FOLLOW-UP REPORT

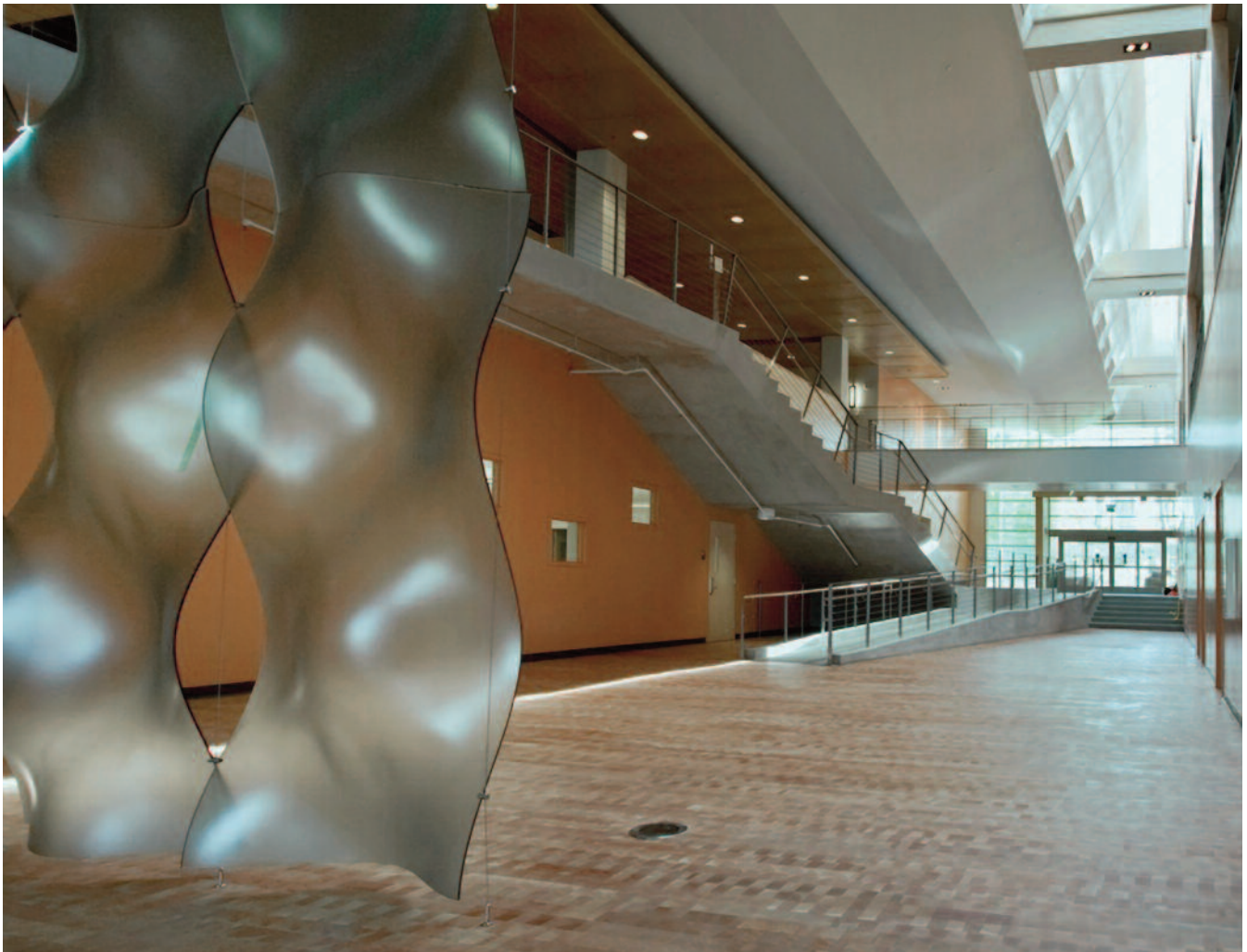**Submitted by**

Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601-1616

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2009

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Committee Membership

Executive Committee:

	Dr. Ted Martinez Jr.,	Superintendent/President
	Dr. Paul Parnell	Vice-President, Academic Affairs
	Henry Gee	Vice-President, Student Services
	Teresa Dreyfuss	Vice-President, Finance & Business
Co-Chair	JoAnna Downey	Dean, Arts & Cultural Programs
Co-Chair	Katie O'Brien	Faculty - Coordinator Staff Development/Flex/Study Abroad
Staff Support	Angie Tomasich	Classified, Cultural Events
Rec. 1 – Chair	Dr. Howard Kummerman	Interim Dean, Institutional Research and Planning
Rec. 2 – Chair	Matt Koutroulis	Faculty, Chemistry
Rec. 3 – Co-Chair	Henry Gee	Vice-President Student Services
Rec. 3 – Co-Chair	Susan Herney	Director, Marketing & Communications
Rec. 4 – Co-Chair	Rory Natividad	Dean, P.E. & Athletic Director
Rec. 4 – Co-Chair	Ted Preston	Faculty, Philosophy
Rec. 5 – Co-Chair	Russell Castañeda-Calleros	Director, Government & Community Relations
Rec. 5 – Co-Chair	Belen Torres-Gil	Faculty, Counseling, Career Center Coordinator
Rec. 6 – Co-Chair	Dr. Ted Martinez Jr.,	Superintendent/President
Rec. 6 – Co-Chair	Russell Castañeda-Calleros	Director, Government & Community Relations

ART Membership:

Board of Trustees	
Andrea Rivera-Ringo	Classified, Disabled Students Program and Services
Beverly Reilly	Faculty, English and Literature
Karen Koos	Dean, Math & Sciences
Lisa Sandoval	Classified, District Computer Lab CSEA President
Marie Eckstrom	Faculty, English
Dr. Robert Holcomb	Assistant Dean, Student Success and Retention (Basic Skills)
Sally Willsey	Classified, EOPS/CARE Tutorial Technician
Samuel Castillo	ASB, President 2009-2010
Sandra Rivera	Classified, Library
Dr. Walter Jones	Dean, Counseling & Student Development
Yolanda Emerson	Director, Human Resources

Certification of Institutional *Follow-Up Report*
Rio Hondo College
October 15, 2009

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Rio Hondo College
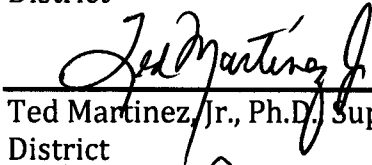3600 Workman Mill Road
Whittier, CA 90601

This institutional *Follow-Up Report* is submitted to fulfill the requirements from the February 3, 2009 letter to the Superintendent/President of Rio Hondo College, Dr. Ted Martinez, Jr.

We certify that there were opportunities for broad participation by the campus community, and we believe that the *Follow-Up Report* accurately reflects the nature and substance of the actions Rio Hondo College has taken in response to the report submitted by WASC.

Signed
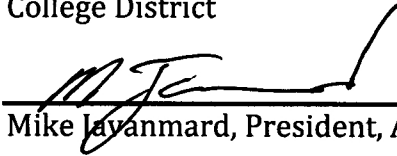
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Andre Quintero, President, Board of Trustees, Rio Hondo Community College District

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Ted Martinez, Jr., Ph.D., Superintendent/President Rio Hondo Community College District

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Paul Parnell, Ph.D., Vice President of Academic Affairs, Rio Hondo Community College District

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Mike Javanmard, President, Academic Senate

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Lisa Sandoval, President, California School Employees Association

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Samuel Castillo, President, Associated Student Body

Statement on Report Preparation

Response to ACCJC Initial Draft Report

On December 10, 2008, Rio Hondo College (RHC) received a draft report from the peer-review team representing the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) that visited Rio Hondo College October 13-16, 2008 (Ref. 0.1). Upon receipt of this draft, the College had the opportunity to respond to any factual errors.

The draft report detailed the team's visit and indicated the recommendations for improvement that would be forwarded on to ACCJC for review.

Our Rio Hondo College Accreditation Response Team (ART) was formed and began work in December 2008 to begin addressing the possible recommendations for improvement made by the evaluation team. Their work is detailed in the following sections.

Response to February 3, 2009 Notification from ACCJC

On February 3, 2009, Superintendent/President Dr. Ted Martinez, Jr. received official notification from ACCJC, informing him that the College had been placed on Warning status and would be required to address six recommendations outlined by ACCJC (Ref. 0.2).

Dr. Martinez immediately addressed the campus community in an All Staff e-mail to explain in detail the actions taken by ACCJC and to inform all constituents of the steps that would be taken to address the commission's findings (Ref. 0.3). Dr. Martinez emphasized that Rio Hondo College continued to "be a fully accredited institution" and that an Accreditation Response Team had been assembled to ensure RHC fully complied with ACCJC.

Accreditation Response Team (ART)

ART was comprised of the Executive Committee whose members include: the President of the College, Vice President of Academic Affairs, Vice President of Student Services, and Vice President of Finance and Business. Two co-chairs were appointed to represent the administrators and faculty, the Dean of Arts and the Staff Development Coordinator, respectively. The faculty co-chair appointment was approved by Academic Senate, and the administrative co-chair appointment was approved by the Executive Team. The rest of the ART members, representing all campus constituencies, were either selected by the Vice President of Academic Affairs or requested to serve on a subcommittee (Ref. 0.4).

A website was established to keep the entire campus community informed regarding the progress made by ART (Ref. 0.5), and an accreditation e-mail link was activated to field questions about process, content, and timelines (Ref. 0.6).

The website features the following sections and links:
Overview (Ref. 0.5)
Committee Membership (Ref. 0.4)
Meeting agendas (Ref. 0.7) Meeting Minutes (Ref. 0.8)
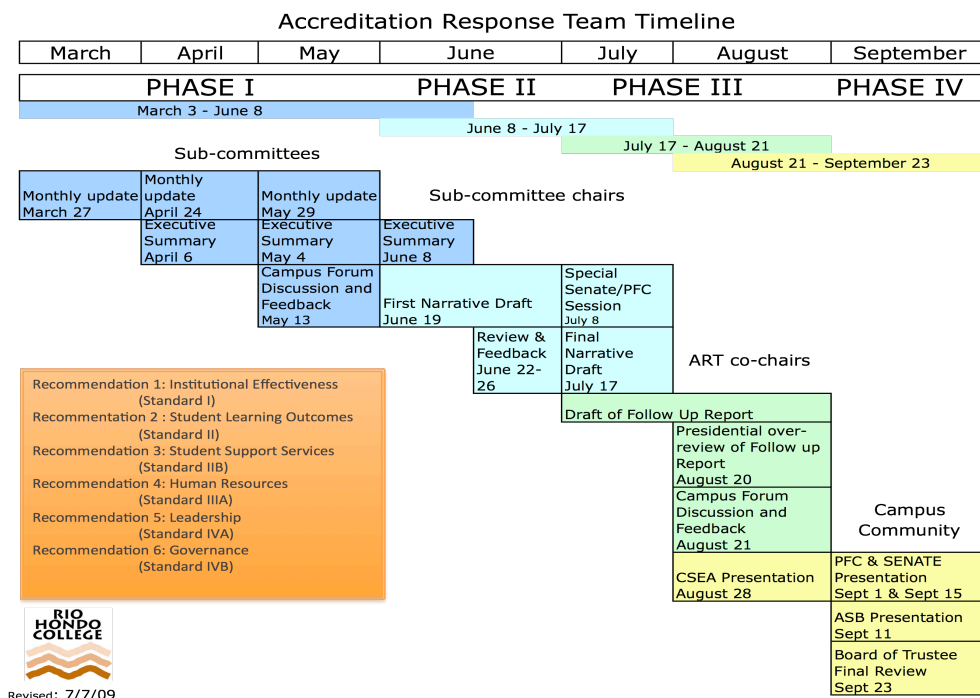Executive Summaries (Ref. 0.9)
Communication from WASC (Ref. 0.10)
Links (Ref. 0.11)
FAQs (Ref. 0.12)

In addition, an intranet folder was established to store documents of interest to the campus community (Ref. 0.13).

Accreditation Response Team Planning Phases

A timeline (Ref. 0.14) was established including four distinct phases for the work ART members would accomplish. This timeline was shared with, and approved by, RHC administrators, Academic Senate, California School Employees Association (CSEA), and Planning and Fiscal Council (PFC) before implementation. The phases included the following:

Accreditation Response Team Timeline

March	April	May	June	July	August	September
PHASE I			PHASE II		PHASE III	PHASE IV

March 3 – June 8
June 8 – July 17
July 17 – August 21
August 21 – September 23

Sub-committees

Sub-committee chairs

| Monthly update March 27 | Monthly update April 24 | Monthly update May 29 |
| | Executive Summary April 6 | Executive Summary May 4 | Executive Summary June 8 |

Campus Forum Discussion and Feedback May 13

First Narrative Draft June 19

Special Senate/PFC Session July 8

Review & Feedback June 22-26

Final Narrative Draft July 17

ART co-chairs

Draft of Follow Up Report

Presidential over-review of Follow up Report August 20

Campus Forum Discussion and Feedback August 21

Campus Community

CSEA Presentation August 28

PFC & SENATE Presentation Sept 1 & Sept 15

ASB Presentation Sept 11

Board of Trustee Final Review Sept 23

Recommendation 1: Institutional Effectiveness (Standard I)
Recommation 2 : Student Learning Outcomes (Standard II)
Recommendation 3: Student Support Services (Standard IIB)
Recommendation 4: Human Resources (Standard IIIA)
Recommendation 5: Leadership (Standard IVA)
Recommendation 6: Governance (Standard IVB)

RIO HONDO COLLEGE

Revised: 7/7/09

- **Phase I – February 18-June 8.** *Initial Response Phase.* The Accreditation Response Team met on a bi-weekly basis from 2/18/09 through 5/20/09. Sub-committees assigned to each recommendation met on alternate weeks. While the ART committee recognized that work toward all recommendations would be ongoing at the college, this phase was devoted to establishing structures and timelines that would ensure compliance with ACCJC findings. The chairs of each subcommittee provided monthly updates, which were posted on the intranet (Ref. 0.15). An Executive Summary, compiling the work of all subcommittees, was sent to the campus community and posted each month on the website (Ref. 0.9). During this initial response phase, each subcommittee compiled a list of questions to be submitted to WASC for clarification. On May 6, 2009, the ART co-chairs and Vice President of Academic Affairs spoke to Dr. Jack Pond via teleconference to clarify the questions for each subcommittee. (Ref. 0.16).

- **Phase II – June 8-July 17.** *Narrative Phase.* In June and July, ART met on a consistent basis. During this phase the chairs of each subcommittee worked on a narrative draft for each recommendation. The first draft was due on June 19 and reviewed by the CSEA (June 26), Academic Senate and PFC (July 7), the Executive Committee (July 8) and the Board of Trustees (July 8). Comments were sent back to each subcommittee and a second draft was submitted on July 17, 2009 and posted on the intranet (Ref. 0.17).

- **Phase III – July 17-August 21.** *Follow-Up Report Phase*. ART members met on a weekly basis from July 29 – August 19, 2009 in preparation for completing the *Follow-Up Report* draft in time to present to the campus community at the beginning of the fall semester. . The co-chairs of ART edited the individual recommendation narratives for content, formatting, and grammar. They received regular input from committee members, and crafted it into the *Follow-Up Report* draft. At the August 20th FLEX Day campus wide convocation, the ART co-chairs presented a summary of the progress of the *Follow-Up Report* and outlined the next steps for campus input and completion of the final report. The draft of the *Follow-Up Report* was forwarded to the campus Community on August 24th. ----- (Ref. 0.18).

- **Phase IV – August 21-September 23.** *Review Phase*. During this phase the campus community and leadership groups reviewed, commented, and approved the *Follow-Up Report*. A final draft was crafted based on feedback from all campus groups and finally approved by the Board of Trustees on October 14, 2009.

College-Wide Updates on Progress of Accreditation Recommendations

Open communication during the writing, editing, and review process of the *Follow-Up Report* was emphasized throughout the development of the Report. To facilitate campus participation during all phases of the response to the Warning sanction received from ACCJC, steps were taken to inform the campus using the various communication methods detailed below:

- **Presidential Updates** - Dr. Martinez notified the campus community by e-mail on February 9, 2009, of the Warning sanction imposed by ACCJC. The President detailed the recommendations that ACCJC required the college to address in order to remove its Warning status (Ref. 0.2). On March 25, 2009 Dr. Martinez wrote an op/ed piece to the Whittier Daily News, San Gabriel Valley Tribune, and Pasadena Star News educating the public about the accreditation process and how RHC was working to remove this sanction. (Ref. 0.19). This editorial was commended by ACCJC's Barbara Beano at the 2009 CIO Conference as a standard to be used by other colleges (Ref. 024).
- **ART Meetings** – ART meeting times were communicated via e-mail so any interested college employee could attend a meeting. In addition, all meeting minutes were posted on the RHC accreditation website for further review (Ref. 0.8).
- **Monthly Updates and Executive Summaries** – The ART subcommittee chairs submitted their monthly updates, which were posted on the intranet for the campus community; the ART co-chairs then compiled an Executive Summary which was posted on the website and sent via e-mail to the campus community (Ref. 0.9).
- **Ask A Question** – an e-mail link dedicated to responding to questions or concerns regarding the accreditation process and progress was established on the website on May 7, 2009 (Ref. 0.5).
- **Campus Leadership Updates** – ART co-chairs provided bi-monthly updates to Academic Senate, the Planning and Fiscal Council, and campus administrators (Ref. 0.20, Ref. 0.21).
- **Board of Trustees Working Sessions** – Prior to the April, May, and July Board meetings, the Board of Trustees held open working sessions to review Recommendation 6. These sessions were open to the campus and public (Ref. 0.22).
- **Campus Forum –** President Martinez and the ART co-chairs participated in a Campus Forum in the Wray Theatre on May 13, 2009, to update the campus community on continued progress towards resolution of the Warning sanction. The forum was videotaped so campus staff unable to attend could view the forum at a later time. It was also placed on the college website for members of the community. (Ref. 0.23).
- **Review Sessions** – CSEA reviewed the first draft of the *Follow-Up Report* on June 26, 2009. Special summer sessions on July 7, 2009 were convened for

Academic Senate and PFC to review the first narrative drafts of the *Follow-Up Report*. The Board of Trustees had an opportunity to review the draft at their accreditation working session on July 8, 2009. These meetings provided the opportunity for valuable feedback which was subsequently sent to the chairs of each subcommittee for incorporation into the next draft. All comments made were posted on the intranet for interested staff to review (Ref. 0.17).

- **FLEX Day** - During the FLEX Day presentations on August 20, 2009, the ART co-chairs provided an update to the campus community on progress made on all the accreditation recommendations. The campus was also informed about the posting of the *Follow-Up Report* and shown the "Ask A Question" link on the website for all e-mails and questions (Ref. 0.18).
- **Final Review Sessions** – During the month of September, 2009 final review sessions were scheduled with all leadership groups on campus based on the following schedule:
  - **CSEA – Sent via email on September 29, 2009**
  - **PFC – September 1, 15, and October 6, 2009**
  - **Academic Senate – September 1, and 15, 2009**
  - **Management Confidential Council – September 15, 2009**
  - **Executive Committee – September 25, 2009**
  - **ART – September 23, 2009**
  - **Associated Students – September 11 and 25, 2009**
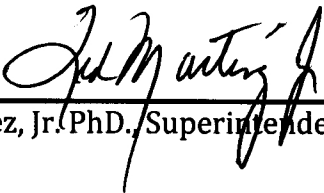 - **Board of Trustees – September 9, October 3, and October 14, 2009**

The Content of Follow-Up Report

The activities outlined above informed the content of the *Follow-Up Report*. Many people provided valuable feedback and participated in its development.

Contributions to the text of the *Follow-Up Report* came from the chairs and members of the subcommittee groups, the Executive Team, Planning and Fiscal Council (PFC), Academic Senate, California School Employees Association (CSEA), and the staff and faculty of Rio Hondo Community College District.

The Presidents of Academic Senate, Associated Student Body, and California School Employees Association respectively, Planning and Fiscal Council, as well as the chairs and members of ART, reviewed and approved the *Follow-Up Report* as stated above.

The Board of Trustees, the Superintendent/President of Rio Hondo College, and Executive Council approved the *Follow-Up Report* at the October 14, 2009 Board meeting.

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Ted Martinez, Jr. PhD. Superintendent/President, Rio Hondo Community College District

Ref. #	Title of Document	Source
0.1	ACCJC Evaluation Report	http://www.riohondo.edu/accreditation/pdf/20090209134210446.pdf
0.2	Letter from ACCJC	http://www.riohondo.edu/accreditation/pdf/20090209105339699.pdf
0.3	Message to Campus Community from Dr. Martinez, February 9, 2009	http://www.riohondo.edu/president/message.htm
0.4	Committee Membership	http://www.riohondo.edu/accreditation/committee.htm
0.5	Accreditation Website	http://www.riohondo.edu/accreditation/index.htm
0.6	Ask a question link	accreditationinfo@riohondo.edu
0.7	ART Meeting agendas	http://www.riohondo.edu/accreditation/agendas.htm
0.8	ART Meeting minutes	http://www.riohondo.edu/accreditation/minutes.htm
0.9	Executive Summaries	http://www.riohondo.edu/accreditation/executive_summaries.htm
0.10	Communication from WASC	http://www.riohondo.edu/accreditation/wasc.htm
0.11	Links	http://www.riohondo.edu/accreditation/links.htm
0.12	FAQs	http://www.riohondo.edu/accreditation/faq.htm
0.13	Accreditation Response Intranet Folder	Stored in hard copy files in Academic Affairs
0.14	ART Timeline	http://www.riohondo.edu/accreditation/Timeline.pdf
0.15	Monthly Updates Intranet Folder	Stored in hard copy files in Academic Affairs
0.16	Questions for WASC	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_0_16_Questions_for_WASC4-23-09.pdf
0.17	Narrative Draft Intranet Folder	Stored in hard copy files in Academic Affairs

0.18	FLEX Day Agenda	http://www.riohondo.edu/staffdev/FLEX%20Forms/f09%20agd.doc
0.19	Presidential letter to local newspapers	http://www.riohondo.edu/accreditation/pdf/Article%20published%20Whittier%20daily%20news%20March%2009.pdf
0.20	Meeting Minutes Academic Senate	http://www.riohondo.edu/senate/minutes/Minutes_2007-2009.htm
0.21	Meeting Minutes- PFC	http://www.riohondo.edu/pfc/agenda_minutes.htm
0.22	Board of Trustees agenda	http://www.riohondo.edu/board/AgendaArchive/archive.htm
0.23	Campus Forum Video	http://www.riohondo.edu/accreditation/video/Accreditation.htm
0.24	CIO Conference Agenda	Stored in hard copy files in Academic Affairs

RIO HONDO COLLEGE

RECOMMENDATION 1
INSTITUTIONAL EFFECTIVENESS

Develop and implement an institutional planning process that includes: measurable institutional goals and objectives with a timeline for the implementation and achievement of these goals, and a schedule for when the achievement of these will be assessed; more clearly defined links between the college's program review, unit planning and resource allocation processes as parts of an integrated process for continuous improvement; communication more broadly across the campus of the purposes and intended outcomes of each component of the planning process as well as the integrated planning process as a whole; an examination of institutional effectiveness through a broad-based dialogue that centers around clearly defined measures of effectiveness and the assessment of the effective use of resources; the opportunity for members from all constituency groups to fully participate in the process at all levels; a staff development program that permeates the institution to promote the effective use of data, including identification of where data are available; and clearly defined processes for assessing the effectiveness of the planning process as a whole, as well as each of the components, that includes timelines for evaluation, assigned responsibilities, and expected outcomes (Standards IB.1, IB.2, IB.3, IB.4, IB.5, IB.6, IB.7, IIA.2, IIIA.6, IIID.1.a, IIID.3).

In order to ensure that Rio Hondo thoroughly and thoughtfully addresses each element of Recommendation 1, this narrative divides up the recommendation into 7 different sections, identified as "1a" through "1g."

Recommendation 1a - Develop and implement an institutional planning process that includes: measurable institutional goals and objectives with a timeline for the implementation and achievement of these goals, and a schedule for when the achievement of these will be assessed.

RESOLUTION OF THE RECOMMENDATION

In spring of 2008, the President of the College spearheaded a refinement of the Rio Hondo College planning process to ensure that Institutional Goals, Objectives, and Key Performance Indicators (KPIs) would focus campus efforts and prioritize expenditures based on a common, measurable vision (Ref. 1a.1.). These goals, objectives, and KPIs were the result of an April 2008 Leadership retreat with over 70 campus participants from all constituency groups, and further meetings with the Planning Fiscal Council (PFC) in May and June of 2008. At these PFC meetings a consultant worked with this representative body to facilitate greater understanding in how to implement a meaningful planning process.

By the time of the ACCJC visit in October of 2008, it was evident that further reflection and refinement was needed to ensure that this planning process was measurable, viable, and time sensitive.

A key element in this refinement was the development of the Institutional Effectiveness Committee (IEC) in the fall of 2008. The IEC is a committee of the Planning and Fiscal Council (PFC) and was founded with the following purposes:

1. To revise the planning process, including the creation of planning templates
2. To provide guidance and training on sound planning principles and the use of planning software
3. To assess the achievement of Institutional Goals and Objectives
4. To evaluate and continuously improve the planning process

The IEC meets twice monthly to discuss and assist in the implementation of training, content training, and assessment related to the planning process. The committee includes members from all campus constituent groups [Ref. (1a.2); Ref. (1a.3)]. The IEC utilized the Institutional Goals developed in spring of 2008 as a springboard for refining the planning process for 2009-2010.

Based on the work of the IEC, on Flex Day, January 29, 2009, Rio Hondo College introduced its redesigned institutional planning process [Ref. (1a.4); Ref. (1a.5); Ref. (1a.6)].

The revised process of creating annual Institutional Goals and Objectives involved a coordinated campus effort to develop program, unit, and area plans. Program plans and program reviews form the foundation for unit plans, which, in turn, are fed into area plans. Following the January 2009 FLEX Day "roll out," the process of creating plans began with orientation and training involving deans, directors, as well as program meetings and open training sessions. Plans were created and entered into Plan Builder planning software for better coordination and consistency (Ref. 1a.7). Program, unit, and area plans due dates preceded the annual Leadership retreat in April of 2009.

The chart below depicts the calendar cycle for Institutional Goals, Objectives, and Key Performance Indictors. The Chart indicates when program, unit, and area plans are developed, implemented, and evaluated as part of a comprehensive process at all levels of the college.

Activity	2007-08	2008-09	2009-10	2010-11	2011-12
INSTITUTIONAL GOALS, OBJECTIVES, AND KPI	GOALS 08-09	GOALS 09-10	GOALS 10-11	GOALS 11-12	GOALS 12-13
PROGRAM, UNIT, AND AREA PLANS DEVELOPED		PLANS 09-10	PLANS 10-11	PLANS 11-12	PLANS 12-13
IMPLEMENTATION OF PLANS			IMPLEMENT 09-10	IMPLEMENT 10-11	IMPLEMENT 11-12
EVALUATION				EVALUATION 09-10	EVALUATION 10-11

In addition to the work being done to assist in the completion of program, area, and unit plans, the Institutional Effectiveness Committee was concurrently conducting an analysis of each of the 2008-2009 Institutional Goals and Objectives to provide the foundation for further discussion at the April Leadership retreat. Each goal and the corresponding objectives were distributed to members of the IEC. Specific data was analyzed to ascertain if the established Key Performance Indicator was accomplished. Data included quantifiable information such as success and retention, enrollment, degrees and certificates, surveys and other accomplishments. The IEC engaged in robust dialogue about the most appropriate and meaningful methods to measure and assess goals and objectives.

The Leadership Retreat was held on April 17, 2009, with seventy-two participants, representing students, classified staff, faculty and administration. Six main items made up the agenda:
1. A review of the area plans that had been formed as a result of program plans, program review, and unit plans.
2. A review of 2008-2009 Goals, Objectives, and Key Performance Indicators
3. A review of a college-wide scorecard based on KPIs.
4. Round table group discussion facilitated by IEC members of 2008-2009 Goals based on the KPI scorecard.
5. Revision of 2009-2010 Goals and Objectives based on roundtable discussions
6. Review and affirmation of prioritized resource allocation requests for staffing, technology, equipment, and facilities.

The Leadership Retreat packet included analysis and assessment of data and key performance indicators for goals (Ref. 1a.8).

After the retreat, the Institutional Effectiveness Committee continued to work with the Institutional Research and Planning office to ensure that the goals and objectives for 2009-2010 were measurable. This included identification of the desired outcome for each objective within a specific timeframe and assurance that the college could produce the data necessary to assess those expected outcomes. Modifications to any objective ensuring measurability will be communicated back to respective retreat round table participants. Once agreement is confirmed, the 2009-2010 Institutional Goals and Objectives will be presented to the Planning and Fiscal Council meeting and the President in fall 2009 (Ref. 1a.9).

As a result of the Leadership retreat and ongoing work of the IEC, updated 2009-2010 Institutional Goals, Objectives, and KPIs were integrated into the 2009-2010 program, unit, and area planning processes.   All 2009-2010 Institutional Goals, Objectives, and KPIs will include timelines for implementation and assessment, which will be listed on the planning calendar (Ref. 1a.10).

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The college has made a tremendous effort to implement and refine a measurable, time sensitive, planning process. Given our commitment to continuous improvement, the revised 2009-2010 planning process, including training, software, and assessment was conducted as a "beta" version to emphasize that the entire process was new and open for improvement. This pilot concept was especially important because the entire process of creating program, unit, area plans, and updating of Institutional Goals and Objectives took place in a shortened time frame from January 17, 2009, to May 29, 2009.

The abbreviated time frame was intentional for two primary reasons: to move the college forward in the planning process and to identify the "stress" points that need to be addressed in future cycles. The "beta" nature of the process also allowed the campus to move forward without fear of making mistakes. The valuable lessons learned through the "beta" version will be used to improve the process for the 2010-2011 planning, which began on Flex Day, August 20, 2009.

In addition to allowing the campus community more time for the creation of program, unit, and area plans, another issue needing improvement emerged: better integration of program review into the revised planning process. Program review for 2008-2009 had been conducted prior to implementation of the revamped 2009–2010 planning process. Since program review had already been conducted, information such as Program Review Executive Summaries that had been forwarded to Deans in the fall were not consistently consulted or used in the creation of unit plans in the spring.

Although this gap in the planning process was caught in time to include program review findings at the April Leadership retreat, thoughtful discussions were held with the Program Review co-chairs and the Dean of Institutional Research Planning and Effectiveness (IRP) to come up with a more permanent solution. As of 2009-2010, each program will be required either to create a program plan or perform their regularly scheduled program review for each planning cycle. Further, program reviews will take place at the same time as program planning, to ensure that findings and executive summaries are included as unit plans are being created.

ADDITIONAL PLANS

In the future, the college will continue to utilize the planning survey, open feedback sessions, and the feedback form on the website to improve the planning process. The end result should be an improvement in student success based on the efforts of consistent planning at all levels of the college.

Recommendation 1b** - **Develop and implement an institutional planning process that includes: more clearly defined links between the college's program review, unit planning and resource allocation processes as parts of an integrated process for continuous improvement;

RESOLUTION OF THE RECOMMENDATION

The college has made substantive progress in linking program reviews with unit planning and resource allocation. During the 2009-2010 planning cycle, resource allocation was a result of the following process:

1. Completion of program plans and program review, including budget requests.
2. Utilization of program reviews and program plans to complete unit plans.
3. Utilization of unit plans to create area plans.
4. Review of budget requests from area plans by President's Cabinet .
5. Forwarding of budget requests from area plans to appropriate Resource Allocation Committee (Staffing, Technology, Equipment, Facilities) for Prioritization.
6. Review of committee prioritization by VP of Finance as needed.
7. Discussion of prioritized committee recommendations with Institutional Goals and Objectives by PFC and Leadership Retreat participants and final recommendation to the President (Ref. 1b.1).

Because the Program Review process took place prior to the start of the 2009-2010 planning cycle, not all Executive Summaries were included in unit plans. Several steps have been taken to improve this process for future years. First, program reviews will follow the same timeline as the planning process. This will ensure that the programs undergoing annual program planning and those scheduled for their official program review will be feeding their findings into the development of unit plans.

This timeline adjustment is crucial because resource allocations requests (staffing, equipment, facilities, etc.) are first articulated and justified in program review and program plans. These requests are then integrated into unit plans, which, in turn, are integrated into area plans.

For example, if the Sociology department identifies that an additional faculty member is needed to fulfill a specific goal and objective as identified in their program plan or program review, this information will be sent to the Dean of Social Sciences as a data-based justification for inclusion in the unit plan. See the planning software screen shot that captures this below.

Click the box next to the statements that apply to this objective.
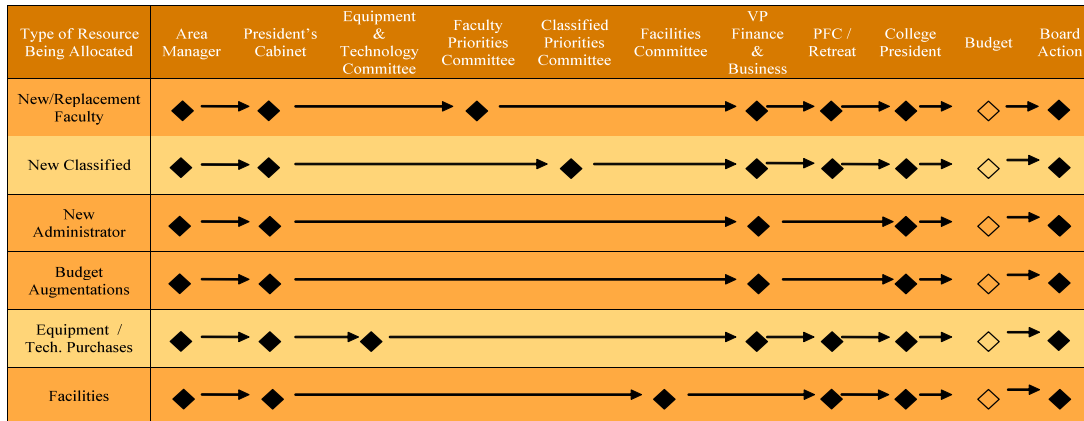Fill out the form that is created below the statements.

☑ This objective impacts other Programs, Units, and/or Areas.

☑ There are existing resources that will be used to carry out this objective.

☑ This objective requires resources from other sources.

☑ This objective requires additional personnel.

☑ This objective requires additional budget.

☑ This objective requires additional technology.

☑ This objective requires additional space or changes to facilities.

Resource Request Section of Planning Software

This staffing request is then included in the unit plan for Social Sciences and forwarded to the Vice-President of Instruction for inclusion in the area plan. Area plan requests are sent to the President's Cabinet, which reviews the requests and ensures they are in the proper category for consideration. The Cabinet then discusses and clarifies information included in the justification, engages in a high level discussion about all of the resources being presented for consideration, before forwarding the recommendation to the appropriate resource allocation committee for discussion and prioritization. Prior to the Leadership Retreat, the Vice-President of Finance reviews how much funding will be available, so that participants at the Leadership Retreat can discuss committee recommendations and college goals; a final list of prioritized requests is sent to the President and Board for approval (Ref. 1b.5).

Work Flow of the Rio Hondo College Planning Process
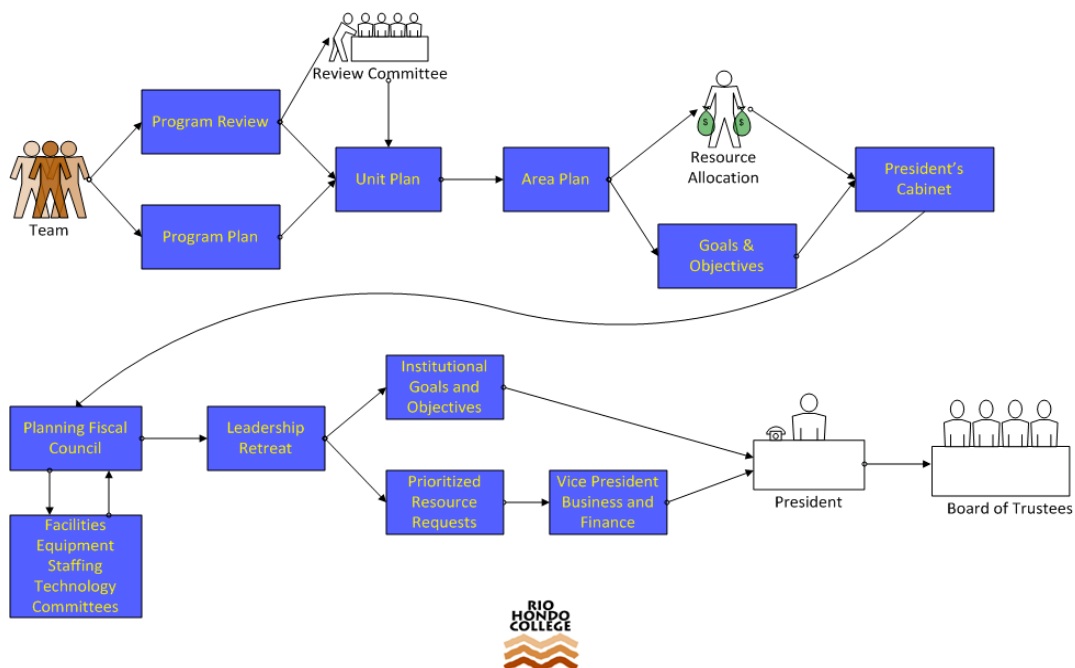
The chart below illustrates the steps toward approval of specific resource allocation requests included in program, unit, and area plans.

Type of Resource Being Allocated	Area Manager	President's Cabinet	Equipment & Technology Committee	Faculty Priorities Committee	Classified Priorities Committee	Facilities Committee	VP Finance & Business	PFC / Retreat	College President	Budget	Board Action
New/Replacement Faculty	◆	◆		◆			◆	◆	◆	◇	◆
New Classified	◆	◆			◆		◆	◆	◆	◇	◆
New Administrator	◆	◆					◆		◆	◇	◆
Budget Augmentations	◆	◆					◆		◆	◇	◆
Equipment / Tech. Purchases	◆	◆	◆				◆	◆	◆	◇	◆
Facilities	◆	◆				◆		◆	◆	◇	◆

Resource allocation process approvals

In addition to ensuring that program reviews occur alongside program planning, the planning software and program review templates will be updated to ensure their integrated role in cyclical planning and the resource allocation process (Ref. 1b.4 program review cycle). Specifically, the program planning software that feeds into unit plans will include the Executive Summary from the Program Review committee and a field for the program response, indicating how and when agreed upon recommendations will be implemented. These software changes will be integrated into all training sessions and materials for the 2010-2011 planning cycle which will begin on August 20, 2009.

It is important to emphasize that the planning process links not only program review and resource allocation but also Student Learning Outcomes. Student Learning Outcomes are included in program plans and program reviews through a specific content section requesting the SLO and how it is measured. In non-academic areas, the section requires an overarching outcome that would be the result of accomplishing the programs mission. The inclusion of SLOs in the planning process will ensure learning outcomes are tied to the program planning process and resource allocation.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The resource allocation process has evolved over the past year to become better integrated into the planning process. However, the "beta" version of the planning process left room for improvement. First, the software did not contain a field to provide all the needed information for hiring requests so additional paperwork needed to be submitted. Secondly, the compacted time allotted to review and prioritize the financial resource requests at the appropriate resource allocation committee level created frustration. While the committee members were provided with the department's best justification for

resource requests and utilized a tabulation sheet to come to final recommendations, many committee members did not believe they had adequate time and information for a thorough analysis (Ref. 1b.5).

These two issues led to an improved process for the following year. First, the planning software will be amended to ensure that all relevant information for hiring requests is included. Second, the 2010-2011 process will allow more time for resource allocation committee members to review data and prioritize requests. Resource requests from the unit plans will be distributed to committee members one week prior to the first meeting. During the first meeting, a department representative will briefly advocate for each position to the committee. The committee then ranks each position based on an established criteria. The ranking process for resource allocation has been reworked to provide a more comprehensive way to score all areas. Final scoring will occur during the second meeting of the committee, affording sufficient time to make informed decisions. (Ref. 1b.6).

**Recommendation 1c** - _**Develop and implement an institutional planning process that includes: communication more broadly across the campus of the purposes and intended outcomes of each component of the planning process as well as the integrated planning process as a whole;**_

RESOLUTION OF THE RECOMMENDATION

The campus makes it a priority to present ongoing, broad-based communication about the outcomes and processes of planning through a variety of venues.

One level of communication can be found with the Planning Fiscal Council and Institutional Effectiveness Committee. Each of these bodies is made up of constituent-based representation from the Academic Senate, CSEA, Associated Student Body, and the Management Council. The representatives are charged with two-way communication: bringing forward issues, concerns, and perspectives from those they represent, and bringing back the results of the participatory governance process as it relates to planning and other campus initiatives. The PFC agendizes updates on planning at each meeting. The IEC guides an inclusive, outcomes-based planning process. Both the IEC and PFC meet twice monthly, allowing for ongoing communication and dialogue on planning outcomes and processes throughout the academic year.

In addition to regularly scheduled participatory governance opportunities, campus wide presentations, forums, and retreats also update the college on the planning process and its outcomes. At our spring 2009 FLEX Day, the co-chairs of the Institutional Effectiveness Committee presented the revised planning process for a campus wide audience. During the 2008 and 2009 fall FLEX Days, the President provided a State of the College address to the entire campus reviewing the previous year's goals and achievements and the upcoming year's goals.

Following the spring 2009 FLEX Day, the Institutional Effectiveness Committee presented the revisions to the planning website that contained an abundance of planning information and resources. Documents included a complete description of the planning process, the Planning Calendar, Institutional Effectiveness Committee descriptions, and planning memos distributed throughout the year. Website resources included the Rio Hondo Fact Book, the Educational Master Plan, Institutional Goals and Objectives, and research data such as enrollment reports. Website tools included the planning software, program plan templates, and training materials. Each level of planning, including program, unit, and area, were available for review by college staff via the planning website.

Ongoing updates of documents and planning dates were posted throughout the entire "beta" version of the planning process (Ref. 1c.1).

The April 17, 2009, leadership retreat emphasized the importance and expected outcomes of the planning process. The retreat was the culmination of a semester-long process where participants discussed how the components of the planning process were integrated to set a plan for the upcoming year. The planning components included the program, unit, and area plans, program review; resource allocation; assessment of the 2008-2009 goals and objectives; the Rio Hondo Key Performance Indicators; and the creation of the 2009-2010 Institutional Goals and Objectives. The retreat discussions reinforced earlier dialogues among members of the Planning and Fiscal Council and training that was conducted earlier in the planning process.

The results of the planning process, including the updated Institutional Goals and Objectives for 2009-2010 and the resource allocation requests, were communicated to the campus in September, 2009.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The planning survey conducted in May 2009 indicated that retreat participants had a better understanding of the planning process from attending the retreat. General perceptions of the leadership retreat were positive. Ratings were based on the five-point Likert scale of Strongly Disagree to Strongly Agree. Leadership Retreat attendees strongly agreed with understanding the planning process better since attending the retreat ($M = 3.75$) and moderately agreed with knowing how to develop more measurable Goal & Objective statements ($M = 3.39$). Discussions ($M = 3.78$) and work completed ($M = 3.83$) during the retreat were also highly rated. The highest ratings were found when attendees were asked about roundtable groups. Out of the 36 respondents, no attendee 'Strongly Disagreed' nor 'Disagreed' with statements related to the enjoyment found working with their group ($M = 4.36$) or the productivity of their roundtable group ($M = 4.28$), accounting for the high mean ratings.

General Perceptions of the Leadership Retreat Activities

	Mean Ratings	N
Since attending the retreat, I have a better understanding of the planning process.	3.75	36
Since attending the retreat, I know how to better develop Goal & Objective statements that are more measurable.	3.39	36
The discussions at the retreat were fruitful and helpful to the planning process.	3.78	36
The work that we accomplished at the retreat was helpful to the planning process.	3.83	36
I enjoyed working with the people in my Roundtable Group.	4.36	36
My Roundtable Group was productive.	4.28	36

In past years, the outcomes of the planning process, including resource allocation, were not well communicated to the campus. The redesigned planning process implemented in spring 2009, included a transparent process where staff could review plans directly from the web-based planning software. Additionally, the results of the prioritized resource allocation were communicated back to the Planning and Fiscal Council and at the April 2009 Leadership Retreat. The final budgeting of resource requests were presented to the campus at the fall 2009 Flex Day.

Recommendation 1d - Develop and implement an institutional planning process that includes: an examination of institutional effectiveness through a broad-based dialogue that centers around clearly defined measures of effectiveness and the assessment of the effective use of resources;

RESOLUTION OF THE RECOMMENDATION

The 2008 leadership retreat and subsequent PFC meetings initiated dialogue about using measures of effectiveness for the planning process. These conversations resulted in the development of Key Performance Indicators (KPIs) to be used to assess both yearly objectives (starting with 2008-2009) for each institutional goal and as an indicator for effectiveness of the college as a whole.

With the formation of the IEC in the fall of 2008, a representative body was charged with reviewing and improving the planning process, with a particular eye toward ensuring the relevancy and measurability of previously developed Goals, Objectives, and KPIs. The IEC utilized a variety of sources to gauge measurability and progress on the 2008 KPIs including data from the Accountability Report for Community Colleges (*ARCC*), internal data on success, retention, persistence, and the *Rio Hondo College Fact Book*, which contains information on student demographics, enrollment, and other important planning data (Ref. 1d.1).

The work of the IEC resulted in a KPI worksheet or "score card" presented for discussion and analysis at the spring 2009 Leadership Retreat (Ref. 1d.2). This score card was the

foundation for assessing 2008-2009 goals, discussing adjustments to 2009-2010 Goals and KPIs, and prioritizing resource allocation requests coming up through the planning process.

Concurrent to the work being done by the IEC, all those involved in the creation of program, unit, and area plans undertook a more discrete analysis of effectiveness measures. Program, unit, and area plans contain sections that required the planning team to identify goals, objectives, and measurements to assess them, to conduct a Strength-Weakness-Opportunities-Threats (SWOT) analysis; to examine the past use of resources and related outcomes; and finally, to identify additional resources that may be needed to obtain the desired goals and outcomes.

In summary, Rio Hondo has implemented an annual planning process that requires regular analysis and discussion of measures of effectiveness at programs, unit, and area levels, as well as at the institutional level via the PFC, IEC, and annual leadership retreat.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

During the 2009-2010 "beta" planning process in spring 2009, the Institutional Effectiveness Committee found that some Key Performance Indicators assigned to the 2008-2009 Institutional Goals and Objectives lacked sufficient measurability. The PFC and IEC discussed ways to ensure that assessable KPIs were developed for the 2009-2010 Institutional Goals and Objectives. IEC members facilitated table group discussions on this topic at the Leadership Retreat in April, 2009. Training sessions for the 2010-2011 planning process will include specific content information to assist staff write and assess measurable goals and objectives. Additionally, as will be discussed under Recommendation 2, the SLO committee will be offering in-service trainings to improve faculty ability to craft and measure quality learning outcomes.

ADDITIONAL PLANS

In addition to the institutional planning process, the college has developed a new Student Success Model to support students from the point of first contact to transfer, graduation, and/or employment. This model will be used in conjunction with the planning process and resource allocation to identify key indicators of student success, and will be utilized to access the effectiveness of this college-wide effort.

__Recommendation 1e__ - Develop and implement an institutional planning process that includes: the opportunity for members from all constituency groups to fully participate in the process at all levels;

RESOLUTION OF THE RECOMMENDATION

Rio Hondo College has a strong history of and commitment to participatory governance. The planning process calls for participation that begins at the program level and

continues through the final recommendations at the campus-wide leadership retreat (Ref. 1e.1).

Although planning took place on a shortened schedule in the spring of 2009, managers were encouraged to solicit participation from as many faculty and staff as possible in the creation and/or review of their plans. To encourage participation, an incentive was offered to programs for submitting plans on time. More than sixty programs did so and were entered into a drawing for a department lunch. The Library staff were the winners and enjoyed a year-end lunch in May 2009.

As mentioned previously, institution-wide discussions of planning at the PFC, IEC, and Leadership retreat involve cross-campus representation from every constituency group.

The charts below indicate groups participating in the planning process and their constituencies.

GROUP / ENTITY	CONSTITUENTS
Planning and Fiscal Council	Faculty, Classified, Administration, Students
Institutional Effectiveness Committee	Faculty, Classified, Administration, Students
Administrative Council	Administration
Academic Senate	Faculty
CSEA	Classified
ASB	Students
Program / Review Plan Teams	Faculty, Classified, Administration
Unit Plan Teams	Faculty, Classified, Administration
Area Plan Teams	Faculty, Classified, Administration
Leadership Retreat	Faculty, Classified, Administration, Students
Program Review Committee	Faculty, Classified, Administration

This next chart details the participatory nature of the group most specifically charged with guiding the planning process: the Institutional Effectiveness Committee.

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)	
Charge	The Institutional Effectiveness Committee (IEC) is a committee of the Planning and Fiscal Council (PFC). The work product of the IEC is the annual strategic planning process.
Meeting Schedule	2nd and 3rd Tuesday - 1:00 p.m. to 2:30 p.m.
Co-Chairs	Dean, Institutional Research & Planning Faculty Representative
Composition	Faculty Representatives (3) Classified Staff Representatives (3) Administrative Representatives (3) Student Representatives (2-3)

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The short duration of the "beta" version of the planning process made developing "plan teams" a challenge in some areas. Therefore, 2009-2010 plans did not always involve an ideal level of involvement from all constituency groups. For example, while classified staff in certain programs may have contributed some information and read the plan, they were not necessarily part of the "plan team." The process for 2010-2011 calls for the creation of "plan teams" that include representation from all relevant staff and faculty. Training is being offered on how to develop a strong team plan, and additional time will be offered for the development of plans so that these teams can provide meaningful input.

Recommendation 1f - Develop and implement an institutional planning process that includes: a staff development program that permeates the institution to promote the effective use of data, including identification of where data are available;

RESOLUTION OF THE RECOMMENDATION

Following the introduction of the revised planning process at the all campus session on FLEX Day in January of 2009, a multitude of training opportunities were offered to assist the development of a measurable, cyclical planning process.

Orientations to assist individuals in completing program, area, and unit plans were held from January through March of 2009. Per the agenda provided below, these sessions involved not just a rationale for measurable, time sensitive planning, but also focused on the importance of data based decision-making. These sessions were provided on spring FLEX Day, at area and unit meetings, and other scheduled group or individual times for managers, faculty, and staff.

RIO HONDO COLLEGE

INSTITUTIONAL PLANNING PROCESS

ORIENTATION / TRAINING

AGENDA	NOTES
I. The Planning Process	
★ Why we do planning	
★ How planning is organized	
★ Planning dates and next steps	
II. Planning Resources & Tools	
★ Website resources	
★ Program plan template	
★ Planning software	
III. Program Plan Content	
★ Influenced by mission, institutional goals and objectives, etc.	
★ Data based decision making	
★ Plan section content	

Training sessions were conducted for Student Services and Academic Affairs Deans, the Presidents Office and Finance and Business. More than three open training sessions were also offered to staff focusing on how to create plan content, including data analysis, and how to use the online software. In all, more than 100 people attended one of the training sessions.

RIO HONDO COLLEGE

IMPORTANT ANNUAL PLANNING DATES

Unit Plan Managers - Assign Program Plan Managers.................................February 11, 2009
Begin Program Plan Entry ....Tuesday, February 17, 2009
Orientation / Training– Planning & Software................................ Friday, February 20, 2009
    ★ Room: B114 Time: 8:00 a.m. – 9:30 a.m.
Orientation / Training– Planning & Software ....Wednesday, February 25, 2009
    ★ Room: B115 Time: 2:00 p.m. – 3:30 p.m.
Orientation / Training– Planning & Software...........................Thursday, February 26, 2009
    ★ Room: B114 Time: 8:00 a.m. – 9:30 a.m.   Friday, February 27, 2009
Complete Program Plan Entry .... Friday, March 6, 2009
Begin Unit Plan Entry..Monday, March 9, 2009
Complete Unit Plan Entry..Friday, March 13, 2009

Additionally, the IEC worked with Institutional Research and Planning to provide web-based, self-paced tutorials and videos that could be accessed at any time for those unable to attend the regularly scheduled sessions. The table below displays the number of individuals who utilized a particular method of training or support and how helpful they rated each method in assisting them with their plan. As is evident, a high proportion of respondents rated the method they used as either 'Helpful' or 'Very Helpful'.

	N/A	Very Unhelpful	Unhelpful	Helpful	Very Helpful	Total No. of Users
Orientations	45	2 (4%)	5 (10%)	28 (58%)	13 (27%)	48
Training Sessions	47	1 (2%)	4 (9%)	25 (57%)	14 (32%)	44
RHC Strategic Planning website	33	1 (2%)	7 (12%)	37 (62%)	15 (25%)	60
Online Video Clips	63	3 (12%)	2 (8%)	18 (69%)	3 (12%)	26
Correspondence (i.e., email, memos, etc.)	27	1 (2%)	5 (8%)	45 (69%)	14 (22%)	65
Telephone Helpline	68	3 (12%)	4 (16%)	15 (60%)	3 (12%)	25
Online Feedback Form	68	1 (5%)	4 (19%)	12 (57%)	4 (19%)	21
One-on-one Support (in person or over the phone)	45	1 (2%)	3 (6%)	23 (48%)	21 (44%)	48

Understanding the primacy of data in effective planning, IRP ensured that the website provided links to multiple data sources, such as enrollment, student success, and the Rio Hondo Factbook, and sent follow-up notices to managers to reinforce where they could find and how to use data in the construction of their program and unit plans. To make this process as user-friendly as possible, available data on enrollment, success, and retention was downloaded directly into the planning software for specific programs and units (Ref. 1f.1; Ref. 1f.2; Ref. 1f.4; Ref. 1f.5).

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

Although training was conducted at unit meetings, in open training sessions, through on-line videos, and via one-on-one to many staff, discussions with the IEC and PFC concluded that more specialized training focusing on the development of goals and objectives, is necessary. Training for the 2010-2011 planning process focuses more on plan content, with a continued emphasis on the effective use of data (Ref. 1f.7). Training dates for the 2010-2011 planning process were made available the week of September 1 (Ref.1f.6).

Recommendation 1g *- Develop and implement an institutional planning process that includes: clearly defined processes for assessing the effectiveness of the planning process as a whole, as well as each of the components, that includes timelines for evaluation, assigned responsibilities, and expected outcomes*

RESOLUTION OF THE RECOMMENDATION

From the original "roll out" of the re-designed planning process in January of 2009, emphasis was placed on regular and consistent feedback to ensure continuous improvement.

To that end, planning for 2009-2010 included a web-based feedback form as well as an end-of-year planning survey (Ref. 1g.1; Ref. 1g.2). The web-based feedback form provided staff with the opportunity to give immediate feedback throughout the planning process. This allowed the IEC and IRP to make changes, if necessary, while the process was in motion. The information from the forms and the planning survey are gathered to help improve future planning years.

Excerpts from planning survey open feedback

Is there anything you would like us to know about this recent planning process?   "More time needed"   "I look forward to the time being spread out more for ease of planning."   "Not enough time"   "Please provide us with more time to accomplish/finish the plan."   "This years planning process was challenging due to the compressed time frame"   "Hopefully we won't be so rushed in the future."   "Given the time constraints, I think all involved did the very best that can be done. I look forward to spreading the process over two semesters next year!"   "This year's deadlines were not conducive to writing an adequate plan."   "Timelines for writing/submitting need to be longer."

Additionally, in May 2009, the end of year "Planning Process Survey" was implemented to assess the entirety of the 2009-2010 cycle. The web-based survey was sent to all Rio Hondo faculty and staff via e-mail and asked for feedback on all components of the planning process.

Survey results have been made available in a report posted on the Institutional Research and Planning website and were presented to college constituent groups in September. The Institutional Effectiveness Committee will utilize the information from the survey to help improve the planning process, as well as measure the effectiveness of the 2009-2010 planning cycle.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The planning survey results are being discussed by the Planning and Fiscal Council and the Institutional Effectiveness Committee, for recommendations on improvements for future planning years (Ref 1g.3). Subsequent analysis of the effectiveness of the planning process will take place on an annual basis. Based on the Planning and Assessment Calendar (Ref 1g.4), the Planning Survey will be conducted again in spring 2010.

Ref. #	Title of Document	Source
1a.1	Institutional Goals, Objectives, KPI 2008-2009	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_1_RHC_Goals_and_Objectives_2008-2009.pdf
1a.2	IEC Purpose	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_2_IEC_Purpose_and_Planning_Structure.pdf
1a.3	IEC Governance	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_3_IEC_Committee_Governance_Structure.pdf
1a.4	Flex Day agenda Jan 29, 2009	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_4_Flex_Day_Agenda_1-29-09.pdf
1a.5	Institutional Planning Process PowerPoint	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_5_Flex_Day_Planning_Process_Update_1-30-09.pdf
1a.6	Institutional Planning Process Document	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_6_RHC_Planning_Process_DRAFT_10-05-09.pdf
1a.7	Sample Program, Unit and Area plans	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_7_Program_Unit_and_Area_Plan_Samples.pdf
1a.8	Retreat packet including analysis and assessment of data and key performance indicators for goals	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_8_Leadership_Retreat_Sample_Packet_4-17-09.pdf
1a.9	Institutional Goals, Objectives, KPI 2009-2010	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_9_2009-2010_Goals_and_Objectives.pdf
1a.10	2009-2010 planning calendar	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_a_10_IEC_Planning_Calendar_Updated_01-29-09.pdf
1b.1	Retreat Agenda	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_b_1_Retreat_09_Memo_Agenda_KPI.pdf
1b.4	Program Review Schedule	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_b_4_Program_Review_6_year_Schedule_Final.pdf
1b.5	Prioritized Resource Allocation Spreadsheet	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_b_5_Resource_Allocation_2009-2010.pdf
1b.6	Revised Scoring Sheets	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_b_6_Resource_Allocation_Scoring_Forms.pdf
1c.1	Website page documents	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_c_1_Website_Document_Samples_2009-2010_process.pdf
1d.1	Planning data available on website	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_d_1_Planning_Data_on_Website.pdf
1d.2	KPI Worksheet and Data Analysis	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_d_2_KPI_Data_and_Scorecard_Worksheet.pdf

1e.1	Leadership Retreat Attendance Roster	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_e_1_Leadership_Retreat_2009-Participants.pdf
1f.1	Training agenda	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_f_1_Planning_Process_Training_Agenda.pdf
1f.2	Training materials	http://www.riohondo.edu/strategic_planning/training.htm
1f.4	Program Plan Data Example	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_f_4_Program_Plan_Data_Example_Psychology.pdf
1f.5	Unit Manager Memos	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_f_5_Program_and_Unit_Manager_Memos.pdf
1f.6	2010-2011 Planning Training Calendar	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_f_6_2010-2011_Traning_Schedule.pdf
1f.7	2010-2011 Planning Content Supplement	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_f_7_Plan_Content_Training_Supplements.pdf
1g.1	Feedback form	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_1_Website_Feed_Back_Form.pdf
1g.2	Planning Survey	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_2_Planning_Survey_2009.pdf
1g.3	Planning Survey Results Report	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_3_Planning_Process_Survey_Report_2009.pdf
1g.4	2009-2010 planning and assessment calendar	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_4_Planning_and_Assessment_Calendar_2009-2010.pdf

The college is at the developmental level on the ACCJC rubric for student learning outcomes and has established an initial framework and assessment strategy at the course level. In order to meet the ACCJC standard of proficiency of student learning outcomes by 2012, the college needs to: create an implementation timeline; regularly evaluate the effectiveness of the SLO assessment process; facilitate college wide discussions; develop and implement training for all constituencies integrating college wide efforts between Instruction and Student Services; create a special emphasis on identifying valid and reliable data and use of authentic assessment; and implement a system of quality control to ensure meaningful and accurate assessment of student learning throughout the college. (Standards II.A.1, 2, 3)

RESOLUTION OF THE RECOMMENDATION

A detailed timeline has been developed to address the concerns specified in Recommendation 2, as well as other issues, which are enumerated on the ACCJC rubric (Ref. 2.1). This timeline addresses several major areas which we have identified as essential for achieving a "Proficiency" ranking on the ACCJC rubric, including development of SLO-related training; comprehensive review of Student Services outcomes; development and assessment of outcomes for General Education and Basic Skills programs; development and assessment of outcomes for degrees and certificates; establishment of links and process flow between the outcomes-assessment process, program review, and institutional effectiveness; development and implementation of quality-control procedures for outcomes; and implementation of computerized content-management system to facilitate the outcome development and assessment process. An abbreviated timeline detailing this process is presented in Figure 2-1. Regular review of assessment procedures has been incorporated into this plan ensuring that the process is fluid, responsive to the concerns of the campus community, and adaptable to changing academic policies and practices. Additionally, the outcomes process has been redesigned to clarify connections among assessments at the course and program levels, including general education, basic skills, and vocational areas. In April of 2009, a presentation was made to the SLO committee to review these connections and lay out the process for development of program, general education, and basic skills SLO's (Ref. 2.2).

The timeline and restructuring plan have been reviewed and approved by the Student Learning Outcomes Committee (Ref. 2.3). This SLO committee is continuing to make progress and the plan is currently on schedule. Below is a brief list of accomplishments to date, which are detailed further in the timeline:
- An "Introduction to Student Learning Outcomes" seminar has been developed and was held on campus as part of the Fall 2009 FLEX day activities. The seminar will be offered at regular intervals in the coming semester.
- Administrators, faculty, and staff in the Student Services area participated in an SLO workshop on August 10, 2009 in which the participants discussed and developed outcomes to be assessed in the coming year.

- A framework for the assessment of general education, basic skills, degree, and certificates outcomes has been developed and approved by the Student Learning Outcomes Committee.
- The SLO Coordinator and Dean of Institutional Research have met and made improvements to the planning documents and software which provide greater clarity to the role of SLOs in institutional planning.
- Three academic divisions and the Student Services area are participating in a beta test of the SLOlutions© software assessment package during the Fall 2009 semester, with the intention of deploying the system campus-wide in Spring 2010.
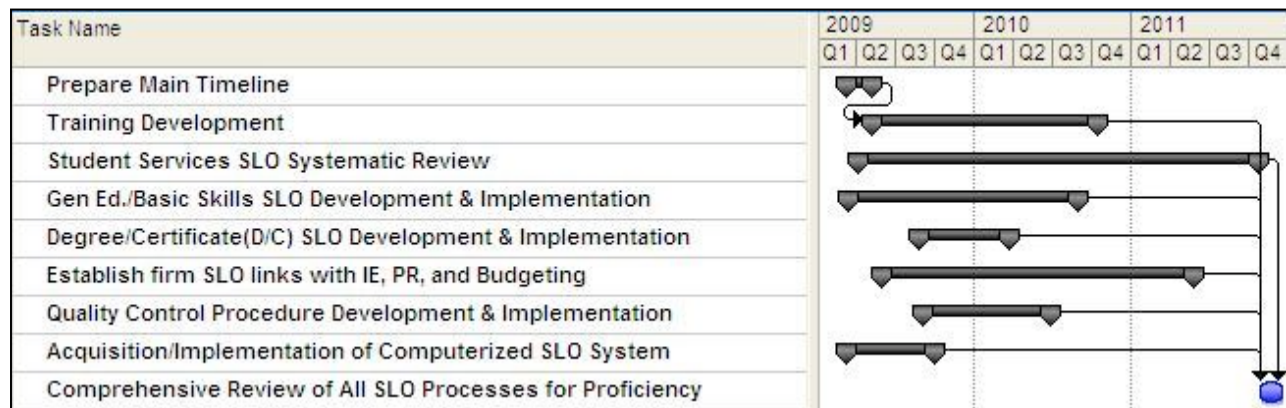
Figure 2-1: Abbreviated SLO Timeline

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The most significant evidence of progress towards satisfying the Recommendation 2 can be found in the timeline document itself. This document provides a detailed plan of action, including ninety subtasks and milestones, which are to be achieved before the end of the 2011 calendar year. These subtasks are organized under seven major summary tasks, which were determined through review of the recommendation text and the ACCJC rubric.

Training

A thorough review of SLO-related documents by members of the Student Learning Outcome Committee has indicated that there is not a uniform level of understanding among the faculty about the development, assessment, and analysis of SLO results. In response to this concern the College is developing a series of training sessions, including a basic module covering the most essential concepts of outcomes assessment, and more advanced modules in data collection, interpretation and authentic assessment strategies. The basic course was presented by the Chair of the Student Learning Outcomes Committee to SLO committee members on FLEX day in August, 2009 (Ref. 2.4). The presentation will be revised based on the comments received in this initial offering. This course will then be offered to faculty at regular intervals. The remaining training modules will be developed and implemented in a similar fashion.

Student Services Student Learning Outcomes
A uniform system for recording and evaluating SLOs in Student Services is currently being implemented. A workshop on SLOs focusing on assessment in the Student Services was held in August, 2009 (Ref. 2.5). Collection of data will continue in the 2009-10 academic year, with evaluation and reporting of the data collected provided to the campus community. The process will be evaluated for effectiveness and improved as needed before proceeding with the 2010-11 assessment cycle.

General Education and Basic Skills Student Learning Outcomes
A system for the assessment of General Education and Basic Skills outcomes was presented to and approved by the Student Learning Outcomes committee during the Spring 2009 semester. The outcomes were developed three years ago and designated at that time as "Institutional Outcomes and Core Competencies." During the 2009 fall semester the outcomes will be reviewed and refined by subcommittees composed of faculty with expertise in each of the individual areas. Preliminary assessment will commence in the 2010 spring semester. The process for assessing SLOs will then be evaluated, refined, and fully implemented in Fall 2010.

Degree and Certificate Student Learning Outcomes
The assessment of degree and certificate outcomes will be developed jointly by the Chairs of the Curriculum Committee and Student Learning Outcomes Committee at the beginning of the 2009 fall semester. This assessment process will be presented to the Curriculum Committee and the Student Learning Outcomes Committee for approval, with preliminary evaluation to commence no later than the 2010 fall semester.

Developing Links to Institutional Planning and Program Review
The results of the institutional planning program, implemented during the 2009 spring semester, suggest that the current links between planning and SLOs are insufficient. The Dean of Institutional Research and Planning and the Chair of the SLO Committee met during the summer of 2009 to make these links more distinct particularly in the area of resource allocation. For example, when reporting their SLO assessment results, faculty will now be offered a menu of choices for resource requests in a format which is consistent with those in place as part of the institutional planning and program review processes (Ref. 2.6). This systematic redundancy will highlight resource needs and provide the necessary data for evidence-based planning decisions.

Quality Control for Student Learning Outcomes
Quality control procedures for SLOs will be developed in the 2009 fall semester by a subcommittee made up of faculty representatives of the Student Learning Outcomes Committee. These procedures will be tested the following semester, refined, and then implemented in the 2010-2011 academic year.

Use of a Content Management System for Student Learning Outcomes
Selected academic divisions will begin testing an external content management system in the 2009 fall semester (Ref. 2.7). Campus-wide implementation of the SLO software will commence in the spring of 2010.

The Student Learning Outcomes Committee is actively engaged in improving the assessment process at the College. This committee approved governing by-laws in May, 2009 (Ref. 2.8). The Chairman of the SLO Committee attended SLO-related statewide conferences, including the Accreditation Institution in San Jose in January, 2009, and the SLO Institute in Anaheim in July, 2009. In November, 2008, the SLO Committee hosted Lesley Kawaguchi, our local representative from the Academic Senate for California Community Colleges, at a presentation on outcomes-based assessment.

ADDITIONAL PLANS

Recommendation 2 provides the opportunity to plan for the future in order to meet the specified goal of campus-wide proficiency with Student Learning Outcomes. As indicated in the previous section, a considerable amount of work remains to be completed. We are confident that, through execution of our plans and diligent evaluation of the implemented processes, we will be at the proficiency stage when our midterm report is submitted in October, 2011.

Ref. #	Title of Document	Source
2.1	SLO Timeline	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_1_SLO_Timeline.pdf
2.2	SLO committee presentation notes	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_2_SLO_Committee_Presentation_Notes.pdf
2.3	Minutes of May 7, 2009 SLO meeting	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_3_SLO_Meeting_Minutes_05-07-09.pdf
2.4	Flex Day Presentation Outline	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_4_FlexDayPresentationOutline.pdf
2.5	SLO workshop for Student Services	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_5_SLO_Workshop_for_Student_Services.pdf
2.6	SLO Planning Software Guidelines	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_6_SLO_Planning_Software_Guidelines.pdf
2.7	Content Management Website	http://rio.slolutions.com/login_form.php
2.8	By-laws of the SLO committee	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_2_8_By-Laws_of_the_SLO_Committee.pdf

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RECOMMENDATION 3
STUDENT SUPPORT SERVICES

The team recommends that the catalog include the college's official web site address, the current academic calendar, the program length for the academic year the catalog covers, and a clear communication of the educational cost for non-resident students (Standard II.B.2.b)

RESOLUTION OF THE RECOMMENDATION

The subcommittee for Recommendation 3 responded immediately to address the concerns of the ACCJC evaluation team. A timeline was determined to incorporate the recommendations and the Department of Marketing and Communications coordinated the inclusion of the recommended items in the 2009-2010 Rio Hondo College Catalog.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

All recommended modifications are now included in the Rio Hondo College Catalog, 2009-2010 (Ref. 3.1).

EVIDENCE OF RESULTS

See copy of Rio Hondo College Catalog 2009-2010 including:

- College's official website address appears on page 1 (Ref. 3.2).
- Current academic calendar appears on page 5 (Ref. 3.3).
- Program length for the academic year is detailed in the catalog, appearing on page 1 (Ref. 3.4).
- Communication of educational cost for non-resident students appears on page 17 (Ref. 3.5).

ADDITIONAL PLANS

The Marketing and Communications Department is responsible for final production of the College Catalog, which will be subject to an annual review prior to publication to ensure continuing compliance with ACCJC recommendations.

Ref. #	Title of Document	Source
3.1	Rio Hondo College Catalog 2009-2010	http://www.riohondo.edu/students/counseling/catalog
3.2	Rio Hondo College official website address	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_3_2_CAT0910page1.pdf
3.3	Instructional Calendar 2009-2010	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_3_3_CAT0910page5.pdf
3.4	Program Length for the academic year	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_3_2_CAT0910page1.pdf
3.5	AB540 Students Educational Costs for non-resident students	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_3_5_CAT0910page17.pdf

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RECOMMENDATION 4
HUMAN RESOURCES

The team recommends the college develop and approve a code of ethics for all employees (Standard III.A.I.d)

RESOLUTION OF THE RECOMMENDATION

In response to Recommendation 4, the Accreditation Response Team formed a subcommittee task force to develop a code of ethics for all college employees. Members were drawn from the faculty, classified staff, administration, human resources, and marketing.

On March 15, 2009, the task force established a plan for the development and approval of a code of ethics for all district employees. At this meeting, goals and future meeting dates were established to facilitate a clear plan of action towards Board approval. The first task included researching Board policies and existing ethical codes within the district as well as at other community colleges.

Task force members gathered research and information and was shared with the committee. The subcommittee co-chair incorporated material and references from numerous sources such as existing Rio Hondo College Board Policies BP 3410, BP 4030, BP 2715, and BP 5500 (Ref. 4.1); Association of California Community College Administrators (ACCCA) Statement of Ethics (Ref. 4.2); California School Employees Association (CSEA); Code of Ethics (Ref. 4.3); California Teachers Association (CTA); Institutional Code of Ethics (Ref. 4.4); Chapman University Code of Ethics (Ref. 4.5); UCSF Code of Ethics (Ref .4.6); Mount San Antonio College Institutional Ethics Policy (Ref. 4.7); and Fullerton College Code of Ethics (Ref. 4.8).

These documents were incorporated and assisted the committee in drafting an ethics code for all employees on March 26, 2009 (Ref. 4.9). The draft was a synthesis of ethics codes adopted by other accredited campuses and references to the numerous, already existing, sources of ethical guidance to which Rio Hondo College employees appeal, including our various professional organizations.

After discussion and feedback from other campus groups, a modified version of the draft was reviewed by the committee on April 29, 2009 (Ref. 4.11). References to AB 1725 were added and the task force agreed to distribute the draft to the Planning and Fiscal Council, the Academic Senate, and the Board of Trustees for discussion and approval.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

On May 5, 2009, the final draft was distributed to Academic Senate and Planning and Fiscal Council (PFC) for their review (Ref. 4.12). The co-chair of the subcommittee attended the meetings to answer questions and document any concerns. Both the Academic Senate and PFC were pleased with the draft and recommended it be released to the faculty, staff, and administrators for broader review and to provide additional input.

The draft was sent to various campus constituents groups for review and recommendations. All groups found the document to be well constructed and were pleased with the direction and information contained in the document.

In addition to the Academic Senate and PFC, those groups included:
- President's Council
- Management/Confidential Council
- Classified School Employees Association
- Faculty Association
- Accreditation Response Team

On June 10, 2009, the code of ethics for all employees was placed on the board agenda as an information item.

During the July 7th, 2009 special meetings, the Academic Senate and PFC discussed whether or not the code of ethics should be a Board Policy (BP 3800). It was decided that the document be approved as a code of ethics rather than a Board Policy, since it refers to already existing policies. Both the Academic Senate and Planning and Fiscal Council recommended approval of the code of ethics on July 7, 2009.
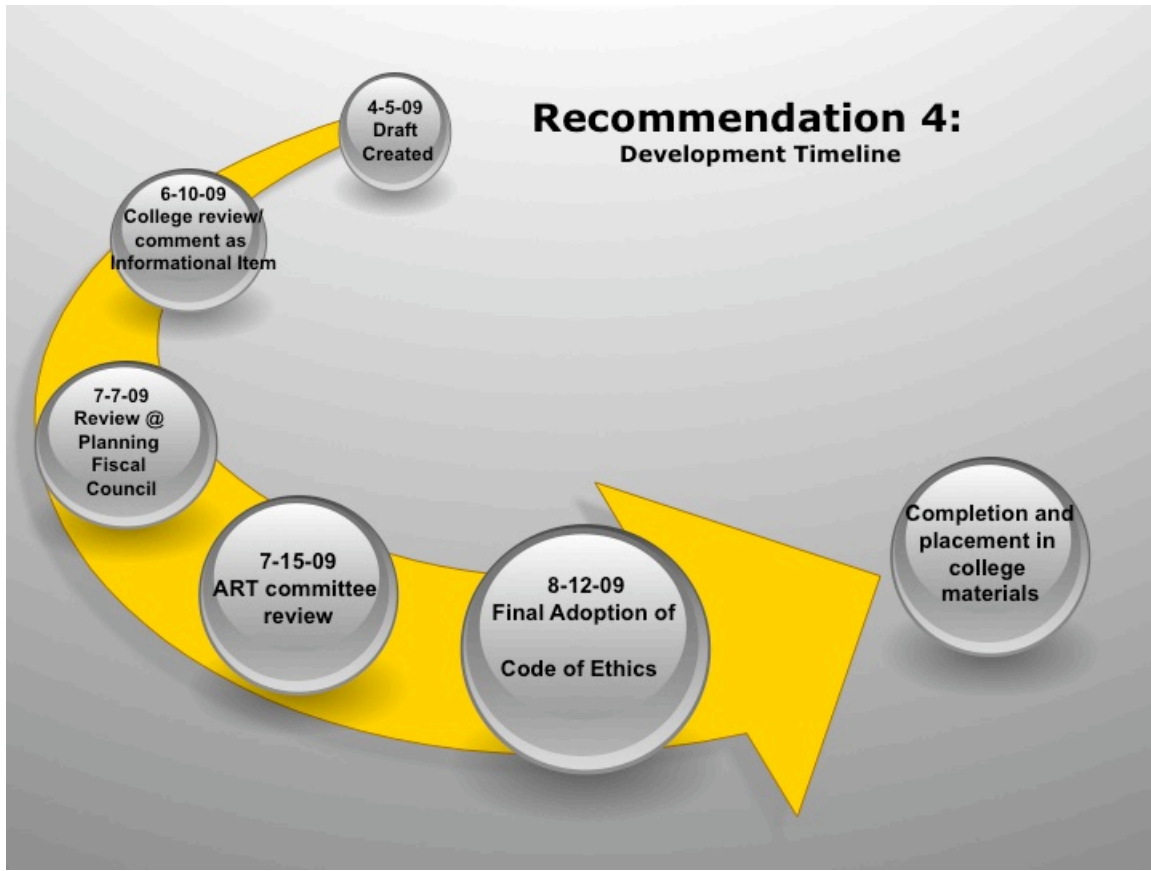
After recommended approval as a code of ethics by the Academic Senate and Planning and Fiscal Council, the Board of Trustees approved the document as a code of ethics for the college at the August 12, 2009, Board meeting. With that approval the college has fully complied with this recommendation.

ADDITIONAL PLANS

The final draft of the Code of Ethics has completed the college review process as established:
- The Board of Trustees approved the Code of Ethics on August 12, 2009
- By December 2009, the Code of Ethics will be exhibited or presented on the following:
    - College website
    - Faculty handbook
    - Student handbook
    - Governance Manual
    - New employee training

Recommendation 4: Past and Future Timeline

Recommendation 4: Development Timeline

- 4-5-09 Draft Created
- 6-10-09 College review/comment as Informational Item
- 7-7-09 Review @ Planning Fiscal Council
- 7-15-09 ART committee review
- 8-12-09 Final Adoption of Code of Ethics
- Completion and placement in college materials

Ref. #	Title of Document	Source
4.1	Rio Hondo Board Policies (BP3410, BP 4030, BP 2715 and BP 5500)	http://www.riohondo.edu/board/policies.htm
4.2	ACCCA Statement of Ethics	http://www.accca.org/i4a/pages/index.cfm?pageid=3338
4.3	CSEA Code of Ethics	http://www.riohondo.edu/accreditation/supporting_evidence/csea_code_of_ethics.pdf
4.4	CTA Institutional Code of Ethics	http://www.cta.org/media/newsroom/code_ethics.htm
4.5	Chapman University Code of Ethics	http://www.chapman.edu/about/CodeOfEthics.asp
4.6	UCSF Code of Ethics	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_6_UCSF_CodeOfEthics.pdf
4.7	Mount San Antonio College Institutional Ethics Policy	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_7mtsac_institutionalcodeofethics.pdf
4.8	Fullerton College	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_8_fjc_statement_of_ethics.pdf
4.9	Code of Ethics – Draft 1	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_9_combined_code_of_ethics_draft1.pdf
4.10	Superintendent/President's Values and Expectations	http://www.riohondo.edu/pfc/Doc2008/Mission_and_Values.pdf
4.11	Code of Ethics – Draft 2	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_11_combined_code_of_ethics_draft2.pdf
4.12	Code of Ethics – Final Draft	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_4_12_RHC_code_of_ethics_final.pdf

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RECOMMENDATION 5
LEADERSHIP

The College should employ methods to assess campus climate across all constituencies, leading to the continual improvement of communications and programs that promote empowerment, trust, and innovation. **(Standard IV.A.3)**

RESOLUTION OF THE RECOMMENDATION

Following the recommendation by the ACCJC evaluation team, much discussion took place about this recommendation across the campus at the various leadership group meetings including the Planning and Fiscal Council (PFC), Academic Senate, California School Employees Association (CSEA), Accreditation Response Team (ART), Associated Student Body (ASB), and at the April 17, 2009 College Leadership Retreat and May 13, 2009 Campus Forum. As a result of these discussions, college stakeholders agreed on the need for a more comprehensive evaluation of Rio Hondo's campus climate. Consequently, the Office of Institutional Research and Planning (IRP) was charged with developing and implementing an *Employee Climate Survey* (Ref. 5.1) and *Student Climate Survey* (Ref. 5.2*)* to supplement campus-wide assessments (Ref. 5.3) that have taken place in the past. The purpose of the campus climate surveys was to assess governance processes and job satisfaction among constituency groups.

Concurrently, a campus-wide *Institutional Planning Survey* (Ref. 1g.2*)* was distributed with the goal of improving the campus planning process. The purpose of this survey was to assess how staff and faculty responded to planning, ways to improve the process, and to explore ways to emphasize a culture of evidence and planning at Rio Hondo College. The results of this survey are currently being tabulated and will complement the results of the climate surveys, which will be reviewed and discussed with the Institutional Effectiveness Committee (IEC), Planning and Fiscal Council, and at other constituency-based meetings beginning in the Fall 2009 semester. A list of proposals for improvement will be developed based on the discussions.

The discussion and evaluation of campus climate survey results will follow the college's shared governance process of constituency input and PFC review of institutional issues. In addition, the IRP has drafted a planning calendar, which includes all activities, events, and deadlines related to the institutional planning process for the 2009-10 academic year (Ref. 1g.4). A 2010 -11 planning calendar will be put together as well.

The following timeline reflects the progress made and projected for the remainder of 2009:

- April: Sub-committee initially formed to assess the campus climate.
- April 9: Leadership Luncheon
- April 17: College Leadership Retreat
- April 21: Campus survey design and implementation meeting
- May 12: Campus Climate Survey distributed.

- May 20 – 29: Campus Climate Surveys distributed to staff.
- October to December 2009 - Climate survey results will be made available and discussed at all levels of the institution.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

Rio Hondo College is eagerly and proactively addressing this recommendation. The activities, surveys, and evaluative processes are institutionalized and the timeline is updated annually by the leadership of the college.

- Campus constituents were given the opportunity and encouraged to participate in the campus climate surveys.
- Recommendations received as a result of the discussions and evaluation of results will be integrated into the institutional planning process via unit, program, and area plans in fall 2009.

Students were encouraged to participate in the surveys and feedback was forwarded by their student leaders via the shared governance process.

Discussion regarding the use of survey results began with the special summer PFC meeting held on July 7, 2009. At this meeting constituency groups voiced their strong concern that this process should go well beyond mere "review of survey results" and should incorporate meaningful dialogue and feedback resulting in proposed goals that are observable, measurable and lead to institutional improvements.

The results of these preliminary climate surveys will help measure progress in the planning, communication, and governance processes, and will assist in the design and implementation of the surveys in coming year.

ADDITIONAL PLANS

The College has committed to reviewing the campus climate survey process regularly via the participatory governance process to facilitate ongoing improvement.   The College has also dedicated itself to conducting staff and student climate surveys on an annual basis.

Ref. #	Title of Document	Source
5.1	Employee Climate Survey	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_5_1_Employee_Climate_Survey_2009.pdf
5.2	Student Climate Survey	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_5_2_Student_Climate_Survey_2009.pdf
5.3	Campus-Wide Assessments	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_5_3_Preliminary_Campus_Climate_Survey_Results.pdf
1g.2	Institutional Planning Survey	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_2_Planning_Survey_2009.pdf
1g.4	2009-10 Planning and Assessment Calendar	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_4_Planning_and_Assessment_Calendar_2009-2010.pdf

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RECOMMENDATION 6

GOVERNANCE

The team recommends the college develop a formal and cyclical review of governance committees and processes to ensure integrity and effectiveness, and communicate the results as a basis for improvement of campus decision-making; the college administration develop a plan to clarify the reporting pathways for the various governance bodies exemplifying the linkages between the unit plans, program review, and the resource allocation process. (I.B.6, IV.A.5); the Board of Trustees participate immediately in professional development that introduces Board members to best practices regarding board/campus relations, ethics, trusteeship, accreditation process, and strategic planning; the Boards review and, if necessary, revise the Presidential hiring process established in 2002 to prevent potential disagreements with future Presidential search committees (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j); and the college and the Board of Trustees immediately reach agreement on policies and practices that govern the development of accreditation materials. (Standards IV.A.4, IV.B.1.i)

In order to ensure that Rio Hondo College thoroughly and thoughtfully addresses each element of recommendation 6, this narrative is divided into four sections identified as "6a" through "6d".

<u>Recommendation 6a-</u> The team recommends the college develop a formal and cyclical review of governance committees and processes to ensure integrity and effectiveness, and communicate the results as a basis for improvement of campus decision-making; the college administration develop a plan to clarify the reporting pathways for the various governance bodies exemplifying the linkages between the unit plans, program review, and the resource allocation process. (I.B.6, IV.A.5)

RESOLUTION OF THE RECOMMENDATION

Rio Hondo College has drafted a formal, reflective, cyclical review process that all governance committees will undergo annually (Ref. 6a.1). At the end of each academic year, all governance committees will meet to review and update their individual mission, vision, and goals, in the larger context of the college's institutional goals.

A summary of the results of this formal review process will be shared with the entire campus via several communication pathways, including:

- Planning & Fiscal Council (PFC)
- The newly-created governance folder, which is accessible on the college's intranet.
- The College's Strategic Planning website.
- Scheduled meetings between the chairs of each governance committee and the co-chairs of the PFC
- Scheduled meetings between the outgoing chairs of each governance committee and incoming chairs (during times of leadership transition).

In the ongoing effort to clarify the reporting pathways for each governance committee and to highlight the linkages between unit plans, program plans, and resource allocation, Rio Hondo College has produced a draft governance manual, *Organization, Structures & Governance,* which was distributed in April 2009.

Between October and April of the 2008-09 year, the President's Office shared drafts of the governance manual contents with key leaders of each campus constituency group via the President's Council and PFC. Suggested additions and revisions to the content were submitted to the President's Office and final edits were incorporated into the current version of the governance manual *Organization, Structures & Governance*, as is reflected in the minutes from the April 7, 2009 PFC meeting. This participatory process served as an important step in the effort to cultivate support for the governance manual and laid the groundwork for continued collaborative efforts in the years to come. The details of this discussion can be found in the PFC meeting minutes (Ref 6a.2)

The updated governance manual includes a page titled College Governance and Communications Guidelines, which state the roles and responsibilities of each governance entity (Ref 6a.3), and a College Governance Flow Chart which graphically illustrates the reporting pathways for the various governance entities that correspond to each constituency group (Ref. 6a.4).

As a result of the implementation and review of the District's Annual Strategic Planning Process, Rio Hondo College has also created three documents, which help to exemplify the linkages among unit plans, program plans, and resource allocation. The first document, titled Diagram of the Annual Strategic Planning Process, illustrates the circularity and cyclical nature of the strategic planning process (Ref. 6a.5). In this process, unit plans and program reviews, which are peer-reviewed in the fall semester, inform the budget review and resource allocation process, which is implemented during the spring semester. Specific dates within the strategic planning process are included in a second document, the District's Planning Process Calendar, and distributed to the entire campus towards the end of the spring semester (Ref. 1g.4).

The third document details the reporting relationships for the various governance committees that report to each constituency group (Ref. 6a.7). In this chart, depicted in Figure 6.1, it is clear that each governance committee has a means of providing input to PFC, which remains the central recommending body at key junctures of the District's institutional planning process. The District will benefit from increased transparency of the planning process, creating stronger support among the participating stakeholders.
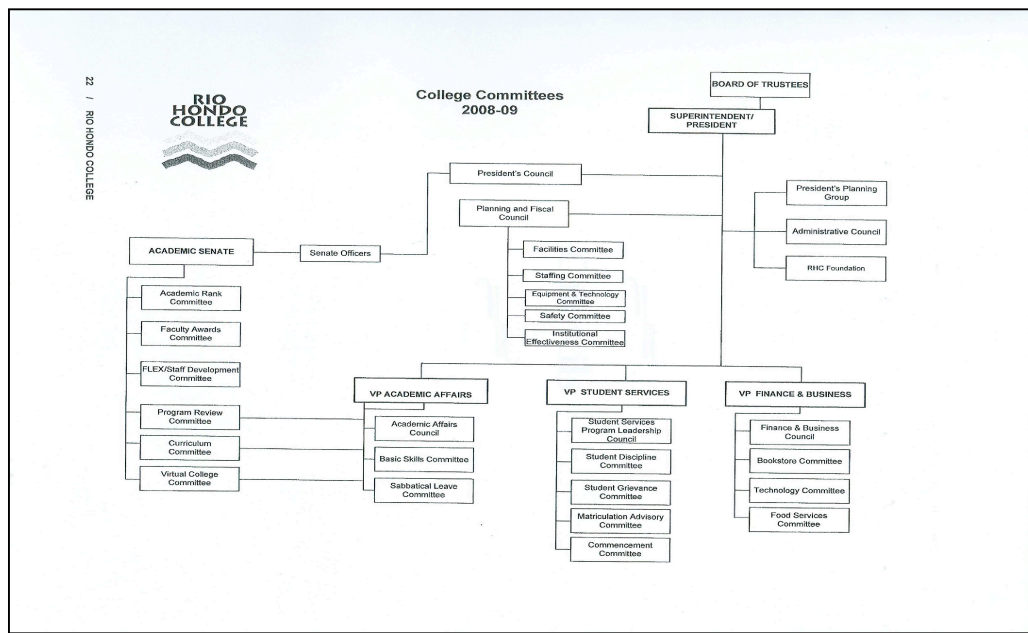
To increase awareness and understanding of the governance review process and the reporting pathways, the District will provide an updated version of the governance manual, *Organization, Structures & Governance,* to every new employee at the time of their employment and a District representative will provide highlights of the governance review process during new employee orientations.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

Rio Hondo College has made great strides in addressing this recommendation by organizing several campus-wide events:

- In December 2008, campus leaders from the various constituency groups participated in a workshop on AB 1725 to forge a better understanding of the participatory governance process.   This workshop provided all stakeholders a valuable opportunity to arrive at an understanding of what participatory governance looks like at Rio Hondo College.   Scott Lay, Executive Director of the CCLC and Mark Wade-Liu, President of the Statewide Faculty Academic Senate led an interactive workshop on the history and relevance of AB 1725 and how its central principles are practiced on community college campuses.   A PowerPoint presentation was provided by the presenters to all attendees at this workshop (Ref 6a. 8).
- In April 2009, the Rio Hondo College District hosted a Leadership Luncheon on campus governance for leaders from the faculty, classified staff, management, and the student government constituency groups. At this luncheon, the President led a discussion of governance-related issues in an effort to improve governance processes at Rio Hondo College via enhanced communication, and identify processes to assist governance committees (Ref 6a.9).

In addition, RHC is committed to ensuring that each governance committee has an annual review process. A draft of the new formal review process for all governance committees will be shared later this year with key decision-making governance groups including: The President's Council, the Academic Senate, the Classified Leadership, Administrative Council, and the Planning and Fiscal Council (PFC). Once adopted by all stakeholders later this year, it will be included in the updated version of Rio Hondo College's governance manual, *Organization, Structures & Governance,* which itself will be reviewed annually.

ADDITIONAL PLANS

Changes to the college's governance processes will be included in the updated version of the College's governance manual, *Organization, Structures & Governance*. Furthermore, Rio Hondo College will edit the governance chart as needed to document any changes in reporting pathways.

Based on the feedback of those who attended the April 2009 luncheon, the Rio Hondo College District has agreed to host a luncheon each semester to provide the campus leadership an opportunity to revisit governance issues. Notes of these luncheon discussions will be recorded and inform the college's institutional planning process and the governance formal review process. Any recommended changes to the college governance and communications guidelines will also be recorded and included.

__Recommendation 6b__ - the Board of Trustees participate immediately in professional development that introduces Board members to best practices regarding board/campus relations, ethics, trusteeship, accreditation process, and strategic planning; (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j)

RESOLUTION OF THE RECOMMENDATION

The Board has made a concerted effort to participate in professional development activities in the areas of board and campus relations, ethics awareness, trusteeship, the accreditation process, and strategic planning. The Board of Trustees recognized in this recommendation the opportunity to continue their long-standing practice of participating in professional development activities, and to sharpen their focus on the areas listed above. A list of professional development activities is provided in the Analysis of Results section below.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

In addition to participating in professional development activities, the Board has discussed adopting a practice that would improve the frequency with which Board members provide reports after these activities. When Board members provide post-professional development activity reports at subsequent board meetings, the members of the campus community and attendees at board meetings will be informed of what events were attended, what activities were completed, and what learning has taken place.

The following is a breakdown of the professional development activities that have taken place since October 2008. Listed below each activity are a list of agenda items and the area of interest to which these agenda items correspond are included in bold-font.

October 18, 2008	Board Retreat (Ref 6b.1) Facilitator, Bonny Garcia (Brown Act), Law Offices of Garcia, Calderon & Ruiz LLP • Ethics Policy and Protocol – Ethics and Governance • Brown Act – **Trusteeship** • Board Self Evaluation – **Trusteeship** • Administrative Procedure on CEO Selection Process – **Trusteeship** • Review of Board Goals and Benchmarks – Strategic Planning and Program Review • Goals/Priorities for RHC Foundation
December 8, 2008	Presentation regarding **College Governance** "Participating Effectively in District and College Governance" (Ref. 6b.2) Facilitators: Mark Wade Liu, President, State Academic Senate for California Community Colleges and Scott Lay, President and CEO, Community College League of California
March 21, 2009	Board Planning Retreat (Ref. 6b.3) • Accreditation Response Plan – **Accreditation Process** • Review of Board Goals – Strategic Planning • CEO Evaluation Process – **Trusteeship** • Board Self-Evaluation Process – **Trusteeship** • 2009-10 Board Presentations – **Board/Campus Relationships**
April 8, 2009	Board Meeting (Ref. 6b.4) • Update/ACEDD/GIS – **Campus/Board Relationships** • Accreditation Response **– Accreditation Process**; Preparation on how to respond to WASC Recommendations • Superintendent/President Evaluation Review Process - **Trusteeship**
May 1, 2009	CCLC Conference Workshop in Sonoma, California • How to Serve As An Effective Chair of the **Board Trusteeship** (Ref. 6b.5)

October 3, 2009   Board Retreat (Ref. 6b.6)
- Board Self-Evaluation - **Trusteeship**

For a more complete list of activities that demonstrates a long-standing history of professional development, please refer to the Conference Attendance for the Board of Trustees 2008-2009 (Ref. 6b.7).

The Board has also directed the Superintendent/President to work with staff to craft an updated board policy, BP 2740 (Ref. 6b.8) which concerns board reports on professional development activities. The proposed additions to the existing policy are currently undergoing the campus review process which provides all constituency groups the opportunity to participate effectively in the formulation of district policies and procedures, as is mandated in BP 2410, Section IV (Ref. 6b.9).

ADDITIONAL PLANS

The Board will continue to be engaged in professional development activities in the recommended areas and in other areas as necessary.   The Board will evaluate the effectiveness of the new policy regarding board reports on professional development activities at the end of the first year of implementation.

***Recommendation 6c** - the Board review and, if necessary, revise the Presidential hiring process established in 2002 to prevent potential disagreements with future Presidential search committees (Standards IV.B.1, IV.B.1.f, IV.B1.i, IV.B.1.j)*

RESOLUTION OF THE RECOMMENDATION

The Board has reviewed the administrative procedures that are part of the existing Board Policy (Ref. 6c.1) that inform the Presidential hiring process and has identified where existing procedures can be clarified and improved.   The Board, in collaboration with the President and campus stakeholders, took a critical look at the presidential hiring process and has suggested new procedures that can complement existing procedures.   These new procedures are listed in the Analysis of the Results section below.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

During the months of April, May and July, Board members held pre-Board meeting workshops to discuss the recommendations made by ACCJC (Ref. 6c.2). The Board discussed recommendations related to new procedures at a working session at the May 2009 and July 2009 Board of Trustees meeting. (Ref. 6c.2 and Ref 6c.3).

After receiving input from the campus stakeholders, and discussing the presidential hiring procedures that are part of this policy during the accreditation working sessions in May 2009, and July 2009, the Board drafted a revised administrative procedure. An ad hoc committee was formed from members of the Planning Fiscal Council in September, 2009

to make further suggestions. After reviewing these recommended changes, the Board made the following suggestions:

I. The Board of Trustees is responsible for the hiring of the Superintendent/ President. The Board will establish the calendar and approve the structure of the presidential hiring process. The Board of Trustees will communicate to all those that participate in the selection process to conduct themselves with the highest ethical standards throughout the entire selection process.

II. The Board of Trustees will establish a selection process for the consultant that ensures the consultant selected reflects the Board's expectations and values.

III. The Board of Trustees will craft and express a clear statement on the role of the consultant and ensure that this role is clearly communicated to all stakeholders so that this role is clearly understood by all.

IV. The Board of Trustees will clearly communicate the Board's expectations and values with respect to the hiring process to the members of the search committee before the hiring process begins. All members of the search committee will be provided training prior to the selection process on how to best reach consensus.

V. The Board of Trustees or designee oversees the development of the Presidential Search Brochure and approves its content.

VI. The Board of Trustees or designee approves all advertising for the presidential position.

VII. The Board of Trustees determines the number of representatives from each constituent group. The search consultant will serve as a non-voting chair of the committee.

VIII. The current composition of the search committee, which is merely a description of what has been used in the past and can be changed by the Board in the future, is as follows:

Faculty
Classified
Management/Confidential
ASB President/Representative
Community Representatives

The following are not committee members, but serve specific functions in the selection process:

- The Human Resources Officer or designee shall review the composition of the applicant pool to determine if legal requirements relating to Title V, the District's Equal Opportunity Plan, and non-discrimination have been met.

- An EEO Monitor who is appointed by the Equal Employment/Staff Diversity Officer

IX.   Persons serving on the search committee participate in both the application review and search committee interview phases of the search process. Search committee responsibilities include evaluation of candidate applications, development of interview questions, determination of candidates to be interviewed by the search committee and recommendation of finalists to the Board of Trustees.

X.   The search committee will try to reach consensus on all committee decisions. If the search committee is unable to reach consensus after discussion of an issue, then the majority view of the committee shall prevail.

XI.   Committee members must be willing to give search committee responsibilities their highest priority. To assure equity in the process, attendance at all committee meetings is required.

XII.   The Board of Trustees requires four to six unranked finalists. Before the selection process begins, the Board will specify the minimum number of candidates to be advanced by the committee. The Board of Trustees interviews the finalists and selects and hires the new Superintendent/President.

XIII.   Before the selection process begins, the Board of Trustees will clearly articulate to the members of the committee what options are available to the Board if the number of finalist candidates submitted does not fulfill the required minimum number of candidates as determined above. These options can include:

         Option 1:   Ask the committee to forward additional finalists from the pool of candidates already interviewed
         Option 2:   Directly interview additional candidates from the candidate pool
         Option 3:   Cease the process and begin a new search
         Option 4:   Accept the candidate(s) that are forwarded as finalists and proceed
         Option 5:   Ask the committee to interview additional candidates from the applicant pool who could potentially become finalists

XIV.   The Board will provide an opportunity for the Search committee-chair to submit a list of candidates along with narratives to the Board which could include the search committee members' reasons for forwarding or not forwarding candidates and perceived strengths and weaknesses of each of the candidates.

XV.   The Board of Trustees requires that a presidential forum be held for the finalists in conjunction with the Board of Trustees interviews. The Board of Trustees determines when the presidential forum is scheduled. The Board determines the structure and date(s) of the forum(s).

XVI. The Board of Trustees determines the efficacy of a site visit(s) and, if necessary, determines the participants for the visiting team. The Board of Trustees also determines the structure and schedule for the site visit(s).

XVII. The Board of Trustees will evaluate the effectiveness of the CEO Selection Process and will provide an opportunity to the committee to submit an evaluation of the selection process.

By implementing each of these new procedures, the District will be in a better position to fulfill the spirit and substance of the presidential hiring policy. In addition, these new procedures will minimize the likelihood of miscommunication, misunderstanding, and confusion that occurred in the most recent presidential hiring process.

The Board will draft, discuss, and approve the aforementioned procedures which will accomplish three outcomes: 1) complement the existing procedures in the presidential hiring process; 2) clarify the areas in need of explanation; and 3) minimize the chance of miscommunication in the future. The board meeting minutes will reflect these discussions and the updated policy with the new procedures will be included as evidence. The updated policy and procedures will be added to the updated Board Policies and Administrative Procedures which will be made available to the entire campus on the campus website (Ref. 6c.4).

Since the Board of Trustees has already directed the Superintendent/President to work with staff to craft additional administrative procedures, the proposed additions to the existing procedures are currently undergoing the campus review process which provides all constituency groups the opportunity to participate effectively in the formulation of district policies and procedures, as is mandated in BP 2410, Section IV (Ref. 6b.9).

ADDITIONAL PLANS

The above procedures have gone through multiple rounds of review and analysis including valuable input from the campus community; the language reflects the latest version to date but the final version has not been officially adopted and approved. The Board is committed to maximizing communication and collaboration with all parties upon implementation of the updated presidential hiring policy with these new procedures. The Board will evaluate the effectiveness of the updated administrative procedures regarding the presidential selection process after implementation.

Recommendation 6d - the college and the Board of Trustees immediately reach agreement on policies and practices that govern the development of accreditation materials. (Standards IV.A.4, IV.B.1.i)

RESOLUTION OF THE RECOMMENDATION

The Board and the Administration reviewed the events related to the process by which the accreditation materials were developed in 2008. Upon thorough review and extensive discussion of these activities, an agreement was reached to use the

Superintendent/President as the intermediary between the District and the Board of Trustees.

ANALYSIS OF THE RESULTS ACHIEVED TO DATE

The Superintendent/President will foster a collegial working relationship between the Accreditation Team and the Board by acting as an intermediary for communication. In this role, the Superintendent/President will present all written draft accreditation materials, authored by various campus constituents, to the Board of Trustees and, similarly, provide all groups with any input, feedback, or substance that the Board wishes to provide the District accreditation team.

This method of communication would help ensure that communication between the District and Board is consistent, focused, and clear. This would directly address the recommendation to reach agreement on policies and practices that govern the development of accreditation materials.

The Board will draft, discuss, and approve an updated version of Board Policy 3200 that will establish the Superintendent/President as the intermediary between the district and the Board in the development of accreditation materials (Ref 6d.1).

Because the Board of Trustees has directed the Superintendent/President to work with staff to craft an updated policy, the proposed additions to the existing policy are currently undergoing the campus review process which provides all constituency groups the opportunity to participate effectively in the formulation of district policies and procedures, as is mandated in BP 2410, Section IV (Ref 6d.2).
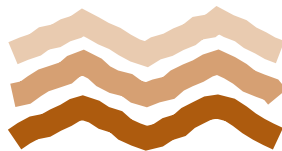
Ref. #	Title of Document	Source
6a.1	Draft of Formal Review Process	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_a_1_draft_Formal_Review_of_Gov_Comms-revised.pdf
6a.2	PFC Meeting from April 7, 2009	http://www.riohondo.edu/pfc/doc2009/minutes/PFC_Minutes_of_4-7-09-PP_edited.pdf
6a.3	Organization, Structures & Governance Manual	http://www.riohondo.edu/president/PDF/20090831163107164.pdf
6a.4	College Governance Flow Chart	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_a_4_College_Governance_Flow_Chart.pdf
6a.5	Diagram of the Annual Strategic Planning Process	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_a_5_RHC_Strategic_Planning_Process.pdf
1g.4	2009-2010 Planning and Assessment Calendar	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_1_g_4_Planning_and_Assessment_Calendar_2009-2010.pdf
6b.1	Board Retreat October 18, 2008	http://www.riohondo.edu/board/AgendaArchive/BoardFiles/08-09/minOctober182008.pdf
6b.2	Presentation regarding College Governance "Participating Effectively in District and College Governance"	http://www.riohondo.edu/accreditation/supporting_evidence/Rec_6_b_2_Rio_Hondo_College_12-08-08.pdf
6b.3	Board Planning Retreat March 21, 2009	http://www.riohondo.edu/board/AgendaArchive/BoardFiles/08-09/minMarch212009.pdf
6b.4	Board Meeting April 8, 2009	http://www.riohondo.edu/board/AgendaArchive/BoardFiles/08-09/min4809amended.pdf
6b.5	Board Chair Leadership Workshop	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_b_5_2009_Trustees_Conference.pdf
6b.6	Board Retreat October 2009	http://www.riohondo.edu/board/AgendaArchive/BoardFiles/09-10/ag110309%20board%20retreat.pdf
6b.7	Professional Development Activities for the Board of Trustees 2008-2009	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_b_7_professional_best_practices.pdf
6b.8	BP 2740	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_b_8_board_Policy_2740.pdf
6b.9	BP 2410, Section IV	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_b_9_BP2410_PolicyAdminProc.pdf
6c.1	Administrative Procedure 2431	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_c_1_Revised_AP_2431_CEO_Selection.pdf

6c.2	May 2009 Board of Trustees meetings	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_c_2_Board_minutes-May132009.pdf
6c.3	July 2009 Board of Trustees meetings	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_c_3_Notes_from_Bd_Wkg_Sess_III_on_Accred_7-8-09.pdf
6c.4	Board Policies and Administrative Procedures	http://www.riohondo.edu/board/policies.htm
6d.1	Revised Version of BP 3200 - Draft	http://www.riohondo.edu/accreditation/supporting_evidence/Ref_6_d_1_BP3200_Accreditation609_Senate_rec.pdf