RIO HONDO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
Special Meeting, Saturday, May 3, 2014, 11:30 a.m.
3600 Workman Mill Road, Whittier, CA
AGENDA

I.   CALL TO ORDER

A.   **Call to Order** *(11:30 a.m.)*
B.   **Pledge of Allegiance**
C.   **Roll Call**
D.   **Open Communication for Public Comment**
Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.

Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.

II.   STUDY SESSION

*   **Accreditation Self Evaluation Report (Standard I and IV) – Draft Review with Co-Chairs**

III.   CONSENT AGENDA
1.   **Authorization for Out of State Travel and Conferences**
2.   **Partnership Agreement – Community Colleges Pathway to Law School**

IV.   CLOSED SESSION
Pursuant to Section 54957.6:
*   **CONFERENCE WITH LABOR NEGOTIATOR**
    Agency Negotiator: Teresa Dreyfuss
    Employee Organization: CSEA / RHCFA

V.   ADJOURNMENT
Date of Next Regular Meeting: Wednesday, May 14, 2014, 6:00 p.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier)

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Any individual with a disability, who requires a reasonable accommodation to participate in a Board meeting of the Rio Hondo Community College District, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in alternate format. Telephone (562) 908-3403; fax (562) 908-3463; TDD (562) 908-3422.

Standard I: Institutional Mission and Effectiveness

> *The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

A. Mission

> *The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY – Standard I A.1.

Rio Hondo College Mission Statement

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.

The Rio Hondo College Mission Statement reflects commitment to success as well as a degree-conferring purpose yet provides for its students the means to develop higher literacy skills, earn meaningful and career-building certificates of achievement, and/or expand their minds and bodies through relevant and stimulating courses. (1.A.01: RHC Vision, Mission, Values)

SELF-EVALUATION – I A.1.

Met

The Rio Hondo College Mission Statement was updated during the spring 2013 academic year and adopted by the Board of Trustees on November 18, 2013 (1.A.02: RHC Board of Trustees Minutes dated November 18, 2013). The current statement affirms the commitment of the College toward the successful completion of its students' educational goals, be they oriented toward degrees, certificates, career and technical pathways, development of higher literacy skills, or pursuit of lifelong learning. The College

considers these multiple educational goals important, for it understands the current and future workforce must be educated and qualified to lead society well into the twenty-first century. The College offers 49 certificates and 56 associate degrees, as well as an extensive student support system (1.A.03: Current List of Certificates and Degrees). And although the majority of the College offerings are devoted to the achievement of degrees, transfer, and certificates, we are also keenly cognizant that society is living longer. Thus, in response to increased societal longevity, we also provide a means for those retirement years to be meaningful and memorable. We are a *community* college devoted to all aspects of our community.

The relevance of the prior mission statement was formally discussed at the Institutional Planning Retreat in April 2013 ████████████████████████████████████ ████████. As a result of that discussion, a Mission Statement Task Force was formed, comprised of administration, faculty, classified, and student representatives, to analyze the discussion notes from the planning retreat, with the specific purpose of deciding whether the current Mission Statement should be changed ████████████████ ████████████████████████████). The Mission Statement Task Force met during summer 2013 and unanimously agreed to revise the Mission Statement, incorporating the suggestions gleaned from the spring planning retreat. Many of the considerations prompting revision were the results of recent statewide impetuses on student success such as the Basic Skills Initiative and the Student Success Initiative. These initiatives, in turn, prompted increased attention on first-year students' preparation, support, and completion rates. The direction of the College was becoming more focused, and its Mission Statement needed to reflect that change.

As the Mission Statement Task Force commenced its work, many factors were considered: primarily students' preparation for college and the support they need during their first year. Counselors and the Outreach and Educational Partnership office were instrumental in providing an overview of current and incoming students. Student achievement data accessed through evidence of progress toward the goals and objectives of the College, the Student Success Scorecard, institution-set standards, the Campus Climate Survey, responses from the Community Educational Forums of the previous year, and the most recent Student Success Initiative directives, corroborated the professional opinion of the Mission statement Task Force

The first draft was proposed in August 2013, and it was reviewed during the subsequent fall semester by all campus constituency groups: President's Council, Administrative Council, Planning Fiscal Council (PFC), Academic Senate, CSEA Executive Committee, President's Advisory Committee Board, Board of Trustees' Study Session, Public Forum, and Associated Students of Rio Hondo College ████████████on Statement Task Force ████████ Document, Page XX. Its final adoption occurred at the Board of Trustees meeting on November 18, 2013.

ACTIONABLE IMPROVEMENT PLANS – I A.1.
None

2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY – Standard I A.2.

The current Mission Statement was approved by the Board of Trustees on November 18, 2013(1.A.01: RHC Vision, Mission, Values)

SELF-EVALUATION – I A.2.

Met

The current Mission Statement was approved by the Board of Trustees on November 18, 2013, after having been developed and reviewed by all constituency campus groups. It replaces the previous Mission Statement, which was approved by the Board in 2005 and subsequently reviewed through an inclusive process as part of the Educational Master Plan update of 2007. The Mission Statement of the College is published in all college materials. A poster version of the Mission Statement, along with the Vision and Values of the College, is prominently posted in all conference rooms on campus.

ACTIONABLE IMPROVEMENT PLANS – I A.2.
None

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY – Standard I A.3.

Along with the kickoff for the updating of the Educational Master Plan at the 2013 spring retreat, the Mission Statement was examined for possible revision. Plans for future evaluation and potential updating to the Mission Statement will be part of the scheduled updates of the Educational Master Plan in 2015, 2017, and 2019.

SELF-EVALUATION – I A.3.

Met

During the 2013 annual spring planning retreat, representatives from all constituency groups engaged in structured and meaningful dialogue concerning the relevance of our Mission Statement. The relevance of the statement was reconsidered because of the current focus of the California Community College system, as evidenced through the impetuses of the Basic Skills Initiative, the Student Success Task Force, and our Scorecard. The retreat provided an especially apt opportunity for the Mission Statement to be reconsidered along with the strategic directions and goals and objectives of the College, as the Mission informs all aspects of the planning process.

Retreat participants determined that the statement should be explicit about the broad educational purposes of the College and commitment to student learning. The ensuing Mission Statement Task Force, an all-constituency subcommittee of the Planning Fiscal Council (PFC), convened, revised, and vetted the new Mission Statement. In future, the Mission Statement will be reviewed regularly by the Institutional Effectiveness Committee, in conjunction with the scheduled review of the Educational Master Plan in 2015, 2017, and 2019 (**1.A.06: 2014 Organizational Structure and Governance Manual, Page #23**).

Before the final approval of the current Mission Statement, it was vetted through **all** constituent groups: President's Council, Administrative Council, Planning Fiscal Council (PFC), Academic Senate, CSEA Executive Committee, President's Advisory Board, Board of Trustees Study Session, Public Forum, and Associated Students of Rio Hondo College ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ timeline page). A survey soliciting additional information was administered to all stakeholder group members after the Mission Statement reviews and well before the final adoption of the statement by the Board of Trustees ▓▓▓▓▓▓▓▓▓▓▓▓. Throughout the process, campus-wide e-mails notified all employees of the timeline and invited all constituency groups to participate in the revision of the Mission Statement ▓▓▓▓ Campus-wide E-mail Memo).

The process for updating and revising the Mission Statement will be evaluated as part of the spring 2014 annual Institutional Planning Process Survey. The feedback from the questions about the Mission statement process, and all aspects of the planning processes, will be considered by the Institutional Effectiveness Committee and used to update and improve our planning processes.

ACTIONABLE IMPROVEMENT PLANS – I A.3.
N/A

4. The institution's mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY – Standard I A.4.

The Mission Statement is central to planning and decision making at Rio Hondo College. As aptly cited in The Planning Process document, institutional planning consists of "the set of actions and decisions made that lead to the development of strategies and the implementation of activities designed to help the college accomplish its adopted mission." ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

SELF-EVALUATION – I A.4.

Met

Over the last several years, the College has strengthened its planning process. Since the 2008 Beta launch of the revised institutional planning process utilizing *PlanBuilder* software, the College has continued to revise and refine the program, training and support for planning, and the evaluative process. Since that time, the College has strengthened the linkages between the planning process and decision making, toward the objective of ensuring all aspects of the College emanate from the Mission statement █████████ ██.

All campus programs have a program-level mission statement, which relates to the Mission Statement of the College. In fact, the help text in the *PlanBuilder* software explicitly asks, "How does the program's mission relate to and support the college's mission?" In addition, all institutional goals and objectives must reflect the mission of the College. When plan teams write plans, be they program, program review, unit, or area plans, their goals, and by default, their more discrete objectives, they must explicitly correspond to the institutional goals of the College █████████████████████ ███████nal Goals Screenshot.

ACTIONABLE IMPROVEMENT PLANS – I A.4.
None

STANDARD I.A EVIDENCE

1.A.01: RHC Vision, Mission, Values
1.A.02: RHC Board of Trustees Minutes dated November 18, 2013
1.A.03: Current List of Certificates and Degrees
1.A.04: Institutional Research and Planning Agenda, April 2013
1.A.05: Mission Statement Task Force Reference Document, Page XX
1.A.06: 2014 Organizational Structure and Governance Manual, Page #23
1.A.07: Mission Statement Survey
1.A.08: Campus-wide E-mail Memo
1.A.09: Planning Process Document
1.A.10: Mission Statement Help Text and Planning Template Screenshot
1.A.11: Goals and Objectives Section and Institutional Goals Screenshot
Climate Survey 2013 page 10
IEC purpose and member composition from governance manual
Mission statement survey and results
Mission statement review process email
Ed Plan Timeline
The Planning Process document

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY – Standard I.B.1.

At Rio Hondo College, there are many opportunities for regular dialogue concerning improvement of student learning, pedagogy, and institutional processes. The College discusses improvement of institutional processes at FLEX Day presentations, the annual planning retreat, various campus committees, and during program plan and program review team meetings. Academic disciplines discuss student learning and pedagogy of the courses and degrees under their purview at their regularly scheduled department meetings. Additionally, such discussions occur in committees, such as Student Learning Outcomes (SLO), Basic Skills, Institutional Effectiveness Committee (IEC), Planning Fiscal Council (PFC), Student Success Task Force, Staff Development, and Title 5. The First-Year Experience and Professional Learning Communities programs also include dialogue regarding student learning.

SELF-EVALUATION – I.B.1.

Met

Fall and spring Flex Days provide the campus opportunity to discuss institutional processes, such as the planning processes, SLOs, and student success efforts, for example. At the semester opening assemblies, updates are provided and breakout discussion sessions ensue, from which divisions and academic departments further the dialogue later in the day at their respective meetings. Recent FLEX Day presentations included a presentation on Vygotsky's theory of cognitive development, various On Course workshops designed to help improve student success; and workshops on mental health.

Throughout the academic year, divisions and departments continue to discuss various aspects of pedagogy and student learning. In fact, the English department discusses these issues and concerns on a monthly basis at their English Roundtable meetings, during which such topics have included common assessments, evaluating software, modifying curriculum, and incorporating film into literature courses.

Student Learning Outcomes are instigated, assessed, evaluated, and modified semester-by-semester as those faculty teaching courses under consideration collaborate at department meetings or individually amongst themselves. Assessment reports summarize their deliberations and include possible ways to improve student learning. Although such discussions have been occurring informally in education for years, the formal Student Learning Outcome process has concretized the process. A concrete example illustrating the impact SLO discussions and assessments have had on student learning is evident in the mathematics department redesign project for basic math courses.

Experienced teachers can evaluate student learning from a "gut" level. Although an instructor "knows" her students and her classes, her opinion is unsubstantiated. The Student Learning Outcomes process and overall data collection and reporting attempt to substantiate what educators think they already know about students, teaching, methods, materials, and approaches. Sometimes the process confirms what educators think they know, and sometimes it does not. Whether the SLO process or data reporting confirms or questions intuitions, the process makes a difference in understanding the various meanings of evidence, data, and research used in evaluation of student learning. As faculty continually go through the process of assessing student learning through the collection of data and ongoing discussions at all levels, the previously unsubstantiated opinions gain credibility and validity through the data. And as the SLO coordinator and department SLO representatives continually explain these justifications, faculty understand, embrace, and thoughtfully inform the SLO process and data collection to improve all aspects of courses and programs. And toward this end, data analysis is an important and meaningful component of all planning documents and discussions.

ACTIONABLE IMPROVEMENT PLANS – I.B.1.
None

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY – Standard I.B.2.

The College sets goals to improve its effectiveness consistent with its Mission Statement. The goals of the College are specifically directed toward "the success of its diverse students and communities" (RHC Mission Statement). All the goals and objectives of the institution as a whole as well as the more discrete program, unit, and area goals and objectives are explicitly linked to the Mission Statement of the College and are written in measurable terms so that progress toward their accomplishments can be tracked. Institutional goals and objectives are reviewed and revised at the annual spring planning

retreat, and their progress toward accomplishment is widely published. Program, unit, and area plans are reviewed annually in the fall when teams update their plans.

SELF-EVALUATION – I.B.2.

Met

To set institutional goals and objectives, the College adheres to relevant and established criteria from the Chancellor's Office; applicable regulatory bodies such as ACCJC and the Department of Education; the College Mission Statement; the internal planning processes, such as program reviews, yearly area/unit plans, and planning retreats; as well as considerations and concerns gleaned from community forums. The process toward understanding, commitment, and investment in the goals and objectives of the College include participation, parsing, publicity and evaluation in an ongoing cycle.

Each spring about 85 constituent representatives consisting of faculty, staff, administrators, and students participate in a day-long planning retreat, during which the goals and objectives from the previous year as well as those of the next academic year are considered. The Office of Institutional Research and Planning report on the progress of the institutional goals and objectives of the previous year, including relevant student data. The institutional goals and objectives are addressed over a three-to-five year period, with specific updates and assessments on an annual basis. Each institutional goal and its consequent objectives are assigned to an administrator for management throughout the year. These administrators are responsible for monitoring and reporting progress of their assigned goal(s) to the Office of Research and Planning. At the planning retreat, these administrators facilitate table discussions about their goal(s), during which participants who are interested and involved in the various goals discuss, analyze, and evaluate them for the upcoming year. Each group presents a summary of its discussion to the larger assembly.

After the retreat, the Institutional Effectiveness Committee (IEC) reviews the notes and findings from the table discussions. The IEC considers the merit of each goal and objective, checks for their consistency with our Mission Statement and strategic direction, and ensures they are written in measurable terms. The edited institutional goals and objectives are then reviewed by all constituency groups. At these junctures, the process is still fluid, for there is ample opportunity for input and revision before submission of the goals and objective to the Superintendent/President and then to the Board of Trustees for acceptance. The final version of the goals and objectives document is reviewed by the Board of Trustees and presented to all staff as part of the State of the College address by the Superintendent/President during FLEX Day each fall. The document is also posted on the College website and e-mailed to all staff.

Evaluation of the planning process occurs at all junctures via informal feedback as well as more formal measures. The *Institutional Planning Process Survey Report* is the formal annual survey of all employees to determine their level of participation in, and satisfaction with, the planning process. The 2012-2013 survey indicates that 65.2% of

respondents agreed they had an opportunity for involvement in the planning process, and 46.7% of respondents participated in the planning process. Responses to questions about the planning process indicated that respondents were satisfied with the process and felt informed. The questions rated responses on a scale from 1 to 4, with 4 being the most positive. Average responses ranged from a low of 3.12 to a high of 3.78, with an average near or above 3.50. Sample response ratings are listed below.

- 3.12 "The results of this planning process will lead to more informed decision making on campus."
- 3.48 "I understand how the planning process relates to the success of the college."
- 3.52 "Instructions to complete a plan were easily accessible."
- 3.59 "I was provided enough information about how to complete my plan."
- 3.68 "My role and responsibilities in this process were clearly communicated to me."
- 3.78 "Communication between my team members was easy."

The institutional goals and objectives are integrated into all aspects of the College through the annual planning process. *PlanBuilder,* the planning software for all levels of the planning process, specifically ask for linkage from bound goals and objectives to the broader program mission statements, strategic directions, and the College Mission Statement. The software program provides explicit help text information about how to write measurable goals and objectives.

The Office of Institutional Research and Planning provides workshops for teams involved in their annual planning to assist them in writing specific, measurable, attainable, relevant, and time-bound (SMART) goals and objectives. Additional support is provided through web-based research requests and a dedicated telephone call line during the planning time period.

Once every six years all programs write a program review document, a more comprehensive and introspective program self-examination and analysis. Team members meet with a program review committee of their peers to discuss the merits, obstacles, and possible improvements to the program. During the hour-long collegial discussion, participants discuss program-level goals and objectives in light of the program and College missions statements. An Executive Summary, a detailed report of the commendations and recommendations of the program, follows the discussion.

Since this revised process for program review was instigated in 2008, the linkage or conflation between the missions of the College and the individual programs has become more evident. Often individual program reviews yield information for institutional recommendations as well. For example, a few years ago, more than several academic programs wrote about the difficulties they had in ensuring their courses were consistently articulated with four-year institutions. Course articulation is vital to students' transfer, an important aspect of the College mission. It became quite apparent that the College

needed a dedicated articulation officer to ensure the transfer aspect of the Mission Statement. And this became an institutional goal that was quickly achieved.

The College considers evidence from multiple sources to document progress toward achieving its goals: the annual *Goals and Objective Assessment* document presented by the Office of Institutional Research and Planning; program, unit, and area plans, and program reviews; as well as data from the Chancellor's Office, specific to the Student Success Scorecard.

The College meets this standard by means of its ongoing cycle of establishing, parsing, assessing, reviewing, and refining its institutional goals and objectives. They are based on the Chancellor's Office policies and those of the relevant regulatory bodies, as well as the Mission Statement and strategic direction of the College. Additional considerations are provided by internal planning and community input. The College goals are aspirational and practical, designed to provide a solid foundation for ongoing improvement at the College. At the heart of each goal and objective is the student, whose success is paramount.

Each goal is broken down into two to eight discrete objectives, which are parsed in a manner that allows annual assessment of progress through the reporting of narrative information and/or metrics. Participants at the annual spring planning retreat consider the assessment summary as they update the goals and objectives for the next academic year. They are then edited and reviewed by all constituency groups and the Board of Trustees; then they are widely publicized. Additionally, each program, unit, and area across the campus develops its own goals and objectives, mirroring the institutional process.

The Campus Climate Survey indicates that employees generally agree that the decisions made on campus are consistent with the institutional goals and objectives of the College. They also feel that the substantial work toward achievement of the goals and objectives is a campus-wide, collaborative effort.

ACTIONABLE IMPROVEMENT PLANS – I.B.2.
None

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY – Standard I.B.3.

The annual institutional planning process is integrated throughout the campus, with all constituent groups participating in the systematic and ongoing evaluation and improvement of all academic, student services, and administrative programs. Each year every one of our 95 programs conducts either a program plan or a program review. Every sixth year, programs conduct the more thorough and comprehensive program

review in lieu of a program plan. Program or program review plans are integrated into the 30 unit plans, and they, in turn, are integrated into the four area plans.

Institutional Planning Process
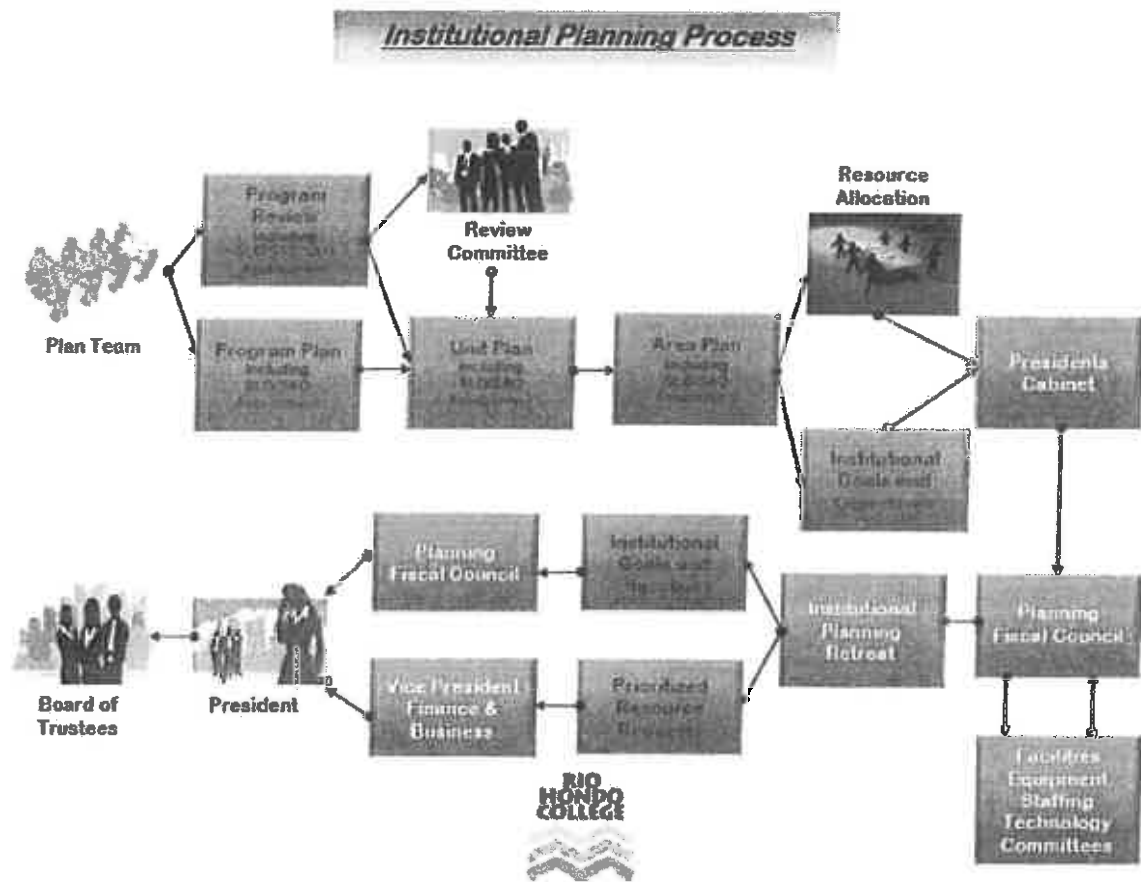
SELF-EVALUATION – I.B.3.

Met

Rio Hondo College conducts an annual institutional planning process that incorporates systematic self-reflection, analysis, and evaluation of academics, student services, and administrative programs. Each year every one of the 95 programs conducts either a program plan or a program review. These are the foundations for the unit plans, completed by the deans and directors, which, in turn, are the foundations for the area plans, completed by the president and vice presidents. Additionally, the program reviews, which are on a six-year cycle, meet with a committee of peers to discuss the merits and goals of the program.

The institutional planning process is integrated throughout the campus, with all constituent groups participating in the ongoing development and improvement of programs, units, and areas. All administrators manage the processes at their respective levels: vice presidents serve as managers of area plans and deans or directors serve as managers of unit plans. Additionally, full-time faculty serve as program managers for all academic programs. Teamwork is the operative mode in writing and revising plans at all levels. Our institutional planning process includes 95 programs, 30 units, and 4 areas.

The Office of Institutional Research and Planning directs the planning processes and assists the College in its planning efforts in a variety of ways.

- Announcements about upcoming planning are delivered at fall FLEX Day assemblies, Dean's Meetings, and other relevant venues.
- Program participants are invited to orientation sessions specifically designed for either program planning or program reviews, during which hands-on computer practice is available. Information about data analysis is provided by the researchers.
- Program Review managers (faculty and/or administrators) are invited to a pre-submission writing conference with the faculty co-chair of the Program Review Committee. These meetings are focused on the writing process and revision.
- Throughout the preparation and writing period for the plans, a dedicated telephone call line is available for immediate assistance.
- Help text boxes in the software into which the programs are written assist the writers by anticipating their questions and concerns.
- Relevant data from the Office of Institutional Research and Planning are placed into the program and review plans automatically. Additional information and/or data may be requested from the researchers via an online research request form.

Institutional data and evidence are readily available and used extensively in the planning process. Data is inserted by the Office of Institutional Research and Planning into the online templates in *PlanBuilder* automatically for the program and unit plans. This information is also available on the public (P) drive and the employee tab of the Access Rio Portal. Data include enrollment, success and retention, course fill rates, etc. Student Learning Outcome (SLO) data is included by program and team managers in the SLO/SAO section in *PlanBuilder*, utilizing information from the SLOutions software program. In addition to the data automatically inserted into the plans, access to additional resources for planning, such as information from the Campus Climate Survey, Fact Book, Student Success Scorecard, and the online enrollment strategies system is encouraged.

The data is interpreted and analyzed for easier understanding through a variety of venues. The Office of Institutional Research and Planning is available to help planners understand data and assist with supplementary data requests. During the planning orientation training sessions, the Dean of Institutional Research and Planning explains data analysis techniques and offers specialized assistance to program teams for further analysis.

One of the more specialized tasks for the Program Review Committee is to discuss the data specific to academic programs. With the program participants, the committee analyzes the course fill rates, success and retention rates, and other documented data with the very specific intention of discussing and discovering ways to improve student learning. This occurs both at the program and institutional levels. For example, a recent program review in the Certified Nurse Assistant program (CNA) led to a discussion about scheduling and how it can affect student persistence. The committee suggested alternate scheduling possibilities, which can result in getting students through their courses faster, increasing completion rates, and producing better qualified workers in the nursing profession. But institutional concerns can also emanate from discussions at the program review level as well. For example, through the Program Review process, it became apparent that the success and retention rates can sometimes vary greatly from program-to- program, course-to-course, and even section-to-section, and this became a concern for the program review committee. In discussions with the academic programs, the committee asked about their policies of dropping students. There seemed to be an inconsistency in dropping students across the campus. As a result of Program Review deliberations, the entire campus engaged in a robust discussion concerning dropping students at the spring 2013 FLEX Day general assembly.

Budget and resource allocation is integrated into our planning process. Programs, units, and areas request resources that represent a need to meet an objective within a goal. Such requests include personnel, both certificated and classified; technology; and facilities, among other requests. More specifically, program requests filter up into unit plans; unit requests filter up into area plans. At these junctures, the unit and area managers make decisions about the priority of including the requests at their respective levels. Those requests making the final cuts are referred to one of the resource allocation committees (certificated, classified, facilities, technology) for prioritizing scoring. The requests are filled as funds are available. This process occurs every year as the culmination of the planning process. Unfilled and/or prioritized requests are not automatically rolled over to the next year, but some consideration is given to those high ranking requests that have remained unfilled because of lack of funding or other pressing concerns.

ACTIONABLE IMPROVEMENT PLANS – I.B.3.
None

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY – Standard I.B.4.

The Rio Hondo College institutional planning process provides ample opportunities for all campus employees to participate in annual program, unit, and/or area plans. Their input is solicited and valued via team contributions, the annual spring Institutional Planning Retreat, and/or through many of the committees involved in planning: Planning

Fiscal Council (PFC), Institutional Effectiveness Committee (IEC), certificated and classified staffing committees, resource planning committees, Student Learning Outcomes (SLO) Committee, and the Program Review Committee. The planning process culminates in allocation processes that rank priorities and recommend expenditures for staffing, equipment, technology, and facilities, with overall institutional effectiveness as the primary intent. Evaluation of the processes and its results are discussed and analyzed by the Institutional Effectiveness Committee, and the Planning Fiscal Council.

SELF-EVALUATION – I.B.4.

Met

Rio Hondo College ensures informed participation in the planning process by providing ample assistance to the planning teams as they prepare program, unit, and area plans. At each of the three levels, a faculty and/or administrative manager directs and oversees the collaborative team efforts to create and revise the 95 program, 30 unit, and four area plans.

The *PlanBuilder* software provides help text to assist teams in focusing on the questions in the plan templates. Strategic Planning documents, such as the Mission, Vision, and Values of the College; Educational Master Plan; and Rubric for Evaluating Institutional Effectiveness; among other documents, are posted on the Institutional Planning website to provide explanations and justifications for plan writers. In addition, assistance from the Office of Institutional Research and Planning conducts informational orientation sessions for plan teams and is always "on call" during planning periods for immediate help.

[College governance committees and structures are comprised of representatives of all constituency groups who participate in the annual planning retreat.]

Communication about available opportunities for involvement in planning is solicited through e-mails to plan managers, announcements at Deans' meetings, and requests made to Academic Senate and the CSEA Executive board. In particular, volunteer representatives from all groups are solicited each year to serve on the Program Review Committee.

Transparency is an important component of the planning process. All employees have access to program, unit, and area plans at all times through the Strategic Planning webpage accessed from the College homepage. Program managers encourage employees to review the posted plans.

The 2013 Institutional Planning Progress Report surveyed participation in the planning process. Almost two-thirds of respondents agreed or strongly agreed (65.2%) to having been provided sufficient opportunity to participate in the planning process. Full-time faculty and management/confidential staff reported having had the most opportunities, representing 79.2%; classified and part-time faculty represented 20% of the participating respondents.

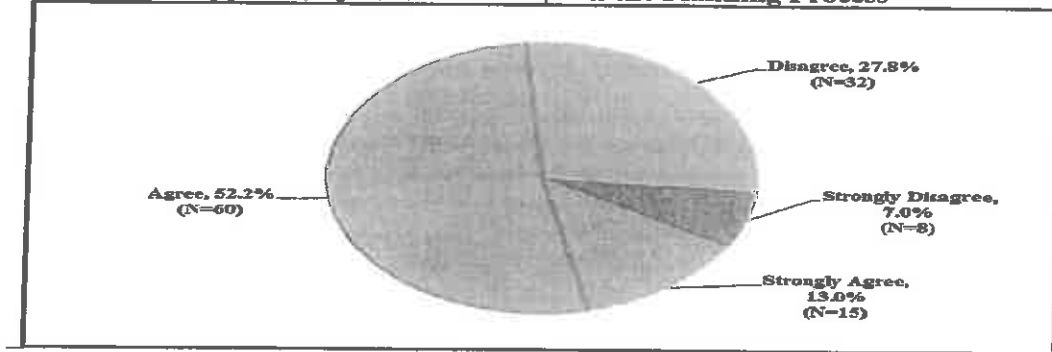**Figure 2.5: Opportunity for Involvement in the Planning Process**

- Disagree, 27.8% (N=32)
- Strongly Disagree, 7.0% (N=8)
- Strongly Agree, 13.0% (N=15)
- Agree, 52.2% (N=60)

Figure 2.8: Participation in Planning Process (Yes/No) by Job Classification

	Classified	Faculty (FT)	Faculty (PT)	Management/ Confidential
Participated in process (Yes)	16.2%	76.5%	20.0%	85.7%
Did not participate in process (No)	83.8%	23.5%	80.0%	14.3%
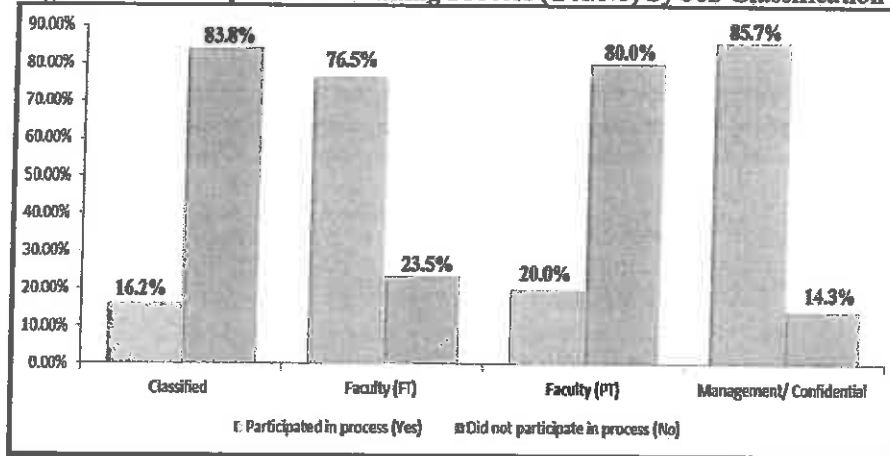
Figure 2.9: Non-Participant Interest for Involvement in Future Planning Cycles

- Somewhat, 9.5% (N= 6)
- Maybe, 39.7% (N=25)
- Definitely, 11.1% (N=7)
- Not At All, 23.8% (N=15)
- Very Little, 15.9% (N=10)
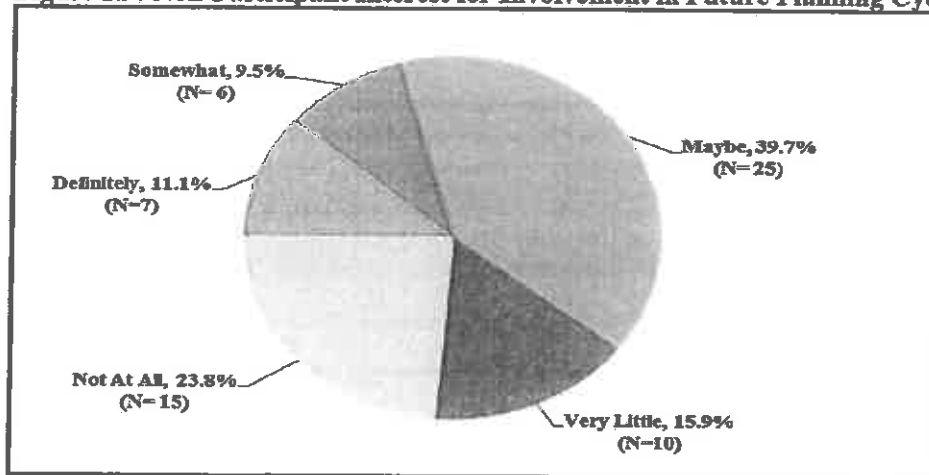
The College utilizes general, bond, and grant funds to fulfill resource allocation requests emanating from the planning process. During the past several years, limited funds were available to fund prioritized requests due to budget shortfalls. The breakdown by year is illustrated in the chart below, showing year-by-year allocations from the 2009/2010 to the 2011/2012 planning cycles. [Insert chart below]

The College seeks and utilizes grant funds whenever possible and appropriate to fulfill and/or augment requests not immediately funded through the general fund. The Science Technology Engineering and Math (STEM) program and its corresponding MESA program have augmented its programs through grants from the Chancellor's Office, the National Science Foundation, and Southern California Edison. Bond funds are also utilized to support equipment and technology requests when general funds are not available. Among the many funded requests emanating from the planning process is the math redesign project and the remodel of the Child Development Center observation rooms. As a direct result of the Program Review Process, greater weight is afforded program and institutional level recommendations for resource allocation, as they are awarded up to 10 additional points in prioritized scoring.

ACTIONABLE IMPROVEMENT PLANS – I.B.4.
None

5. **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

DESCRIPTIVE SUMMARY – Standard I.B.5.

The College utilizes documented assessment results to communicate matters of quality assurance to appropriate constituencies. Two means by which the College analyzes and presents quality assurance data is through two documents: the annual assessment of progress toward institutional goals and objectives and the annual *Report to the Community*. These documents communicate institutional data to the College staff and community. The assessment of progress document provides detailed information about progress toward each institutional goal and objective and is posted on the College website. The annual *Report to the Community* provides a less technical account of progress toward the goals and objectives of the College for the general public. A substantial portion of each report is a goal-by-goal summary of progress and accountability and quality assurance information on two important types of investments the community makes in the College: the building program and the College Foundation. A printed document is mailed to 134,000 District addresses and an electronic version is posted prominently on the College website.

The College documents assessment results from a variety of courses. Sources of quality assurance data at the institutional level include the annual assessment of progress toward institutional goals and objectives, an annual campus climate survey, student achievement data, and Student Learning Outcomes. These sources provide specific data about how well the College achieves its goals, student and staff satisfaction with significant aspects of campus life, course completion and program awards, and student achievement of the general education outcomes of the College. Sources of quality assurance data include professional/vocational examination results, and program outcomes.

The College utilizes multiple communicative modes to disseminate quality assurance data to appropriate campus and community audiences. Most sources of information are available to the public via the College website, publications mailed to community residents, and/or are available at public meetings; however, some information is password-protected. Prominent among the protected information are the *AccessRio* portal (segments available to all employees and/or students), *PlanBuilder* software (available to employees only), the shared P-drive on the server (segments available for reading and writing by work groups and committees), and SLOutions (metadata and outcome data).

Communication with the public about quality assurance data typically occurs via the College website, printed publications, and public meetings. In addition, relevant items are sent to employees and student leaders via e-mail. *Report to the Community* and the annual assessment of progress toward institutional goals and objectives are the core quality assurance documents; other such publications are posted to the College website: the *Weekly e-Messenger* and monthly *President's Update*, the Fact Book, the annual State of the College report, summer newsletters, and the Student Success Scorecard. Public meetings addressing quality assurance data include the State of the College presentations, which are delivered to local governmental entities as well as to on-campus student groups on a regular basis.

SELF-EVALUATION – I.B.5.

Met

The College collects many types of data, primarily at the institutional and program levels. Institutional data include an annual assessment of progress toward institutional goals and objectives, an annual campus climate survey, and student achievement data. The assessment of institutional goals and objectives provides numeric and narrative information on the progress of the College toward each of its institutional goals and objectives. The Campus Climate Survey addresses student and employee satisfaction with the various aspects of campus life, such as campus environment, student academic needs, and job satisfaction. Student achievement data aggregated to the institutional levels include campus-wide retention and success rates, as well as degree and certificate tallies. Information on Student Learning Outcomes (SLOs) are collected through SLOutions software. Service Area Outcomes (SAOs) for student services and for offices not primarily providing direct services to students are recorded in their annual planning documents. Individual divisions, such as nursing, automotive technology, public safety,

computer information technology, and accounting, collect certification/employment examination results on their students.

The annual spring Institutional Planning Retreat provides opportunity for representatives of campus constituency groups to receive information on, and understanding of, the planning process and the institutional goals and objectives. The 2013 retreat included the kickoff for updating the Educational Master Plan, with results from documents with campus-wide assessment data: Institutional Goals and Objectives, Fact Book, Student Success Scorecard, and results from the Campus Climate Survey. These retreat documents are posted on the College website for easy access.

Program-level data include program accomplishments, progress toward the completion of program goals and objectives; student achievement data; professional/vocational examination results; and program outcomes, such as Student Learning Outcomes (SLOs). During the planning process, programs document their accomplishments in numeric form, such as the number of financial aid disbursements, proficiency rates on Student Learning Outcomes, or numbers of positions filled. Other accomplishments are reported in narration and description, such as the process and progress in establishing career/technical programs in partnership with local employers, articulation agreements with local high school districts and universities, implementing and upgrading software applications, and updating curriculum. Student achievement data is aggregated to the program level, to include success and retention rates, grade distribution, and degree and certificate tallies. Instructional programs record their Student Learning Outcome information in the SLOutions software.

The College Intranet provides an important and accessible means for sharing data within the campus. This includes *PlanBuilder* software used in planning documents, the Access Rio Portal on the College website, a shared drive on the information technology server, and the SLOutions software for Student Learning Outcomes. These resources provide access to program plans and reviews, program-level data, information about student Learning Outcomes, and campus-wide reports from the Office of Institutional Research and Planning.

The College utilizes publications to disseminate its data and analyses to the campus and community. The Office of the Superintendent/President issues the internally distributed *Weekly e-Messenger* and monthly *President's Update*, providing information about campus activities and achievements. The Marketing and Communications office produces, mails to each residence in the District, and posts on the College website the annual *Report to the Community*, providing demographics, updates on College policies and practices, sports highlights, student achievement data, financial status, audit results on the Measure A bond funds, and recent activities of the Foundation. Of particular interest in this report is the documented progress toward each of the institutional goals. A summer newsletter, *News*, is another Marketing and Communication missive posted online and mailed to the 134,000 District addresses every year, containing information on graduation counts, national ranking for degrees by minority students, degrees conferred in security and protective services, new courses and programs, and curricular updates.

The 2012 and 2013 editions of *News* featured success rates between students in specific programs, such as MESA/TRIO and the Fast Track Accelerated Learning Program, and non-participating students in the same courses. In addition, the College *Fact Book* has been published in two editions during the past six years; it provides updated and detailed information about our communities, student enrollment, demographics, special programs, and student achievement. The most recent edition was published in April 2013. The 42 page document is posted on the Institutional Research and Planning website.

The Superintendent/President delivers an annual State of the College presentation to the campus at fall FLEX day assemblies. The presentations have highlighted the President's priorities, demographics, student achievement data, selected accomplishments, strategic directions, and institutional goals for the upcoming year. The President then delivers the address to city councils within the District and at student meetings on campus. It is also posted on the College website.

The College hosted Community Educational Forums in each of the five Trustee areas during spring 2012, at which a campus leader delivered a State-of -the College presentation, followed by a question-and-answer session. In addition, the College regularly holds meetings with community leaders, such as school superintendents and representatives of government, nonprofit, faith, and business constituents to assist in advising the College about community concerns.

Acting on a directive from ACCJC, the College set and reported the first group of institution-set standards in early 2013, which were subsequently communicated to the Board in March and to the Institutional Planning Retreat participants in April. During the last two months of the year, the Institutional Effectiveness Committee reviewed the current performance of the College, updated the ACCJC required institution-set standards, and worked on developing additional standards adapted from the Student Success Scorecard. One particular goal for the additional standards is to apply Scorecard-type metrics to current and recent student cohorts, rather than those reported in the Scorecard, who began their time at the college six or more years ago. The 2013-2014 academic year is providing the first opportunity to complete a cycle of setting up and reviewing these standards.

Finally, the Office of Institutional Research and Planning is vigilantly transparent in widely disseminating appropriate and pertinent data to the Board of Trustees and to the public via the Student Success Scorecard.

Marketing and Communications, Government and Community Relations, and the Office of Institutional Research and Planning share responsibilities for communicating information about institutional quality to the public. Their Program Plans and Reviews document their recommendations for improvement and accomplishments. In fact, the College received a Gold Medallion of Excellence in the Annual Report category from the National Council for Marketing and Public Relations in September 2013.

ACTIONABLE IMPROVEMENT PLANS – I.B.5.
None

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY – Standard I.B.6.

Rio Hondo College assures the effectiveness of its planning and resource allocation process through surveys, round table discussions, and annual evaluation of the Institutional Planning Process by the Institutional Effectiveness Committee.

SELF-EVALUATION – I.B.6.

Met

The Institutional Effectiveness Committee (IEC) has as its main function assessing the effectiveness of the Institutional Planning Process, which includes resource allocation. The IEC works with the Office of Institutional Research and Planning (IRP) to implement the annual Institutional Planning Survey and Retreat Survey. The surveys allow the college community the opportunity to evaluate the Institutional Planning Process and provide feedback for IEC to utilize in its evaluation of the planning process. Additionally, the Office of Institutional Research and Planning website includes a web feedback form and the office tracks call information from a dedicated planning help line. The Planning Fiscal Council (PFC), Dean's Council, President's Cabinet, and Academic Senate discuss ways to improve the Institutional Planning Process on an annual basis. The IEC utilizes this feedback along with the Institutional Planning Survey, the web form, and the help line data to evaluate the process on an annual basis. Examples of improvements include updating the resource allocation process, the addition of a Staff Development section to the planning template, and an upgrade to the SLO section of the planning template. [INSERT PARAGRAPH ON ROUNDTABLES HERE]

The College planning process has been effective in fostering improvement based on accomplishment of Institutional Goals and Objectives. The evaluation Of Institutional Goals and Objectives conducted by IRP and discussed at the annual spring planning retreat reveal a steady cycle of accomplishment and improvement. Evaluation and listing of accomplishments also occur at the program, unit, and area levels as part of the Institutional Planning Process. Plan teams conduct strengths, weaknesses, opportunities, threats (SWOT) analyses and review goals and objectives in the planning template to identify accomplishments and improvements. Additionally, the Program Review component of the Institutional Planning Process identifies program-level recommendations and accomplishments achieved through the planning process.

ACTIONABLE IMPROVEMENT PLANS – I.B.6.
None

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY – Standard I.B.7.

The College uses multiple data sources to gather evidence about the effectiveness of its programs and services. These include local and statewide sources of student data, campus-wide surveys, narrative reports from program managers and staff, program-specific surveys and focus groups, post-session questionnaires on staff development, and program-level tracking procedures.

SELF-EVALUATION – I.B.7.

Met

The College uses California Community College Chancellor's (CCCCO) Office Data Mart as a highly accessible source of data on degrees and certificates, both for the College as a whole and for specific disciplines. The College holds membership in the National Student Clearinghouse and often uses the Student Tracker function to estimate transfer rates for the College as a whole, as well as for specific program areas, such as counseling courses, career-technical education and EOPS.

At the local level, Banner/Cognos and the Enrollment Strategies System are available to all employees of the College and provide useful information on enrollment and student performance. Also, the Institutional Research and Planning Office receives more than 100 research and survey requests each year. A team of researchers provides data in response to specific requests from program managers as well as faculty teams working on individual plans, projects, or studies. Recent examples include comparisons of student retention and success between online and on-ground course sections of the same courses, numbers of majors and programs awards in applied areas of the social sciences, progress reports on cohorts of students participating in the El Monte Pledge and STEM programs, comparisons of performance between students in the Title V programs (Fast Track learning communities, First-Year Experience, Summer Bridge) and similar non-participants, and applying Student Success Scorecard procedures to current student cohorts.

An informative source of information is the narrative self-reports from program managers and staff. The College annually solicits a systematic set of reports through two initiatives. First, each spring, the College produces an assessment report of progress toward achieving institutional goals and objectives. Although the Institutional Research and Planning office provides quantitative data from Banner and other sources, activities and outcomes for many goals are better depicted through narrative reports. Administrators, faculty, and classified staff provide detailed reports on progress toward achieving objectives, for example, on program models for student success (Goal 3), planning for the South Whittier Educational Center (Goal 4), services for foster youth

(Goal 5), educational partnership with off-campus entities (Goal 6), and access to instructional technology (Goal 9). Secondly, virtually every program, unit, and area on campus participates in planning activities. Annually, 95 programs, both academic and administrative, respond to a series of question about current status, accomplishments during the past year, and suggestions for improvements. Programs undergo program review on a six-year, rotating basis. This process involves broader and deeper analysis of the progress of the program, current status, and prospects for the future. Planning also provides the opportunity for programs, units, and areas to review progress toward their goals and objectives.

The College conducts two campus-wide surveys each year. The Campus Climate Survey (of students and employees) provides concrete feedback on many aspects of campus life. Examples of campus programs receiving specific feedback from participants are student services (student survey), human resources (employee survey), and the campus building projects (student and employee surveys). In fact, the former Superintendent/President, Dr. Ted Martinez, held two workshop sessions to focus on the results of the 2011 Climate Survey. The purposes of the discussions were to recognize areas where the College was doing well and address issues for improvement. Both sessions included representatives for each constituent group and were facilitated to review the Climate Survey data and capture ideas for improving the College climate for students and employees. Each year, and as recently as the Board retreat on March 1, 2014, the Climate Survey results are presented to the Board of Trustees for information and discussion. The Climate Survey data is also discussed at the Institutional Effectiveness Committee and during the annual spring Institutional Planning Retreats. The Planning Process Survey is an opportunity for all staff members to offer feedback on their participation in and perceptions about the annual planning process. Lastly, the Institutional Planning Survey results are reviewed and discussed each year by the Institutional Effectiveness Committee and the Office of Institutional Research and Planning. The results of the discussions lead to improvements at eh College; in fact, the Leadership Academy, initiated in the 2012-2011 academic year, was formed as a result of the Campus Climate Survey results about the need for ladders to leadership. Other results include improvements in the institutional planning process and updates to the survey instrument itself.

The College often collects post-session questionnaires after staff development workshops and meetings. The Staff Development Coordinator regularly administers a questionnaire to assess participants' satisfaction and learning in workshops. Particular activities, such as the Planning Retreat and the Leadership Academy, also utilize post-session feedback questionnaires.

Many offices on campus collect data to assess the effectiveness of their programs and services. The GO RIO transportation program conducts a participant survey each semester to gather opinions about the programs and solicit ideas for improvement. The Student Success and Retention office has commissioned focus groups and questionnaires for students in the Fast Track leaning communities and First-Year Experience programs. In fact, a group of math instructors are implementing and refining an innovative redesign approach to streamlining students' progression through basic skills courses. They have

gathered evidence through student surveys and through discussion of their own observations of teaching in the redesign project.

The Student Services area of the College implements many measures of the effectiveness of its programs and services. These measures include counts of students served, brief feedback questionnaires for students, and a pretest-posttest to measure student learning after financial aid orientations.

Academic programs regularly collect assessment results for Student Learning Outcomes. The SLOutions software allows faculty to produce program-level SLO reports on student progress. The Honors program annually tracks the number of participating students transferring to the University of California campuses. The Student Success Initiative is bringing a greater focus to the collection of data for students who are new to the campus. Specifically, the advent of a Freshman Success Center is leading to the gathering of data on matriculation-related services and students' progress toward evidenced based milestones, for example, earning 30 units, passing a transfer-level course in math or English.

Federal grants require the collection and reporting of data on the effectiveness of programs and services. In recent years, the College has gathered effectiveness data on programs and services supported by GEAR UP, TRIO, Title V, and National Science Foundation grants. Most notably, the MESA/STEM programs at the College have made data collection and analyses foundational to its operations and growth. In addition, to making tracking the progress of individual students through a Blumen database, the MESA/STEM office has requested data on numbers of students majoring and graduating in STEM fields, participating students' rates of transfer to four-year schools, course success rates of students earning a "C" in prerequisite course, comparisons of STEM course performance between program participants and non-participants in the same course, and analysis of the relationship between Academic Excellence Workshop attendance and course grades.

The College uses evaluation processes and results to promote improvement in program and services. Each year, common themes in program reviews are summarized in the form of institutional recommendations for the College. In one example, the College hired an Articulation Officer in 2011 in response to an institutional recommendation from Program Review. The work of the Articulation Officer led to 17 additional University of California transferrable courses for fall 2012. Articulation has created a web presence and an Articulation Manual on the College website.

Individual programs also evaluate and suggest improvements to their programs on an ongoing basis. In response to unsatisfactory success rates in basic skills math courses, as evidenced in the SLO results and program plans, a group of math faculty developed the Fast Track math initiative. They researched many math redesign models before choosing and implementing their redesigned approach. In addition, calculus instructors observed that their students were able to set up problems but made errors in computation. As a

result of collaborative dialogue, the MESA/STEM program now includes more computational practice in Academic Excellence Workshops for calculus courses.

Other academic areas improve their programs in similar ways. The Animation program revised its curriculum based on SLO data and assessments. In response to SLO results, the speech program made improvements to instructional practices for nonverbal delivery and conflict management skills. This department also clarified guidelines and students' accountability for attending lab components. The English program transitioned to using *Accuplacer* for incoming assessment placement with favorable results, and nursing reports that improvements to the Childbearing Family/Women's Health course are a direct result of SLO assessments.

The Leadership Academy, initiated in the 2010-2011 academic year, was formed as a result of Campus Climate Survey results about the need for ladders to leadership.

ACTIONABLE IMPROVEMENT PLANS – I.B.7.
None

STANDARD I.B EVIDENCE

I.B.1	
I.B.2	
I.B.3	
I.B.4	
I.B.5	
I.B.6	
I.B.7	
I.B.8	

> *The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

A. Decision-Making Process

> *The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

1. **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

   The Board of Trustees and the Office of Superintendent/President work together to create an institutional environment that facilitates empowerment, innovation, and excellence among all constituency groups. Faculty, administrators, classified staff, and students initiate and improve College practices, programs, and services by means of participatory/shared governance, annual institutional planning processes, and program review, among other less formal or ad hoc committees.

DESCRIPTIVE SUMMARY – Standard IV A.1.

The Board of Trustees and the Office of the Superintendent/President work collaboratively to foster an institutional environment, facilitating empowerment, innovation, and excellence among all constituency groups. Faculty, classified staff, administrators, and students have multiple opportunities to participate and/or initiate improvements in the practices, programs, and/or services at the College. Their involvement is solicited and valued as integral to the participatory/shared governance process, which, alongside student learning, is the heart of the institution. Involvement occurs through the annual institutional planning processes, notably program plans, program reviews, and spring planning retreats, but it also transpires through leadership academies, institutes, and less formal committees. No matter the level or degree of initiation or involvement, the College appreciates all employee, student, and community contributions targeted toward improvement and student success.

The 2014 edition of the *Organizational Structure and Governance Manual* identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process. Each of

the four primary constituency campus groups is represented by its respective governing body: faculty are represented by the Academic Senate; classified staff, the Classified Executive Board of California State Employee Association (CSEA); students, the Associated Students of Rio Hondo College (ASRHC); management, the Management Confidential Council (MCC). These governing entities write mission statements, which are congruent with the College Mission Statement as well as their more individual purposes.

Furthermore, There are College board policies (BPs) and administrative procedures (APs) referring to participation/sharing in decision making, delegation of authority, and institutional planning. The following documents formally and succinctly summarize the position of the College with regard to participatory/shared governance processes and outline the roles and processes of each constituency group.

- Board Policy 2430: Delegation of Authority
- Board Policy 2510: Participation in Local Decision Making
- Administrative Procedure 2510: Participation in Local Decision Making Procedures
- Administrative Procedure 3250: Institutional Planning

Institutional planning offers everyone on campus a venue to participate in and improve the College. Participation in annual planning transpires on the program, unit, and area levels, where involvement is encouraged and fostered through team efforts. Everyone has a voice. The Office of Institutional Research and Planning (IRP) orchestrates the fall planning activities: announcements, orientations, software training sessions, dedicated telephone help lines, e-mail research requests, etc. Program plans and program reviews inform unit plans; unit plans inform area plans; and area plans inform the goals and objectives of the College as well as the institution-set standards. The culminating activity is the annual spring institutional planning retreat, where campus leaders review, discuss, and analyze the goals and objectives from the previous year, then revise and/or set new goals and objectives for the next year(s). Post-planning and post-retreat evaluations ensure improvement to the processes in the future.

SELF-EVALUATION – IV A.1.

Met

The 2014 edition of the *Organizational Structure and Governance Manual* identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process. Each of the four primary constituency campus groups is represented by its respective governing body: faculty are represented by the Academic Senate; classified staff, the Classified Executive Board of California State Employee Association (CSEA); students, the Associated Students of Rio Hondo College (ASRHC); management, the Management Confidential Council (MCC). These governing entities write mission

statements, which are congruent with the College Mission Statement as well as their more individual purposes. Special note from RCC to reader: This section was not deleted from document but moved to Descriptive Summary section above.

The *Organizational Structure and Governance Manual* explicitly details the parameters for all constituency groups engaging in participatory/shared governance. In addition, the College offers other avenues towards increasing understanding of the participatory/shared nature of the governance process. In particular, the College hosted two workshops about the spirit and praxis of Assembly Bill (AB) 1725. The first was directed by Mark Wade-Liu from the California Academic Senate and Scott Lay from the California Community College League of California (CCLC) in October 2008; the second occurred in October 2013, facilitated by Scott Lay and Michelle Pilati, then-former president of the California Academic Senate. All constituency group leaders were invited to the workshops, whose primary purposes were highlighting the importance of the participatory/shared governance process and clarifying/understanding roles in that process.

Furthermore, there are College board policies (BPs) and administrative procedures (APs) referring to participation/sharing in decision making, delegation of authority, and institutional planning. The following documents formally and succinctly summarize the position of the College with regard to participatory/shared governance processes and outline the roles and processes of each constituency group.

- Board Policy 2430: Delegation of Authority
- Board Policy 2510: Participation in Local Decision Making
- Administrative Procedure 2510: Participation in Local Decision Making Procedures
- Administrative Procedure 3250: Institutional Planning Special note from RCC to reader: This section was not deleted from document but moved to Descriptive Summary section above.

In addition, BP 2510 and AP 2510, Participation in Local Decision Making, were recently reviewed through the our local process and adopted by the Board of Trustees in January 2014. This is especially significant as its final adoption culminated two years of deliberation which formalized previously unwritten practices and concretely illustrates the cooperation and collaboration of the constituency campus groups along with senior management and the Board of Trustees.

Institutional planning offers everyone on campus a venue to participate in and improve the College. Participation in annual planning transpires on the program, unit, and area levels, where involvement is encouraged and fostered through team efforts. Everyone has a voice. The Office of Institutional Research and Planning (IRP) orchestrates the fall planning activities: announcements, orientations, software training sessions, dedicated telephone help lines, e-mail research requests, etc. Program plans and program reviews inform unit plans; unit plans inform area plans; and area plans inform the goals and objectives of the College as well as the institution-set standards. The culminating activity

~~is the annual spring institutional planning retreat, where campus leaders review, discuss, and analyze the goals and objectives from the previous year, then revise and/or set new goals and objectives for the next year(s). Post-planning and post-retreat evaluations ensure improvement to the processes in the future.~~ *[Special note from RCC to reader:]*

The College Mission statement is reviewed as part of the annual institutional planning retreat. This last occurred at the 2013 retreat when the participants considered the statement in light of the recent Student Success Task Force Initiative and the Chancellor's Office Scorecard, for the foci of community colleges have become explicitly directed to *proven* student success. Discussions at the spring 2013 leadership retreat confirmed the need to revise the College Mission Statement, and a task force representing all constituencies ~~an all-constituency represented subcommittee task force~~ convened in fall 2013. The five-month review process included campus-wide fora and off-campus input from the Superintendent/President's Advisory Committee. The process culminated in the adoption of the new College Mission Statement at the November 2013 Board of Trustees meeting.

Keeping the campus informed about the mission, values, vision, and goals and objectives of the College is important. Such reminders help everyone focus on what is at the core of our profession—student success. The Superintendent/President discusses these important principles at each FLEX Day assembly, and we are further reminded frequently Thus, the College Mission, Vision, and Values are prominently displayed in all public meeting rooms in framed posters and posted on the College website. And the Office of Institutional Research and Planning (IRP) assists in reminding and informing the College about updated/revised institutional documents via e-mail. These guiding principles are also incorporated into and acknowledged in annual program planning. As planning teams discuss their individual mission statements, analyze their programs, and formulate goals and more discrete objectives, they are prompted through the *PlanBuilder* software ~~help text directives~~ to link their individual guiding principles to corresponding institutional ones. In fact, each program, unit, and area goal must explicitly correspond to an institutional one. This overt process emphasizes the importance of coordinated and concerted efforts in accomplishing our common goal—student success.

The more comprehensive program review provides a venue for college-wide dialogue concerning the achievements and challenges of every program on campus. Once every six years and in lieu of a program plan, an all-constituency represented program review Committee meets with program team members to discuss the merits and issues evident in their planning documents. The hour-long collegial discussions are lively, and the campus-wide representation inspires explanations and viewpoints not readily perceived by intimates of the program. For example, recently the *entire* mathematics faculty attended their four consecutive program review committee meetings in one day, demonstrating dedicated involvement in the process of improvement and commitment to student learning. The Program Review Committee learned from their various perspectives, from basic arithmetic to advanced calculus and differential equations, about the challenges

4

facing them and their students. A written record of the program review meeting is published in an Executive Summary to which programs respond. Program-level and institutional-level recommendations are distributed to appropriate governance bodies and are considered at the spring planning retreat. They are considered in the revision and/or formulation of the College goals and objectives for the following year.

Information on institutional performance compares internal College data on a year-by-year basis, as well as to other community colleges, and is available through a variety of means. The Campus Climate Survey Report contains performance data information on student services and employee satisfaction, as well as student and employee performances, and is widely distributed and discussed as well. In addition, the Annual Report mailed to the community provides institutional performance data to on-and-off campus constituencies. And recently, the Student Success Initiative prompted a series of workshops, town halls, and presentations to various campus constituency groups wherein discussions about institutional performance transpired. The College Scorecard has been considered at Board of Trustee meetings, Planning Fiscal Council meetings, and at Student Success Initiative activities. In addition, the Superintendent/President includes information on the Student Success Scorecard in the opening address to the campus on fall FLEX Day assemblies. Furthermore, the Office of Marketing and Communications disseminates relevant information internally through the *President's Monthly Updates* and externally through press releases and fact sheets highlighting the comparative rankings of the College, such as the number of degrees awarded in various disciplines.

A concrete illustration of the participatory/shared decision-making process occurred in 2012. At that time, the College chose to reduce the number of course offerings in order to balance the budget as a result of statewide budget reductions and uncertainty. This was no easy task. The Vice President of Academic Affairs convened a meeting of academic and student services deans, members of the Executive Board of the Academic Senate, other key faculty leaders, and student representatives who collaborated in developing a strategic approach to cutting course sections. Discussions included student achievement data as well as the expressed guiding principles of the College, the Mission, Values, and Vision of the College. Ultimately, approximately 263 course sections were reduced for the spring 2013 semester. But this unfortunate reality evinced a concomitant triumph in that we the administrators, faculty leaders, staff, and students worked together on a difficult project and in doing so established a process and precedence for future deliberations. In lieu of across-the-board cuts, there was honest dialogue and concern, placing student learning and achievement above self-interest. Faculty, staff, administration and students understood the motivation and process informing the reductions making the tough cuts a palpable reality.

ACTIONABLE IMPROVEMENT PLANS – IV A.1.

EVIDENCE– IV.A.1

2. **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

DESCRIPTIVE SUMMARY – Standard IV A.2.a.

The governing documents, board policies, and administrative procedures of the College comply with the spirit, intent, and legality of Assembly Bill 1725, the landmark law passed in 1989, codifying participatory/shared governance. That legislation specifically states that California community colleges adopt "minimum standards for governing procedures established by governing boards . . . to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions are given every reasonable consideration and the right of academic senates to assume primary responsibility in the areas of curriculum and academic standards." All constituents acknowledge the primacy of the law over any divisional or factional opinions and strive to adhere to the spirit and letter of the law of AB 1725.

The *Organizational Structure and Governance Manual* outlines the College administrative organization; the means to ensure widespread participation in the planning and decision-making process; and a listing, description, and function of councils and committees. These entities consist of constituent representatives from faculty, classified staff, administrators, and in some cases, students. A complete list of campus governance committees can be reviewed in the Appendix.

- ~~Academic Deans Council~~
- ~~Academic Rank Committee~~
- ~~Academic Senate~~
- ~~Administrative Council~~
- ~~Curriculum Committee~~
- ~~Distance Education~~
- ~~Equipment and Technology Committee~~
- ~~Facilities~~
- ~~Finance and Business Council~~
- ~~Institutional Effectiveness Committee~~
- ~~Planning and Fiscal Council~~
- ~~President's Council~~
- ~~Program Review Committee~~
- ~~Safety~~
- ~~Staff Development Committees (Certificated and Classified)~~
- ~~Staffing Committee~~
- ~~Strategic Planning Council~~

- ~~Student Grievance Committee~~
- ~~Student Services Program Leadership Council~~

While the ~~ultimate decision-making body is~~ the Board of Trustees is responsible for setting board policies that frame campus governance, several institutional board policies and administrative procedures describe faculty, classified staff, administrator, and student roles in College governance. Board Policy 2510, *Participation in Local Decision Making* affirms the commitment of the Board to participatory/shared governance. The process for establishing and including all campus constituency groups in subsequent revisions of board policies and administrative procedures are delineated in Board Policy 2410, *Policy and Administrative Procedure*. These two policies have been recently updated through the College review process and approved by the Board in November 2013.

Administrative Procedure 2510, *Participation in Local Decision Making*, outlines the processes for collegial consultation between administration and the Academic Senate and the requirement that both parties mutually agree. Collegial consultation is required for board policies and administrative procedures, which include items under the Academic Senate domain ~~purview~~, commonly referred to as the 10+1 listing as outlined in Assembly Bill (AB) 1725. The procedure regarding proposed board policies outside the expressed responsibility ~~purview~~ of the Academic Senate are also delineated. These delineated items that are included in AP 2510 and most relevant to revisions not requiring collegial consultations can be read in a detailed reference to AP 2510 in the Appendix:

> ~~Revisions not requiring collegial consultation between the District and the Academic Senate will be reviewed by the President's Cabinet, President's Council and the Administrative Council. Upon the President's recommendation, the revisions will be forwarded to the Planning and Fiscal Council for consensus. If consensus is not reached, a report will be prepared and sent to the Board by the President, with copies to the co-chairs of the Planning and Fiscal Council.~~

> ~~If the President does not forward revisions at any time during this process, he/she will provide a written explanation to the original proposer within three months of the initial proposal.~~

> ~~Upon completion of the process, the revised policies will be forwarded to the Board for approval. A first and second reading will be required, with the policy being adopted upon Board approval at the second meeting.~~

The process regarding administrative procedures is similarly described in Administrative Procedure 2410, *Policy and Administrative Procedure*, as well, with the exceptions that "the revised procedures will be forwarded to the Board as information items for review.

Administrative Procedures are considered operational and do not require Board approval. They are forwarded to the Board as information items."

There are several other board policies and administrative procedures that delineate the faculty role in college governance and decision-making. Board Policy 4010, *Academic Calendar*, authorizes the negotiation of the academic calendar with "the appropriate collective bargaining unit," which is the Rio Hondo College Faculty Association (RHCFA). And, while Board Policy 4020, *Program, Curriculum, and Course Development*, authorizes the Superintendent/President to "establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance," it also clearly states that "these procedures shall include appropriate involvement of the faculty and Academic Senate in all processes." It is also important to note that the corresponding Administrative Procedure 4020, *Program and Curriculum Development*, specifically acknowledges that "faculty, acting through discipline areas within the academic divisions and through the Curriculum Committee, a sub-committee of the Academic Senate, shall be responsible for program and curriculum development." This clause ~~satisfied~~ satisfies the legal strictures established by Title 5, Sections 51021, 55000 et seq., 55100 et seq.; Accreditation Standards II.A. and the U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended (CCLC).

Administrative Procedure 4021, *Vocational Program Discontinuance*, specifies that the "Planning/Fiscal Council will convene a review committee consisting of 2 [sic] managers and 2 [sic] faculty members" in the deliberations for discontinuance of a vocational program." And administrative Procedure 4050, Articulation, specifies that "[a]rticulation requests may come from faculty at the college or from four-year institutions."

Students are the primary purpose ~~concern~~ of the College, and toward that end, Board Policy 5400, *Associated Students Organization*, authorizes students to organize and become the voice for their constituents in the College decision-making processes. Board Policy 2015, *Student Member of the Board*, ensures that voice through the peer-elected student trustee. Indeed, both Board Policy 2015 ~~2105~~ and its corresponding Administrative Procedure 2105, *Election of Student Members*, ensure that the student voice is heard. In addition, students are included on most campus committees, such as Planning and Fiscal Council, Safety, the Educational Master Plan, and Mission Statement groups.

SELF-EVALUATION – IV A.2.a.

Met

Participatory/shared governance has been applied that have predicated ~~And there have been a few instances of conflict on campus that have predicated rigorous~~ revisions and subsequent Board of Trustee approvals of Board Policy 2410, *Policy and Administrative Procedure*, and Board Policy 2510, *Participation in Local Decision Making*.

When California State Senate Bill 1440, the *Student Transfer Achievement Reform Act*, was signed into legislation on 29 September 2010, it enabled the California Community Colleges and the California State University to collaborate in the creation of Associate in Arts (AA) and Associate in Science (AS) Degree transfer programs. Senate Bill 1440 requires community colleges to grant an associate degree for transfer (AD-T) when a student has met specified general education and major preparation requirements for a given degree. The College ~~immediately~~ responded by creating three AA-T degrees, psychology, sociology, and communication studies, which were approved by the College Curriculum Committee and subsequently placed on the Board of Trustees Consent Agenda for approval at the April 2011 meeting. However, the Board moved these items from the Consent Agenda with resolve to discuss them further at a special Board meeting to be held one week later ~~hence~~. The issue was the selection of courses in the psychology AD-T degree.

The Campaign for College Opportunity published, "Meeting Compliance But Missing the Mark: A progress report on the implementation of historic transfer reform". The report listed the Associate Degrees for Transfer that have been developed or are in progress by each California Community College; Rio Hondo College had developed, or was in the process of developing only five Associate Degrees for Transfer.

Understanding that SB 1440 had been minimally implemented at Rio Hondo College, the Board held a study session and invited the Campaign for College Opportunity to provide a presentation on SB 1440 and the aforementioned report. The Campaign for College provided copies of their report and provided the following recommendations "to overcome the challenges in the creation and adoption of this degree and transfer pathway":

- Greater accountability;
- Firm timelines for implementation;
- Sharing information;
- Adoption of best practices across institutions.

The Study Session included no action items, however, the Board, Administration, counseling staff, and faculty engaged in a dialogue about strategies and opportunities to implement SB 1440 to increase the number of Associate Degrees for Transfer. Board members did not set policy at this meeting, but did ask the question "if there was coordination between the Counselors and the faculty when developing the Associate Degrees for Transfer?" Counselors welcomed the collaboration this discussion included. The Board requested that the Vice President of Academic Affairs engage the campus community in ensuring that Rio Hondo College increase the Associate Degrees for Transfer. During subsequent Board meetings, the Vice President of Academic Affairs reported progress. As of April 2014, Rio Hondo College had developed 19 Associate Degrees for Transfer.

It must be noted that Administrative Procedure 4020, *Program and Curriculum Development*, clearly states that "[t]he faculty, acting through discipline areas within the

academic divisions and through the Curriculum Committee, a sub-committee of the Academic Senate, shall be responsible for program and curriculum development." This was the point of conflict. The subsequent discussions within ~~of~~ the Board, and those between ~~with~~ the faculty and the Board included a valid concern that responsibility ~~purview~~ over academic expertise clearly must rest with the discipline faculty. The perception of the faculty was that the Board was "interfering" in academic matters; the perception of the Board was that the faculty were "limiting" choices in the psychology degree. Both the Board and the faculty were required, however, to mutually agree to go forward. The dispute was resolved when the District and the Senate mutually agreed, and the psychology degree was approved as presented to the Board.

During the discussion of Board Policy 4020, *Program, Curriculum, and Course Development*, remnants of this issue resurfaced. ~~But the conflict lingered~~. And this time it focused on Board Policy 4020, *Program, Curriculum, and Course Development*. The issue focused on the nature of policy versus procedure. With the best of intentions and enthusiastic embrace of Senate Bill 1440, the Student Transfer Achievement Reform Act, the Board of Trustees wanted to ensure that opportunities for students to earn the AD-T degrees were maximized. But the Academic Senate perceived the Board's ~~their~~ initial proposed revision to BP 4020 as restrictive and contrary to the Senate's ~~their~~ recommendations. At the core of the issue were legitimate concerns over boundaries, responsibilities ~~purviews~~, and the notion that board policy should be broad statements and the accompanying administrative procedure should specify how the policy is to be implemented. These concerns were resolved in a series of discussions between the Academic Senate President, the Superintendent/President, and the Board President which resulted in the Board's approval of BP 4020 in January 2014.

Over the past two years, constituency group campus leaders have worked diligently with administration in revising Board Policy 2410, *Policy and Administrative Procedure*, and Board Policy 2510, *Participation in Local Decision Making*, and Board Policy 4020, *Program Curriculum, and Course Development*. The rigorous revision efforts resulted in Board of Trustee approval of these policies in October 2013. They, along with the policies and procedures outlined in the 2014 edition of the *Organizational Structure and Governance Manual*, comprise the guiding documents for participatory/shared governance for the College in place at this time.

ACTIONABLE IMPROVEMENT PLANS – IV A.2.a.

EVIDENCE IV.A.2.a.

a. **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

DESCRIPTIVE SUMMARY – Standard IV.A.2.a

The governing documents, board policies, and administrative procedures of the College comply with the spirit, intent, and legality of Assembly Bill 1725, the landmark law passed in 1989, codifying participatory/shared governance. That legislation specifically states that California community colleges adopt "minimum standards for governing procedures established by governing boards . . . to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions are given every reasonable consideration and the right of academic senates to assume primary responsibility in the areas of curriculum and academic standards." All constituents acknowledge the primacy of the law over any divisional or factional opinions and strive to adhere to the spirit and letter of the law of AB 1725. [Note: This paragraph is duplicated on Descriptive Summary IV.A.2. We need to make a decision about where it belongs.]

SELF-EVALUATION – IV.A.2.a

[This needs attention.]

ACTIONABLE IMPROVEMENT PLANS – IV.A.2.a

EVIDENCE–IV.A.2.a

b. **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

DESCRIPTIVE SUMMARY – Standard IV.A.2.b

Vann Priest 4/24/14 - One of the primary functions of the Academic Senate is making recommendations regarding curriculum, academic standards, and other professional matters to the Superintendent/President and the Board of Trustees.

The Academic Senate relies on campus committees, such as Curriculum, Distance Education, Student Learning Outcomes, and Instructional Technology, to provide faculty the forum and opportunity to develop policies and procedures that significantly impact academic and related matters.

In addition, faculty have input in other governance committees related to student learning. For example, the Student Services Program Leadership Council and the Student Success and Support Programs Committee. Faculty also serve on the College Student Success Task Force and various ad hoc committees as the needs arise.

Academic administrators of the College are instrumental in aiding in the development of student learning programs and services. Deans and directors serve on the Curriculum, Distance Education, Student Learning Outcomes, and Instructional Technology committees to name a few.

One of the primary functions of the Academic Senate is making recommendations regarding curriculum and academic standards to the Superintendent/President and the Board of Trustees. Several board policies ensure appropriate faculty involvement in student learning programs and services.

- Board Policy 4020, Program, Curriculum and Course Development
- Board Policy 4025, Philosophy and Criteria for Associate Degree General Education
- Board Policy 4050, Articulation
- Board Policy 4220, Standards of Scholarship

The Academic Senate relies on campus committees, such as Curriculum, Distance Education, Student Learning Outcomes, and Instructional Technology, to provide faculty the forum and opportunity to develop policies and procedures that significantly impact academic and related matters.

In addition, faculty have input in other governance committees related to student learning, for example, the Student Services Program Leadership Council and the Student Success and Support Programs Committee. Faculty also serve on the College Student Success Task Force and various ad hoc committees as the needs arise.

The Superintendent/President relies on academic administrators of the College and faculty to develop and implement Transfer Model Curriculums.

SELF-EVALUATION – IV.A.2.b

Met

The Rio Hondo College Academic Senate consists of both full-time and part-time division-elected faculty senators, proportionally representing academic and student service areas. The Senate and its subcommittees express the views of the faculty. The College supports the work of the Academic Senate by providing reassigned time to the Executive Committee, so those elected officers may fully participate in participatory/shared governance activities, complete the work of the Senate, and provide time to confer with administrative officials. The College and the Academic Senate mutually agree on recommendations made by the Senate and its subcommittees in the following areas, commonly referred to as the 10+1.

The Curriculum Committee monitors, reviews, and recommends new and revised curricula, ensuring compliance with California State standards as set by the California College Chancellor's Office. The committee is composed of twenty-two faculty members, one of whom served as chair, one student, an evaluation technician, and the Dean of Business and the Dean of the Library.

The Distance Education Committee recommends to the Academic Senate and administration quality standards, regular and substantive contact with students, best practices, and compliance with legal requirements such as the American with Disabilities Act in all online, hybrid, and enhanced courses. The Committee sets training standards and recommends the selection of course management systems. The committee is composed of twelve faculty members, a faculty Distance Education Coordinator who serves as chair, two classified employees, and two academic administrators, and the Director of Information Technology.

The Instructional Technology Committee makes recommendations on matters relating to technology used in instruction and student services. They evaluate software and hardware for use in on-ground classrooms and online courses, as well as training opportunities in instructional technology. The committee is composed of ten faculty members, one of which serves as chair, two classified employees, and two administrators, and the Director of Information Technology.

The Student Learning Outcomes Committee recommends College policy relevant to Student Learning Outcomes (SLOs); provides assistance and guidance to employees in the development and assessment of SLOs; and reviews program, degree, and institutional SLOs in efforts to ensure high quality assessment. The committee works closely with the Institutional Effectiveness Committee (IEC) and the Office of Institutional Research and Planning (IRP) to ensure SLOs are linked to the institutional planning process. The committee is composed of two faculty representatives each from the Communications, Behavioral and Social Sciences, and Math and Sciences, and one each from the remaining divisions, a faculty Student Learning Outcomes Coordinator who serves as chair, and one academic dean, a student services area manager, the Dean of Institutional Research and Planning, the Dean of Library and Instructional Support, and the Vice-Presidents of Academic Affairs and Students Services.

Beyond making through its various subcommittees, the Academic Senate regularly makes recommendations to the College on matters also clearly under its 10 + 1 purview. For example, on January 8, 2014, the Senate sponsored a student success workshop to formulate recommendations for the College Student Success Task Force. The recommendations were subsequently reported to the Board of Trustees; the general assembly at spring FLEX Day; Academic Senate, Planning and Fiscal Council; Student Success Initiative Task Force, Student Success and Support Programs Committee; and Associated Students, Rio Hondo College.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self- study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

The Curriculum Committee monitors, reviews, and recommends new and revised curricula, ensuring compliance with California State standards as set by the California College Chancellor's Office.

The Distance Education Committee recommends to the Academic senate and administration quality standards, regular and substantive contact with students, best practices, and compliance with legal requirements such as the American with Disabilities Act in all online, hybrid, and enhanced courses. The Committee sets training standards and recommends the selection of course management systems.

The Instructional-Technology Committee makes recommendations on matters relating to technology used in instruction and student services. They evaluate software and hardware for use in on-ground classrooms and online courses, as well as training opportunities in instructional technology.

The Student Learning-Outcomes Committee recommends College policy relevant to Student Learning Outcomes (SLOs); provides assistance and guidance to employees in the development and assessment of SLOs; and reviews program, degree, and institutional SLOs in efforts to ensure high quality assessment. The committee works closely with the Institutional Effectiveness Committee (IEC) and the Office of Institutional Research and Planning (IRP) to ensure SLOs are linked to the institutional planning process.

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ACTIONABLE IMPROVEMENT PLANS – IV.A.2.b

EVIDENCE–IV.A.2.b

3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

DESCRIPTIVE SUMMARY – Standard IV.A.3

The goals and objectives of the College are best achieved through the participatory/shared governance structure. Cooperation, collaboration, and collegiality are exemplary values constituents aspire to achieve throughout the governance process. Campus constituencies are afforded opportunities to provide recommendations on proposals by the Board and/or the Superintendent/President; constituents may, in some limited cases, bring forward recommendations of their own. The organizational structures and governances practices of the College are outlined in the *Organizational Structure and Governance Manual*.

SELF-EVALUATION – IV.A.3

Met

Vann Priest 4/18/14 - The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. The Board recognizes it promotes the Mission, Vision, and Values of the College by respecting the role of the faculty, students, classified staff, confidential employees, and administration. Faculty involvement in governance is guaranteed by Assembly Bill 1725 and Title 5, sections 53200 through 53206, and the Board encourages other campus constituencies to be involved in governance, as well. In addition, the Board has the authority to delegate decision making to the Superintendent/President. However, both the Board and the Superintendent/President are mindful of and value contributions to the decision making process from all constituencies, which have most recently contributed to the realization of the Student Success Initiative Task Force.

The Academic Senate represents the faculty, whose primary function is making recommendations on academic and other 10+1 matters. The California School Employees Association (CSEA) serves as the governance body for classified employees. The Associated Students of Rio Hondo College (ASRHC) acts on behalf of student interests, and the Management/Confidential Council represents all deans, directors, and confidential employees. The Superintendent/President meets periodically with the Senate Executive officers as well as CSEA and ASRHC leadership to discuss topics of concern.

Cooperation, collaboration, and collegiality are evident in the governance process. The Academic Senate regularly acts on revisions to board policies and administrative procedures, provides guidance to faculty serving on various committees, and most recently took initiative in sponsoring a workshop on the Student Success Initiative. The Planning and Fiscal Council (PFC), on which all campus constituencies serve, acts as a principal conduit for budgetary and planning recommendations to the Superintendent/President. All recommendations for staffing, technology requests, and facility needs are funneled through PFC. The Curriculum Committee is engaged in directing course revisions, new course requests, and new degree programs. The Program Review Committee makes program-level recommendations and when trends are noticed, the committee sees that institutional recommendations are sent to the appropriate governance body.

Collaboration results in products that all can take credit for the successes. The Early College Academy, the South Whittier and El Monte Educational Centers, the Student Success Initiative Task Force, and the annual Planning Retreat are just four of many possible examples. However, the consequences of collaborative processes also may include disagreement between groups.

No one is confused that authority and responsibility for decision-making lies with the Board and with the Superintendent/President in those matters the Board has delegated to her. However, certain governance bodies on campus are given certain responsibilities, and it is those responsibilities that can give rise to disagreements.

One such committee is the Planning and Fiscal Council (PFC). The AP 3250 states that PFC has the responsibility for "developing and presenting planning, budget, and other recommendations." While the communication and cooperation between the District and other parties in the shared/participatory governance structure has markedly improved, campus constituencies feel that this aspect of PFC is not always utilized to its fullest extent.

A second incident that most deeply and negatively affected participatory/shared governance processes occurred in the 2011-2012 academic year. On 26 October, then Superintendent/President Ted Martinez, Jr. initiated a complaint against three faculty outlined in Administrative Procedure 3435, Discrimination and Harassment Investigations. It became widely known both on and off campus that the three instructors were accused of character defamation, unfair treatment, creation of a hostile environment, and causing distress that resulted in a minor stroke. The three faculty members were campus leaders, most notably in the Rio Hondo College Faculty Association (RHCFA), the collective bargaining unit for the faculty.

The College is committed to guaranteeing free speech and providing safe venues for communication between and among all campus constituencies. The College recognizes that even though the participatory/shared governance process has

improved since this incident and works, there still exists some areas in need of improvement.

The Board of Trustees has the authority and responsibility to make decisions in those areas charged to it by federal and state laws and regulations. The Board recognizes it promotes the Mission, Vision, and Values of the College by respecting the role of the faculty, students, classified staff, confidential employees, and administration. Faculty involvement in governance is guaranteed by Assembly Bill 1725 and Title 5, sections 53200 through 53206, and the Board encourages other campus constituencies to be involved in governance, as well. In addition, the Board has the authority to delegate decision-making to the Superintendent/President. However, both the Board and the Superintendent/President are mindful of and value contributions to the decision making process from all constituencies, which have most recently contributed to the realization of the College Student Success Initiative Task Force.

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However, ambiguity with respect to specific roles of governance entities can lead to misunderstanding and dissatisfaction. Such is the case with the Planning and Fiscal Council (PFC) and its role in participatory/shared governance contributions. Administrative Procedure 3250, Institutional Planning, states that PFC has the responsibility for "developing and presenting planning, budget, and other recommendations."

At the 8 October 2014 Planning Fiscal Council meeting, the Vice Presidents of Academic Affairs and Student services announced plans for reorganizing their respective areas. The PFC had concerns about both plans: it was not apparent how the reorganizations would help the College align its policies, procedures and processes with the California Student Success Initiative; and the Student services plan had fiscal and planning implications. The Board approved these reorganizations.

This one incident, however, served to make the campus more aware that despite the College processes effectively working in most instances, it would be beneficial to the College to further clarify the roles in participatory/shared governance, and in the spirit of building a strong foundation for the future, should address these concerns.

A second incident emanating from participatory/shared governance processes, which most deeply and negatively affected the College, occurred in the 2011-2012 academic year. On 26 October, then Superintendent/President Ted Martinez, Jr. initiated a complaint against three faculty outlined in Administrative Procedure 3435, Discrimination and Harassment Investigations. On 2 November 2011, the District Compliance Officer notified in writing and by phone the three faculty members that they were respondents in a formal complaint of unlawful discrimination filed by Martinez. It became widely known both on and off campus that the three instructors were accused of character defamation, unfair treatment, creation of a hostile environment, and causing distress that resulted in a minor stroke. The three faculty members were leaders in the Rio Hondo College Faculty Association (RHCFA), the collective bargaining unit for the faculty.

For an understand of how fractured the governance process became, it should be noted here that before the Superintendent/President filed the complaint, the 11 October 2011 Agenda for the Board of Trustees included an action item for a consultant, Angela Reddock, to "assist Human Resources Department of assign [sic] tasks on the 'as needed' basis." Martinez also explicitly directed that this action item not mention the reason why Human Resources would need her services. It was later revealed that Reddock was to be the investigator for the District in this complaint. The Board of Trustees approved this expenditure, unaware of its true nature. According to the District's lawyer, once the Superintendent/President filed the "very unusual" unlawful discrimination complaint, the District had "little latitude in proceeding." Due to the fact that the District Compliance Officer reported to the Superintendent/President, the District needed to hire an investigator. However, when the Board later became fully cognizant of the deception, one Trustee stated: "Had I known what this really was I would not have voted for this."

Reddock conducted interviews with over 20 people in December 2011. She submitted the report to the Board of Trustees, and the attorney for the District advised the Board to form a subcommittee to review the report and make a

recommendation. The 14 March 2012 determination of the subcommittee found no evidence to support Martinez's allegations. Subsequently, he appealed the decision to the entire Board, who upheld the determination of the subcommittee on 23 April 2012.

Martinez submitted his resignation to the Board on 12 April 2012, effective 30 June 2012.

The California Teachers Association (CTA) filed an action on behalf of the three faculty members with the Public Employees Relations Board (PERB) in response to Martinez's interference with faculty's right of expression and their legal participation in union activities. At a PERB settlement conference on 26 November 2012, an agreement was struck and signed between CTA and the Interim Superintendent/President on 4 December 2012. The agreement amounted to a statement to be jointly issued by the District and the Rio Hondo Faculty Association. The Board of Trustees did not join this settlement. The matter was referred to a PERB hearing to be held on September 2013; however, the Board did finally agree to the settlement before the scheduled hearing, and a mutual statement was issued.

> The Rio Hondo College Faculty Association and the Rio Hondo Community College District hereby acknowledge the following: California's Educational Employment Relations Act (EERA) grants community college employees the right to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. The District may not impose or threaten to impose reprisals on employees, to discriminate or threaten to discriminate against employees, or otherwise to interfere with, restrain, or coerce employees because of their exercise of rights guaranteed by the EERA. The District is committed to these principles as it deals with its represented employees.

The College is committed to guaranteeing safe venues for communication between and among all campus constituencies. The College recognizes that even though the participatory/shared governance process has improved and works in most instances, there still exists some areas in need of improvement.

On the more positive side, however, an example of cooperation occurred when Rio Hondo College undertook a collaborative effort to re-develop its public facing website. This project included a wide range of participants from nearly all parts of the campus community. In March 2013, a web task force of eleven people was created to steer the process of creating a new website. Members of the committee included faculty, staff, and administrator. The initial function of the task force was twofold: establish the general navigational structure for the new website and select a web design vendor. The task force worked on these activities from March to June 2013. During this timeframe, the task force established a solid navigational

structure, reviewed a number of web design firms, and selected the design firm, Uptown Studios, in July 2013 (*Evidence: Navigational Design Documents/Web Design Firm Documents*).

In August 2013, the Governing Board was briefed on the status of the project (*Evidence: Board Agenda, August 2013*), and work began on the process of creating a new web design. Also in August 2013, the 110 editors and publishers, who are responsible for creating and maintaining the website, began training for content development. Between August 2013 and late October 2013, the task force worked with the designer to create a number of design templates. The proposed designs were shared with the broader College community in November 2014 through presentations at Administrative Council; Academic Senate; Planning and Fiscal Council; Student Services Program Leadership Council; Academic Deans Council; Associated Students, Rio Hondo College (ASRHC); and two public fora (*Evidence: Calendar of Events, Notes from Events*). Based on feedback from these groups, significant changes were incorporated into the design and navigational structure of the new web site (*Evidence: Design Templates and Their Changes*).

In early 2014, the content editors and publishers began inputting content into the new site. Final content reviews were held with the Academic Deans Council and the Student Leadership Council in April 2014. Finally, a second set of reviews with ASRHC were held to solicit final student suggestions before going into production. The cutover to the new website occurred on 1 May 2014. During the course of this project, hundreds of people representing all constituencies of the College worked cooperatively to improve the institution's web presence. This collaboration illustrates how campus constituencies can work together and communicate for the betterment of the institution.

ACTIONABLE IMPROVEMENT PLANS – IV.A.3

EVIDENCE–IV.A.3

4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

DESCRIPTIVE SUMMARY – Standard IV A.4.

Rio Hondo College values open communication, honesty, and truthfulness. When interacting with external agencies, the College advocates and demonstrates these values. In addition, the College complies with ACCJC standards, policies, and guidelines and adheres to their requirements for public disclosure of self-evaluations,

~~team visits, and other reports. Accuracy and promptness is always an important consideration in all communications.~~

Vann Priest 04/24/14 - Rio Hondo College values open communication, honesty, and truthfulness. When interacting with external agencies, the College advocates and demonstrates these values. In addition, the College complies with ACCJC standards, policies, and guidelines and adheres to their requirements for public disclosure of self-evaluations, team visits, and other reports. Accuracy and promptness is always an important consideration in all communications.

SELF-EVALUATION – IV A.4.

Met

Vann Priest 4/24/14 - The Western Association of Schools and Colleges (WASC) accredits Rio Hondo College, and the California Community College Board of Governors authorizes the College to offer courses. The College maintains memberships with the American Association of Community Colleges, the California Association of Community Colleges, and the San Gabriel/Foothill Valley Association of Community Colleges.

As a consequence of the 2008 College application for reaffirmation, ACCJC tendered six recommendations intended to improve adherence to standards, guidelines, and policies of the Commission. In October 2009, the College submitted a follow-up report addressing those recommendations, and the Commission responded in affirming accreditation. The Midterm Report was submitted in October 2011, and a Status Report on Student Learning Outcomes in October 2012.

Commitment to integrity is important to the College. Attesting to this was the response of the College to a breach in test security at the police academy in August 2010.

This was difficult for the College. But the Superintendent/President, in tandem with the deans, directors, and faculty of Public Safety, have collaborated with POST officials for more than two years in redesigning and improving all aspects of the Police Academy. Since the suspension, the College graduated its first extended-format Police Academy class in 2012-2013. The Superintendent/President and other college officials hold monthly telephone conference calls with the Deputy Executive Director of POST and the leading Bureau Chiefs to oversee operation of Police Academy programs.

Several College programs are certified by other external agencies, and these programs comply with the requirements of the relevant agencies.

The College complies with ACCJC requirements to submit substantive change proposals and notifications. Among those submitted were a distance learning

proposal; certificates for child development; business marketing; transmission service; engine repair, brake suspension service; and associate degrees in advanced engine performance, logistics management, kinesiology, business marketing, English, physics, and early childhood education.

With regard to the U.S. Department of Education regulations, the independent auditors for the College attest to compliance with financial requirements for programs such as TRIO, TRIO-STEM, and its Title V grants. Furthermore, the College adheres to federal standards in areas such as assessing student learning and distance education.

Commitment to integrity is important to the College. Attesting to this was the response of the College to a breach in test security at the police academy in August 2010. A police academy student gave a copy of a compact disc (CD) study guide for the Peace Officer Standards and Training (POST) examination to an instructor, who, in turn, delivered it to Public Safety administrators. They reported the breach to the California Commission on Peace Officer Standards and Training for further investigation, which revealed that much of the information contained in the guide were actual POST test items. In response and pending further investigation, the Commission on Peace Officer Standards and Training suspended operations of the academy.

This was difficult for the College. But the Superintendent/President, in tandem with the deans, directors, and faculty of Public Safety, have collaborated with POST officials for more than two years in redesigning and improving all aspects of the Police Academy. In addition, the College continues to coordinate with the Los Angeles County Police Chiefs Association (LACPA) to ensure the consequential reorganization of the Police Academy satisfies their requirements. The District is open an honest with local media and area law enforcement organizations and has disclosed all information it was at liberty to disseminate.

Since the suspension, the College graduated its first extended-format Police Academy class in 2012-2013 and is planning to offer an intensive-format academy in 2014. Additionally, the College has conducted a requalification course as well as a continuous presentation of the PC 832, Laws of Arrest, arrest and firearms program. The Superintendent/President, Vice President of Academic Affairs, the Dean and Associate dean of Public Safety and the Director of the Police Academy hold monthly telephone conference calls with the Deputy Executive Director of POST and the leading Bureau Chiefs to oversee operation of Police Academy programs. The Advisory Board of the Los Angeles County Police Chiefs Association also meets with relevant College administrators on a quarterly basis.

The Western Association of Schools and Colleges (WASC) accredits Rio Hondo College, and the California Community College Board of Governors authorizes the College to offer courses. The College maintains memberships with the American

Association of Community Colleges, the California Association of Community Colleges, and the San Gabriel/Foothill Valley Association of Community Colleges.

As a consequence of the 2008 College application for reaffirmation, ACCJC tendered six recommendations intended to improve adherence to standards, guidelines, and policies of the Commission. In October 2009, the College submitted a follow-up report addressing those recommendations, and the Commission responded in affirming accreditation. The Midterm Report was submitted in October 2011, and a Status Report on Student Learning Outcomes in October 2012.

Several College programs are certified by other external agencies, and these programs comply with the requirements of the relevant agencies.

Rio Hondo College Program	Agency
Police Academy	California Commission on Peace Officers and Training (POST)
Fire Academy	California State Marshall
Regional Homeland Security	California State Fire Marshall
	California Emergency Management Agency
Emergency Medical Technician	LA County Health Services EMT/Paramedic Program Approval Section
Wildland Fire Program	US Forest Service
First Aid and CPR	American Heart Association
	American Red Cross
Expanded Scope Practice for EMTs	LA County Department of Health Services
Drug Studies	California Association for Alcohol/Drug Educators
Nursing	State of California Board of Registered Nursing
	State of California Board of Vocational Nursing and Psychiatric Technicians
Certified Nursing Assistant	State of California Department of Health Services
Automotive	National Automotive Technical Foundation
	California Automotive Business Coalition Automotive Technician Training Standards
	Bureau of Auto Repair.
	California Fuel Cell Partnership
	Automotive Service Excellence
	South Coast Air Quality Management District
	California Air Resources Board
	Automotive Service Councils of California
Child Development Center	State of California State Preschool Program
	State of California Child and Adult Food Program
	State of California Department of Social Services, Community Care Licensing

The College complies with ACCJC requirements to submit substantive change proposals and notifications. Among those submitted were a distance learning proposal; certificates for child development; business marketing; transmission service; engine repair; brake suspension service; and associate degrees in advanced engine performance, logistics management, kinesiology, business marketing, English, physics, and early childhood education. . NOTE: INSERT LASTEST SUBSTANTIVE CHANGE PROPOSALS HERE. VP WILL CONTACT MIKE SLAVICH.

With regard to the U.S. Department of Education regulations, the independent auditors for the College attest to compliance with financial requirements for programs such as TRIO, TRIO STEM, and its Title V grants. Furthermore, the College adheres to federal standards in areas such as assessing student learning and distance education.

ACTIONABLE IMPROVEMENT PLANS – IV A.4.

EVIDENCE–IV.A.4

5. **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

DESCRIPTIVE SUMMARY – Standard IV A.5.

On 9 October 2013, the Board of Trustees reviewed the Governance Committee Review process Survey, to be implemented in evaluating the governance and decision-making entities of the College. This culminated a year-long deliberative process among all constituency groups, formalizing the previous informal self-reflection process haphazardly implemented across campus, such as those cited in Planning Fiscal Council (PFC) and Institutional Effectiveness Committee (IEC) minutes. The capstone of the new governance committee review process is a formal survey instrument that was crafted by the Office of Institutional Research and Planning (IRP). This survey surveys prompts respondents to identify perceived committee strengths and weaknesses and asks for relevant data where appropriate to support assertions.

This on-line survey included a series of questions that enabled governance committee members to evaluate their governance committees. For example, a few of the questions ask governance committee members to assess how well their particular committee fulfilled its purpose, how much their particular committee was able to influence the institution's overall decision making process, and how well their particular committee communicated with other governance committees.

Results are summarized by the Office of IRP ~~Institutional Research and Planning~~, reported to the Superintendent/President for consideration in President's Council, a committee comprised of representatives of faculty leadership, classified staff leadership, management/confidential council leadership, and the administration. ~~all constituencies.~~

Additionally, the Accreditation Leadership Team (ALT) surveyed the campus, with the specific intention of collecting cogent accreditation information. Of particular significance was a desire to assess campus wide perceptions of governance entities. One of the questions included in the survey related directly to campus perception of governance entities. This particular question will be included in future campus climate surveys that will be distributed to the entire campus biennially. Implementing this plan will result in at least three sets of responses that can be disaggregated by employee group over time. Having this information will be useful in determining whether there is divergence in perceptions towards governance and divergence in governance efficacy from one employee group to another.

SELF-EVALUATION – IV A.5.

Met

The Governance Committee Review Survey was administered in spring 2014. A summary of the results were submitted to the President's Council.

One of the governance committees that has demonstrated the most rigorous self evaluation and assessment process is the Staffing Committee. This committee, which is comprised of classified staff, faculty, and managers, is tasked with the responsibility of reviewing staffing requests and ranking them in order of importance. After the 2013-14 institutional planning cycle, the Institutional Effectiveness Committee invited the members of the Staffing Committee – and members of the entire campus community - to participate in several meetings to evaluate the staffing committee process, recommend changes to the process, and decide on which changes to implement in the following year. The changes that were agreed to during the summer 2013 were recently incorporated into the 2014-15 institutional planning cycle.

ACTIONABLE IMPROVEMENT PLANS – IV A.5.

EVIDENCE – Standard IV.A.5.

B. Board and Administrative Organization

> *In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.* [7]

1. **The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

DESCRIPTIVE SUMMARY – Standard IV B.1.

Vann Priest 4/24/14 - A primary function of the Board of Trustees is to exercise the ultimate authority for educational quality, legal matters, and financial integrity by establishing policies that are consistent with the College's mission statement. Furthermore, the Trustees are to act in a manner consistent with its policies and protocols, to publish the policies, protocols, and code of ethics, to establish a program of board development, to assess board performance, to be informed and involved in accreditation, and to select and evaluate the Superintendent/President. In doing so, the Board assures quality, integrity, and effectiveness of the student learning programs and services.

A primary function of the Board of Trustees is to exercise the ultimate authority for educational quality, legal matters, and financial integrity and to establish policies that are consistent with the College's mission statement. Furthermore, the Trustees are to act in a manner consistent with its policies and protocols, to publish the policies, protocols, and code of ethics, to establish a program of board development, to assess board performance, to be informed and involved in accreditation, and to select and evaluate the Superintendent/President. In doing so, the Board assures quality, integrity, and effectiveness of the student learning programs and services.

SELF-EVALUATION – IV B.1.

The Board of Trustees has the authority and responsibility to make decisions in those areas charged to it by federal and state laws and regulations. The Board acts in the public interest in its role as an independent policy-making entity.

In its fiduciary duty, the Board advocates for and defends the College from unwarranted and inappropriate influence. The Board acts as a whole once it comes to a decision.

The Board calls in Board Policy 4020, Program, Curriculum, and Course Development, for the College's programs and curricula "shall be of high quality, relevant to community and student needs, and evaluated regularly." This requirement is infused throughout pertinent policies and administrative procedures.

The District makes available on the Board's web page all board policies and administrative procedures. The Board selects the Superintendent/President according to Board Policy 2431, Superintendent/President Selection. During the 2012-2013 academic year, the Board initiated the process to select the new

Superintendent/President and on 8 May 2013 chose Teresa Dreyfuss. The Board followed the process and reviewed the policy and after seeking recommendations through the shared/participatory governance process, approved the policy on 15 January 2014.

The Board evaluates the Superintendent/President according to Board Policy 2435, Evaluation of Superintendent/President. The Superintendent/President is due for the next annual evaluation on 9 April 2014. This board policy as with all policies is reviewed biennially.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.

a. **The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

DESCRIPTIVE SUMMARY – Standard IV B.1.a.

The Board of Trustees consists of five publicly elected officials, one from each of the five single-member districts, and one at-large student trustee elected by the Associated Students, Rio Hondo College (ASRHC).

The Trustees are interested and involved in many activities within the District, which keep them abreast of the concerns and issues of their constituents and help inform their decision-making at the College. Of The complete list of activities, which can be viewed in the Appendix, encompasses national organizations, advocacy groups, state and regional associations. This list also includes local organizations such as city commissions, oversight boards, task forces, foundations, non-profits and many other organizations which reflect their interests. This involvement demonstrates the trustees' continuous engagement with the community and their evolving understanding of the public interest. r many activities, the following list serves to illustrate their wide-ranging interests.

Special note from RCC to reader: Although the list of organizations below has been crossed out, it will NOT be deleted. It will only be moved to the appendix as additional evidence. Green font and yellow highlights can still be seen and are used to indicate where Board additions were requested.

- American GI Forum
- Association for Better Citizenship Committee
- California Community Foundation's Community Building Initiative
- California Teachers Association (CTA)

- ~~City of El Monte Successor Agency to the El Monte Community Redevelopment Agency~~
- ~~City of Pico Rivera Successor Agency to the Pico Rivera Community Redevelopment Agency~~
- ~~City of South El Monte Successor Agency to the Pico Rivera Community Redevelopment Agency~~
- ~~Community College Association\National Education Association~~
- ~~El Monte City Planning Commission~~
- ~~El Monte Coalition of Latino Professionals~~
- ~~El Monte Promise Foundation~~
- ~~Hispanas Organized for Political Equality~~
- ~~Latino Urban Forum~~
- ~~Mexican American Political Association~~
- ~~Rio Hondo Symphony Association~~
- ~~Southeastern Service Center~~
- ~~Statewide Democratic Party~~
- ~~United Farm Workers~~
- ~~Watershed Conservation Authority for San Gabriel and Lower Los Angeles River Watersheds~~

Board members also attend conferences and meetings related to policy making and advocacy. ~~The following list illustrates their attendance and commitment to remaining informed of trends and concerns in higher education.~~ The Board has remained active with the American Association of Community Colleges (AACC), the American Community College Trustees (ACCT), the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the San Gabriel Foothill Association of Community Colleges (SanFACC)

Trustees regularly advocate for the College. Board members attend Capitol Day activities in Sacramento sponsored by the ~~California College League of California~~ CCLC in late January after the Governor releases the budget in efforts to protect state funding for community colleges. Similarly, Trustees advocate as appropriate for cogent legislation at the Community College National Legislative Summit sponsored by the ~~American Association of Community Colleges~~ AACC and the ~~Association of Community College Trustees~~ ACCT in Washington, D.C. Furthermore, the Board of Trustees actively advocated passage of Proposition 30, the 2012 statewide ballot that ultimately secured protected funding for community colleges. Concurrently, the Board adopted a "No on 32," the proposition protecting political expression of unions.

Trustees are transparent. Each year Trustees complete an Annual Statement of Economic Interests, Form 700 and submit to the State of California's Fair Practices Political Commission. In doing so, they attest to any potential economic interests that could create or be perceived to create a conflict of interest regarding future decisions or votes. These practices ensure compliance with BP 2710: *Conflict of Interest*, AP 2710: *Conflict of Interest* and AP 2712: *Conflict of*

Interest and Disclosure Code. These policies and procedures define conflicts of interest, require disclosure of even remote conflicts, describe filing procedure for conflict of interest statements, and include consequences of code violations.

SELF-EVALUATION – IV B.1.a.

Met

The Trustees make decisions by majority at Board meetings during open session, at which time they act as a collective body, as one voice. Indeed, as stated in the 2013 edition of the Trustee Handbook, they are "stewards for the public interest" and "have the authority only when they are meeting as a board" and not as "individual trustees" who by themselves "have no authority."

The Board's effectiveness in avoiding conflicts of interest has protected the College from individual agendas and ensured focus on the public interest. The trustee's vigilance in being transparent on their Form 700 documents and their willingness to recuse themselves from taking votes that might be perceived as conflicts of interest has protected the College from outside influence or pressure.

One example of the Board reflecting the public interest and acting as a whole relates to the creation of the two off campus educational centers in El Monte and South Whittier. Throughout the planning, construction, and maintenance of these educational centers, the Trustees have remained steadfast in their promise to the community and unified in this common purpose. Please see the Appendix for a complete summary of this example and how it illustrates the Board's representing the public interest.

Special note from RCC to reader: The example below has been crossed out, but it will NOT be deleted. It will only be moved to the Appendix and appear as an "example summary" to be included as additional evidence.

In 2004, when voters of the Rio Hondo Community College District approved the "Measure A" bond, they did so with the promise of the District to construct two off-campus educational centers, one in El Monte and the other in South Whittier. Since 2004, amid the replacement of four of the five trustee seats, the Board has remained steadfast in its commitment to the communities they represent.

After nearly four years of input from the community, the Board oversaw the development and opening of the South Whittier Educational Center at South Whittier's Los Angeles County Sheriff's Training and Regional Services Center in 2010. Similarly, after nearly seven years of community input for the El Monte Education Center, the Board officially opened the El Monte site in 2013. Community advisory committee input was essential and ongoing throughout the planning and construction years. The Board initially directed the

~~Superintendent/President to create these advisory committees in 2006. And even though South Whittier and El Monte were the chosen sites for the off-campus facilities, all Trustees were steadfast and unified toward their common purpose,~~

~~The El Monte and South Whittier projects illustrate exemplary Board behavior: cooperation and altruism. Such conduct is congruent with model Board behavior, as described at a special board study session, by Mr. Bill McGinnis, special consultant to the Board. McGinnis reminded Trustees that their authority emanates from their acts as a collective, not as individuals. The consultant emphasized that they must work as a team, setting aside individual agendas.~~

An example of the Board advocating for and defending the College from outside pressure is the campaign to approve Proposition 32 in fall 2012. Faced with the prospect of mid-year cuts, the Board passed a resolution opposing Proposition 32 to ensure much needed revenue for community colleges Beyond passing the resolution, the trustees were united in their efforts to raise funds and to campaign with faculty, staff, and administrators to volunteer during non-working hours. Consequently, the passage of Proposition 32 prevented the mid-year cuts that would have threatened the College's fiscal solvency and began the process of state revenue restoration.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.a.

EVIDENCE- IV B.1.a.

b. **The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

DESCRIPTIVE SUMMARY – Standard IV B.1.b.

Board Policy 1200, District Mission, Vision, Values Statement, was approved by the Board of Trustees on November 18, 2013, after a comprehensive review with input from all constituencies. The Board institutes policies in congruence with the Mission Statement, striving for excellence in instruction, resources, and services. Institutional policies uphold the Mission of the College, as are assured in Board Policy 2410, Policy and Administrative Procedure, and Administrative Procedure 2410, Board Policies and Administrative Procedures. These documents outline the participatory/shared governance review process at the College. ~~In addition, the *Organizational Structure and Governance Manual* delineates guiding principles by which all constituencies agree.~~

Vann Priest – 04/24/14 - There are several policies that inform the requisite quality, integrity, and improvement of student learning programs, services, and resources that enact the Mission of the College.

30

The College has developed a set of goals and measurable objectives based on its mission statement, Chancellor's Office policies, requirements of regulatory bodies, community feedback, and internal planning. These are meant to provide a basis for ongoing improvement. The Dean of Institutional Research and Planning last updated the Board on these institutional-set standards at a special meeting of the Board on 1 February 2014.

- All decision-making is based on recognition that the Rio Hondo College exists to educate students.
- All constituent groups have a vested interest and a role in ensuring that Rio Hondo College fulfills the mission defined by the legislature, the State Board of Governors, and the Board of Trustees of the Rio Hondo Community College District.
- Participatory[/shared] governance is a method of organized and collegial interaction in which faculty, staff, and students participate in thoughtful deliberation and decision-making, leading to recommendations made to the Superintendent/President, who represents the administration of the District as an agent of the Board of Trustees.

There are several policies that inform the requisite quality, integrity, and improvement of student learning programs, services, and resources that enact the Mission of the College. There are no Board policies that are inconsistent with the Mission, Values, and Vision of the College.

Evidence	Policy	Title
4.B.1.b.001	1200	District Vision, Mission, Values Statement
4.B.1.b.008	3250	Institutional Planning
4.B.1.b.009	4025	Philosophy and Criteria for Associate Degree General Education
4.B.1.b.010	4050	Articulation
4.B.1.b.011	4060	Delineation of Functions
4.B.1.b.012	4100	Graduation Requirements for Degrees Certificates
4.B.1.b.013	4106	Nursing Programs
4.B.1.b.014	4220	Standards of Scholarship
4.B.1.b.015	4225	Course Repetition
4.B.1.b.016	4226	Multiple and Overlapping Enrollments
4.B.1.b.017	4230	Grading Symbols
4.B.1.b.018	4231	Grade Changes
4.B.1.b.019	4235	Credit by Examination
4.B.1.b.020	4236	Credit Through Non-Collegiate Programs
4.B.1.b.021	4240	Academic Renewal
4.B.1.b.022	4250	Probation, Dismissal and Readmission
4.B.1.b.023	4260	Pre-requisites and Co-requisites
4.B.1.b.024	4300	Field Trips and Excursions
4.B.1.b.025	4400	Community Services Programs

4.B.1.b.026	4401	Visitors on Campus Attending Classes
4.B.1.b.027	4500	College Newspaper
4.B.1.b.028	5010	Admissions and Concurrent Enrollment
4.B.1.b.029	5015	Residence Determination
4.B.1.b.030	5050	Matriculation
4.B.1.b.031	5052	Open Enrollment
4.B.1.b.032	5055	Enrollment Priorities
4.B.1.b.033	5110	Counseling
4.B.1.b.034	5120	Transfer Center
4.B.1.b.035	5140	Disable Students Programs and Services
4.B.1.b.036	5150	Extended Opportunity Programs and Services
4.B.1.b.037	5300	Student Equity
4.B.1.b.038	5400	Associated Students Organization
4.B.1.b.039	5430	Clubs Regulations
4.B.1.b.040	5500	Standards of Conduct
4.B.1.b.041	5800	Prevention of Identity Theft in Student Financial Transactions
4.B.1.b.042	7100	Commitment to Diversity
4.B.1.b.043	7120	Recruitment and Selection

The College has developed a set of goals and measurable objectives based on its mission statement, Chancellor's Office policies, requirements of regulatory bodies, community feedback, and internal planning. These are meant to provide a basis for ongoing improvement.

The Dean of Institutional Research and Planning last updated the Board on these institutional-set standards at a special meeting of the Board on 1 February 2014.

SELF-EVALUATION – IV B.1.b.

Vann Priest 04/24/14 - To ensure that policies do uphold the college's mission, Board policies as per BP 2410 undergo the shared/participatory governance review process outlined in AP 2410.

There are no Board Policies that are inconsistent with the college's mission, values, and goals.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.b.

EVIDENCE-IV B. 1. b

c. **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

DESCRIPTIVE SUMMARY – Standard IV B.1.c.

The Board of Trustees is responsible for the educational quality of the institution. They approve degrees, curriculum, and articulation agreements with educational partners. In addition, Trustees are informed about Student Success Scorecard measurement indices and have delegated authority to the Superintendent/President to ensure progress toward compliance with the Student Success Task Force Recommendations and the Student Success Initiative on campus. Data analysis is an integral component of informed educational quality decisions, so the Office of Institutional Research and Planning provides annual presentations on student success and achievement data.

Legal counsel assists the Board in their responsibilities for such matters associated with the College. Real estate transactions, personnel litigation, liabilities related to claims against the institution, and other relevant matters are discussed with the retained attorneys of the College in closed session, after which the Board President reports ~~out~~ any actions taken during closed session.

The Board of Trustees attests to integrity and independence with respect to financial matters of the College by completing the Annual Statement of Economic Interests, Form 700. These documents ensure optimum transparency of interests and investments, demonstrating independence from outside influences. They are kept on file in the Finance and Business Office and are available upon Public Record request. These practices ensure compliance with BP 2710: *Conflict of Interest*, AP 2710: *Conflict of Interest* and AP 2712: *Conflict of Interest and Disclosure Code*. These policies and procedures define conflicts of interest, require disclosure of even remote conflicts, describe filing procedure for conflict of interest statements, and include consequences of code violations.

Special note from RCC to reader: the following paragraph was moved since it includes an example of the Board's commitment to financial integrity and financial stability. It now appears in the Self Evaluation section of this substandard on pg. 29.

~~The Board honors its fiscal responsibility and has demonstrated its commitment in its stated values and goals. The decision to include financial stability as one of its goals This was prompted in part by a presentation titled "Accreditation Workshop for Standard IV" by Mr. Bill McGinnis, a special consultant and governance expert, at a 19 October 2013 Board study session. The presentation addressed portions of Standard IV that relate directly to the Board's performance, and the resultant Goal VII of the "2013-2014 Board of Trustees Goals" document verifying that the Board will "[e]stablish budget guidelines to ensure Rio Hondo College District financial stability."~~

In compliance with BP 6200: *Budget Preparation*, The Board of Trustees is informed by ~~directs~~ the Superintendent/President ~~to inform the College~~ about the College's budget on a regular basis. This is accomplished annually at the fall FLEX Day, when the Superintendent/President or Vice President of Finance and Business addresses the assembly on the subject of the budget. Furthermore, in accordance with BP 6300: *Fiscal Management*, which mandates quarterly reports showing financial and budgetary

conditions, the Superintendent/President includes a quarterly Financial Status Report in the Board Agenda, detailing the State and College budgets as well as revenue and expenditures. Another board policy which facilitates prudent budget management is BP 6250: *Budget Management*, which outlines board approval needed for certain transfers between major expenditure classifications and requires adequate internal controls.

It should be noted that the Board approved the budgets from 2008 through 2014, accompanied by healthy fiscal indicators. Those budgets boasted adherence to the 50 percent law and reserves ranging from 7 to 14 percent. Indeed, Rio Hondo College has consistently demonstrated financial solvency while supporting educational improvements. Attesting to this, the College maintained its personnel and current salaries without furloughs during the economic downturn from 2008 to 2013.

The Board has received regular, independent, external financial audits, with an "unqualified opinion," the highest level of assurance in finance, with few findings or recommendations for the past six years.

SELF-EVALUATION – IV B.1.c.

Met

The Board of Trustees is responsible for policies and decisions that impact the educational quality, legal standing, and financial integrity of the institution. It operates as a whole without influence or bias.

Mindful of the Student Success Task Force Recommendations, the Board encouraged the formation of a Student Success Initiative Task Force at the College. A fall 2013 Board study session focused on statewide Student Success Task Force Initiative Recommendations related to student assessments, orientations, activities, courses, and services, as well as a Student Equity Plan.

The Board confers with legal counsel and considers recommendations in closed session and takes appropriate action as necessary to protect the interests of the District. Attesting to public disclosure of public funds, the Superintendent/President delivered a budget update at a breakout workshop at the 2014 FLEX Day. The presentation, "Finance and Budget 101," provided an overview of the budget, including timelines and entertaining questions from the audience.

The Board honors its fiscal responsibility and has demonstrated its commitment in its stated values and goals. The decision to include financial stability as one of its goals This was prompted in part by a presentation titled "Accreditation Workshop for Standard IV" by Mr. Bill McGinnis, a special consultant and governance expert, at a 19 October 2013 Board study session. The presentation addressed portions of Standard IV that relate directly to the Board's performance, and the resultant Goal VII of the "2013-2014 Board

of Trustees Goals" document verifying that the Board will "[e]stablish budget guidelines to ensure Rio Hondo College District financial stability."

ACTIONABLE IMPROVEMENT PLANS – IV B.1.c.

EVIDENCE – IV B.1.c:

d. **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

DESCRIPTIVE SUMMARY – Standard IV B.1.d.

The bylaws and policies specifying the size of the Board, its duties, responsibilities, structures, and operating procedures are published on the District website in the "Board Policies and Administrative Procedures" section.

Rio Hondo College subscribes to the California Community College League (CCLC) Policy and Procedure service. When updates from CCLC are received, the College policies and procedures begin the local review process through President's Cabinet, Administrative Council, and the Planning and Fiscal Council. After local revision and upon first reading, the Board edits as appropriate. Revisions reroute through the review process and return to the Board.

As policies and procedures are revised and adopted through the participatory/shared governance process, they are linked to the website, which is available to the College and the public. Information related to the size, structure, and operating procedures of the Board are included in the first section of the California Community College League (CCLA) Board Handbook, which is also included on the Board website. In addition, Board members and the Superintendent/President possess printed copies of these documents.

SELF-EVALUATION – IV B.1.d.

Met

The process for approving revisions to board policies and administrative procedures is outlined in Board Policy (BP) 2410, Policy and Administrative Procedure and Administrative Procedure (AP) 2410, Board Policies and Administrative Procedures. Board Policy is explicit with regard to the process through which these policies and procedures are revised.

All constituent groups (administrators, faculty, staff, and students) shall be provided the opportunity to participate effectively in the formulation and development of District policies and procedures. Proposed changes to Board policies and new Board policies shall be reviewed by the President's Cabinet, President's Council, Administrative Council and Planning and Fiscal Council, for input before adoption. Should the Board wish to revise a Board policy, an amended version will go through the review process and should return to the Board within three (3) months.

Information Technology ensures all links to board policies and administrative procedures are accurately posted on the College website and available to the College and the public.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.d.

EVIDENCE – IV.B.1.d.:

e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

DESCRIPTIVE SUMMARY – Standard IV B.1.e.

~~The Board of Trustees acts in accordance with its policies and protocols, which they review, evaluate, and revise as necessary.~~

Vann Priest 04/28/14 - The Board of Trustees acts in accordance with its policies and protocols, which they review, evaluate, and revise as necessary. The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. The process of policy revision and adoption is carried out on a two-year cycle at regular meetings of the Board, and all campus groups are guaranteed participation in policy development and revision.

SELF-EVALUATION – IV B.1.e.

Met

Vann Priest 04/28/14 Participatory/shared governance procedures are delineated in Administrative Procedure 2410, Board Policies and Administrative Procedures as is the legal authority of the Board.

The biennial policy review cycle is generally followed; at the 15 January 2014 regular meeting of the Board, it approved twelve board policies. There have been exceptions. Board Policy 2510, Participation in Local Decision Making, had not been updated since 2003 before the Board adopted its revision at the aforementioned meeting.

While the participatory/shared governance process works well with regard to the formation and review of board policies and administrative procedures, there have been a few instances where the process has faltered. The Board recognizes through the importance of seeking the advice and recommendations of campus constituency groups.

These few instances have driven the campus to maintain a vigorous conversation, a conversation that will reinforce the strong foundation of participatory/shared governance.

The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. The process of policy revision and adoption is carried out on a two-year cycle at regular meetings of the Board, and all campus groups are guaranteed participation in policy development and revision. Participatory/shared governance procedures are delineated in Administrative Procedure 2410, Board Policies and Administrative Procedures as is the legal authority of the Board.

The biennial policy review cycle is generally followed; at the 15 January 2014 regular meeting of the Board, it approved twelve board policies. There have been exceptions. Board Policy 2510, Participation in Local Decision Making, had not been updated since 2003, a seven year interval, before the Board adopted its revision at the aforementioned meeting.

In response to California State Senate Bill 1440 (SB 1440), the Student Transfer Achievement Reform Act of 2011, community colleges are charged with the responsibility for developing associate for transfer (AD-T) degrees. Psychology, sociology, and communicative studies were the first AD-Ts to be written, pass through the Curriculum Committee, and presented to the Board for approval. But at the April meeting, the Board moved and approved a motion to move these curriculum items from the consent agenda for discussion, after which they postponed action on the degrees until a special meeting of the Board could be convened. The Trustees believed that the discipline faculty did not consider the recommendations of the Articulation Officer.

This was not the case. The Curriculum Committee Chair, the Articulation Officer, as well as discipline faculty attended the subsequent special meeting of the Board on April 20, 2011. During the meeting, the attending Trustees questioned the expertise of the faculty, and in particular the psychology faculty. The concern focused on the inclusion of a particular course that was highly discipline specific and would not be double counted. The Trustees felt the degree requirements were "restrictive" and the faculty felt the Board was "interfering" in the purview of the Academic Senate. The Articulation Officer explained to the Board that the issue should not be with these degree requirements nor with the College process but how the Transfer Model Curriculums were created at the state level.

But the ambiguity persisted. After approving those degrees, the Board continued to consider associate degrees for transfer, and stated its intention to assess all academic

degrees according to the following criteria, which they wanted to include in a revision of Board Policy 4020, Program Curriculum and Course Development.

- Degrees provide maximum options for students to transfer while obtaining an AA/AS degree using courses that may be double counted.
- Degrees will prepare students to arrive at a local CSU/UC with junior standing.
- Discipline faculty will work with Articulation Officer to create AA/AS degrees that feed into local CSU/UC with junior standing.
- Tracking of TMCs will be conducted and reported to the Board on an annual basis.

When these criteria were submitted to the Academic Senate and Planning and Fiscal Council, faculty expressed concern about the first three items. The fourth item was already being done. The item concerning the use of courses to meet both a general education area and a major requirement was unnecessary, for allowing courses to meet both requirements this way has been the case since 2008. The statement regarding junior standing was also unnecessary as such standing is required by law, SB 1440. And requiring faculty to consult with the Articulation Officer is redundant as Administrative Procedure 4020, Program and Curriculum Development, requires that the Articulation Office is a member of the Curriculum Committee.

In later proposed versions of Board Policy 4020, the Board proposed the following language, to which the Academic Senate and Planning Fiscal Council also expressed concern.

- Accept neighboring community college TMC courses that are articulated at the neighboring campuses to local CSUs.
- SB 1440 was passed in 2010 with the intent of creating a clear pathway for Rio Hondo College students to transfer and obtain an AA or AS degree simultaneously.

The Academic Senate and Planning Fiscal Council again expressed concern about these statements; they felt that the articulation statement would be more appropriately placed in Administrative Procedure 4050, Articulation. In addition, the Academic Senate and Planning and Fiscal Council also believe that Senate Bill 1440 is unsuitable for inclusion in a Board Policy.

Finally the Board approved BP 4020 on January 15, 2014 without any of the contested language.

All of these instances have driven the campus to maintain a vigorous conversation; the conversation will reinforce the strong foundation of participatory/shared governance.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.e.

EVIDENCE – Standard IV.B.1.e:

f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

DESCRIPTIVE SUMMARY – Standard IV B.1.f.

The Board of Trustees, the governing board of the College, is committed to in-service development and new member orientation for Trustees. In 2008 the area of board development and education was an area of concern and subsequently identified as in need of corrective action in the January 2009 WASC Report. Consequently, during the last five plus years, the Board has been continuously involved in board development and education activities.

The Board of Trustees are is keenly aware of their responsibility for Trustee orientation and continuing professional development as is stated in Board Policy 2740, *Board Education*. The District is instrumental in assisting the Board in this regard through financial support for conferences, workshops, seminars, and lecture attendance and other activities fostering professional development. Trustees frequently deliver follow-up reports on their professional development at Board meetings. The Office of the Superintendent/President maintains an updated log of all conferences, workshops, and seminars that Trustees attend each academic year. This information is readily available to the Board during its annual evaluation as they evaluate Board development activities. In addition, Board retreats and extended study sessions are also scheduled and include presentations of interest within the scope of professional development.

Rio Hondo College is a member of the Community College League of California as well as the California Community College Trustees. These two organizations sponsor annual conferences and new trustee orientations. A former Rio Hondo Trustee served on the board of the California Community College Trustees. In addition, three two Rio Hondo Board members participated in the fall 2013 CCLC conference program, "Excellence in Trusteeship."

Trustee terms are four years in length, commencing at the first Board meeting in December after the election. Elections are held biennially biannually during odd-numbered years and are staggered so that, as nearly as practical, two Board members are elected during each election. And in accord with BP 2100, *Board Elections*, the Superintendent/President recommends boundary adjustments of each Trustee area to the Board should the decennial federal census indicate its necessity.

When Board seats are open for election, and candidates who have met the filing deadline have been verified by the Los Angeles County Register recorder, the Office of the Superintendent/President sends the candidates information on the College, which formally begins includes the following, thus beginning the pre-service education of the candidates. The information, intended to give candidates a solid foundation prior to serving, includes: previous and current board meeting agendas; the most recent

Organizational Structure and Governance Manual; the most recent Annual Report; the most recent *CCLC Trustee Handbook;* CCLC Board Candidate information; CCLC Fast Facts for new community college trustees; and the CCLC *Trusteeship* Brochure, which outlines tasks, knowledge, and skills needed.

Upon securing the Trustee seat(s), Trustee(s)-elect attend an orientation prior to their investiture and first Board meeting. The CCLC-published *Trustee Handbook* is provided to instruct and guide effective trusteeship and includes sections on the community college system; governance; effective boards; policy making, planning, and monitoring; the relationship of the board to the CEO; board/staff relationships; fiscal responsibilities; and resources.

SELF-EVALUATION – IV B.1.f.

Met

The District offered orientations to new Trustees: two in 2009, one in 2011, and one in 2013. Throughout this period, the Superintendent/President and the Board have worked together to make additions to the orientation agenda and to board development in general. In addition to the topics covered in the CCLC *Trustee Handbook*, recently added topics ~~others~~ include the statewide Student Success Initiative Task Force and the response of the College to its recommendations, the District satellite campuses (SWEC and EMEC), and accreditation. It should be noted that the topic of accreditation standards has received focused attention in the last two versions of the board orientation due to changes to the standards and due to the Board's intention for new trustees to develop the same level of understanding of accreditation as the more experienced trustees. Included in the most recent board orientation was a discussion of BP 3200. *Accreditation* which describes the Board's role in the accreditation self-study process.

Trustee study sessions provide additional opportunities for updates and professional development, which is especially important for new Trustees. In addition, the Board directed the Superintendent/President to revise the orientation for annual newly elected student trustees. At the 9 April 2014 BOT Meeting, The Board approved a revision of BP 2740, *Board Education* so that newly elected or appointed trustees – including student trustees – are provided an orientation as detailed in AP 2740, *Board Education.*

The Board strategized on a comprehensive plan for professional development at its special meeting on 14 June 2013. Discussions centered on ensuring all Trustees develop core competencies through participation at conferences and workshops, such as the annual CCLC conference; they also emphasized the importance of reporting and discussing their findings with fellow Board members. Attesting to the Trustee commitment to ongoing professional development, the second goal of the 2013-2014 Board of Trustee Goals, "Ensuring Professional Board Development," includes the following four objectives, to which they have renewed their pledge.

- Establish areas of Board expertise and support with development.

- Assure representation by board (sic) at conferences; share conference experience at board (sic) meetings.
- Support individual development in addition to conferences.
- Strive to complete Community College League course in two years on how to be an effective trustee.

Most recently on 9 October 2013, the Board convened a four-hour study session led by invited consultant, Mr. Bill McGinnis, Trustee for Butte-Glenn Community College, who focused on the responsibilities of the Board in accreditation Standard IV, delegating authority to the Superintendent/President, and ongoing professional development. It should also be noted that the Board attended ~~attends~~ a course titled "Accreditation Basics" offered by ACCJC, attends orientations geared towards learning accreditation standards, schedules special board meetings dedicated entirely to accreditation self-study issues, and regularly reviews ACCJC reports, newsletters, and bulletins. Each of these resources is provided by the Accreditation Liaison Officer who works in tandem with the Accreditation Leadership Team co-chairs.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.f.

EVIDENCE IV.B.1.f

g. **The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

DESCRIPTIVE SUMMARY – Standard IV B.1.f. g.

The Board of Trustees conducts an annual self-assessment, according to Board Policy 2745, Board Self-Evaluation. In June, a subcommittee of the Board chooses and recommends to the whole an evaluative instrument or process to be used. The evaluation criteria include Board operations and effectiveness. Results of the self-evaluation highlight accomplishments, areas for improvement, and proximal goals and objectives.

SELF-EVALUATION – IV B.1.~~f.~~ g.

Met

The Board of Trustees is committed to assessing and improving its performance and has recommitted to annual self-evaluations and developed a master calendar to this effect.

After recognizing its omission in self-evaluation for two years, the Board conducted a self-evaluation in August 2013. They decided on a process and instrument at the 14 June 2013 special meeting. And at a 12 July 2013 special meeting they reviewed the Board goals; Board Policy 2200, Board Duties and Responsibilities; and discussed a draft of Board Protocols and Trustee behavior guidelines. They reviewed the results of their self-evaluation at the 10 August 2013 special meeting, noting possible improvements to the instrument itself.

~~In acknowledgement of their previous omissions,~~ The Board adjusted their self-evaluation timeline for the 2013-2014 academic year. They received a revised assessment instrument at a special Board meeting on 1 February 2014 and will discuss the results at a special meeting in June 2014.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.g.

EVIDENCE IV B. 1. g

h. **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

DESCRIPTIVE SUMMARY – Standard IV B.1.h.

Board policy 2715, Code of Ethics/Standards of Practice "promote[s] a healthy working relationship among its members and the Superintendent/President" and describes the standards of ethical conduct that include acting in the best interest of the community, ensuring public input, ensuring students receive the highest quality education, and exercising authority only as a board. Violations of the ethics policy are specified in section II of the policy.

SELF-EVALUATION – IV B.1.h.

Met

There have been no violations of the Code of Ethics/Standards of Practice since 2008.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.h.

EVIDENCE – Standard IV.B.1.h

i. **The governing board is informed about and involved in the accreditation process.**

DESCRIPTIVE SUMMARY – Standard IV B.1.i.

The Board relies on Board Policy 3200, Accreditation, to guide its involvement in the District's accreditation self-study process.

In 2008 the involvement of the Board in the preparation of the accreditation self-study document was an area of concern and subsequently identified as in need of corrective action in the January 2009 WASC Report. In response, a thorough review of BP 3200 ensued. An ad hoc committee comprised of constituency group leaders from the Planning Fiscal Council assisted the Board in the revision, during which the role of the

Board in the accreditation self-study was elucidated. Of special note in the revision is the appointment of the Superintendent/President as the liaison between the Board and the self-study leadership team. The Board adopted the final version of Board Policy 3200 at a special 2009 Board meeting, and the Accrediting Commission for Community and Junior Colleges (ACCJC) accepted the changes to Board Policy as specified in the January 2010 follow-up report.

During summer 2012, the Interim Superintendent/President appointed the Vice President of Academic Affairs and President of the Academic Senate as co-chairs of the newly assembled Accreditation Leadership Team (ALT); subsequently, co-chairs were selected for the standards. The Interim Superintendent/President directed the ALT co-chairs and Accreditation Liaison Officer to update the Board at their regular monthly meetings.

~~The Standard IV committee began their task warily due to a former Trustee's unauthorized editing of the 2008 Standard IV. But the~~ The Board was justly interested in involvement opportunities in the research and report writing for the 2014 accreditation report. In fact, the enthusiasm and concern of a few Trustees led them to be desirous of attending the Standard IV meetings.

The Interim Superintendent/President worked with the Board to ensure Board participation. Two Board members would meet monthly with the Superintendent/President and Standard IV co-chairs, thereby forming the Standard IV Leadership Team. This accommodation enabled two Trustees to review and provide input on behalf of the Board and to address questions emanating from the Standard IV committee. These meetings began in November 2013 and continued until the accreditation report was published.

The Board of Trustees continued to receive regular updates on the progress of the entire accreditation self-study, with special focus on Standard IV. A special study session devoted almost entirely to Standard IV occurred on 26 September 2013, during which the standard co-chairs outlined the evidence needed by February 2014. A special study session on 19 October 2013 was devoted to evaluation of Standard IV evidence with advisories on which sections of Standard IV needed further evidence.

SELF-EVALUATION – IV B.1.i.

Met

The Board of Trustees has been enthusiastic, engaged, and informed throughout the current accreditation process. They attended conferences and workshops devoted to the process and were mindful of their role in the self-study. The new trustee orientation in December 2013 focused on the role of the Board in the accreditation process. The current edition of the CCLC *Trustee Handbook*, distributed to all Board members and uploaded to the District's website, includes a chapter on accreditation. Furthermore, Mr. Bill McGinnis, a 25 year veteran trustee and consultant in trustee governance and

accreditation education, presented a workshop to the Board on accreditation, with special focus on the role of the Board in the self-study process.

Throughout 2014 spring and early summer, the Board continued to remain informed and involved in the accreditation self-study process. The Accreditation Leadership Team co-chairs continued to deliver regular updates during Board meetings, answering questions as they arose. In addition, the Board arranged special study sessions to discuss and analyze the report.

At the November 2013 Board of Trustee regular meeting, the Board approved the Board goals that ~~formalize~~ formalized the Board's ~~its~~ previous and ongoing participation in institutional planning and self-evaluation efforts. Board Goal 1, "Actively participate in Accreditation Self-Evaluation" has helped the Board to focus on a thorough review of the elements included in both Standards IV A and IV B. Furthermore, additional board goals have helped the Board to focus their efforts in various planning efforts, including the Student Success Task Force Implementation Plan (Board Goal 3), the Emergency Preparedness/Crisis Management Plan (Board Goal 4), and the Educational Master Plan (Board Goal 8). Their goals reflect commitment continuous and sustained involvement in institutional improvement. Indeed, the Board is emphatic about remaining informed and involved in all efforts to effect and improve student learning and achievement.

Special note from RCC to reader: It would be ideal if we can point to a survey with data which illustrates that the campus community thinks the Board has been taking its role with accreditation seriously and has been respectful of the boundaries of this role

In May, the Board reviewed its annual evaluation survey instrument. Although the instrument already included several accreditation standards in its previous form, the Board decided to include additional accreditation standards in the instrument. By doing so, the Board ensures that its performance will continue to be evaluated in the context of a rubric that includes the most updated accreditation Standard IV language.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.i.

EVIDENCE – Standard IV.B.1.i

j. **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

DESCRIPTIVE SUMMARY – Standard IV B.1.j.

~~The Rio Hondo College Board of Trustees is responsible for establishing a fair and open search process to fill a superintendent/president vacancy and delegates to the Superintendent/President the authority and responsibility to administer this action. The Board annually evaluates the Superintendent/President, whose evaluation is based on progress toward goals and objectives, the Superintendent/President's self-evaluation, and campus member's evaluations.~~

Vann Priest 05/01/14 - The Rio Hondo College Board of Trustees is responsible for establishing a fair and open search process to fill a superintendent/president vacancy. During 2009, the College utilizing its participatory/shared governance process revised the relevant board policy and administrative procedures. In July 2012, the Board initiated a selection process for a superintendent/president.

The Superintendent/President has the delegated authority and responsibility to administer this board policy, and she is held accountable by the Board.

The Board annually evaluates the Superintendent/President, whose evaluation is based on progress toward goals and objectives, the Superintendent/President's self-evaluation, and campus member's evaluations. The next scheduled evaluation is scheduled for 9 April 2014.

SELF-EVALUATION – IV B.1.j.
Met

Vann Priest 4/18/14 - ACCJC recommended in its 2008 evaluation report that the Board revise the Superintendent/Presidential hiring process to prevent potential disagreements with future Presidential search committees."

In July 2012, the Board initiated a selection process for the next superintendent/president and charged the Interim Superintendent/President with the development of a Request for Proposal for the securing of a search firm. On 24 September 2012 the Board interviewed three companies and selected Association of Community College Trustees (ACCT).

At the next special meeting on Oct. 22, the Board discussed AP 2431 Superintendent/President Selection, approved the composition of the Presidential Search Hiring Committee, and they exercised all options available to the Board in the event the number of candidates is less than the number required as outlined in section XIII in AP 2431. They also discussed and approved the Presidential Search Timeline.

The Presidential Search Hiring Committee was formally created on 1 November 2012.

Campus members contributed in the development of the presidential profile during two public fora. The Board approved the profile on 9 November and amended it on 14 November 2013.

Association of Community College Trustees Member Joan Lewis and the Director of Human Resources convened and led the first orientation meeting of the search committee on 8 November 2012. The second meeting to review applicants and select semifinalists for preliminary interviews occurred on 22 March 2013. The interviews were held on 11 and 12 April 2013, and the committee recommended six finalists to the Board.

The finalists participated in six public fora on 25 and 26 April 2013; they also met individually with the Board of Trustees. Board discussions continued until the announcement of Teresa Dreyfus as the next unanimously appointed Superintendent/President of Rio Hondo College.

The Superintendent/President has the responsibility to administer, execute, and reasonably interpret Board policy. However, the Board noted in its own self-evaluation the effectiveness of the delegation of authority to the Superintendent/President is not as effective as the Board would wish. The Board also noted its directions are sometimes lacking consistent follow-through. They further indicated that Trustees should improve their respect for the role of the Superintendent/President and follow their protocols.

It is an annual responsibility of the Board to evaluate the Superintendent/President. The Board did not conduct a review in 2013 because the Superintendent/President was an interim position. The next scheduled evaluation is scheduled for 9 April 2014.

In July 2012, the Board initiated a selection process for the next superintendent/president and charged the Interim Superintendent/President with the development of a Request for Proposal for the securing of a search firm. Public fora showcased vying firms, and a committee headed by the Interim Superintendent/President prepared an analysis matrix of the proposals; they were presented to the Academic Senate, CSEA, and then to the Board with recommendations from those constituency groups. On 24 September 2012 the Board interviewed three companies and selected Association of Community College Trustees (ACCT).

At the next special meeting of the Board on 22 October 2012, a discussion ensued concerning Administrative Procedure 2431, Superintendent/President Selection. It must be noted that the issue of the composition of the hiring committee had been contentious, for the Board wanted to limit the number on the committee to nine, replacing the 20 members indicated in Administrative Procedure 2431. The Board felt that 20 members would make the committee unwieldy. The Academic Senate objected to this. At this 22 October meeting, however, the issue was resolved when the Board increased the number in the committee from 20 to 22. The Board decided to keep available all stated options in Administrative Procedure 2431.

The Presidential Search Hiring Committee was formally created on 1 November 2012. The Executive Assistant to the Superintendent/President and the Board of Trustees then forwarded an e-mail from the Board President to the search committee in which the Board President appointed the committee chair. This action was in direct conflict with Administrative Procedure 2431; the Board President retracted that action. Much later, at the 10 August 2013 special meeting of the Board, the former Board President acknowledged her mistake in this regard.

Campus members contributed in the development of the presidential profile during two public fora. The Board approved the profile on 9 November and amended it on 14 November 2013, at which time they also approved the inclusion of five community members on the committee.

Association of Community College Trustees consultant Jose Leyba and the Director of Human Resources convened and led the first orientation meeting of the search committee on 8 November 2012. The committee reviewed the presidential profile, and commenced reading and scoring the applicants when the deadline closed. The second meeting to review applicants and select semifinalists for preliminary interviews occurred on 22 March 2013. The interviews were held on 11 and 12 April 2013, and the committee recommended six finalists to the Board.

The finalists participated in six public fora on 25 and 26 April 2013; they also met individually with the Board of Trustees. Board discussions continued until the announcement of Teresa Dreyfus as the next unanimously appointed Superintendent/President of Rio Hondo College.

At a special Standard IV meeting of the Board on 12 June 2013, discussion concerning the evaluation of the presidential search process ensued, and as a result, the Board directed the Superintendent/President and the Office of Institutional Research and Planning to create an evaluative instrument to be completed by members of the search committee. The Standard IV committee co-chairs suggested a timeline for distribution, analysis of the results, and follow-up report to the Board.

The Board considered the results of the presidential search at a study session on 10 August 2013. They were satisfied with Administrative Procedure 2431, the timeline, search firm, committee, and finalists. They concluded with suggestions for future searches. And as a consequence of the entire process, Board Policy 2431, Superintendent/President Selection, successfully passed through the participatory/shared governing process, and the Board approved its revision on 15 January 2014.

According to Board Policy 2430, Delegation of Authority, the Superintendent/President has the responsibility to administer, execute, and reasonably interpret Board policy. However, the effectiveness of the delegation of authority to the Superintendent/President is not as effective as the Board would wish. In its self-evaluation, the Board notes its directions are sometimes lacking consistent follow-through. They also note that Trustees

should improve their respect for the role of the Superintendent/President and follow their protocols.

It is an annual responsibility of the Board to evaluate the Superintendent/President. They establish a timeline in order to complete the process prior to the end of the contract year. The Board assesses the Superintendent/President based on progress toward agreed upon goals and objectives, the self-evaluation of the Superintendent/President, and evaluations completed by members of the campus community. The Board did not conduct a review in 2013 because the Superintendent/President was an interim position. The next scheduled evaluation is scheduled for 9 April 2014.

Members of several constituency groups have expressed concern about some elements of the Superintendent/President evaluation process. Administrative Procedure 2435, Evaluation of the Superintendent/President, specifies that the final evaluation of the Superintendent/President will be based, in part, upon a composite of the evaluation forms completed by members of the constituent groups. On 25 February 2014, the Planning and Fiscal Council noted that on several occasions the evaluation forms were not distributed to members of constituency groups at all, or they were distributed too late to be included in the final evaluation. In addition, the evaluation forms had been distributed by the Executive Assistant to the President & the Board of Trustee; some constituents felt that administrative evaluation should be handled by an independent third party. To address this matter, a subcommittee of the Planning and Fiscal Council, comprised of leadership from the Academic Senate, classified staff, and administration will consider this matter.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.j.

EVIDENCE – Standard IV.B.1.j

2. **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

a. **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

DESCRIPTIVE SUMMARY – Standard IV B.2.a.

The Superintendent/President proposes an administrative structure for the College as is outlined in the *Organizational Structure and Governance Manual.* In the current structure, the three vice presidents as well as four administrators, Dean of Institutional Research and Planning, Director of Marketing and Communications, Director of Human Resources, and Director of Government and Community Relations, report directly to the Superintendent/President, who delegates authority through them to the divisions and departments under these administrators College.

The Superintendent/President reports to the Board of Trustees and serves as a liaison between the Board and the key governance units on campus. The College Governance Flow Chart illustrates the reporting pathways to the Superintendent/President. First, the Superintendent/President oversees the President's Council, comprised of the presidents of the Academic Senate and CSEA, and Management/Confidential Council, as well as the vice presidents and four principal administrators, whose charge is to represent and report back their constituencies. In addition, the Superintendent/President meets periodically with the elected representatives of the constituency groups, during which dialogue contributes to effective communication. Secondly, the Superintendent/President meets with the Associated Students of Rio Hondo College. In addition, the Superintendent/President is a member of the College Foundation.

Modifications to the structure of the College occur when the Superintendent/President deems it necessary to align staff and resources to changing priorities. For example, a 2013-2014 reorganization in Academic Affairs due to an unexpected Dean of the Library and Institutional Support vacancy led to deans assuming the duties of the vacant position on an interim basis. At the same time, a permanent reorganization of duties occurred of instructional operations by reassigning duties and responsibilities to the Dean of Career and Technical Education. Another permanent reorganization in Student Services occurred in fall 2013 in response to Student Success Initiative implementation, in order to provide coordinated services, monitor and track students' success, resulting in rearranging of duties and responsibilities.

SELF-EVALUATION – IV B.2.a.

Met

Board Policy 3100 and Administrative Procedure 3100 require the College provide an organizational structure, and the visual diagram is printed in these documents and are available to the public through the College website. The Board approved the most recent versions on 18 November 2013.

Reorganizations and/ or realignments at the College have evinced ~~significant~~ growing pains, in which administration and staff have sometimes disagreed in regard to process. Reorganizations have come forward through various avenues. Some campus leaders believe that past reorganizations/realignments have been presented as *faits accomplis* without campus wide understanding of the underlying motivations and reasons for the changes. Other campus leaders have accepted the authority of the administration with respect to reorganizations and have claimed to understand the rationale. The juxtaposition of these divergent perspectives ~~And this~~ has led to conflict and misunderstanding between some campus leaders ~~and staff~~ and the administration, which points to the need for explicit and enunciated steps in reorganizational effort.

The examples referenced in the descriptive summary portion of this substandard illustrate a marked improvement with how the Administration has explained reorganizations recently, compared to previous reorganizations. At the November 2013 Special Board of Trustees Meeting, a clear rationale was included in the language of the agenda item for the restructuring that occurred in Academic Affairs and in Student Service –to better align resources to improve the educational outcomes of Rio Hondo students. With respect to the Student Service Reorganization, the Vice President of Student Services articulated the rationale for the realignment, listened to feedback, and explained how various units in Student Service would be affected. The extent to which administrators cultivating buy-in and of offered explanations showed improvement from previous reorganizations.

Since 2008, the Office of the Superintendent/President has distributed updated editions of *Organizational Structures and Governance Manual*, the latest published in January 2014. Prior to each edition, constituencies review and edit as necessary. Included in the President's Message is the belief that "the organizational framework outlined herein facilitates ongoing operations within a context of responsible administrative management and collaborative efforts to further the mission of the College."

To amend the Organizational Structures and Governance Manual, proposed changes are considered at President's Council and President's Cabinet. Final decisions rest with the Superintendent/President, although explanations are provided for changes not adopted.

~~The 2014 edition of the *Organizational Structure and Governance Manual* was presented to the Board as an information item at the 15 January 2014 meeting; however, the Board directed the Superintendent/President to edit the document by removing mention of the Sabbatical Committee. The rationale was that because sabbaticals are a bargainable union issue, it is not appropriate to include it in the governance manual. After the Board meeting, the Superintendent/President returned the document to President's Council, where the Sabbatical Committee was deleted from the manual. The revision was subsequently distributed to the Academic Senate Executive Committee, the Executive Committee of the California School Employees Association, the Associated Students of Rio Hondo College, and the Administrative Council. It is understood that the *Organizational Structure and Governance Manual* is neither a policy nor a procedure, and this led to its ambiguous status at the meeting. The fine points of the processes of participatory/shared governance are a work in progress.~~

Administrative Procedure 6100, Delegation of Authority, stipulates that the Vice President of Finance and Budget is delegated authority from the Superintendent/President to supervise budget preparation and management; oversee fiscal management of the District; and contract for purchase, sale, lease, or license real and personal property. It should also be noted that this delegated authority is subject to the condition that certain of these transactions be submitted for review and approval to the Superintendent/President for review as deemed necessary.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.a.

EVIDENCE – IV B.2.a.

b.The president guides institutional improvement of the teaching and learning environment by the following:

1. establishing a collegial process that sets values, goals, and priorities;
2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4. establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY – Standard IV B.2.b.1-4 [

The Superintendent/President supervises the planning process, ensuring that campus processes the follow the Mission, Vision, and Values of the College that were collaboratively developed by constituent groups in line with institutional goals and objectives.

The Dean of Institutional Research and Planning (IRP) reports directly to the Superintendent/President. That IRP Office provides research and analysis when requested, and in consort with the Institutional Effectiveness Committee, conducts yearly evaluation and assessments of the planning process.

The distribution of responsibility in planning helps assure that sound planning leads to good decision making processes that are integrated into all aspects of the College.

SELF-EVALUATION – IV B.2.b.1-4

Met

Vann Priest 04/24/14 - The Mission, Vision, and Values of the College shape the policies of the Board. Board Policy 3250, Institutional Planning, states: "The planning process assists in identifying institutional directions as well as priorities and strategies: it also influences the acquisition and allocation of resources. The Superintendent/President's task is to oversee the District's planning process." The policy further outlines the "task" of the Superintendent/President to implement "a broad-based comprehensive, systematic and integrated system of planning that is supported by institutional effectiveness research."

The implementation of the institutional planning process is outlined in Administrative Procedures 3250, Institutional Planning. While the Superintendent/President directs the planning and fiscal management, the Planning and Fiscal Council (PFC) develops and presents planning, budget, and other recommendations to the Superintendent/President. Furthermore, PFC should provide a budget process with broad campus participation that results in planning and fiscal recommendations.

The Dean of Institutional Research and Planning reports to the Superintendent/President. The Office of Institutional Research and Planning provides research data and analyses to faculty and administrators who are involved in planning, grant writing, reporting to external agencies, and program research efforts. The Dean of Institutional Planning serves as the co-chair of the Institutional Effectiveness Committee (IEC), a committee that facilitates and evaluates the planning process, analyzes evidence of institutional effectiveness, and makes recommendations for improvement to the planning process.

The strategic planning of the District is outlined in "The Planning Process " The College utilizes a "bottom up" approach to planning as it begins at the program level. All academic, service, or operational entities on campus are defined as programs. Program plans and program reviews are due in October. Program reviews is conducted on a six year cycle. Program or program reviews are incorporated in to unit plans; unit plans, into area plans, which are completed in January.

The Office of Institutional Research and Planning uploads appropriate data into the planning software templates. Other research may be requested or inserted during the planning period. Requested resources must be based on data.

Requests for certificated and classified staff are evaluated by the appropriate staffing committees. Equipment and technology requests are evaluated by a separate committee The facilities committee evaluates requests related to campus space and other facility issues. All evaluative committees are subcommittees of the Planning Fiscal Council.

The President's Cabinet, chaired by the Superintendent/President, considers requests for new administrators and budget augmentation. No other campus constituencies are represented on the President's Cabinet.

The spring institutional planning retreat is the culmination of the planning process, when constituent representatives consider scorecard data; prioritize goals and objectives; and review the Mission, Vision, and Values of the College.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.b.1-4.

c. **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

DESCRIPTIVE SUMMARY – Standard IV B.2.c.

In accord with Board Policy 2430, Delegation of Authority, the Board of Trustees delegates authority to the Superintendent/President to administer board policies and to implement all appropriate federal, state, and local statutes and regulations. The Superintendent/President ensures that administrative procedures and other institutional practices are in accord with the College Mission Statement and board policies.

SELF-EVALUATION – IV B.2.c.

Met

The Board of Trustees is committed to reviewing its policies regularly to ensure they are in compliance with all relevant statutes and regulations. The Superintendent/President is responsible for monitoring the implementation of procedures and practices, ensuring their adherence the College Mission Statement. In addition, board policies must comply with appropriate federal, state, and local statutes and regulations.

Participatory/shared governance procedures are outlined in Administrative Procedure 2410, Board Policies and Administrative Procedures, which recognizes those principles of governance while affirming the authority and responsibility of the Board and Superintendent/President in decision making on behalf of the College.

The President/Superintendent ensured compliance with the 2008 ACCJC Evaluation Report recommendation five to create and implement a campus climate survey. And in response to the ~~2002~~ 2012 California Community College Board of Governors endorsement of the Student Success Task Force recommendations, the Superintendent/President ensured the Board, faculty, staff, and students were apprised of those recommendations and the College responses to them. In fact, The Board of Trustees held a special study session on 12 July 2013 to that effect; the faculty and staff participated in a FLEX Day assembly on the topic in topic; and a student

information session was held on 16 September. The Superintendent/President authorized the College task force on 10 September and the first meeting occurred on 10 October, 2013.

Campus constituencies provide input to the Superintendent/President through participatory/shared governance.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.c.

EVIDENCE – Standard IV B.2.c.

d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY – Standard IV B.2.d.

The Superintendent/President presents the annual budget to the Board of Trustees for adoption and to the Planning Fiscal Council for information. The Superintendent/President delegates to the Vice President of Finance & Business direct oversight of day-to-day operations related to the budget. Toward the end of the fiscal year, the Superintendent/President and Vice President of Finance & Business coordinate with accounting staff to ensure that end-of-the-year procedures are completed and the accounting ledger comply with Generally Accepted Accounting Principles and the Governmental Accounting Standards Board. Any possible documentation of these end-of-the-year meetings uses Los Angeles County Office of Education (LACOE) year-end handouts. The Board of Trustees filled the vacant position of Director of Accounting accounting in November 2012; the Board subsequently appointed an interim Vice President, Finance and Business in July 2013.

During the 2013-2014 academic year, the Superintendent/President collaborated assisted with the Board of Trustees in establishing a board goal to help ensure financial stability for the College. In addition, Institutional Goal 7 posits that the College will act responsibly, ethically, efficiently, and in an accountable manner, including seeking outside sources of funding to preserve fiscal solvency.

The Superintendent/President works with the Vice President of Finance and Business, the Board of Trustees, and Administrative Council to control budget and expenditures. Monthly Administrative Council meetings provide the venue for these discussions on an as needed basis as well as individual conferences with deans and directors. Such discussions emphasize and reinforce fiscal control and prudence.

The institutional planning process affords the Superintendent/President the opportunity to obtain an overview of the upcoming financial needs of the College. As part of the planning process, all certificated and classified staffing, technology, and facilities requests are tallied and presented to the Superintendent/President and the President's

Council for analysis. The review enables forecasting of new expenditures and strategic distribution of available funds. Resource allocation requests are also discussed at the annual institutional planning retreat. The President's involvement in each phase of the resource allocation process facilitates effective leadership in planning, organizing, and budgeting.

The Board reviews and approves the quarterly 311 Q Report. It is noteworthy that the Board has approved budgets with healthy indicators that exemplify fiscal integrity for the past six years. One such indicator is the ending balance of the General Fund, which has been positive despite reduced revenues from the state. Other indicators are adherence to the 50 percent law and the percentages in reserve, ranging from seven percent to 14 percent above the state minimum of five percent.

The College also pursues new sources of revenue through grants, which President's Cabinet reviews as "grant launch pads." Between 2009 and 2014, the College has secured $13,231,862 million in grant funding.

Legislative advocacy is a necessary albeit more oblique avenue of budget control. The Superintendent/President, the Board of Trustees, and the Director of Government and Community Relations work together to formulate a legislative strategy in ongoing efforts to protect funds and recommend funding shifts as a means to advocate for state funding. One example of the Board, the Superintendent/President, and the Government and Community Relations (GCR) Director working together to control budget transpires in January, shortly before the annual Community College Advocacy Day in Sacramento. The Director of GCR crafts "talking points" related to the Governor's proposed state budget that can be used by the Superintendent/President and the Board when they meet with state legislators. These advocacy meetings afford the Superintendent/President, Board, and GCR Director to advocate for additional funding, continue with existing funding levels, or oppose potential budget reductions to community colleges.

At the College level, the accounting office staff ensures requisitions are correct, and if budget transfers are required, they are completed. All requisitions and budget transfers are signed by the cost center managers, and any over $5,000.00 require the review and approval of the Vice President of Finance and Business or the Superintendent/President. Instructional deans receive a monthly budget report containing the actual costs of part-time instructors and classified staff. Beginning in spring 2014, cost center managers can view their costs online through the *PeopleSoft*, the College online cost system.

SELF-EVALUATION – IV B.2.d.

Met

Rio Hondo College has remained in solid financial standing during the past several years of economic distress due to the financial acumen of the

Superintendent/President, whose former position at the College was Vice President of Finance & Business. In fact, during the interval between 2008 and 2013, the College maintained its offerings during fall, spring, and summer terms without section cuts. Only in spring 2013 did the Superintendent/President authorize a one-time course section reduction to help balance the 2012-2013 academic year budget.

Before the course reduction was approved, the Superintendent worked with the Board to gather feedback from the community regarding their education priorities. During spring 2012 the Superintendent/President conducted a community forum in each of the five Trustee areas. These events began with a State of the College presentation, which included financial information; the response of the institution to the recommendations of the statewide Student Success Taskforce; and time set aside for the community to deliver comments and feedback on the educational and fiscal priorities for the College in view of the economic situation.

In addition, directives to cost center managers to reduce certain expenses by 20 percent assisted campus-wide efforts to prioritize mission-critical expenditures. A specific illustration of this effort occurred at an Administrative Council meeting towards the beginning of the 2012-2013 fiscal year, when the Interim Superintendent/President directed all divisions and departments to reduce their budgets by 20% in the areas of supplies, other operating expenses (i.e. consultants, travel, utilities, maintenance, repairs), and capital outlay expenses. The Superintendent/ President implemented the same measure at the beginning of the 2013-2014 fiscal year. Furthermore, the Interim Superintendent/President reduced Staff Development funds by 50% in 2012-2013 and in 2013-14. Each of these steps were taken as a means of controlling expenses. Included in this cost-cutting strategy were directives to reduce less-then-absolutely-necessary travel and encouragement to share resources whenever possible.

Enrollment decreased in fall 2013. At this point the Superintendent/President began working with the Vice President of Academic Affairs, administration, deans and directors, and Board of Trustees to develop and implement an enrollment management plan as a means of increasing enrollment and increasing FTES.

At the January 2014 FLEX Day, the Superintendent/President led a breakout workshop titled "Finance and Budget 101," during which the attendees learned how the budget is developed, reviewed budget timelines and major components of the general fund. A question and an answer period followed the presentation.

The Superintendent/President serves on the Board of the Rio Hondo College Foundation, which has, for the past five years, raised in the tens of thousands of dollars through fundraising events, such as the 50th anniversary of the College celebrations, gala dinners, wine tasting events, and exclusive President's' Circle receptions.

EVIDENCE – Standard IV B.2.d.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.d.

e. **The president works and communicates effectively with the communities served by the institution.**

DESCRIPTIVE SUMMARY – Standard IV B.2.e.

The Superintendent/President communicated with the communities served by the institution both directly in the forms of presentations, written reports, and e-mails, and indirectly through liaisons such as the Director of Government and Community Relations and the Director of Marketing and Community Relations.   This communication has been ongoing, regular, and widespread throughout the College's service area. Implicit in this ongoing communication is effective listening to the community which enables the Superintendent/President to be informed of changing needs, aware of what is working well and what can be improved.

Community Fora: During spring 2012 the Superintendent/President conducted a community forum in each of the five Trustee areas. The presentations included remarks from the appropriate Trustee, followed by information on the State of the College, which included financial information; the response of the institution to the recommendations of the statewide Student Success Taskforce; with time set aside for the community to deliver comments and feedback on their priorities for the College in view of the current economic situation. The extensive input that was received, documented, and collected by the District has informed some of the Board's discussions related to program and budgetary priorities.

Superintendent Meetings: The Superintendent/President meets with kindergarten through high school area superintendents each semester, providing updates on initiatives, exploring how school districts and the College can collaborate more effectively, and listening to their ideas and concerns about how the College can assist them in helping students succeed. For example, at the most recent Superintendents' Meeting on 17 March 17 2014, the Superintendent/President met with superintendents or assistant superintendents from ten local school districts to discuss how they can achieve further collaboration in the Adult Education Consortium, partner in upcoming grant proposal opportunities, and share information about courses offered at both El Monte Education Center and South Whittier Education Center. The Superintendent/President also took the opportunity to ask questions about programs available to elementary, middle, and high school districts including career and technical education programs and cultural arts programs.

President's Advisory Committee: At least twice per year, the Superintendent/President meets with members of the President's Advisory Committee, which is comprised of local school board members, nonprofit leaders, college professors, field representatives of local elected officials, and law enforcement representatives.

Meetings focus on sharing information regarding College programs, state and federal guidelines and challenges, and upcoming special College events. This is an opportunity for constructive dialogue among participants to collaborate on ways the College can address community needs. For example, at the September 2013 President's Advisory Committee, the Superintendent/President solicited members of the Advisory Committee for their feedback on the College's revised Mission Statement. The comments provided to the Superintendent/President were helpful in validating concerns previously expressed by campus leaders and/or identifying original ideas not previously considered.

Off-Site Educational Center Advisory Committees: The South Whittier Educational Center (SWEC) and El Monte Educational Center (EMEC) have community advisory committees, which were authorized by the Board in 2006, that meet twice yearly to discuss the selection of courses and student services to be available at these centers. The committees are comprised of civil leaders, school district representatives, parents, nonprofit and community-based organization leaders, business leaders, and church leaders who lived or worked in the communities. Due primarily to input received from advisory committee members, campus leaders have strategically implemented a curriculum that is responsive to this feedback, while addressing needs in the community. This curriculum includes transfer-level courses, career-technical education courses, continuing education courses, and basic skills courses. This strategy has been implemented at both educational centers and was inspired, in part, by advisory committee input and has been well received by the community.

Meetings with Federal and State Elected Officials: Several times each year, the Superintendent/President meets with federal, state, and local officials in efforts to maintain strong relationships with legislators. During the meetings, the Superintendent/President informs the participants about College initiatives, explains how they can help the College, solicits support on relevant and appropriate legislation, and fosters mutually beneficial working relationships to benefit students.

State of the College Presentations: Presentation to the city councils within the College district occurs in alternate years. A State of the College address includes information on demographics, budget, noteworthy trends in higher education, and other appropriate items of interest to the audience. An ancillary benefit that increases community communication is the televised component of the city council meetings, which means that the College presentations are available to all members of the community via the public access network. During the 2012-2013 academic year, the Superintendent/President visited each city council in the district as part of the 50th anniversary of the College.

Presentations to Service Organizations: The Superintendent/President regularly delivers presentations at several local social service organizations, such as the Pico Rivera and Santa Fe Springs Rotary Clubs, Whittier Soroptomist Club, Whittier Host Lions Club, and Whittier Rotary Club.

Citizen's Oversight Committee: Education Code 15278 mandates community colleges appoint a committee of overseers from the community to ensure accountability for bond fund expenditures. The Superintendent/President meets quarterly with the College Citizen's Oversight Committee to provide progress reports on construction, bond audits, and expenditures. Questions and answer sessions enable all committee members to ask clarifying questions that maximize understanding and ensure transparency.

President's Monthly Updates: A monthly newsletter summarizing campus activities, awards, special events, and actions of the Board of Trustees is distributed within the College via e-mail and via printed copy to members of the advisory committees and elected officials with whom the Superintendent/President regularly meets.

Summer Newsletter: *Rio Hondo College News*, an eight-page printed summer newsletter is distributed to over 150,000 district addresses and includes a message from the Superintendent/President summarizing College priorities, student success stories, facilities updates, registration processes, and selected faculty profiles.

Annual Report: The Superintendent/President oversees the production and distribution of the Annual Report, a 16 page document of highlights, metrics, accomplishments, and special interest stories of the College. Contributions of community members who have served the College are acknowledged, including members of the boards of the Foundation and Citizen's Oversight Committee as well as other major College supporters.

Press Releases: The Office of the Superintendent/President approves all press releases highlighting campus events and initiatives to local and regional media contacts.

SELF-EVALUATION – IV B.2.e.

Met

The Superintendent/Presidents have engaged with the community, including business, nonprofit, service, and school entities and federal, state, and local elected officials and governmental councils. Appropriate legislative advocacy is also an important aspect of the position.   At least once each year, the president has either made presentations or has asked a member of the Cabinet to make presentations to all five city councils in the District. Both the previous and current presidents have engaged with various sectors of the community including the business community, the non-profit sector, service organizations, and all 12 school districts within in the College's service area. Furthermore, the Superintendent/President regularly communicates with constituents both in writing and orally. The Annual Report and summer Newsletter are mailed to district addresses.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.e.

None

EVIDENCE – IV B.2.e.

a.   In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.[7]

a. The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY – Standard IV B.3.a.

SELF-EVALUATION – IV B.3.a.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.a.

b. The district/system provides effective services that support the colleges in their missions and functions.
DESCRIPTIVE SUMMARY – Standard IV B.3.b.
SELF-EVALUATION – IV B.3.b.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.b.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY – Standard IV B.3.c.
SELF-EVALUATION – IV B.3.c.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.c.

d. The district/system effectively controls its expenditures.
DESCRIPTIVE SUMMARY – Standard IV B.3.d.
SELF-EVALUATION – IV B.3.d.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.d.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY – Standard IV B.3.e.

SELF-EVALUATION – IV B.3.e.

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f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY – Standard IV B.3.f.
SELF-EVALUATION – IV B.3.f.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.f.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard IV B.3.g.
SELF-EVALUATION – IV B.3.g.
ACTIONABLE IMPROVEMENT PLANS – IV B.3.g.

III. CONSENT AGENDA

A. FINANCE AND BUSINESS

1. Authorization for Out-of-State Travel and Conferences

In accordance with Board Policy No. 7400 which has been reviewed, authorization is requested for attendance at out-of-state educational conferences by Board members who may be able to do so and staff, as indicated on the following page.

These trips are for the benefit of the Rio Hondo Community College District in accordance with Education Code Sections 87032 and 72423, which have been reviewed.

RECOMMENDATION: That the Board of Trustees approve the Consent Agenda item as presented.

Disposition by the Board:
It was moved by **Mr. Gary Mendez**, seconded by **Ms. Madeline Shapiro**, and carried, that the Consent Agenda with the following revisions:

<u>   None   </u>be

_X_ Accepted and approved – Action No. 46

		Yes	No
___ Not approved			
___ Delayed for further study	Vote:	5	0
	Student Trustee Advisory Vote:	1	0

OUT-OF-STATE TRAVEL AND CONFERENCES
AGENDA ITEM II. A. 2.
5/3/2014 Page 1 of 1

EMPLOYEE	CONFERENCE NAME & LOCATION	DATES	REASON FOR ATTENDING	DAYS AWAY FROM COLLEGE	APPROX. COST/ FUNDING SOURCE	PRESENTER	PARTICIPANT
Gisela Spieler-Persad	Council of Opportunity in Education (COE) SSS Innovative Forum Chicago, IL	May 6-7, 2014	Conference attendee	1.5	$950.00 No Cost/paid by COE		X

III. CONSENT AGENDA

A.   FINANCE AND BUSINESS

2.   <u>Partnership Agreement – Community Colleges Pathway to Law School</u>

Partnership for Community Colleges Pathway to Law School is designed to encourage promising community college students to consider careers in the law and will involve law school admissions personnel and law students who attended community college.   The program involves innovative classroom instruction, community-based learning, and activities with local law schools.

The partnership includes:

- The Regents of the University of California, on behalf of the University of California Davis and University of California Irvine campuses and their respective Schools of Law;
- Loyola Marymount University and Loyola Law School;
- Santa Clara University and Santa Clara University School of Law;
- University of San Francisco and University of San Francisco School of Law;
- University of Southern California and University of Southern California Gould School of Law; and
- Twenty-four (24) selected community colleges in California

Specifically, this program will provide a clear pathway from community college to law school. The model involves affirming existing articulation agreements or transfer guides between community colleges and the four-year undergraduate institutions to facilitate admissions, and developing a special partnership between the community colleges and law schools.

Support for the students, including mentoring, pre-law activities, counseling, internships, and scholarships, will be developed as part of the program in order to provide students with the best possible chance for success on the LSAT, in the law school admission process, in law school, and in the legal profession.

RECOMMENDATION: That the Board of Trustees approve a
partnership agreement for Community
Colleges Pathways to Law School and
authorize the Administration to execute
appropriate documents on behalf of the
District.

Disposition by the Board:
It was moved by Mr. Gary Mendez , seconded by Ms. Madeline Shapiro,
and carried, that the Consent Agenda with the following revisions:
                          None   be

 X Accepted and approved - Action No. 46

____ Not approved   Yes   No

____ Delayed for further study   Vote: 5   0

                    Student Trustee Advisory Vote: 1   0

MEMORANDUM OF UNDERSTANDING

Special Partnership Agreement

Community Colleges Pathway to Law School Initiative

EFFECTIVE DATE and PARTIES. This Memorandum of Understanding ("MOU"), dated as of May 1, 2014 Law Day ("Effective Date"), remains effective until June, 30, 2024 ("Agreement Period"), among the undersigned parties (collectively, "Parties"); establishes a "special partnership agreement" among the Parties; and creates the "COAF Scholars" program:

- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
- Loyola Marymount University and Loyola Law School;
- Santa Clara University and Santa Clara University School of Law;
- University of San Francisco and University of San Francisco, School of Law;
- University of Southern California and University of Southern California Gould School of Law; and
  Twenty-four (24) selected community colleges in California

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside
18	Sacramento City College	Sacramento
19	San Joaquin Delta College	Stockton

20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura

The parties enter into this MOU to reflect their understanding and agreement regarding their participation in the *Community Colleges Pathway to Law School* Initiative ("Initiative") established under the auspices of the State Bar of California's Council on Access and Fairness. The purpose of this Initiative is to provide a pathway to a law school education for students whose post-secondary education begins at the community college level by establishing a special relationship, partnership between the 6 participating law schools and the 24 participating community colleges.

Specifically, this innovative Initiative will provide a clear pathway from community college to law school. The model involves affirming existing articulation agreements or Transfer Guides between community colleges and the four-year undergraduate institutions to facilitate admissions, and developing a special partnership between the community colleges and law schools. Students from the selected community colleges would be provided additional support, access, and information to the law school admission process and targeted outreach and recruitment would occur at the 24 participating community colleges if the Students achieve specific criteria such as successfully completing certain community college courses that are based on the Shultz-Zedeck Lawyering Competencies (Effectiveness Factors).Support for the Students, including mentoring, pre-law activities, counseling, internships, and possibly scholarships, will be developed as part of the Initiative in order to provide Students with the best possible chance for success on the LSAT, in the law school admission process, in law school, and in the legal profession.

DOCUMENTS INCORPORATED. The MOU constitutes the provisions set out in these sections as well as all attached exhibits:

> Section 1: Students / COAF Scholars
> Section II: Community Colleges
> Section III: Undergraduate 4-year Institutions
> Section IV: Law Schools
> Section V: Statewide Coordinator/Chief Navigator
> Section VI: Other Terms and Conditions
>
> Exhibit A: Course Requirements at Community Colleges
> Exhibit B: Service/Civic Learning Component Criteria
> Exhibit C: Timeline – Implementation Agreement Period
> Exhibit D: Statement of Commitment & Special Partnership by Law Schools
> Exhibit E: Brochure for Video

RECITALS

WHEREAS, the State of California is a majority-minority state with approximately 60 percent of its population from racial or ethnic minority groups;

WHEREAS, the membership of the State Bar of California is made up of approximately 20 percent racial or ethnic minority lawyers, and this number has not been increasing at a pace that is sufficient to reflect the general population, and the legal profession continues to lag behind almost every other profession in the country;

WHEREAS, studies among court users show that diversity in the legal profession and judiciary is a priority for public trust and confidence in the legal system and the appearance of fairness in the courts;

WHEREAS, attorneys make up the majority of elected officials and other key local, state, and national leaders, and it is important that those leaders represent the rich diversity of California so that diverse interests are considered and represented in making public policy and other critical decisions affecting all communities in the state;

WHEREAS, attorneys directly representing clients should reflect the rich diversity of the state population to maximize cultural sensitivity to the needs of a diverse client base and to foster public faith in the legal profession;

WHEREAS, in an increasingly global economy, attorneys representing key entities should embody and be sensitive to clients from diverse backgrounds in order to respond to global business demands;

WHEREAS, the Council on Access & Fairness ("COAF") was created by the State Bar of California ("State Bar") in 2006 to serve as the State Bar's "think tank" on diversity and to advise the State Bar's Board of Trustees on appropriate strategies for increasing diversity in the legal profession, consistent with State Bar policies and procedures. COAF's mission is to provide leadership and guidance for the State Bar of California to ensure the legal profession and the judicial system reflect the rich diversity of the people of California and fosters cultural sensitivity and public trust;

WHEREAS, the community college system has the most diverse student population of the three public post-secondary education systems in California, providing opportunity for everyone who aspires to obtain a college education, including students from the least affluent communities in California, first generation students, students of color, students with disabilities, veterans, and those who have work and family responsibilities. California's community colleges educate nearly two and a half million students a year, more than 60 percent of whom are students of color;

WHEREAS, the State Bar through COAF, pursuant to this MOU, seeks to create a pathway for community college students from diverse backgrounds to attend law schools in collaboration with community colleges, 4-year baccalaureate institutions, and their respective law schools;

WHEREAS, the law school Deans at the aforementioned participating law schools are notable leaders in legal academia and have wholeheartedly embraced the State Bar's mission of a diverse legal profession, and the participating law schools and their respective undergraduate institutions are deeply committed to implementing an innovative and promising initiative that seeks to achieve this mission; and

WHEREAS, the 24 community colleges were selected through a competitive process based in large part on their commitment to serve diverse communities and their record of success for all students, including but not limited to success in transferring students of color and students from low socio-economic backgrounds to four-year undergraduate institutions.

NOW, THEREFORE, the Parties agree as follows:

The Parties to this MOU are 24 community colleges and 6 law schools and their respective undergraduate institutions. This Initiative is a pilot project that may be modified and adjusted upon consensus of the Parties and COAF which would be reflected in a written amendment to this MOU duly executed by the Parties to this MOU.

The MOU places specific requirements and obligations on the following individuals and entities to implement the goals of the Initiative: the participating Students enrolling at the 24 participating community colleges; the 24 participating community colleges, the 6 four-year undergraduate institutions, and the 6 law schools. A statewide coordinator ("Statewide Coordinator"/"Chief Navigator") will monitor and assist the Parties in implementing the requirements of the Initiative as expressed in this MOU, coordinate statewide activities and record-keeping, and serve as the Parties' liaison to the State Bar and COAF.

SECTION I: STUDENTS / "COAF SCHOLARS"

A. "COAF Scholar" Status / Qualification: To qualify as a "COAF Scholar" and to be able to identify as a "COAF Scholar" when applying to law school, a student participant ("Student") must matriculate at one of the 24 participating community colleges during or after Academic Year 2014-2015 and successfully complete the courses required under Section I(D).

B. Counseling. Student must attend an orientation on the Community Colleges Pathway to Law School Initiative, if the participating college campus provides such orientation. Student must work with a designated Pathway Initiative Counselor. Student must establish a Student Educational Plan based on a selected major including the courses set forth in Section I(D).

C. <u>Information-Sharing</u>. Student must self-identify as a "COAF Scholar" participant in the Initiative to the State Coordinator, and agree to consent to the Coordinator's release of information to Parties to the extent necessary for Student to progress through the Initiative and consent to maintenance of general data necessary to assess the program.

D. <u>Courses</u>. Student must complete the required coursework delineated in this MOU, which is based on a defined set of "success factors" of effective lawyers. The intention of this Initiative is to align criteria from the "success factors" with California Community College courses currently approved in corresponding Intersegmental General Education Transfer Curriculum (IGETC) areas in order to prepare Students for law school and the legal profession prior to transfer. Advanced Placement (AP) credit for Statistics and English may be granted pursuant to the local community college's policy.

  i. <u>Seven (7) Required Courses.</u>
      a. Street Law, Street Law-based, OR Law and Democracy
      b. English Composition
      c. Critical Thinking
      d. Argumentation and Debate OR Persuasion
      e. Statistics
      f. U.S. History
      g. Introduction to American Government

  <u>Two (2) Recommended Elective Courses.</u>

      h. Service/Civic Learning
      i. College Success

  ii. <u>Reciprocity Between Community Colleges.</u> Any required course taken at any of the participating community colleges will have reciprocity – that is, it will receive "pass along" credit among the participating community colleges under this MOU.

  iii. <u>Deferral of Courses to 4-Year University.</u> Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents. Advanced Placement (AP) test credit may be applied to four-year undergraduate requirements pursuant to Santa Clara University's or University of Southern California's respective policies.

      a. Santa Clara University:
        • Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
        • History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
        • English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion

- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

b. University of Southern California:
  - Communication 141, Applied Debate, in lieu of Argumentation and Debate
  - Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government
  - History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
  - Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics

See Exhibit A (Course Requirements at Community Colleges).

E. Service/Civic Learning / College Success. It is recommended that Students take the service/civic learning and college success course. In addition or alternatively, Students may work with the instructional faculty champion for placement into law-related civic/service learning internships.

See Exhibit B (Service/Civic Learning Component Criteria)

F. Extracurricular Activities. Student is encouraged to participate in various law-related activities and events sponsored at the community college level, such as debate competitions, statewide Law Day conference, pre-law club, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, screening of video "When You Dream ... Community College Pathway to Law School", and California Supreme Court oral argument hearings. See Exhibit E (Brochure for Video).

All students at participating community colleges are encouraged to participate in these activities, whether or not students are qualified as "COAF Scholars" under this MOU.

G. Transfer and Admission to Undergraduate Institution. While knowledge of which courses will transfer to an institution is valuable, policies at each university (or even schools and majors within a university) may impose additional admission requirements. In addition to completing the specified courses under the Initiative for admission to the participating law schools, Student must complete all pre-requisites for his/her major as required by a participating undergraduate institution and must transfer successfully. Students are encouraged to meet with transfer counselors and visit admissions and transfer websites for the participating undergraduate institutions.

H. Good Standing. Student must at all times be in good academic standing as defined by each educational institution that the Student attends; must never be on academic probation or suspension or in violation of student conduct codes; and must at no time fall below the standards of ethics or behavior that would bar admission to the State Bar of California. Student should contact the State Bar of California, and/or the equivalent

licensing organizations in the jurisdiction(s) in which the Student intends to practice, to determine the applicable character, fitness, and other qualifications necessary for licensure.

In addition to the above, Student may at any point be removed from consideration under this Initiative by any or all of the participating law schools for any of the following behaviors as determined by those participating law schools;

1. Academic misconduct
2. Unlawful misconduct
3. Employment misconduct
4. Financial misconduct
5. Any other reasons determined by a law school that would indicate that Student does not appear capable of satisfactorily completing its educational program and being admitted to the bar.

I. Application and Matriculation at Law School. Student must complete the course work at the community college level during this Agreement Period and enroll in participating law school no later than Fall 2024. Student is required to complete the law school application. Student must register with the Law School Admission Council and submit official transcripts through the Candidate Assembly Service (CAS).

J. No Obligation. Any Student who does not meet the requirements for consideration as a "COAF Scholar" under this MOU or who is removed from the Initiative is not otherwise barred from seeking directly admission to any law school, including all participating law schools. Likewise, Student who meets all the requirements under this MOU is not obligated to attend any of the participating law schools and may seek admission to other law schools or may decide not to pursue a legal career.

SECTION II: COMMUNITY COLLEGES

A. Course Offerings. Community colleges shall offer each of the required 9 courses at least once every academic year and schedule the courses to maximize access for participating Students and enable Students to complete all courses within two academic years.

To the extent possible, community colleges shall provide priority enrollment in these courses for participating student. Community colleges shall also provide priority enrollment for all Students in EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academy students under concurrent enrollment/dual enrollment, and other learning communities.

Community colleges shall maintain an updated list of courses (and their respective course numbers and dates offered) and must annually communicate its updated list to the Statewide Coordinator. See Exhibit A (Course Requirements at Community Colleges).

B. <u>Civic/Service Learning and College Success Course</u>. Community colleges shall offer civic/service learning courses for as many units as possible. Community colleges with civic/service learning courses shall offer such courses in accordance with the criteria set forth in Exhibit B (Service/Civic Learning Component Criteria) and collaborate with the judiciary, bar, and public interest law organizations to develop such courses. Community colleges shall also offer a college success course as frequently as possible.

C. <u>Extracurricular Activities</u>. Community colleges shall participate in the statewide debate competition. Community colleges shall organize law-related events and activities necessary for continued Student participation in this Initiative. Community colleges shall collaborate with local county bars, affinity bars, and the local judiciary to organize and sponsor law-related events and activities such as debate competitions, statewide Law Day conferences, college's Constitution Day, pre-law clubs, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, and California Supreme Court and appellate court oral argument hearings.

D. <u>Financial Contribution</u>. Unless funding is secured through public or private sources, each community college shall contribute $5,000 per academic year for the employment of the Statewide Coordinator during this Agreement Period. Except for the employment contribution described in the preceding sentence, the community colleges that is a Parties to his MOU: (i) shall not have any other financial responsibilities relating to employment or retention of the Statewide Coordinator; (ii) shall not be liable or responsible for the acts, omissions or other conduct of the Statewide Coordinator; and (iii) shall not be deemed to be the employer of the Statewide Coordinator. All costs for activities at each respective community college and for its personnel (such as costs of travel to annual summit and release time) shall be borne by each respective community college.

E. <u>Notice</u>. The Statewide Coordinator and participating community colleges, to the extent possible, shall identify participating Students applying to transfer to the respective undergraduate institutions. Students should identify on their applications if they are applying through the Initiative.

F. <u>Instructional Faculty Champion</u>. Each community college will designate one "Faculty Champion" to lead the Initiative at its college and within its district. While some of the tasks of the Faculty Champion may be delegated to other faculty members or administrative staff at the college, it is important that there be a single member of the Faculty to act as a liaison to the Initiative and the Statewide Coordinator. That individual may change as the needs of each community college dictate, but it is expected that Faculty Champions will serve in that role for a minimum of three years.

The Faculty Champion must:

    i.   Be a full-time, tenured or tenure-track faculty member at the community college. If an adjunct faculty is better suited for the role, an exception shall be requested from the Statewide Coordinator;

    ii.   Agree to attend an annual conference/summit of the Parties;

iii. Ensure that a current course list is maintained and transmitted as required to the Statewide Coordinator;

iv. Ensure the curriculum required is maintained and reviewed annually for currency and effectiveness;

v. Partner/liaison with community agencies/organizations, including local judiciary and bar organizations to provide Students with extracurricular opportunities in and service learning/civic engagement exposure to the legal profession; and

vi. Work with counseling faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

G. <u>Counseling Faculty Champion</u>. Community college shall designate at least one counseling faculty to:

i. Help Students establish their Student Educational Plans, guide them toward completion of the required courses, and identify undergraduate transfer pre-requisites; these duties can be performed in collaboration with the Articulation Officer whose expertise in curriculum requirements, transfer requirements, etc., may be required;

ii. Assist Students with their transfer applications to the participating undergraduate institutions/law schools;

iii. Attend the annual conference/summit to receive updated information from law schools and the legal profession on career counseling; and

iv. Work with instructional faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

H. <u>Administrator and Student Liaison</u>. Each community college shall designate an administrator and a student who will work with the Instructional and Counseling Faculty Champions in promoting the Initiative at the college. Their collective responsibilities are to:

i. Ensure that the Initiative becomes a part of the college's institutional culture by seeking support from college's executive leaders, academic senate, classified senate, and associated students organization;

ii. Provide an annual report to the Statewide Coordinator within state and federal privacy laws on the participating Students in the Initiative, and the number and percentage of participating Students who are also participants in other programs and learning communities such as but not limited to EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academies under concurrent/dual enrollment.

iii. Support the "Faculty Champions";

iv. Identify and support student candidates for participation in the Initiative; and

v. Seek out and develop extracurricular activities that are law related in which Students can participate, preferably in partnership with the legal community.

SECTION III: UNDERGRADUATE 4-YEAR INSTITUTIONS

A. <u>Articulation Agreements</u>. The undergraduate institutions shall coordinate with all the participating community colleges to develop or reaffirm their respective articulation agreements or Transfer Guides and facilitate to the extent possible the participating student's ability to transfer.

B. <u>Transferability</u>. The undergraduate institutions shall work with the participating community colleges to ensure, to the greatest extent possible, the ability for Students to transfer the required 9 courses. See Exhibit A (Course Requirements at Community Colleges).

C. <u>Recommended Courses and Extracurricular Activities</u>. The undergraduate institutions shall provide a list of recommended courses such as logic, ethics, and rhetoric at their institutions that Students could take to better prepare them for the LSAT and law school. The undergraduate institutions shall also provide a list of pre-law activities and organizations. The recommended course listing and extracurricular activities shall be developed with the assistance of the Statewide Coordinator and COAF.

D. <u>Notice</u>. The undergraduate institutions shall notify the Statewide Coordinator and the participating law schools of the participating Students transferring to their respective undergraduate institutions. Undergraduate institutions shall maintain data on participating Student enrollment and communicate that to the participating law schools and Statewide Coordinator within state and federal privacy laws.

E. <u>Liaison</u>. The undergraduate institutions, to the extent possible, shall designate a person at their respective institutions to serve as a liaison for this Initiative and provide support for Students in this Initiative through various resources such as pre-law career advising and law-related activities.

SECTION IV: LAW SCHOOLS

A. <u>Statement of Commitment and Special Partnership.</u> Each participating Law School commits to promoting diversity, and supporting the "COAF Scholars" and participating community colleges.

    i. The participating Law Schools commit to supporting this Initiative by providing students, pre-law advisors, and other educational and career counselors with accurate and appropriate information about law school opportunities. This includes conducting and supporting collaborative outreach activities at the participating community colleges and the participating law schools' respective undergraduate institutions. These activities will be designed to encourage students to consider a legal education and a career in the field of law, and to help effectively communicate the requirements and expectations of those students who choose to pursue a law degree and legal and legally-related careers.

ii. The participating Law Schools shall waive the application fee for participating students. The participating Law Schools commit to a holistic review of the applications of the participating students. This includes but is not limited to consideration of the following in furtherance of achieving the goals of this Initiative and the individual law schools' institutional missions or objectives:

- Successful completion of the requirements to be "COAF Scholars" under this Initiative.
- Law School Admission Test (LSAT) scores
- Undergraduate course of study and grade point average
- Personal statements
- Professional and other work experiences
- Relevant demonstrated skills
- Letters of recommendation
- Evaluations
- Personal interviews (if granted at the discretion of the participating Law Schools)

Participating Law Schools shall not admit applicants who do not appear capable of satisfactorily completing their educational programs and being admitted to the bar.

B. <u>Liaison for Initiative</u>. Law School shall appoint at least one individual to serve as a Liaison to COAF for the Initiative. The Liaison will:

i. Champion the Initiative at the law school;
ii. Attend the annual community college summit/conference for Parties to offer insights on law school teaching and courses, career advising, and financial aid;
iii. Communicate with the community colleges and participating 4-year undergraduate institutions to involve Students in activities and programs sponsored at the law school such as lectures, pre-law training programs, law firm receptions, judges' nights, moot court, volunteer opportunities to serve as mock jurors or organize law firm interview programs, and bar-related activities; and
iv. Maintain data on participating Student enrollment in the law school and communicate that to the Statewide Coordinator within state and federal privacy laws.

SECTION V: STATEWIDE COORDINATOR / CHIEF NAVIGATOR

COAF will select an individual to serve as the Statewide Coordinator and liaison to COAF for this Initiative during the Agreement Period. The Statewide Coordinator will be

housed with the California Community College Foundation or an entity allowed by any secured funding sources. The Statewide Coordinator will:

   v.   Provide certificates to participating students who successfully complete the requirements set forth in this MOU as part of the Initiative, and upon their graduation from the participating community colleges, designate them as "COAF Scholars";
   vi. Ensure that the administrative aspects required of the Initiative are implemented and followed by the Parties;
   vii. Provide data to the Parties on success metrics and facilitate discussions on best practices and improvements;
   viii. Maintain a list of participating Students for all participating parties in accordance with state and federal privacy laws;
   ix. Oversee the statewide repository of the course listings at each of the community colleges for the law schools to evaluate whether or not the participating Students have met all the course requirements;
   x.   Coordinate activities and communication among the Parties;
   xi. Organize and develop the programming for the annual conference/summit and Law Day for Students, in collaboration with the Parties;
   xii. Develop outreach and counseling materials;
   xiii. Represent the Initiative in conjunction with the State Bar and COAF;
   xiv. Report to COAF annually on success data;
   xv. Develop partnerships with various individuals and entities such as foundations, educational organizations, local bars, law firms, public interest/legal aid organizations, and affinity bars for student internships, scholarships, civic/service learning opportunities, extracurricular activities, and teaching professional development;
   xvi. Seek funding or assist Parties seeking funding for student scholarships, operational costs for Statewide Coordinator, and operational costs for community colleges;
   xvii. Mediate and arbitrate any disputes between Parties; and
   xviii. Be evaluated by the Parties and COAF on an annual basis.

SECTION VI: OTHER TERMS AND CONDITIONS

A. Annual Conference/Summit. All Parties will send its representatives to the annual conference/summit. The summit is both a conference for faculty and administrators, and a Law Day event for Students.

   i.   The purposes of the "Faculty Champion" annual meeting include, but are not limited to, discussing any needed improvement relative to the Initiative, providing pre-law and career advising information for community colleges to counsel Students, promoting better communication and partnership between the community colleges, 4-year undergraduate institutions, and law schools, and sharing best practice tools for teaching and advising.

ii. The purposes of the "Law Day" conference include, but are not limited to, providing Students with pre-law and career advising, introducing Students to prominent judges and lawyers, and serving as the statewide forum for mock trials or debate competitions.

B. <u>Mediation and Adjudication</u>. If there are any ambiguities or unforeseen issues that arise during this Agreement Period, Parties will meet and reach an agreement, with the Statewide Coordinator serving as facilitator and mediator. Should the parties not come to an agreement, the Statewide Coordinator shall serve as the adjudicator and his/her decision may only be appealed to COAF for final decision.

C. <u>Amendment.</u> Upon mutual agreement among Parties and COAF, Parties may amend this MOU in writing. Written amendments shall be effective only if duly executed by authorized employees of the Parties.

D. <u>Timeline</u>. This MOU shall be effective for a period of ten (10) academic years and the Initiative may have its first student matriculating at the law schools as early as Fall 2017 and as late Fall 2024. The Parties agree to continue to promote the Initiative, offer the courses, and remain current with all requirements of the Initiative for the ten (10) academic year period. See Exhibit C (Timeline – Implementation Agreement Period)

E. <u>Termination</u>. Parties may terminate the MOU upon consensus or withdraw from the MOU with at least six (6) months' written notice prior to a new academic year, as long as Parties adhere to the terms of the MOU for any current Students who have relied on the terms of the MOU and allow such Students to complete their law school career under the terms of the MOU.

The Parties each represent and warrant that they have the full power and actual authority to enter into this MOU and to carry out all actions required of them by this MOU. Parties may deputize designee to sign at ceremony on May 1, 2014; and provide final signature subsequently. Neither Party may assign or otherwise transfer this MOU without the other Party's prior written consent.

The Parties to this Memorandum of Understanding hereby confirm their agreement to its terms by their signatures:

_____

Victor Gold, Dean, Loyola Law School   Date

_____

Michael O'Sullivan, Dean, Loyola Marymount University   Date

_____

Lisa Kloppenberg, Dean, Santa Clara University School of Law   Date

_____

Dennis Jacobs, Provost, Santa Clara University   Date

_____

Kevin Johnson, Dean, University of California, Davis School of Law (King Hall) Date

_____

Linda P.B. Katehi, Chancellor, University of California, Davis   Date

_____

Erwin Chemerinsky, Dean, University of California, Irvine School of Law   Date

_____

Michael V. Drake, Chancellor, University of California, Irvine   Date

_____

John Trasviña, Dean, University of San Francisco, School of Law   Date

_____

Jennifer E. Turpin, Provost, University of San Francisco   Date

_____

Robert K. Rasmussen, Dean, University of Southern California Gould School of Law   Date

Michael Quick, Executive Vice Provost, University of Southern California   Date

President, Antelope Valley College   Date

President, Bakersfield College   Date

President, Chabot College   Date

President, Chaffey College   Date

President, College of Alameda   Date

President, College of the Canyons   Date

President, College of the Sequoias   Date

President, Contra Costa College   Date

President, Fresno City College   Date

President, Gavilan College   Date

President, Hartnell College   Date

President, Los Angeles City College   Date

President, Los Angeles Mission College   Date

President, Merritt College   Date

President, Rio Hondo Community College   Date

President, Oxnard College   Date

President, Riverside City College   Date

President, Sacramento City College   Date

President, San Joaquin Delta College   Date

President, San Jose City College   Date

President, Santa Ana College   Date

President, Solano Community College   Date

President, Southwestern College   Date

President, Ventura College   Date

And on behalf of the State Chancellor's Office and the California Community Colleges Board of Governors, the State Chancellor witnesses the signing of this MOU and attests to the commitment of each of the community colleges in this innovative partnership.

Brice Harris, Chancellor, California Community Colleges   Date

And on behalf of the University of California and The Regents, the President (or her designee) witnesses the signing of this MOU and attests to the commitment of each of the community colleges in this innovative partnership.

Janet Napolitano, President, University of California   Date

EXHIBIT A

COURSE REQUIREMENTS AT COMMUNITY COLLEGES

COURSEWORK AND IGETC GUIDELINES

Summary of Required 7 Course Pattern and 2 Elective Course Patter:

1. Street Law, Street Law-based, OR Law and Democracy
2. English Composition
3. Critical Thinking
4. Argumentation and Debate or Persuasion
5. Statistics
6. U.S. History
7. Introduction to American Government
8. Service/Civic Learning (elective)
9. College Success (elective)

Deferral of Courses to 4-Year University:

Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents:

Santa Clara University:

- English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion
- History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
- Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government

REQUIRED 7 COURSE PATTERN

(1) Street Law course, Street Law-based course, OR Law and Democracy

- A Street Law or Street Law-based course is a required course for the initiative. See Street Law in Community Colleges Brochure and Guidelines for What Constitutes a Street Law-Based/Equivalent.
- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

NOTE: Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include:

1. POSC/ADMJ 45 - Law and Democracy (Chabot College)

(2) English Composition or Equivalent
- Criteria: A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.
- UC Transferrable?   ☒ Yes
- IGETC Area: 1A – English Composition

(3) Critical Thinking or Equivalent

- Criteria: The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of

instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

- UC Transferrable
- IGETC Area: 1B – Critical Thinking/English Composition

(4) Argumentation and Debate or Persuasion or Equivalent

- Criteria: Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.
- UC Transferrable
- IGETC Area:1C – Oral Communication

May defer and instead take English 177, Argumentation, at Santa Clara University (satisfies Core Advanced Writing requirement).

(5) Statistics or Equivalent

- Criteria: Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges. Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments.
- UC Transferrable
- IGETC Area: 2A - Mathematical Concepts & Quantitative Reasoning

(6) U.S. History – any time period

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take History 96A or 96B, Intro History of the U.S. I or II at Santa Clara University (satisfies Core Civic Engagement requirement).

(7) Introduction to American Government or Equivalent

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take Political Science 1, Introduction to U.S. Politics at Santa Clara University (satisfies Core Civic Engagement requirement).

REQUIRED 2 COURSE PATTERN

(1) Service/Civic Learning: This component should include a non-profit or public interest organization partners as well as work related to law, policy, or government. This component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. See Exhibit B.

Incorporate the service/civic learning component in Street Law or equivalent-based course. (i.e., The Street law or its equivalent will become 4 or more units after incorporating this component.)

Or, offer the service/civic learning component as a separate stand-alone course. Examples of 2 UC-transferrable service learning courses:
- Santa Monica - SOCIOL 1S Intro to Sociology-Service Learning 3 unit
- Santa Monica - SOCIOL 2S Social Problems- Service Learning 3 unit

May defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

(2) College Success: a course which entails the foundational knowledge and skills toward students succeeding in the academic environment. Course should include but not be limited to elements of: information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, and campus/community resources.

At the community college level, at minimum, one class for each of the IGETC factors shall be offered at least annually. Each community college will offer the official *Street Law* course, or an approved *Street Law* based course, annually. Additionally, each community college will offer the service / civic learning and college course annually.

Each community college will maintain an updated list of courses (and their respective course numbers and dates offered) for which that course satisfied specified factors/learning outcomes and must annually communicate its updated list to the person who is designated to serve as the "Statewide Coordinator" by a time and date to be agreed upon with the Statewide Coordinator. In addition to these academic requirements, participating community colleges will also participate or sponsor key outreach events and community activities including debates, mock trials and or activities, such as law day.

EXHIBIT B

SERVICE/CIVIC LEARNING COMPONENT CRITERIA

Law schools and the legal community recognize the importance of fostering civic-minded professionals willing to help others and improve their communities. In fact, some state bars even require attorneys to complete a minimum number of pro bono hours to maintain good standing. Civic engagement tends to benefit all parties—attorneys have the opportunity to gain experience in areas of law that they might not be accustomed, community organizations are provided with the much needed intellectual capital, the public has greater access to community services, and the government's burden in supporting such programs itself is lessened.

Students often agree that some of their most worthwhile experiences resulted from community based service/civic learning opportunities, not only because of the practical "hands on" experience, but also because they were connected to education opportunities allowing them to develop a greater understanding of the interworking of their communities. Civic engagement can result in students' exposure to the legal field, strengthened ties with their community, expanded network of professional contacts, and a deeper understanding of why they want to go to law school.

The 2+2+3 Program hopes to advance these objectives by recommending a public service/civic learning component to the program. While community colleges are free to exercise their creative judgment when crafting their courses, non-credit programs or incorporating civic engagement into existing courses, the component should include a nonprofit or public interest organization partners as well as work related to law, policy, or government. The component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. Some examples include:

- Assisting with client-intakes at a legal aid organization
- Working in the courts as interns or in the court's self-help center
- Working on development of legislation and advocacy for policies
- Participating in a joint study program with local law school clinics
- Working at a public interest law firm on impact litigation
- Providing interpretation and translation services for law firms and elected officials
- Helping conflict resolution organizations with community mediations
- Developing educational materials and youth outreach

LEARNING OBJECTIVES
Through this course, students may gain the following:

Knowledge
    1. Understand the theory and history of civic and community engagement in the U.S., and develop critical perspectives on the importance of public service and the role lawyers play
    2. Understand how individuals and groups create and sustain change, including the contributions lawyers can make in the community

3. Deepen an understanding of social and environmental problems and of the role of multiple stakeholders in addressing these problems

Skills

4. Develop skills for success working in community settings

5. Learn to work effectively as members of a diverse team

6. Develop student's own interests and commitment to community engagement and public service

7. Learn substantive areas of the law

8. Learn client interview and counseling

9. Learn how to persuasively tell a client's story

10. Provide legal assistance to underserved individuals and rural communities

11. Improve research and writing skills

12. Gain an understanding of court process and procedure

13. Learn time management and organizational skills

14. Become more confident public speaker

15. Learn advocacy and negotiation skills

Students transferring to Santa Clara University may defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

EXHIBIT C

TIMELINE – IMPLEMENTATION AGREEMENT PERIOD

Year	Academic Year (Aug – June)	Community College	Law School
	Spring and Summer 2014	Outreach to community college students and feeder high schools; Attend "Faculty Champion" Summit and Law Day Student conference in May 1-2 2014.	Assist with Outreach/Recruitment Attend "Faculty Champion" Summit on May 1-2,2014
1	2014-2015	First full class of community college students: starts taking courses and participates in pre-law activities.	
2	2015-16	First full class: matriculates second year at community college. Possibly, some community colleges students transfer to 4-year undergraduates.	
3	2016-17	First full class: earliest matriculation at 4-year institution. Possibly, some community college students who transferred will take LSAT.	
4	2017-18	First full class: earliest taking of LSAT.	Fall 2017: Possibly, some community college students matriculating under Initiative.
5	2018-19	First class: earliest matriculating in law school.	First full class of community college students matriculating under Initiative.

6	2019-20		
7	2020-21		
8	2021-22	Spring graduation: last community college class to participate under Initiative. Last year for community colleges in Initiative.	
9	2022-23	Last class: matriculates at 4-year undergraduate institution unless there is an extension	
10	2023-24	Last class of students to take LSAT for law school matriculation in 2023-24.	
	2024-25		Fall 2024: Last entering class to be admitted under Initiative, unless there is an extension. Last law graduating Class of 2027.

EXHIBIT D

STATEMENT OF COMMITMENT AND SPECIAL PARTNERSHIP BY LAW SCHOOLS

EXHIBIT E

BROCHURE FOR VIDEO

https://sites.google.com/site/calbardream/