counseling discipline faculty have established a set of Counselor Competencies that inform the content of New Counselor Training ([II.C.46](#), [II.C.47](#)). The competencies focus on the following themes: course and program advising, personal counseling, promotion of student equity, interpersonal skills, and professional development. New counselors are paired with veteran counselors to serve as trainers/mentors. New counselors will demonstrate proficiency of counselor competencies

before independently providing counseling/advising. Counseling faculty, counselor/coordinators, the Articulation Office, the Dean of Counseling and other managers who oversee counselors regularly attend Region 8 or other CCCCCO sponsored events as they relate to the counseling and advising functions. On-going training is provided to all counselors during department meetings, the Annual Counselor Retreat ([II.C.46a](#)), and other ad hoc events such as implementation of default placement rules per AB 705. Part- and full-time counselors are evaluated as outlined in the faculty contract.

Standard II C.6. Student Support Services

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College publishes and makes available its admissions policies in both electronic and print formats, thus informing students of the qualifications appropriate for its programs. Admissions policies are consistent with the College mission and the College's status as a California Community College. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

Analysis and Evaluation

The College meets this standard.

Board Policy 5010: Admissions and Concurrent Enrollment as well as AP 5010: Admissions specify the admissions policies and procedures of Rio Hondo College ([II.C.47a](#)). Admissions policies and procedures are in alignment with those expected of a California Community College. Admissions pathways for the BA Automotive degree are published on the program website ([II.C.48](#)). These policies and procedures are adhered to by Admission and Records, which is under the purview of the Vice President for Student Services and published online and in print format in the College catalog ([II.C.48a](#)). The College catalog not only delineates admissions policies but also identifies and defines clear pathways and requirements for students to complete degrees, certificates, and transfer to a four-year university.

To ensure that students are advised appropriately and in accordance with their educational goals, the College requires first-time students to complete an orientation, complete a placement questionnaire, and meet with a counselor to create a first semester education plan prior to enrolling in their first-semester courses ([II.C.49](#)). Following this initial counseling session, students have a follow-up meeting with their counselor during their first semester to complete a comprehensive education plan. These comprehensive educational plans outline the graduation or transfer requirements students need to complete their chosen educational pathway ([II.C.38](#)). In this way, students are on-boarded to the College and an educational pathway so that they can complete their educational goals efficiently.

The College is also one of the first 20 California Community Colleges selected to design and implement structured academic and career pathways for all incoming students under the California Guided Pathways Project. Full implementation of the Guided Pathways model is underway and includes student onboarding pages, revamping the navigation of the College homepage, creation of technology tools and data visualizations to facilitate timely interventions with students, and evaluating the effectiveness of the Guided Pathways model ([II.C.50](#), [II.C.51](#), [II.C.52](#)).

Board policies, administrative procedures, and the College catalog clearly communicate to current and prospective students the College's admissions policies and educational pathways leading to the attainment of degrees, certificates, and transfer. Onboarding of first-time students during their first semester ensures that they clearly understand the requirements and course-taking sequence that will result in completion of their educational goal.

Standard II C.7. Student Support Services

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Rio Hondo College is compliant with the state mandate from AB 705. The College uses Multiple Measures Assessment rather than placement tests or prerequisite courses to guide students into transfer-level courses in English and Math/Quantitative Reasoning (QR). Preliminary evaluation of the success of AB 705 has been completed.

Analysis and Evaluation

The College meets this standard.

The College uses Multiple Measures Assessment (MMA), which was implemented in fall 2019, to make placement recommendations for students in transfer-level English and Math/Quantitative Reasoning (QR) courses ([II.C.53](#)). The use of multiple measures assessment has eliminated the use of placement tests and prerequisite courses. Depending on the MMA placement recommendation, students have the opportunity to enroll in transfer-level English or Math/QR courses alone or transfer-level courses in these disciplines with a corequisite support course ([II.C.53](#), [II.C.54](#), [II.C.55](#)). The preliminary evaluation of the College's implementation of AB 705 indicates that the policy goal of increasing the number of students taking and passing transfer-level English and Math/QR courses has been accomplished ([II.C.56](#)). Further evaluation of the success of the AB 705 implementation and of MMA for placement will take place when sufficient data has been gathered to conduct the evaluation.

Standard II C.8. Student Support Services

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Rio Hondo College maintains its student records, admissions, transcripts, and financial aid in accordance with legally required or state mandated codes, federal guidelines, and local practices and policies. The College maintains and releases all student records in accordance with Board Policy/Administrative Procedure 3310: Records Retention and Destruction and Board Policy/Administrative Procedure 5040: Student Records, Directory Information, and Privacy, which outline procedures to assure the retention, release, and destruction of all District records in compliance with Title 5, California Education Code, Family Educational Right to Privacy Act, and Health Insurance Portability and Accountability Act.

Analysis and Evaluation

The College meets this standard.

The Admissions and Records Office is responsible for maintaining student academic records while the Financial Aid Office is responsible for maintaining student financial aid records. In administering student academic and financial aid records, these offices follow BP/AP 3310: Records Retention and Destruction and BP/AP 5040: Student Records, Directory Information, and Privacy, which outline procedures to assure the retention, release, and destruction of all District records in compliance with Title 5, California Education Code, FERPA, and HIPAA ([II.C.57](#), [II.C.58](#)).

Student academic and financial aid records are stored in electronic format primarily in BANNER, the College's student information system, and Laserfiche, a document imaging software. Hard copy documents are locked in two vaults on campus until documents can be destroyed. Shredding of student records is done by an outside company/vendor on College premises.

The District is compliant with FERPA for the release of all records and other information that falls under the auspices of FERPA. The College publishes information on the policies related to release of records in the College Catalog and the Admissions and Records Website ([II.C.59](#), [II.C.60](#)).

Conclusions on Standard II C. Student Support Services

Student Support Services at Rio Hondo College support the mission of the College and are available to students regardless of location or means of delivery. Quality assurance for student services and support programs is achieved through annual evaluation during the College's annual planning and sexennial program review processes, which include assessment of program outcomes. In addition, student performance on achievement measures such as successful course completion rates is also examined for several key student support programs. Departments evaluate the results of their outcomes assessments during annual planning and sexennial program review. Information from annual planning and program review is used to improve services to students and support programs.

Counseling and academic advisement is available both in-person and online to ensure students are properly on-boarded to the requirements of their chosen educational pathway: certificate, degree, or transfer. Counseling faculty, through new counselor training, are properly prepared to assist students through orientation. Co-curricular and athletic programs enhance the educational experience of students, are appropriate to the College mission, and are managed/supervised effectively.

The College has admissions policies appropriate to its mission and adheres to those policies. Admissions policies are published in the College catalog, which are available in print and online formats. Finally, the College has established policies for record retention, release, and destruction. The College adheres to these policies, which are compliant with all applicable statutes and regulations.

Improvement Plan(s)

Not applicable.

Evidence List

[II.C.01: Examples of Student Support Services Annual Plans and Program Reviews](#)

[II.C.02: Examples of Federal Annual Reports for TriO](#)

[II.C.03: Screenshot of Support Services Webpage for Distance Education](#)

[II.C.04: Example of Data Analysis Section for Course Success Distance Education Annual Program Plan and Program Review](#)

[II.C.05: Student Services Program Leadership Council](#)

[II.C.06: Student Services Deans and Directors Agendas and Minutes](#)

[II.C.07: Joint Deans and Directors Agendas and Minutes](#)

[II.C.08: 2016 Campus Climate Survey Report](#)

[II.C.09: 2020 RISC Survey](#)

[II.C.09a: Leadership Academy Application](#)

[II.C.10: 2018 Real College Survey Report](#)

[II.C.11: 2021 Rio Hondo College Housing and Food Insecurity Survey Report](#)

[II.C.12: Presentation to the Board of Trustees Housing and Food Insecurity](#)

[II.C.13: Institutional Effectiveness Committee Minutes RISC Survey](#)

[II.C.13a: Presentation to the Board of Trustees RISC Survey](#)

[II.C.14: Planning and Fiscal Council Minutes RISC Survey](#)

[II.C.15: Organizational Chart Counseling](#)

[II.C.16: Organizational Chart Student Support Services](#)

[II.C.17: Screenshot Virtual Welcome Center](#)

[II.C.18: Screenshot Distance Education Homepage](#)

[II.C.19: Examples Annual Program Plans DSPS, EOP&S, Foster Youth](#)

[II.C.21: Example Online Survey Guardian Scholars Program](#)

[II.C.22: Example Needs Assessment Veteran's Service Center](#)

[II.C.23: Screenshots of Webpages Admissions & Records, Financial Aid, Counseling, Basic Needs, Tutoring/Learning Assistance Center, Math Science Center](#)

[II.C.24: Flex Program Offerings Student Support Services](#)

[II.C.25: Screenshots/Flyers of Co-Curricular Programs Clubs](#)

[II.C.26: Screenshots/Flyers of Arts Offerings](#)

[II.C.27: Screenshots/Flyers of Athletics](#)

[II.C.28: Screenshots/Flyers of Academic Co-Curriculars Forensics, Student Newspaper](#)

[II.C.29: California Community College Athletics Association Training Package](#)

[II.C.30: Student Athlete Requirements and Eligibility Orientation](#)

[II.C.31: Sample Athletics Progress Check](#)

[II.C.32: Student Leadership Institute Document Package](#)

[II.C.33: Screenshots of Puente, DSPS, EOP&S, Undocu Scholars, Guardian Scholars, LEGACIE web pages](#)

[II.C.34: Process for Obtaining ASO Funds](#)

[II.C.35: Reporting Requirements for ASO Funds](#)

[II.C.36: Counseling Services Example Email Blasts, Print, and Social Media Announcements](#)

[II.C.37: Rio Hondo College Matriculation Steps](#)

[II.C.38: Example Comprehensive Educational Plans](#)

[II.C.39: Example Graduation Requirements](#)

[II.C.40: Screenshot Student Success Team Dashboard](#)

[II.C.41: Screenshot Career Center](#)

[II.C.42: Screenshot Transfer Center](#)

[II.C.43: Transfer Center Program Review](#)

[II.C.44: Career Center Program Review](#)

[II.C.45: Syllabi for Counseling 101, 102, 103, 104, 105, 151](#)

[II.C.46: New Counselor Training Documents](#)

[II.C.46a: Agenda Annual Counselor Retreat](#)

[II.C.47: Counselor Competencies](#)

[II.C.47a: BP/AP 5010: Admissions and Concurrent Enrollment](#)

[II.C.48: Screenshot BA Automotive Admissions Requirements](#)

[II.C.48a: Rio Hondo College Catalog Admissions and College Policies](#)

[II.C.49: Matriculation Process Information for Students](#)

[II.C.50: Screenshot Guided Pathways Homepage](#)

[II.C.51: Screenshot Guided Pathways Student Onboarding](#)

[II.C.52: Guided Pathways Evaluation Plan](#)

[II.C.53: Rio Hondo College Placement Questionnaire](#)

[II.C.54: English 101 Pathway Chart](#)

[II.C.55: Math Pathways Chart](#)

[II.C.56: AB 705 Evaluation](#)

[II.C.57: BP/AP 3310: Records Retention and Destruction](#)

[II.C.58: BP/AP 5040: Student Records, Directory Information, and Privacy](#)

[II.C.59: Rio Hondo College Catalog FERPA](#)

[II.C.60: Screenshot of Admission and Records Website FERPA](#)