Application for Reaffirmation of Accreditation

October 2008

Focus on Student Learning

RIO HONDO COLLEGE

We're making a difference in the lives of our students.

REPORT OF
INSTITUTIONAL SELF-STUDY
FOR REAFFIRMATION OF
ACCREDITATION

OCTOBER 2008

RIO
HONDO
COLLEGE
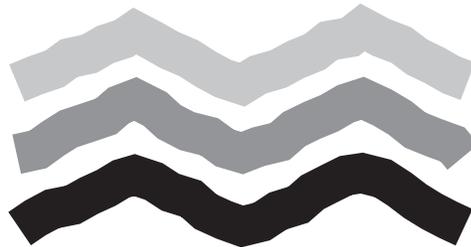
Submitted by
Rio Hondo College
3600 Workman Mill Road
Whittier, California 90601

Presented to
the Accrediting Commission for
Community and Junior Colleges
of the Western Association
of Schools and Colleges

INTRODUCTION

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Certification of the Institutional Self-Study Report

DATE: July 9, 2008

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

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

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study accurately reflects the nature and substance of this institution.
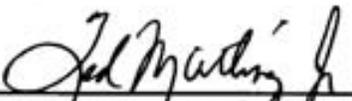
Ted Martinez, Jr, Ph.D.
Superintendent/President

Angela Acosta-Salazar
President, Board of Trustees
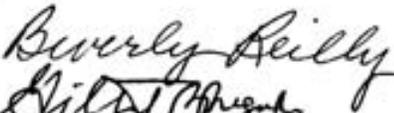
Beverly Reilly 2008-2009
Gil Puga 2007-2008
President, Academic Senate
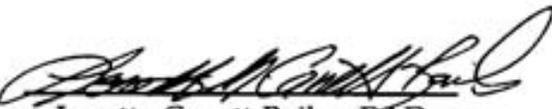
Loretta Canett-Bailes, Ed.D.
Dean, Student Learning Support and
Accreditation Liaison Officer
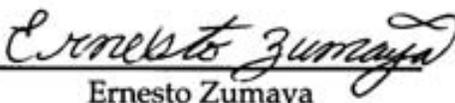
Ernesto Zumaya
President, Associated Student Body

Lisa Sandoval 2008-2009
Greg Garza 2007-2008
President, CSEA

John Frala
Faculty, Accreditation Co-Chair

Paul Parnell, Ph.D.
Vice President, Academic Affairs
Administrative Accreditation Co-Chair

CERTIFICATION

Abstracts

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I demonstrates that the Rio Hondo College mission has emphasized a strong institutional commitment to a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings to its diverse students and community.

The mission statement was last revised during the 2005-06 academic year. Rio Hondo College has a mission statement, values statement, goal statement, and institutional philosophy statement that define the institution's broad educational purpose, its intended student population, and its commitment to achieving student learning.

Additionally, Rio Hondo College's purposes are expressed in its values statement, "Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the College offers an open access, comprehensive educational program to its students, including basic skills, vocational education certificates and degrees, general education and transfer courses, and for its community, economic development opportunities." As documented in the Rio Hondo College Factbook, 40% of new students declare transfer to a four-year College or university as an educational goal. The Factbook 2007 also notes that 21% of new students want to change or upgrade their vocational skills. Again, the College offers almost one hundred vocational certificates in the areas of business, computer information technology, fire technology, corrections, police training, drafting, GIS, automotive, auto body, nursing, electronics, and welding. These areas also add new emphases to existing programs based largely on input from advisory committees and information from labor market data.

Lastly, the College has a program review process that requires all areas of the College to undergo program review every five years. The Program Review Committee oversees the process. Changes and updates to the program review process for instructional and non-instructional areas were made in spring 2006 and approved by the Academic Senate for use in academic year 2007-08.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard II reflects that Rio Hondo College is consistent with its mission and purpose as a comprehensive community College that offers educational and student service programs, that promotes student success, and that reaches out to the communities it serves.

The College has a process for the regular review and approval of new course and program offerings. That process is overseen by the Curriculum Committee, a sub-committee of the Academic Senate. The entire College embraces the mission and vision statements of the College; the mission statement supports the development of new programs and course offerings.

The College continues to work on developing student learning outcomes for its courses, programs, and degrees. FLEX day activities have provided workshops on the development of student learning outcomes and assessment. An SLO coordinator was appointed, and an SLO Committee was established along with a Website to assist and support faculty in the development of the SLO process.

A program plan review process has been established that is now linked with the budgetary process. This self-evaluation process is on a five-year cycle, and all course outlines or student service programs must have an SLO assessment plan and rubric.

Rio Hondo College has an open access policy that reaches out to the community. The College has gone through a Noel-Levitz campus climate survey, and student services provided information for developing and promoting student success on Campus. As a result of the Equity for All Project with the University of Southern California's Rossier School of Education's Center for Urban Education and the California Benchmarking Project, the College is better able to provide sound program and academic planning to promote and ensure student success.

STANDARD III: RESOURCES

Rio Hondo College effectively uses its human, physical, technological, and financial resources to achieve the goals set forth in the Educational Master Plan. The College's resources are used to further the educational goals of the institution using student learning outcomes and planning to improve the effectiveness of the Institution.

The human resources of the College are presently adequate to fulfill the present needs of the College. Hiring practices, though adequate, are in the process of being codified into administrative procedures. The Self-Study shows a need for a comprehensive code of ethics. The College's commitment to diversity at all levels is evident in its support of diversity of its staff and commitment to programs that support diversity. The College supports professional development activities but struggles to offer those activities to all personnel.

The physical resources of the College are undergoing significant changes with a major construction project underway and several others planned in the near future. The construction projects offer special challenges for the College to continue to provide effective educational experiences, and the College is making proper accommodations.

The technological resources of the College are well planned for and are used to improve student learning at all levels. Provisions for maintenance and replacement of technological resources are adequate as long as funds are available.

The financial resources of the College are well planned for and are being tied to student learning in a more organized, formulated manner than has been past practice. The institution receives funding from a variety of sources, and these separate funds are managed effectively. The institution is currently reformulating the manner in

which budgets are created with a view to the incorporation of student learning and evaluation; thus, there is a demonstrated need for better assessment of the effectiveness of financial allocations.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The College recognizes the value of effective, collaborative leadership and has established the Planning/Fiscal Council (PFC) to make recommendations to the Superintendent/President regarding the College's planning and budgetary concerns. The current development of a governance manual will increase the awareness of the clearly defined roles of all the governing bodies involved in decision-making at the College. The Governance Manual outlines the composition and responsibilities of all the councils and committees involved in administering and managing the College. The councils and standing committees include the Planning/Fiscal Council, Academic Senate, President's Council, Administrative Council, Finance and Business Council, and Student Services Council. The College will work to further develop and enhance its ability to monitor and evaluate all of decision-making processes to ensure the effectiveness of the governance structures.

The Board of Trustees consists of five elected officials from the designated trustee areas and one elected student member. The Board works collaboratively and communicates its decisions to both the campus and broader communities. The Board upholds the tenants of the Mission Statement and the Values Statement and is developing a statement of ethical behavior. The Board will review its processes for hiring a Superintendent/President in light of the difficulties encountered during the 2007 employment process. Furthermore, the Board will revise an evaluation process for the Superintendent/President as well as a process for self-evaluation.

The Superintendent/President has clearly defined the structural hierarchy of the College and has communicated his vision for the future of the College.

Planning Agenda Summary

For your convenience, pages 9-28 have been reprinted.
See *Companion to Accreditation Self-Study Summary.*

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

	Standard Text	Status	Planning Agenda Items
IA	**Mission** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	Met	None
IA.1	The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	Met	None
IA.2	The mission statement is approved by the governing Board and is published.	Met	None
IA.3	Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	Met	None
IA.4	The institution's mission is central to institutional planning and decision-making.	Met	None
IB	**Improving Institutional Effectiveness** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	Partially Met	Addressed together with I.B.1
IB.1	The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	Partially Met	Support course and program level SLOs Develop and support institutional level SLOs
IB.2	The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree for which they are achieved can be determined and	Met	None

	widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.		
IB.3	The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	Met	Data analysis will be used in strategic planning.
IB.4	The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	Met	None
IB.5	The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	Met	None
IB.6	The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	Met	None
IB.7	The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, The library, and other learning support services.	Met	None

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

	Standard Text	Status	Planning Agenda Items
IIA	**Instructional programs** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.	Met	None
IIA.1	The institution demonstrates that all instructional programs, regardless of locations or means of delivery, address and meet the mission of the institution and uphold its integrity.	Met	None
IIA.1a	The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity and the demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	Met	None
IIA.1b	The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	Met	None
IIA.1c	The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes, and uses assessment results to make improvements.	Met	Develop timelines for program SLOs
IIA.2	The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including developmental, pre-collegiate, and collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs regardless of type of credit awarded, delivery mode, or location.	Met	None
IIA.2a	The institution uses established procedures to design courses and programs, identify learning	Met	None

	outcomes for them, and approve, administer, deliver, and evaluate the courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		
IIA.2b	The institution relies on faculty expertise and the assistance of advisory committees, when appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education and degrees. The institution regularly assesses student progress towards achieving those outcomes.	Met	None
IIA.2c	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	Met	None
IIA.2d	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	Met	None
IIA.2e	The institution evaluates all course and programs through an on-going, systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	Met	None
IIA.2f	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for course, certificate, and programs, including general and vocational education and degrees. The institution systematically strives to improve those outcomes and make the results available to appropriate constituencies.	Met	Continue to assess SLOs and evaluate the assessments
IIA.2g	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizing test biases.	Met	None
IIA.2h	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	Met	None
IIA.2i	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	Partially Met	Continue to assess program SLOs
IIA.3	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty,	Met	None

	determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.		
IIA.4	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	Partially Met	Implement new Title 5 regulations
IIA.5	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	Met	None
IIA.6	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	Met	None
IIA.6a	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	Met	None
IIA.6b	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	Met	None
IIA.6c	The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	Met	None
IIA.7	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing, Board-adopted policies on	Met	None

	academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.		
IIA.7a	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Met	None
IIA.7b	The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	Met	None
IIA.7c	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Met	None
IIA.8	Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	Not Applicable
IIB	**Student Support Services** The institution recruits and admits diverse students who are able to benefit from its programs as consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services, using student outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.	Met	Continue to analyze and improve delivery of services
IIB.1	The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	Met	None
IIB.2	The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: **a. General Information** • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Course, Program, and Degree Offerings	Met	None

	• Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members **b. Requirements** • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation,and Transfer **c. Major Policies Affecting Students** • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaints Procedures • Sexual Harassment • Refund of Fees **d. Locations or Publications Where Other Policies May be Found**		
IIB.3	The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address these needs.	Met	None
IIB.3a	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of services location or delivery model.	Met	None
IIB.3b	The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.	Met	None
IIB.3c	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	Met	None
IIB.3d	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	Met	None
IIB.3e	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	Met	None
IIB.3f	The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files regardless of	Met	None

	the forms in which those files are maintained. The institution publishes and follows established policies for release of student records.		
IIB.4	The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Met	None
IIC	**The library and Learning Support Services** The library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include The library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that The library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services, using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.	Met	None
IIC.1	The institution supports the quality of its instructional programs by providing The library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings regardless of location or means of delivery.	Met	None
IIC.1a	Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	Met	None
IIC.1b	The institution provides ongoing instructions for users of The library and other learning support services so that students are able to develop skills in information competency.	Met	None
IIC.1c	The institution provides students and personnel responsible for student learning programs and services adequate access to The library and other learning support service regardless of their location or means of delivery.	Met	None
IIC.1d	The institution provides effective maintenance and security for its The library and other learning support services.	Met	None

IIC.1e	When the institution relies on or collaborates with other institutions or other sources for The library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purpose, are easily accessible, and are utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided whether directly or through contractual arrangement.	Met	None
IIC.2	The institution evaluates The library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Met	None

STANDARD III: RESOURCES

	Standard Text	Status	Planning Agenda Items
IIIA	**Human Resources** The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.	Partially Met	Addressed with A.1 and A.1.a
IIIA.1	The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	Partially Met	Addressed with A.1 and A.1.a
IIIA.1.a	Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	Partially Met	A, A1, and A1.a are addressed together. Finalize hiring procedures for academic employees.
IIIA.1.b	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation	Met	None

	processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.		
IIIA.1.c	Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluations, effectiveness in producing those learning outcomes.	Met	None
IIIA.1.d	The institution upholds a written code of ethics for all of its personnel.	Met	None
IIIA.2	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	Met	None
IIIA.3	The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	Met	None
IIIA.3.a	The institution establishes and adheres to written policies, ensuring fairness in all employment procedures.	Met	None
IIIA.3.b	The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	Met	None
IIIA.4	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	Met	Addressed together with A.4.a
IIIA.4.a	The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	Met	None
IIIA.4.b	The institution regularly assesses its record in employment equity and diversity consistent with its mission.	Met	None
IIIA.4.c	The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.	Partially Met	Development of clear modes of evaluation
IIIA.5	The institution provides appropriate opportunities to all categories of staff for continued professional development consistent with the institution mission and based on identified teaching and learning needs.	Met	Addressed together with A.5.a and A.5.b
IIIA.5.a	The institution plans professional development activities to meet the needs of its personnel.	Met	Addressed together with A.5.a and A.5.b

IIIA.5.b	With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	Met	Addressed together with A.5, A.5.a, and A.5.b: Create professional development plans for managers and provide for skills upgrades
IIIA.6	Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the assessments as the basis for improvement.	Partially Met	Develop new staffing committee.
IIIB	**Physical Resources** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.	Met	Addressed together with B.1 and B.1.a
IIIB.1	The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services regardless of location or means of delivery.	Met	Addressed with B.1.a
IIIB.1.a	The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services	Met	Addressed together with B, B.1, B.1.a: None
IIIB.1.b	The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Met	None
IIIB.2	To assure the feasibility and effectiveness of physical resources to support institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	Met	Addressed together with B.2.a
IIIB.2.a	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	Met	Addressed together with B.2 and B.2.a: None
IIIB.2.b	Physical-resources planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the assessment as a basis for improvement.	Met	None

IIIC	**Technology Resources** Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.	Met	None
IIIC.1	The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-side communications, research, and operational systems.	Met	None
IIIC.1.a	Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	Met	Continue to evaluate and update technology needs
IIIC.1.b	The institution provides quality training in the effective application of its information technology to students and personnel.	Met	None
IIIC.1.c	The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	Met	None
IIIC.1.d	The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	Met	None
IIIC.2	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results as the basis for improvement.	Met	None
IIID	**Financial Resources** Financial resources are sufficient to support student learning programs and service and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial-resources planning is integrated with institution planning.	Met	None
IIID.1	The institution relies upon its mission and goals as the foundation for financial planning.	Met	None
IIID.1.a	Financial planning is integrated with and supports all institutional planning.	Met	None

IIID.1.b	Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.	Met	None
IIID.1.c	When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	Met	None
IIID.1.d	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.	Met	None
IIID.2	To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	Met	None
IIID.2.a	Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive and timely and are communicated appropriately.	Met	None
IIID.2.b	Appropriate financial information is provided throughout the institution.	Met	None
IIID.2.c	The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	Met	None
IIID.2.d	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	Met	None
IIID.2.e	All financial resources, including those from auxiliary activities, fund-raising effects, and grants, are used with integrity in a manner consistent with the mission and goals of the institution.	Met	None
IIID.2.f	Contractual agreements with external entities are consistent with the mission and goals of the institution, are governed by institutional policies, and obtain appropriate provisions to	Met	None

	maintain the integrity of the institution.		
IIID.2.g	The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	Met	None
IIID.3	The institution systematically assesses the effective use of financial resources and uses the results as the basis for improvement.	Partially Met	Improve communication within the College

STANDARD IV: LEADERSHIP AND GOVERNANCE

	Standard Text	Status	Planning Agenda Items
IVA	**Decision-Making Roles and Processes** The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.	Met	Addressed together with A.1
IVA.1	Institutional leaders create an environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	Met	Addressed together with A and A.1: Analyze outcomes and objectives
IVA.2	The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	Met	Addressed together with A.2.a
IVA.2.a	Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	Met	Addressed together with A.2 and A.2.a: Continue to update policies and procedures
IVA.2.b	The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	Met	None

IVA.3	Through established governance structures, processes, and practices, the governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	Partially Met	Publicize Board meetings, disseminate "President's Update"
IVA.4	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self-Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission	Met	None
IVA.5	The role of leadership and the institution's governance and decision making and effectiveness are evaluated. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	Partially Met	Create, distribute, analyze, and communicate surveys of governance effectiveness
IVB	**Board and Administrative Organization** In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College districts/systems clearly define the organizational roles of the district/system.	Partially Met	Addressed together with B.1
IVB.1	The institution has a governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing Board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the College or the district/system.	Partially Met	Addressed together with B. and B.1: Review CEO selection process; review CEO evaluation instrument
IVB.1.a	The governing Board is an independent policy-making body that reflects the public interest in Board activities and decision. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	Met	None

IVB.1.b	The governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	Met	None
IVB.1.c	The governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.	Met	None
IVB.1.d	The institution or the governing Board publishes the Board bylaws and policies, specifying the Board's size, duties, responsibilities, structures, and operating procedures.	Met	None
IVB.1.e	The governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.	Met	None
IVB.1.f	The governing Board has a program for Board development and new member orientation. It has a mechanism for providing continuity of Board membership and staggered terms of office.	Partially Met	Develop Board orientation procedures
IVB.1.g	The governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies and bylaws.	Met	Revise self-evaluation instrument
IVB.1.h	The governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	Met	None.
IVB.1.i	The governing Board is informed and involved in the accreditation process.	Met	Develop process for Board participation
IVB.1.j	The governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-College district/system or the College chief administrator (most often known as the president) in the case of a single College. The governing Board delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference and hold him/her accountable for the operation of the district/system or College respectively. In multi-College districts/systems, the governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the College.	Partially Met	Develop Administrative Procedure for hiring of President

IVB.2	The president has primary responsibility for the equality of the institution he/she leads. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	Met	None
IVB.2.a	The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. He/She delegates authority to administrators and others consistent with their responsibilities as appropriate.	Met	None
IVB.2.b	The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	Met	None
IVB.2.c	The president assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies.	Met	None
IVB.2.d	The president effectively controls budget and expenditures.	Met	None
IVB.2.e	The president works and communicates effectively with the communities served by the institution.	Met	None
IVB.3	In multi-College districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the district/system and acts as the liaison between the Colleges and the governing Board.	Not Applicable	Does not apply

IVB.3.a	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice.	Not Applicable	Does not apply
IVB.3.b	The district/system provides effective services that support the Colleges in their missions and functions.	Not Applicable	Does not apply
IVB.3.c	The district/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.	Not Applicable	Does not apply
IVB.3.d	The district/system effectively controls its expenditures.	Not Applicable	Does not apply
IVB.3.e	The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the Colleges.	Not Applicable	Does not apply
IVB.3.f	The district/system acts as the liaison between the Colleges and the governing Board. The district/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.	Not Applicable	Does not apply
IVB.3.g	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The district//system widely communicates the results of these evaluations and uses them as the basis for improvement.	Not Applicable	Does not apply

Accreditation Self-Study Committee

Co-Chairs: Paul Parnell, Ph.D., Vice President, Academic Affairs
     Beverly Reilly, President, Academic Senate 2008-2009
     Gil Puga, President, Academic Senate 2007-2008

Liaison to WASC: Loretta Canett-Bailes, Ed.D., Dean,
     Student Learning Support and Articulation

Editors: Claudia Guerrero, Associate Professor of Spanish
     Robert Bethel, Associate Professor of Biology

Standard I: Institutional Mission
Gail Chabran, Dean of Communications and
 Languages (Co-Chair) 2006-2008
Jim Newman, Faculty (Co-Chair)
Ellie Bewley, Dean of Physical Education
Daniel Rubalcava, Dean of Student
 Support Services
Sandra Rivera
Monika Acosta
Theresa Freije
Lorraine Sfeir
Lupe Alvarado
Joanne Haskins
Manuel Baca, Ph.D.

Standard II: Educational Programs
Paul Parnell, Ph.D., Vice President,
 Academic Affairs (Co-Chair)
Marilyn Brock, Ed.D., Vice President,
 Academic Affairs (Co-Chair)
John Frala (Co-Chair)
Judi Henderson, Ph.D.,
 Dean of Social Science
Karen Koos, Dean of Math/Sciences
Antonio Flores, Dean of Outreach and
 Matriculation
Cathy Butler, Director of Student
 Activities
Monica Francis
Mary Becerril
Catherine Page
Tracy Rickman
Fran Cummings
Robin Babou
Rebecca Green
Kendra Seiler
Judy Marks
John Parra
Shelly Spencer
Juana Mora
Barbara Mikalson
Cathleen Peterson

Standard III: Resources
Teresa Dreyfuss, Vice President, Finance and
 Business (Co-Chair)
Gil Puga, Faculty (Co-Chair)
Yolanda Emerson, Director of Human Resources
Steve Lohr, Director of Facilities 2007-2008
John Bryant, Director of Information and
 Technology
Zulma Calderon
Greg Garza 2007-2008
Jan Coe 2007-2008
Mark Littrel
Jill Pfeifer
Steve Katnik
Katie O'Brien
Mike Javanmard
Susan Uniza
Mohamed Rassmy
Shari Magnus
Gus Gonzales
Ming Chen
Nedra Root
Mike Javanmard

Standard IV: Governance
Henry Gee, Vice President, Student Services
 (Co-Chair)
Claudia Guerrero (Co-Chair)
Joe Santoro, Dean of Public Safety
Russell Castaneda-Calleros
Suzanne Frederickson
Hannah Lessin
Gail Biesemeyer
Jodi Senk
Gloria Arevalo
Michelle Pilati
Jim Chandler
Voiza Arnold, Ph.D.
Gisela Spieler, Ph.D.
Jim Newman

Organization of Self-Study

In fall 2006, the accreditation process began with a regional workshop held by the Western Association of Schools and Colleges. Community College leaders from surrounding institutions attended the day of information that was led by Mr. Garman Jack Pond, Vice President of ACCJC in collaboration with the Administrative Council and the leadership of the Academic Senate co-chairs made up of one Academic Senate appointee to serve as co-chair along with an administrative co-chair for each of the four standards. Management and faculty volunteers were solicited to serve as members. The Academic Senate appointed two editors to work with the accreditation liaison in the preparation of the Self -Study report. In January 2007, the two faculty editors, the Standard II faculty co-chair, and the accreditation liaison officer attended the Academic Senate Accreditation Institute.

Steering Committee Representatives

Accreditation Co-Chairs
Paul Parnell, Ph.D., Vice President, Academic Affairs

Accreditation Liaison Officer
Loretta M. Canett-Bailes, Ed.D. Dean, Student Learning Support and Articulation

Beverly Reilly, President Academic Senate 2008-2009
Gil Puga, President, Academic Senate 2007-2008

Student Representative

Institutional Researcher
Jacqueline Nagasuka, Ed.D.
Dean, Institutional Research and Planning

Editors
Robert Bethel, Faculty
Claudia Guerrero, Faculty
Beverly Reilly, Faculty

Classified Representative
Sandra Rivera, Classified Employee
Library

I. **Institutional Mission and Effectiveness**
    Gail Chabran, Dean of Communications and Languages 2006-2008
    Jim Newman, Faculty

II. **Student Learning Programs and Services**
    Paul Parnell, Ph.D., Vice President Academic Affairs
    Marilyn Brock, Ed.D, Vice President Academic Affairs 2006-2007
    John Frala, Faculty

III. **Resources**
    Teresa Dreyfuss, Vice President Finance and Business
    Gil Puga, President, Academic Senate

IV. **Leadership**
    Henry Gee, Vice President, Student Services
    Claudia Guerrero, Faculty

The Rio Hondo College Accreditation Steering Committee began meeting in spring 2008 and was comprised of the following individuals: the two co-chairs from each of the four standards, one student representative, three faculty editors, the accreditation liaison officer, the Dean of Institutional Research and Planning, and a classified representative. The individuals selected represented the campus constituency, and every effort was made to insure input and recommendations from the campus community. Furthermore, the Steering Committee oversaw the accreditation process to insure that the Self-Study Report was thoroughly reviewed by the Academic Senate, Planning/Fiscal Council, and Board members. The Dean of Institutional Research and Planning was responsible for the demographic information in the document; the accreditation liaison officer and the faculty editors were responsible for the organization of the Self-Study. The first draft was prepared in January 2008, and the document was put on the campus public drive for review and input from the campus community as a whole.

The four standards were each co-chaired by a faculty member appointed by the Academic Senate and an administrative co-chair. Volunteers were solicited to serve on the four standards. The standard committee members selected was based on gender, expertise of the area, discipline, leadership roles on campus, constituency group representation, knowledge of campus policy, procedures, and processes, and overall experience. Each standard team had diverse representation.

Standard I	Standard II	Standard III	Standard IV
Gail Chabran (Co-Chair)	Paul Parnell, VP Academic (Co-Chair) Affairs	Teresa Dreyfuss, VP Business and Finance (Co-Chair)	Henry Gee, VP Student Services (Co-Chair)
Jim Newman (Co-Chair)	Marilyn Brock, VP Academic (Co-Chair) 06/07 Affairs	Gil Puga (Co-Chair)	Claudia Guerrero (Co-Chair)
Ellie Bewley	John Frala (Co-Chair)	Yolanda Emerson	Joe Santoro
Daniel Rubalcava	Karen Koos	Steve Lohr	Russell Castaneda-Calleros
Sandra Rivera	Antonio Flores	John Bryant	Suzanne Frederickson
Monika Acosta	Cathy Butler	Zulma Calderon	Hannah Lessin
Theresa Freije	Monica Francis	Greg Garza	Gail Biesemeyer
Lorraine Sfeir	Mary Becerril	Jan Coe	Jodi Senk
Lupe Alvarado	Catherine Page	Mark Littrel	Gloria Arevalo
Joanne Haskins	Tracy Rickman	Jill Pfeifer	Michelle Pilati
Manuel Baca	Fran Cummings	Steve Katnik	Jim Chandler
	Robin Babou	Katie O'Brien	Voiza Arnold
	Rebecca Green	Mike Javanmard	Gisela Spieler
	Kendra Seiler	Susan Uniza	Jim Newman
	Judy Marks	Mohamed Rassmy	
	John Parra	Shari Magnus	
	Shelly Spencer	Gus Gonzales	
	Juana Mora	Ming Chen	
	Barbara Mikalson	Nedra Root	

In fall 2006, a campus workshop was held to discuss with the co-chairs and standard members the accreditation process. The topic was "Getting Started." The Vice President of Academic Affairs took the leadership role in the discussion of preparing for the institutional Self-Study. Co-Chairs received copies of the Accreditation Reference Handbook, Guide to Evaluating Institutions, and a copy of Rio Hondo's Accreditation Self-Study from October 2001. The editors discussed the process for writing, the importance of collecting and citing evidence, and the style and format to be followed for writing. The development of the themes was explained along with the importance of dialogue among the different constituency groups.

Each Standard committee members then began meeting to discuss the writing process and to delegate writing assignments. Written material was then forwarded to the editors for their review and formatting of the Self-Study document. The accreditation liaison facilitated getting the external draft to the various constituency groups and putting it on the public drive of the College Website. The Board of Trustees formed a sub-committee of three Board members that worked extensively on the areas of Standard IV pertaining to the governing Board.

During the spring 2008 semester, the standards were rigorously reviewed by both the Academic Senate and Planning/Fiscal Council to insure that members of the campus community had an opportunity for further input and recommendations for the Self-Study report. Hard copies were made accessible. The Steering Committee oversaw the process and served as a guide to ensure that campus recommendations became part of the document. The accreditation liaison officer and editor organized the abstracts, organization of the Self-Study, eligibility requirements for accreditation, and responses to recommendations. The Steering Committee reached consensus on this part of the document. The Dean of Institutional Research and Planning prepared the demographics for the Self-Study.

The completed Self-Study was presented for extensive review to the Academic Senate and the Planning/Fiscal Council during May 2008. The document was presented to the Rio Hondo College Board of Trustees in June 2008 for review and approval.

Self-Study Timeline

ACCJC/WASC Self-Study Workshop	Fall 2006
Standard Committee Co-Chairs Identified	Fall 2006
"Getting Started" Workshop	Fall 2006
Follow-Up Workshop	Fall 2006
Standards Committees Formed	Fall 2006
Data Collection	Spring 2007
Standards Committees Meetings	Spring 2007
Committees Work Continues	Summer 2007
Committees Begin to Submit Work to Editors	Fall 2007
Academic Senate Accreditation Institute	Fall 2007
First Draft of Self-Study	February 2008
Review of Self-Study by Academic Senate	May 2008
Review of Self-Study by Planning/Fiscal Council	May 2008
First Review of Self-Study by Board	June 11, 2008
Board Study Session of Self -Study Report	July 9, 2008
Approval by Board; Self -Study to print	July 23, 2008
Self-Study sent to ACCJC visiting team	August 13, 2008
ACCJC team visit	October 13-16, 2008

Rio Hondo College has provided to the various campus constituencies a very comprehensive opportunity for input and review of the Self-Study Report.

0.1	Rio Hondo Accreditation Self-Study Report	www.riohondo.edu

RIO
HONDO
COLLEGE

DEMOGRAPHICS

Overview and Demographics

History of the College

The Rio Hondo College District encompasses a 65.5 square-mile area, which includes the cities of Whittier, Pico Rivera, Santa Fe Springs, South El Monte, and portions of Norwalk, La Mirada, Downey, La Puente and Industry, some unincorporated areas of Los Angeles County, and the portion of the City of El Monte south and east of the Rio Hondo River.

School districts within the College boundaries are the Whittier Union High School District, El Rancho Unified School District, and the El Monte Union High School District.

The Rio Hondo College District was established by election in October 1960. Since the district's boundaries at that time were identical to those of the Whittier Union High School District, administration of the district was by the high school district Board of Trustees. Creation of the El Rancho Unified School District in 1962 required that Rio Hondo College establish its own Board of Trustees, and an election for that purpose was held in April 1962.

The new Board of Trustees appointed Dr. Phil Putnam as the founding Superintendent/President in February 1963. In May 1963, the Board chose Rio Hondo as the name for the College. The name, long associated with the area surrounding the Rio Hondo River, means "deep river."

College classes were offered for the first time in the late afternoons and evenings in September 1963 at Sierra and El Rancho High Schools. Following selection of the present campus site, a $12 million bond issue to build the College was approved by 80.1 percent of the district voters in October 1963.

During 1964 and 1965, Rio Hondo College conducted classes for a limited enrollment at the former Little Lake School in Santa Fe Springs.

The present campus opened in the fall 1966 with an enrollment of 3,363 day and 2,682 evening students. Since the first College classes were offered in 1963, more than 750,000 students have enrolled for at least one class at the College. Today, Rio Hondo enrolls approximately 22,000 students per semester.

Students come to Rio Hondo seeking a variety of educational experiences. Rio Hondo's educational program includes courses for transfer to four-year Colleges and universities, general education courses for greater understanding of individual and community life, vocational training in certain areas, and courses for improving academic performance necessary for studying at a higher level.

The Rio Hondo College Foundation was established in 1992. The Foundation assists the College in meeting the needs of its students and community. The Foundation's focus is to secure financial and community resources to support Rio Hondo College programs and services, such as student scholarships, innovative educational projects, teaching and training support, and capital expenditures.

CITIES IN AND AROUND THE
RIO HONDO COMMUNITY COLLEGE DISTRICT

San Marino
East San Gabriel
Arcadia   Mayflower Village
Irwindale
Azusa
South Pasadena
Monrovia
San Gabriel
Temple City   North El Monte
Vincent
Alhambra
Baldwin Park
El Monte
West Covina
Rosemead
West Puente Valley
Monterey Park   South San Gabriel
South El Monte
Valinda
Avocado Heights
La Puente
East Los Angeles
Industry
Industry
Montebello
Commerce
Hacienda Heights
Pico Rivera
Rowland Heights
West Whittier-Los Nietos
Whittier
Bell Gardens
La Habra Heights
Downey
Santa Fe Springs
South Whittier
East La Mirada
Orange County
Norwalk
Paramount
La Mirada
Bellflower

Trustee Areas

Los Angeles County

Andre Quintero
Angela Acosta-Salazar
Gary Couso-Vasquez
Gary Mendez
Maria Elena Martinez

DEMOGRAPHICS

Local Demographic Data

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POPULATION BY ETHNICITY FOR CITIES IN THE RHCCD

	El Monte	Pico Rivera	Santa Fe Springs	South El Monte	South Whittier	W Whittier/ Los Nietos	Whittier
■ Other	1.3	1.1	2.0	0.8	2.0	1.2	2.4
□ White	7.3	7.7	19.2	4.8	24.7	13.9	37.6
□ Hispanic	72.4	88.3	71.4	86.0	69.3	83.1	55.9
■ Black	0.6	0.5	3.7	0.1	1.1	0.3	1.0
■ Asian	18.4	2.4	3.7	8.3	2.9	1.5	3.1
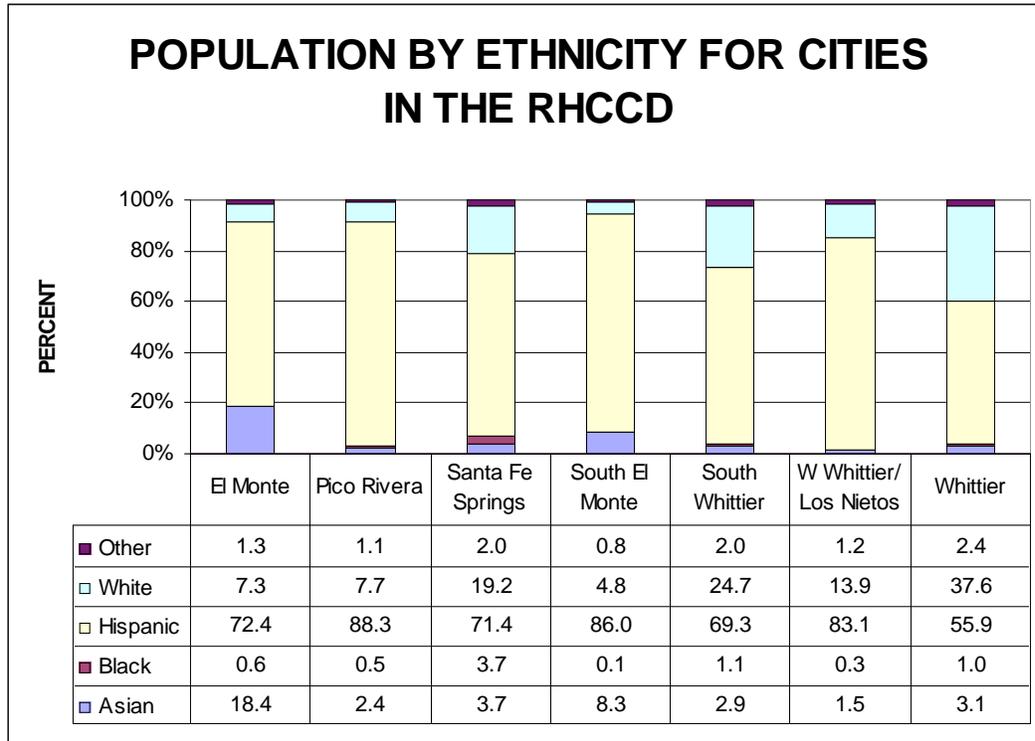
Source: 2000 Census

The Rio Hondo College District is primarily made up of Hispanics, ranging from over 55% of the population in Whittier, and nearly 90% of the population of Pico Rivera. Nearly 20% of El Monte residents are Asian, and nearly 25% of Whittier residents are White.

Population and Growth Rates by City

CITY	2000	% Change	Est. 2010	% Change
El Monte	115,965	9%	131,040	13%
Pico Rivera	63,428	7%	71,039	12%
Santa Fe Springs	17,438	12%	18,659	7%
South El Monte	21,144	1%	23,047	9%
South Whittier (CDP)	55,193	11%	59,057	7%
West Whittier (CDP)	25,129	4%	26,888	7%
Whittier	83,680	8%	93,722	12%
RHCCD	*381,977*	*8%*	*423,452*	*11%*
Los Angeles County	*9,519,338*	*7%*	*10,471,272*	*10%*
State of California	*33,871,648*	*14%*	*38,952,395*	*15%*

Source: California Department of Finance, Demographic Research Unit; Census 2000, PL94-171

Estimate Source: ESRI BIS Marketing/Data Systems, analysis Maas Companies

Population estimates show 11% growth in the Rio Hondo College District by 2010, which is larger than the LA County growth prediction but smaller than the 15% growth predicted in the state. Some areas, such as El Monte and Pico Rivera, report higher growth rates than the RHCCD.

Feeder High School Data

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College Attendance Patterns of Graduates of Rio Hondo Feeder High Schools
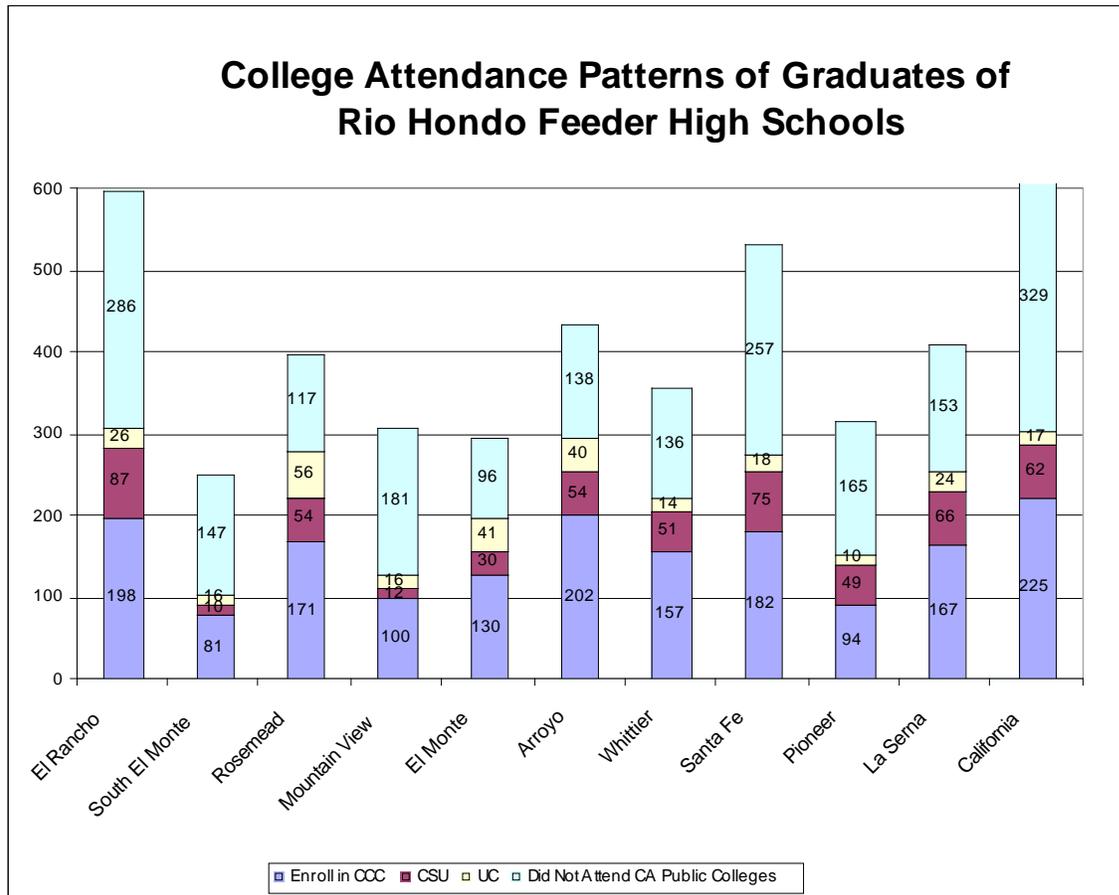
Source: UC ACCORD and Dataquest 2005-2006

Name of High School District	of high school graduates	UC/CSU eligible	Enroll in CCC	CSU	UC	TOTAL	Did Not Attend CA Public Colleges
El Rancho	597	157	198	87	26	311	286
South El Monte	254	101	81	10	16	107	147
Rosemead	398	138	171	54	56	281	117
Mountain View	309	57	100	12	16	128	181
El Monte	297	60	130	30	41	201	96
Arroyo	434	124	202	54	40	296	138
Whittier	358	97	157	51	14	222	136
Santa Fe	532	165	182	75	18	275	257
Pioneer	318	83	94	49	10	153	165
La Serna	410	152	167	66	24	257	153
California	633	127	225	62	17	304	329

Although the number of graduates at each feeder high school is high, the participation rate in higher education is low. Nearly half of the students did not attend a California public college.

RIO HONDO COLLEGE

DEMOGRAPHICS

Table 1.14 High School Graduates and UC/CSU Preparation

	of Grads*	Graduation Rate	w/ UC/CSU Requirements		of Grads	Graduation Rate	w/ UC/CSU Requirements
El Monte Union High School District							
Arroyo				Mt. View			
2002/03	429	91.5	139	2002/03	381	94.3	79
2003/04	342	91.7	105	2003/04	287	86.7	56
2004/05	355	90.1	115	2004/05	315	94.6	76
2005/06	434	91	124	2005/06	309	94.2	57
El Monte				Rosemead			
2002/03	304	83.7	39	2002/03	398	90.7	158
2003/04	289	86	52	2003/04	363	85.4	129
2004/05	331	91.7	55	2004/05	376	88.1	141
2005/06	297	85.3	60	2005/06	398	98.5	138
So. El Monte				Fernando R. Ledesma			
2002/03	224	92.2	38	2002/03	25	26.6	0
2003/04	284	89.9	79	2003/04	32	51.6	0
2004/05	264	90.7	74	2004/05	59	61.5	0
2005/06	264	91.7	101	2005/06	47	48.5	0
Whittier Union High School District							
California				Santa Fe			
2002/03	481	95.8	238	2002/03	459	98.3	206
2003/04	476	96.9	133	2003/04	468	98.5	153
2004/05	448	97.8	133	2004/05	506	99.4	177
2005/06	633	99.4	127	2005/06	532	99.6	165
La Serna				Whittier			
2002/03	412	97.2	201	2002/03	345	93.5	102
2003/04	408	97.4	148	2003/04	366	95.6	90
2004/05	437	96.7	170	2004/05	379	96.9	124
2005/06	410	98.8	152	2005/06	358	97.5	97
Pioneer				Frontier			
2002/03	303	91.5	92	2002/03	75	68.2	0
2003/04	303	93.2	70	2003/04	106	75.7	0
2004/05	335	98.5	80	2004/05	116	86.6	0
2005/06	318	99.4	83	2005/06	47	49.5	0
El Rancho Unified School District							
El Rancho				Ruben Salazar			
2002/03	582	93.4	99	2002/03	38	65.5	0
2003/04	554	96.9	122	2003/04	76	85.4	0
2004/05	592	98.2	165	2004/05	81	90	0
2005/06	597	98	157	2005/06	108	86.4	0

*The number of twelfth-grade graduates who received a diploma in the school year indicated or the summer following that year. It does not include students graduating on the basis of the California High School Proficiency Examination, from programs administered by a community College, from adult education programs, or receiving a General Education Development certificate.

Source: California Department of Education - Data Quest

Full-time Equivalent Students

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Rio Hondo College
Total FTES Generated
Fall/Spring/Summer
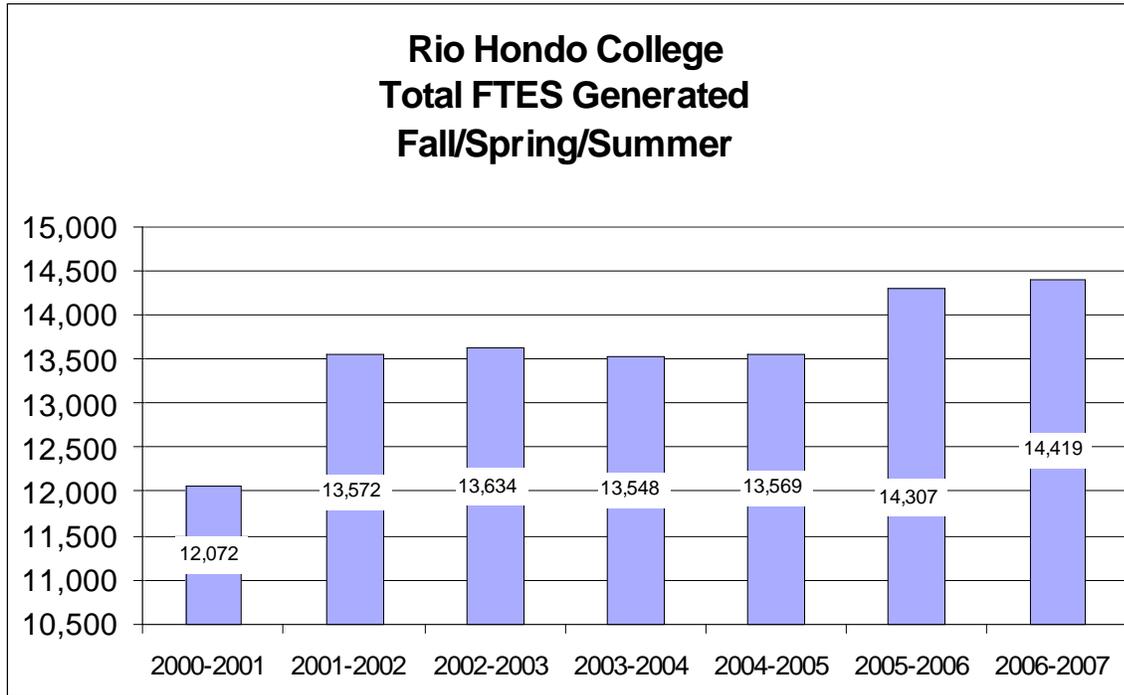
Annual	Credit FTES	Non-Credit FTES	TOTAL
2000-2001	11,651	422	12,072
2001-2002	12,709	862	13,572
2002-2003	12,956	678	13,634
2003-2004	13,294	254	13,548
2004-2005	12,792	778	13,569
2005-2006	13,204	1,103	14,307
2006-2007	13,208	1,211	14,419

Although Rio Hondo College experienced growth in 2001-2002, FTES remained stagnant from 2001-2005. New growth appeared in 2005-2006 and has continued through 2006-2007.

Credit and Non-credit FTES at Rio Hondo College
Fall 2003-Spring 2007

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Credit FTES	5318	5754	5459	5561	5546	5718	5467	6080
Non-Credit FTES	105	148	277	435	450	514	528	616

DEMOGRAPHICS
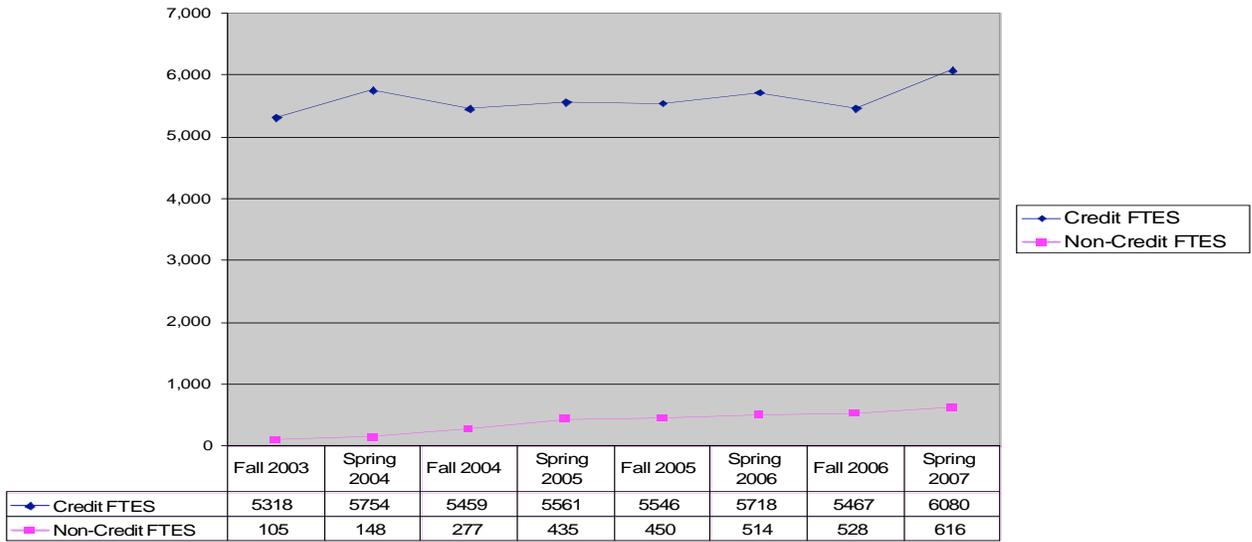
Age Data

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Percent of District Residents by Age Group and City, 2000
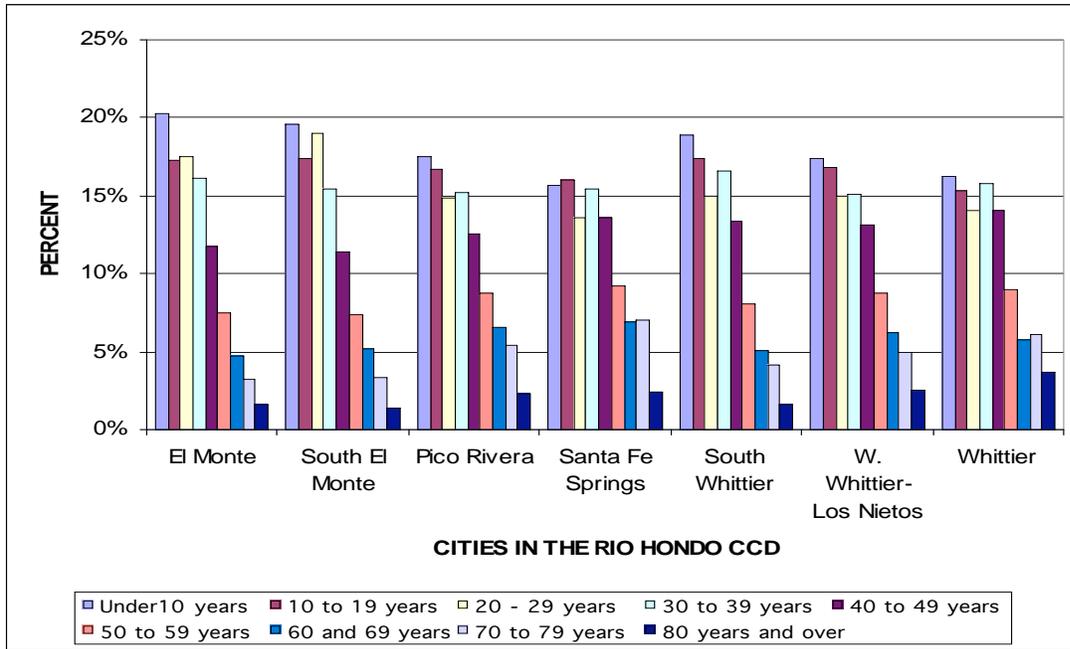
The largest age group for all cities was under 10 years old in 2000. The 10-19 year olds were the second largest group. These are currently college age students. At Rio Hondo College, the largest group of students is the 20-24 year olds, not the traditional 18-20 year old college students.
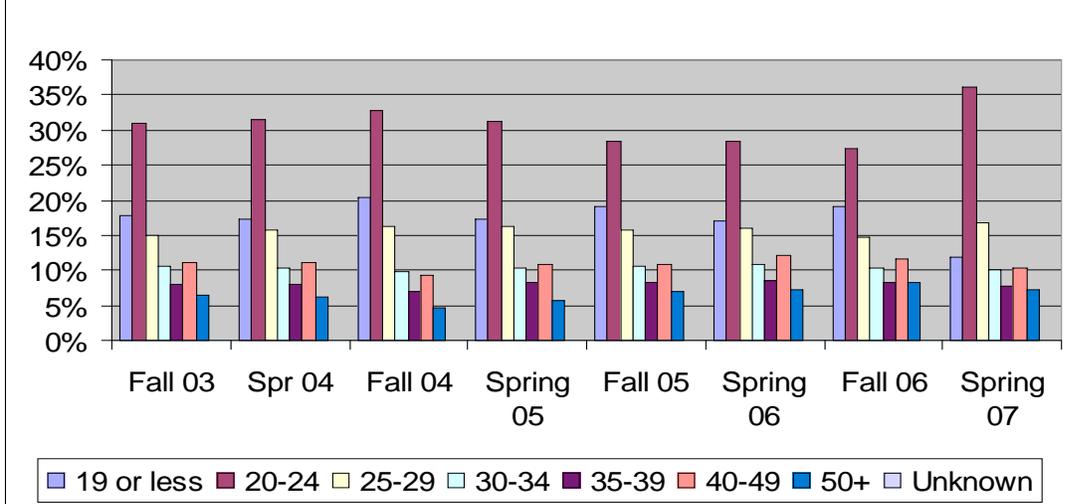
Demographic Data

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During the fall 2006 semester, 20,903 students were enrolled at Rio Hondo College. More than half of all students have generally been male. In general, nearly 20% of students have been 19 or under. Close to 30% have been between the ages of 20-24 and have constituted the largest age group on campus. Our largest ethnic group is Latino students, who make up more than 50% of the student body. The second largest ethnic group is White students at close to 12% in fall 2006 and then Asian students, which are around 7%.

Unduplicated Headcount by Ethnicity

Ethnicity	Fall 03	%	Fall 04	%	Fall 05	%	Fall 06	%
African-American	502	2.8%	545	3.2%	801	4.1%	605	2.9%
American Indian	87	0.5%	92	0.5%	95	0.5%	103	0.5%
Asian	1,704	9.7%	1,498	8.8%	1,734	8.9%	1,503	7.2%
Filipino	278	1.6%	265	1.5%	385	2.0%	350	1.7%
Latino	10,400	59.0%	10,404	60.8%	11,726	60.2%	10,965	52.5%
Other Non-White	188	1.1%	188	1.1%	216	1.1%	204	1.0%
Pacific Islander	54	0.3%	43	0.3%	66	0.3%	47	0.2%
White Non-Hispanic	2,363	13.4%	2,170	12.7%	2,924	15.0%	4,625	22.1%
Unknown	2,039	11.6%	1,903	11.1%	1,534	7.9%	2,501	12.0%
Total	17,615		17,108		19,481		20,903	

Unduplicated Headcount by Age

Age	Fall 03	%	Fall 04	%	Fall 05	%	Fall 06	%
19 or less	3,138	17.8%	3,482	20.4%	3,732	19.2%	4,017	19.2%
20-24	5,465	31.0%	5,590	32.7%	5,555	28.5%	5,700	27.3%
25-29	2,642	15.0%	2,764	16.2%	3,046	15.6%	3,084	14.8%
30-34	1,854	10.5%	1,673	9.8%	2,063	10.6%	2,155	10.3%
35-39	1,407	8.0%	1,183	6.9%	1,590	8.2%	1,751	8.4%
40-49	1,968	11.2%	1,609	9.4%	2,132	10.9%	2,454	11.7%
50+	1,139	6.5%	803	4.7%	1,363	7.0%	1,742	8.3%
Unknown	2	0.0%	4	0.0%	0	0.0%	0	0.0%
Average Age	25		29		25		25	
Median Age	22		22		22		22	
Total	17,615		17,108		19,481		20,903	

Unduplicated Headcount by Gender

Gender	Fall 03	%	Fall 04	%	Fall 05	%	Fall 06	%
Male	9,223	52.4%	9,145	53.5%	11,350	58.3%	11,657	55.8%
Female	8,385	47.6%	7,957	46.5%	8,131	41.7%	9,246	44.2%
Total	17,615		17,108		19,481		20,903	

DEMOGRAPHICS

Credit Students Data

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RIO HONDO COLLEGE CREDIT STUDENTS BY LOCATION OF RESIDENCE, FALL 2006

32%

68%

- ☐ Live Within District
- ■ Live Outside District
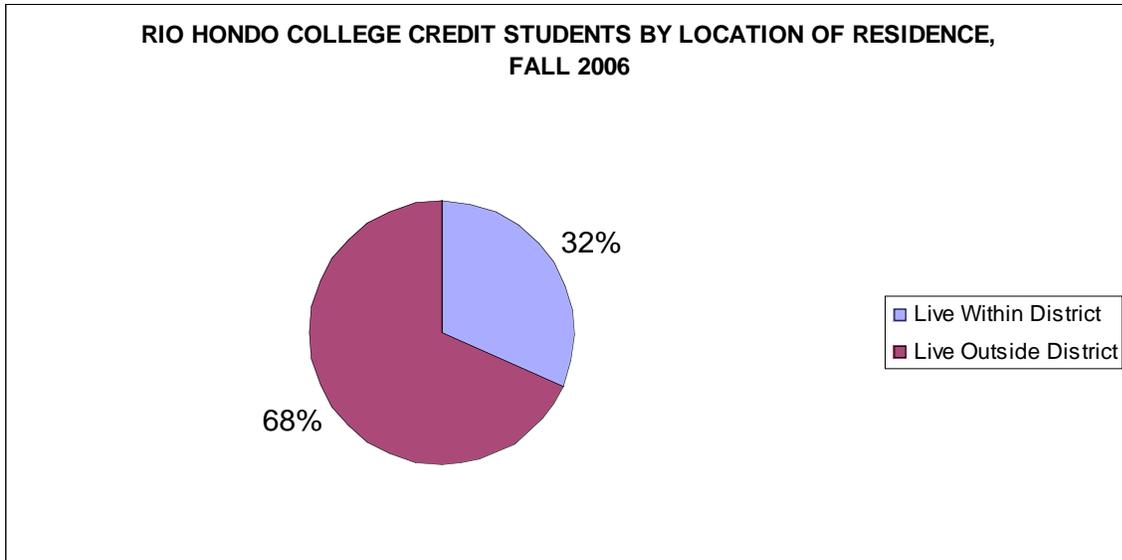
More students currently live outside the District than inside. Residence is based on zip codes. Zip codes within the District include those for the cities of Pico Rivera, Santa Fe Springs, South El Monte, Whittier, and El Monte. Cities that contribute large numbers of students with addresses outside the District include Montebello, Norwalk, La Mirada, Downey, La Puente, Industry, Monterey Park, Rosemead, and Hacienda Heights.

Credit Students - Ethnicity
Fall 2006

0%

12%

53%

22%

7%

3%

2%

- ☐ Asian
- ■ Black
- ☐ Filipino
- ■ Hispanic
- ■ Native American
- ■ Other Non-White
- ■ Pacific Islander
- ☐ White
- ■ Unknown/Decline to State
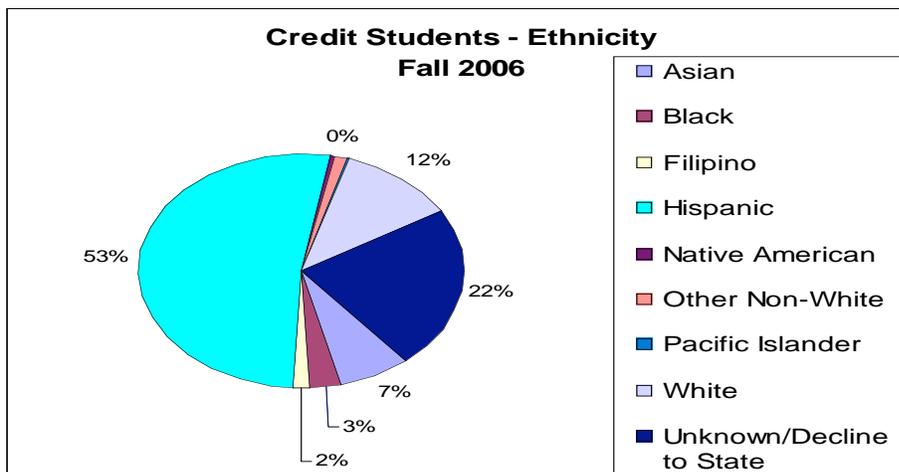
The percentage of credit students that are Hispanic has decreased since fall 2000, when nearly 68% of all students were Hispanic. Currently only 53% are.

Credit Students by Gender, Fall 2006

- Female 44%
- Male 56%
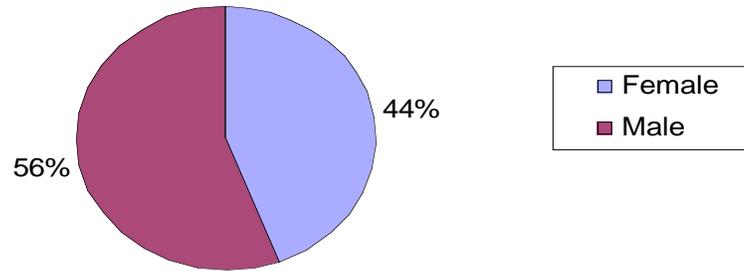
Education Goal of New Students, Fall 2006
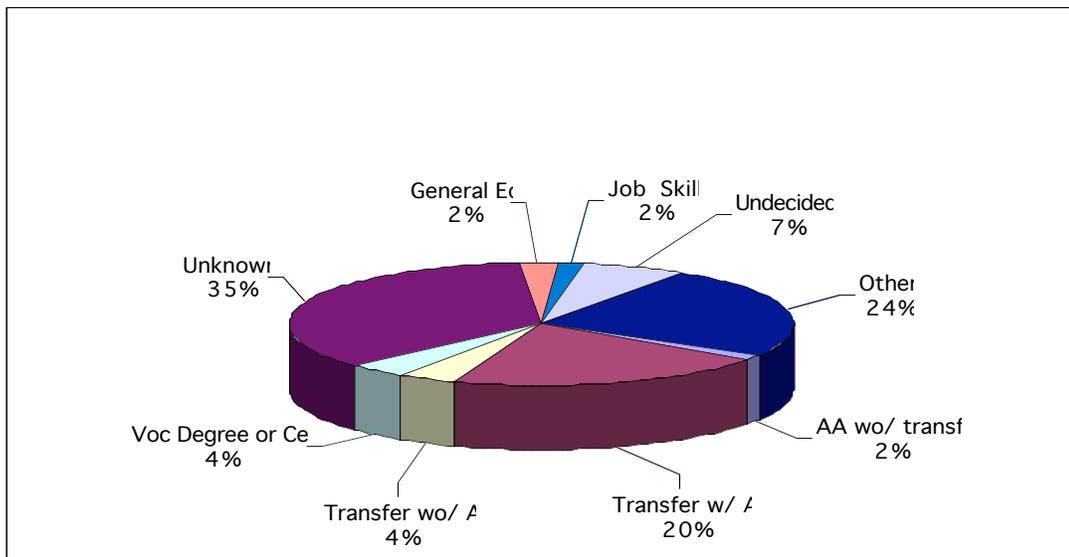
- General E 2%
- Job Skill 2%
- Undecided 7%
- Other 24%
- AA wo/ transf 2%
- Transfer w/ A 20%
- Transfer wo/ A 4%
- Voc Degree or Ce 4%
- Unknown 35%

DEMOGRAPHICS

Fall Semester

DEMOGRAPHICS

Awards and Degree Data

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Associate Degrees and Certificates Awarded 2001-07
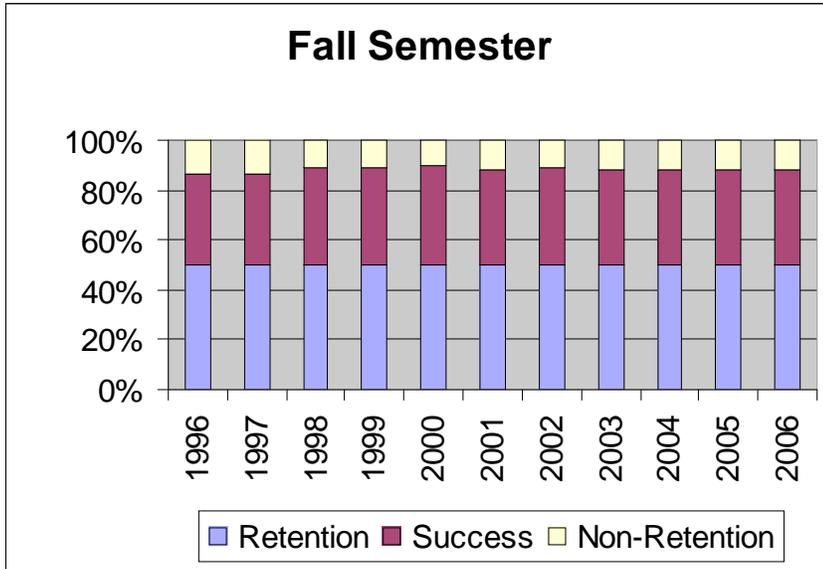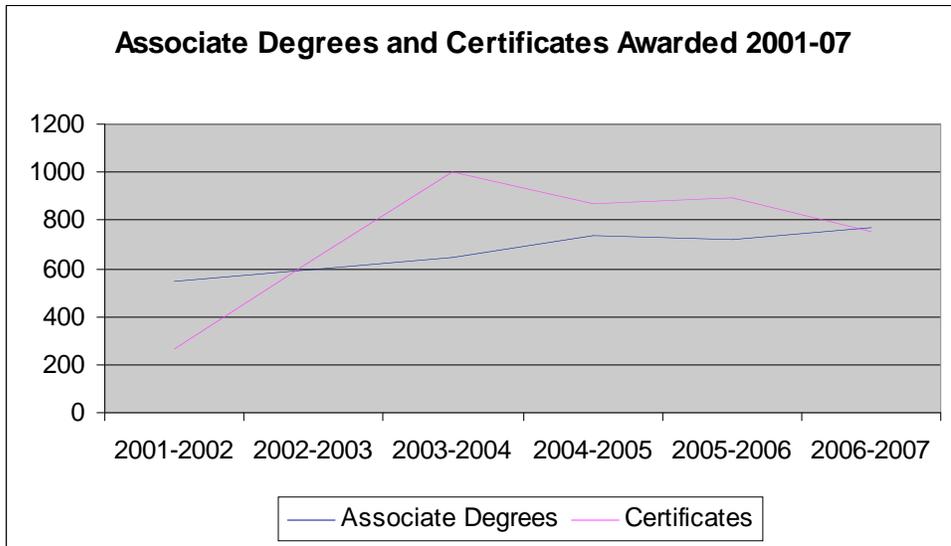
The numbers of associate degrees and certificates awarded over the past five years have continued to grow.

Rio Hondo Transfer Students from 1989/90 to 2005/06
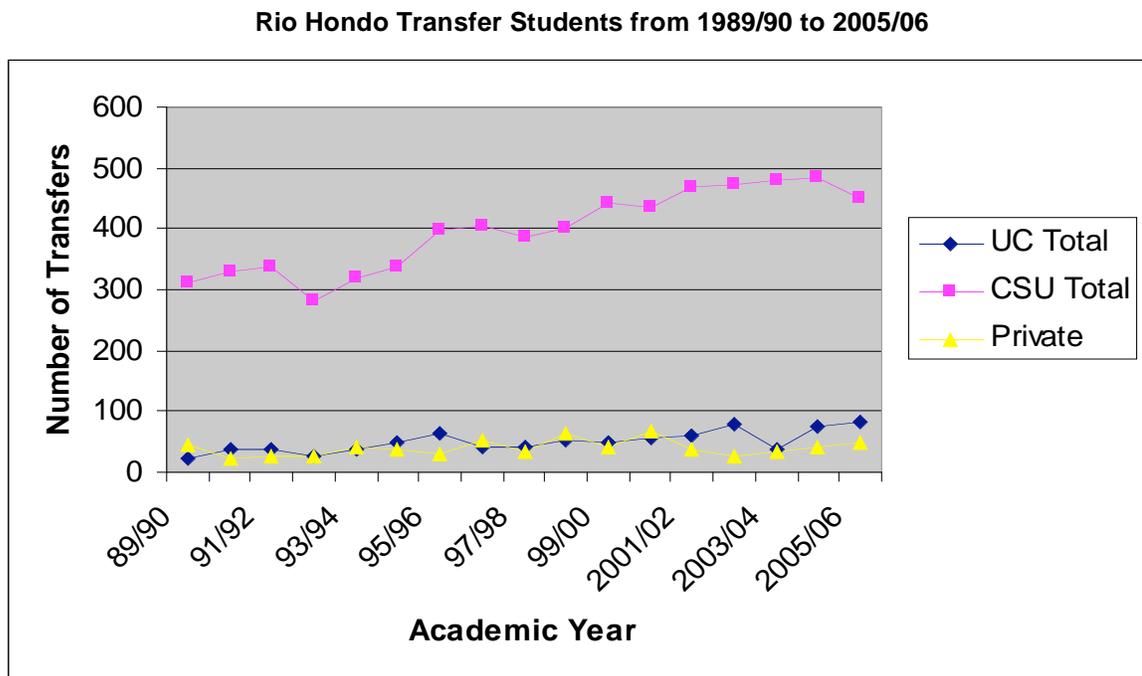
Transfers to CSU, UC, and Private and Out-of-State Universities			
2002-2006			
UC	CSU	In State Privates	Out-of-State Universities
702	1588	1058	80

Twice as many students transferred to CSU as UC. One-third of all students transferred to in-state private institutions.

Staff Data

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Rio Hondo College Staff Ethnicity Fall 2006					
	Educational Administrator	Faculty	Adjunct	Classified Administrator	Classified
Asian	8%	8%	9%	0%	8%
Black	4%	5%	4%	10%	2%
Filipino	0%	1%	2%	0%	0%
Hispanic	33%	29%	20%	40%	65%
Native American	4%	2%	0%	0%	0%
Pacific Islander	0%	1%	0%	0%	0%
White	50%	55%	64%	50%	24%
Unknown	0%	0%	0%	0%	0%
Other Non-White	0%	0%	0%	0%	0%

Rio Hondo College Staff Gender Fall 2006					
	Educational Administrator	Faculty	Adjunct	Classified Administrator	Classified
Male	7	95	174	7	180
Female	17	90	146	3	85
TOTAL	24	185	320	10	265

Whites are overrepresented in all areas of Staff Ethnicity, but diversity is also apparent in the number of Hispanic, Black, Asian and Native American staff members. Although there are more female Educational Administrators than males, there are more male Classified Administrators than females. Full-time faculty are close to parity, yet females are underrepresented in adjunct faculty.

DEMOGRAPHICS

ORGANIZATIONAL CHART

Rio Hondo College Organizational Chart
Administrative Team

Eff. 8/08

Board of Trustees

Superintendent/President
Dr. Ted Martinez, Jr.

Vice-President Student Services
Henry Gee

- Dean, Outreach & Matriculation Services* *Antonio Flores*
  - Director, TRIO/Upward Bound & Student Support Services *Dr. Zolita Fisher*
  - Interim Director, DSPS *Vacant*
- Dean, Counseling & Student Development *Dr. Walter Jones*
  - Director, EOPS *Adrian Tanekeyowma*
- Director, Admissions & Records *Judy Pearson*
- Director, GEAR-UP *Mike Munoz*

- Dean, Student Life *Dan Rubalcava*
  - Director, Financial Aid & Veterans *Elizabeth Coria*
  - Director, Student Activities *Cathy Butler*

Vice-President Finance & Business
Teresa Dreyfuss

- Director, Information Technology Services *John Bryant*
- Director, Contract Management & Vendor Services *Timothy Connell*
- Interim Director, Facilities Services *Gus Gonzalez*
- Assistant Director, Facilities Services *Vacant*
  - Manager, Operations & Maintenance *George Lopez*
  - Manager, Mechanical & Electrical Services *Stephen Gabriel*

- Dean, Institutional Research & Planning *Vacant*
- Director, Human Resources *Yolanda Herney*
- Director, Marketing & Communications *Susan Herney*
- Director, Government & Community Relations *Russell Castaneda-Calleros*
- Director Grant Development & Management *Howard Kummerman*

Vice-President Academic Affairs
Dr. Paul Parnell

- Dean, Social Sciences & Humanities *Dr. Judith Henderson*
- Director, Child. Dev. Center *Norayma Cabot*
- Dean, Arts & Cultural Programs *Joanna Downey*
- Dean, Student Learning Support & Articulation *Dr. Loretta Bailes*
- Dean, Public Safety *Joe Santoro*
- Director, Public Safety *Ygnacio "Nash" Flores*

- Interim Dean, Communications & Languages *Kenn Pierson*
- Dean, Business & Economic Development *William "Ron" Christie*
- Dean, P.E. & Athletic Director *Rory Natividad*
- Dean, Health Sciences *Connie Austin*
- Dean, Math & Sciences *Karen Koos*
- Interim Dean, Career Technical Education *Mike Slavich*

Eligibility Requirements for Accreditation

1. **Authority**
    Rio Hondo College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (10 Commercial Blvd., Ste. 204 Novato, CA 94949, (415) 506-0234 Telephone, (415)-506-0238 Fax, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

    The policy of this District is that, unless specifically exempted by statue or regulation, every course, course section, or class reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the College(s) and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Subchapter 1 or Chapter 6 of this Division. The College Catalog represents official policies of the Rio Hondo College District Board of Trustees.

    Documentation is available upon request.

2. **Mission**
    The mission statement for Rio Hondo College was last reviewed, revised, and received Board approval on December 13, 2005. The mission statement reflects Rio Hondo College as being a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for it diverse students and community. It can be found on page 8 of the College Catalog. It is on the College Website and permeates all key campus documents.

    Documentation is available upon request.

3. **Governing Board**
    The Rio Hondo College District is governed by a five-member Board of Trustees and a Student Trustee. The Board delegates to the Superintendent/ President the executive responsibility of administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (BP No. 2430). Also, in March 2008, the Board adopted a Conflict of Interest Policy (BP No 2430) that stated that Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members. The five Trustees are elected in odd-numbered years to four-year terms by the voters of Los Angeles County in the general election. The Student Trustee is elected to a one-year term by popular vote of the Rio Hondo College Student Body.

    The Superintendent/President of the College serves as the Secretary to the Board of Trustees and is the District's Chief Executive Officer who is responsible for carrying out the policies approved by the Board of Trustees.

With the completion of the 2000 Census, the Board of Trustees contacted the Southern California Association of Governments (SCAG) to make minor changes to equalize the population distribution across the entire District. This action was approved by the Board of Trustees on May 2, 2001. The demographic information of each Trustee Area is provided on the College Website.

Regular meetings of the Rio Hondo College District Board of Trustees are held on the second Wednesday of each month at 6:00 p.m., following Board action to revise the meeting schedule at the April 19, 2008, meeting. Meetings are normally held in the Board Room at the College. All meetings are open to the public, and the community is encouraged to attend.

Documentation is available upon request.

4. **Chief Executive Officer**
The Superintendent/ President of Rio Hondo College is committed to creating and facilitating collaboration within the College itself and with the communities it serves. The Superintendent/President of the College serves as the Secretary to the Board of Trustees, is the District's Chief Executive Officer, and is responsible for carrying out the policies approved by the Board of Trustees. The Chief Executive Officer was appointed after a nationwide search.

The Superintendent/President demonstrates a commitment to diversity and equal employment opportunity in the hiring of faculty and staff that reflect the needs of communities served. He also provides leadership that increases student enrollment, student retention, persistence, and success. Currently, the CEO is involved in building a strong, strategic planning process that will support in the development of programs and services that will increase access to the College for students and residents. As CEO, he oversees a comprehensive planning and institutional development process, including implementation of the Rio Hondo "Access and Excellence Building Program" made possible by bond funds.

Documentation is available upon request.

5. **Administrative Capacity**
As a result, of reorganizing the College management team, Rio Hondo has the administrative leadership needed to insure its vision for the future based on its Institutional Goals. The restructuring has resulted in a Dean of Business and Economic Development and Community Services, Dean of Career Technical Education, Dean of Outreach and Matriculation, and Dean of Counseling.

Additionally, Rio Hondo College will make efforts to recruit, employ, and promote members of groups formerly excluded at the various levels of responsibility who meet statewide minimum qualifications, if any, and who, relative to local qualifications, are qualified or may become qualified through appropriate training or experience within a reasonable length of time.

Documentation is available upon request.

6. **Operational Status**
   Rio Hondo College is operational with an average of approximately 19,000 students per semester. Students actively pursue degree programs and transfer to four year institutions.

   Documentation is available upon request.

7. **Degrees**
   The College offers a variety of two-year programs leading to the associate of arts (A.A.) or associate of sciences (A.S.) degrees. Central to an associate degree, coursework is designed to introduce students to the variety of means through which people comprehend the modern world. This coursework is referred to as the general education requirement of the degree and follows Title 5 guidelines and requirements. Rio Hondo offers 39 degree programs and 56 certificates.

   Documentation is available upon request.

8. **Educational Programs**
   Rio Hondo College's principal degree programs are congruent with its mission. In order to serve its diverse student population and meet the needs of a global economy, the College offers a balanced curriculum that is rooted in substantive, core, general education, and transfer courses but that also has current and relevant occupational and technical programs as well as instructional programs in developmental education, online education, and community services. All core general education courses will expand consistent with increases in student enrollment and future employment needs. Extensive work had been done in the establishing student learning outcomes and the assessment process for general education courses. In addition, the College has established institutional learning outcomes/core competencies.

   Documentation is available upon request.

9. **Academic Credit**
   All courses for credit must go before the Curriculum Committee. The curriculum approval process is designed, ultimately, to maintain the quality of Rio Hondo College's curriculum and strives to fulfill the mandated mission as part of the California's Community College System. The curriculum approval process is in full compliance with Title 5 guidelines and regulations. Credit for all coursework is based on a Carnegie Unit, a standard unit of measurement in higher education designating the number of clock hours of instruction associated with an academic course. Information regarding course credit begins on page 110 under courses of instruction of the College Catalog.

   Documentation is available upon request.

10. **Student Learning and Achievement**

    Rio Hondo College has established an Ad Hoc Student Learning Outcomes (SLOs) Sub-committee to identify SLOs for every active course, certificate, and program. An assessment process for courses has been identified and

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implemented. A campus Website to assist faculty has been established. Currently, the College is in the process of working on defining learning outcomes for programs leading to certificates and degrees. Institutional student learning outcomes/core competencies have been developed. In addition, any program going through the five-year program planning cycle must have an SLO Assessment Plans and Rubric for Evaluation for each academic course or student service program.

Documentation is available upon request.

11. **General Education**
Rio Hondo defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The areas include English Communication and Critical Thinking, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. These listings are found on page 26 of the College Catalog and inform students of the Intersegmental General Education Transfer Curriculum (IGETC) for CSU and UC. Rio Hondo College has completed 86% of Student Learning Outcomes for active general education courses. These courses have the levels of quality and rigor appropriate for higher education.

Documentation is available upon request.

12. **Academic Freedom**
Rio Hondo College maintains an atmosphere in which intellectual freedom and independence exits. This is clearly expressed in the Institutional Academic Freedom Philosophy that is published in the College Catalog. Recognizing the individual worth and potential of every human being, Rio Hondo College offers an open access, comprehensive, educational program to residents of the College District.

The College is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each individual.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic, and social achievements of various cultures. Furthermore, in 2006, the Board adopted a policy on Academic Freedom (BP 4030). This was done in the interest of providing an academic atmosphere in which Rio Hondo College faculty, administration, staff and students, and Board can function in an effective manner based on a premise of academic freedom and guidelines.

Documentation is available upon request.

13. **Faculty**
Rio Hondo College is committed to employing qualified faculty who support student learning programs and services and who are dedicated to improving institutional effectiveness. The College abides by Board approved policies and procedures (Board Policy 7120).

There are 186 full-time faculty employed: 24 have a doctorate, 150 hold a master's degree, and the remaining 12 hold a bachelor's degree or an associate degree.

The College is currently in the process of hiring 18 new faculty members, thereby, insuring the support of the institution's educational program. Also, the Rio Hondo College Faculty Association/CCA/CTA/NEA supports the development, implementation, and evaluation of instructional programs, and course and curriculum revisions.

Documentation is available upon request.

14. **Student Services**
Rio Hondo College's Student Support Services provides a wide range of services that include academic advisement, assessment, orientation, counseling, transfer, career counseling, psychological and medical services, and the Federal Trio Program that provides supplemental, personalized academic services for low-income, first-generation College students. The goal of Student Support Services is to assist students to achieve their educational goals at the College.

Documentation is available upon request.

15. **Admissions**
Rio Hondo College's Offices of Admissions and Records adhere to the policies as mandated by the California Community Colleges Chancellor's Office. These policies and procedures are consistent with the mission of the College. The admissions procedures and policies are clearly defined for students on pages 11 – 17 of the College Catalog.

Documentation is available upon request.

16. **Information and Learning Resources**
The Rio Hondo College Library is the research center of the College. The Library offers a wide range of resources to support the College curricula, including books, periodicals, access to the World Wide Web and online databases, and audio/visual materials. Computers with Internet access are available on the 2nd and 3rd floors of the Library. The Library is now wireless, and students have Internet access with their own laptops.

 Librarians offer students reference assistance and instruction in how to research effectively using a variety of resources. In addition, librarians offer general and specialized orientations and Internet workshops. The instructional resource services provide audio-visual materials in support of classroom instruction. In fall 2009, the Library will move to a new state-of-the-art Learning and Resource Center that will be a major educational centerpiece on the campus.

Documentation is available upon request

17. **Financial Resources**
The District's overall General Fund Budget for 2007-08 is $80,972,000, of which 81% is for salaries and benefits. The institution has sufficient revenues to provide instructional and student service programs for students. Rio Hondo College developed a staff and facilities requests process in conjunction with the budget development calendar in 2007-08 for the fiscal year 2008-09. The committees established for staffing and facility remodeling requests are prioritized by cost center managers and forwarded to the vice presidents and the President. The College continues to analyze the current California State Budget in order to plan ahead to assure financial stability.

Documentation is available upon request.

18. **Financial Accountability**
Rio Hondo College has a fiscal planning process, budget development, and appropriate control mechanisms that are in accordance with Board policies, College procedures, and the California Community College Budget and Accounting Manual. The District provides all constituency groups with the opportunity to participate in developing staffing, equipment, and facility needs through the shared-governance process. The Planning/Fiscal Council, Staffing Committee, and Facilities Committee are made up of all constituencies, including administrators, faculty, staff, and students. The institution provides quarterly financial reports (311Q) and annual financial reports (311) for Board approval and transmits the reports to the Chancellor's Office.

The District meets the required 5% reserve of general, unrestricted funds at a minimum as identified on Rio Hondo College's District's Board policy. Rio Hondo meets all required budget and accounting standards and practices with no significant exceptions or recommendations as evident by independent auditors.

Documentation is available upon request.

19. **Institutional Planning and Evaluation**
Rio Hondo College has updated its Educational Master Plan (EMP) to focus on student learning. The Office of Institutional Research and Planning conducted in 2007 an environmental scan of the College's service area. Academic Unit Plans have been incorporated into the EMP. Additionally, the District's 2005 Resource and Facilities Plan is intended to be the vehicle that takes the College to its intended destination – a fully modernized and rebuilt campus that carries the College through the year 2020. Under the leadership of the Superintendent/President, five thematic components for Rio Hondo College have been developed for the future:
- increase student success,
- foster academic excellence,
- increase enrollment,
- foster collaboration among all stakeholders, and
- sustain fiscal accountability.

As a result, institutional goals were developed and served as the foundation for the beginning of the strategic planning process.

The College restructured its program review plan (five-year cycle) process to include for both academic and student service programs a Student Learning Outcomes Assessment (SLO) Plan and Rubric for Evaluation. A calendar for review was developed, and all programs are to be presented to the Planning/ Fiscal Council (PFC) at the end of the academic year, thereby, linking the process to the budget review and planning.

In March, a leadership retreat was held representing the campus constituencies in a disciplined effort to produce fundamental decisions and actions that shape and guide Rio Hondo College in what it is, what it does and why, and what it is going to do in the future. This effort was framed within the Institutional Goals for the District. Priorities were developed and will become part of the budget development process and fund availability. The PFC will review the priorities in preparation of the tentative budget that will be Board approved in September 2008.

Furthermore, the PFC was established in accordance with AB1725, California Education Code, Title 5, and the Rio Hondo College Board Policy 1055 to make recommendations to the Superintendent/President regarding the development, planning, and budgetary needs of the College. The PFC is an integral partner in the planning, development, and implementation of the Educational and Resource and Facilities Plans. In adherence to the principles of shared governance, the PFC will also facilitate dialogue between constituency groups in order to evaluate campus statistics, set goals, and to prioritize the human, physical, technological, and financial needs of the College in order to improve the overall effectiveness of the institution.

Documentation is available upon request.

20. **Public Information**
    The Rio Hondo College Catalog provides for its constituencies with precise, accurate, and current information concerning general information, College requirements, and major policies affecting students both in Hard Copy and on the College Website. The College Catalog is updated on an annual basis regarding curriculum, campus, academic, and student services changes.

    This information may also be found in the Class Schedule, Student Handbook, and Faculty Handbook, and on the College Website.

    Documentation is available upon request.

21. **Relations with the Accrediting Commission**

Rio Hondo College adheres to the eligibility requirements and accreditation standards and policies of the Commission and describes itself in identical terms to all its accrediting agencies and communicates any changes in its accredited status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The Institution will comply with Commission requests, directives, decisions, and policies and will make complete, accurate, and honest disclosure.

Documentation is available upon request.

Statement of Assurance

We hereby certify that Rio Hondo College continues to meet the eligibility requirements for accreditation.

Angela Acosta-Salazar
President, Board of Trustees

Ted Martinez, Jr., Ph.D.
Superintendent/President

ELIGIBILITY

Responses to Previous Self-Study Recommendations

Introduction and Historical Overview

At the January 2002 meeting, the Accrediting Commission for Community and Junior Colleges took action to reaffirm accreditation with an Interim Report and visit by Commission representatives. The Interim Visiting Team conducted a site visit in November 2003 and recommended an additional Midterm Report in 2004. At the January 2004 meeting, the Commission accepted the Interim Report with the requirement that the College submit a focused Midterm Report.

The focused Midterm Report and subsequent site visit were expected to validate improvement of all the recommendations of the 2001 Comprehensive Visiting Team with special emphasis on the 2003 Interim Visiting Team recommendations below:

1. **That a process for program review inclusive of academic and student services be developed and implemented which links resource allocation and quantifies learner outcomes, as well as institutional effectiveness. (Standards 3.C.1, 4.D.1, 5.10, 8.5).**

Extensive work has been done in the area of linking resource allocations and quantifying learning outcomes as well as institutional effectiveness. A coordinator for Student Learning Outcomes was appointed, and a calendar for FLEX Day activities for SLOs was implemented through the staff development process. In 2005, after extensive dialogue, the Academic Senate approved proposed Core Competencies (SLOs) for the associate arts degree or associate degree at Rio Hondo College. During FLEX Day spring 2008, faculty received a workshop involved in completing the SLO Cycle. A faculty-to-faculty dialogue of program-level SLOs and examples was also presented to faculty. This included the following material:

- Assessment Plans
- Rubric for Evaluation
- Summary Spreadsheet
- Assessment Report

Commencing in the spring 2008 semester, the process for program review was revised to increase awareness of varying programs and services, encourage intercollegiate communication and collaboration, and directly connect program fiscal budgets and expenditures to needs and goals of each program. Academic programs must present up-dated course outlines, and all programs, including Student Services, must submit an SLO Assessment Plans and Rubric for Evaluation. Programs are reviewed in a five-year cycle. Toward this goal, the following procedure was developed:
- A Program Review Committee was assembled, consisting of two co-chairs (the Dean of Institutional Research and Planning and one faculty member),

various deans, classified staff representatives, and several faculty from varying academic and service areas. One year in advance, the academic departments, programs, and services are notified that they will begin the program review process.

- A mutually agreed upon schedule is developed for completion of self studies.
- The self-studies are submitted to the members of the committee at least one week prior to the program review meeting.
- All members of the Program Review Committee, along with representatives of the program under consideration, meet for one hour to confer.
- During the meeting, the Self-Study is addressed, and all members ask questions for clarification and elaboration, make recommendations, and discuss program-level and institutional-level recommendations.
- The co-chairs write a summary of the discussion, issuing a report first to the members of the Program Review Committee then to the members of the program under study. Comments, corrections, additions, and other revisions are entertained.
- Final versions of the report are issued to the Vice President of Academic Affairs as they are completed.
- All the reports for a given semester are presented to the members of the Planning/Fiscal Council for review toward the end of the semester.

1.0	Staff Development Website	http://www.riohondo.edu/staffdev/
1.2	Student Learning Outcomes	http://www.riohondo.edu/slo/
1.3	Program Review Calendar	Hard Copy, P-Drive
1.4	Program Review Summaries	P-Drive
1.5	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm

The revised process for program review now links resource allocation and quantifies learning outcomes as well as institutional effectiveness. The process of program review has required reflection and probing, but the new format has transformed what had been regarded as a task to be accomplished every five years into a dynamic process.

2. **That the College completes a Comprehensive Education and Resource and Facilities Plan integrating research data that quantifies both short-term and long-range needs. The Comprehensive plan should reflect both the mission statement of the College and the recommendations of the program review process. (Standard 1.4, 3.A.1, 3C.1, 8.1, 8.5, 9.D.3)**

The Rio Hondo College 2005 Resource and Facilities Plan (RFP) is intended to be the vehicle that takes the College to its intended destination–a fully modernized and rebuilt campus that carries the College through the year 2020.

Along the way, it is assumed there will be many changes in directions. At each directional change, the RFP should undergo adaptations that will make it better suited for the journey. Time, finances, and changing needs will be the primary elements that cause the Plan to adapt as the process of rebuilding the campus unfolds over the next fifteen years. The impact will result in modifications to project prioritization, construction timelines, and the scope of the projects.

Because the RFP houses all the substantive data, it should be used as a reference prior to any alterations or modifications. When a change in direction is required, an amendment should be time-stamped and added to the Plan. This will ensure that decision-making always remains consistent with the Plan's determined intent: that the tolerance thresholds for space are achieved, and the goal for sustainable capacity-to-load ratios is kept intact. These are the two elements that support the financial assumptions upon which implementation of the Plan is made possible. The vision is for the Plan to be dynamic in nature, welcoming change, accommodating change, and incorporating change – being "a living and working document," i.e., being a vehicle that is equally comfortable on the back roads or the super highway.

The 2005 Resource and Facilities Plan supports the Institutional Goal (Board approved 2/28/08) that Rio Hondo College will design, modernize, and maintain a physical infrastructure that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the campus.

The 2008 Rio Hondo College Educational Master Plan is an update of the College's previous Educational Master Plan completed in 2002. Its primary purpose is to provide the necessary data as well as the philosophical foundation upon which the instructional support service facility needs of the District can be met over the next ten years. The Educational Master Plan includes guidelines for decision-making and a plan of implementation action. It facilitates the formulation of critical plans for the District, including those for facilities and capital expenditure, technology, personnel, and budgetary/fiscal matters. It consists of three parts:

1. an extensive analysis of the District by a consultant team, Maas Companies, chapters one through five, updated in 2007 by the new Office of Institutional Research and Planning at Rio Hondo;
2. the College's own goals, objectives, and strategies relating to the Educational Master Plan; and
3. appendices containing pertinent support documents and material.

The Educational Master Plan is considered to be a dynamic and flexible document that is consistent with the emerging educational trends and the needs of the students. Inherent in this logic is the understanding that institutional change takes time and that some components of the Educational Master Plan may become outdated or superseded before action can occur. Lastly, in February 2008, a Campus Planning Forum was held that reflected the following dialogue:

- Strategic Planning Process
- Educational Master Plan
    - Response to Service Area
    - Instructional Programs
    - Student Services
    - Human Resources
    - Facilities
- Group Responses
- Institutional Goals

As a result, responses have been incorporated into the document, assuring reflection and dialogue that is to become part of the Strategic Planning Process.

2.0	2005 Resource and Facilities Plan	Hard Copy
2.1	Rio Hondo College Institutional Goals	http://www.riohondo.edu/president/ Institutionalgoalsapprvd22808.pdf
2.2	2008 Educational Master Plan	Hard Copy
2.3	Campus Planning Forum/ Agenda	Hard Copy
2.4	Focused Midterm Report Nov. 8, 2004	Hard Copy

Current Discussion of the Institution's Response to the Commission's Action Letter of Results of the Special Visit

This report reflects the replies to the Focused Midterm Visit Report at Rio Hondo College on November 8, 2004, recommendations that were addressed in the Midterm Report as well as updated in this document. The College has achieved substantial progress since the report.

Recommendation 1
A review of the Mission Statement should be undertaken. (1.4, 8.1, 8.2)

Since the adoption of the Mission Statement by the Board in 2002, a comprehensive review, involving managers, faculty, classified staff, and students, revisited the Mission Statement, and the Board approved it on December 13, 2005. The mission of the Rio Hondo College District is articulated as follows: "Rio Hondo College is

a collaborative center of lifelong learning which provides innovative challenging and quality educational offerings for its diverse students and community." The Mission Statement is also part of the College's Educational Master Plan. Since this time, the Mission Statement has shaped the College's planning activities and reflects the Institutional Goals approved by the Board 2/28/08. A recent example of such is that the mission statement helped to shape the College's March 2008 Leadership Retreat. Under the leadership of newly appointed Superintendent/President, Dr. Ted Martinez, Jr., a dialogue was held on Institutional Mission and Effectiveness as part of the Strategic Planning Process.

1.0	2008 Educational Master Plan	Hard Copy
1.1	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
1.2	Class Schedule	www.riohondo.edu
1.3	Institutional Goals	http://www.riohondo.edu/president/Institutionalgoalsapprvd22808.pdf
1.4	Leadership Retreat '08 materials	Hard Copy
1.5	Focused Midterm Report Nov. 8, 2004	Hard Copy

Recommendation 2

It is recommended that the College review the information provided to the public, students, and staff for inconsistencies and that a plan be developed to keep all publications up-to-date, accurate, and consistent, clearly delineating the procedures for granting fee waivers for the College service fee to students utilizing the telephone registration process. (2.1, 5.2)

During spring 2003, as indicated in the Focused Midterm Visit Report (November 8, 2004), marketing was divided into two separate functions. One function was the Class Schedule and College Catalog, which was placed under the Dean of Student Learning Support. Currently, under the leadership of the new Superintendent/President Dr. Ted Martinez, Jr., a new Director of Marketing and Communications has been hired, and the position reports directly to the President. This is a campus wide effort to bring uniformity to all campus publications and information received by the communities along the Rio Hondo corridor. The Dean of Student Learning Support and Articulation will continue to work together with the Director of Marketing and Communications in the preparation and publication of the Class Schedule and College Catalog.

Major accomplishments have been made in clearly delineating the procedures for granting fee waivers for the College service fees to students, utilizing the telephone registration process. The Class Schedule clearly describes the procedures and process for priority telephone/online registration. Furthermore, it explains how to apply for the Board of Governors Fee Waiver to have the student's tuition charges waived and includes an insert BOG Application in the Class Schedule.

2.0	Focused Midterm Visit Report	Hard Copy
2.1	Job Description Director of Marketing	Hard Copy
2.3	Production for Class Schedules	Hard Copy
2.4	Production for Catalog	Hard Copy
2.5	Class Schedule	Hard Copy
2.6	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy

Recommendation 3

It is recommended that the College should develop and implement a comprehensive Educational and Resource and Facilities Plan, integrating research data that quantifies both short-term and long-term needs. The comprehensive plan should integrate the mission statement of the College and the recommendations of the program review process. (1.4, 3.A.1, 3.C.1, 8.1, 8.5, 9.D.3)

Educational Master Plan - The 2008 Rio Hondo College Educational Master Plan is an update of the College's previous Educational Master Plan completed in 2002. Its primary purpose is to provide the necessary data as well as the philosophical foundation upon which the instructional and support service facility needs of the District can be met over the next ten years. The Educational Master Plan will include guidelines for decision-making and a plan of implementation action. It will facilitate the formulation of critical plans for the District, including those for facilities and capital expenditure, technology, personnel, and budgetary/fiscal matters. It consists of three parts:

1. an updated environmental scan conducted by the Office of Institutional Research and Planning;
2. the College's own goals, objectives, and strategies relating to the Educational Master Plan; and
3. appendices containing pertinent support documents and materials. Lastly, a campus forum was held in February 2008, seeking campus input and recommendations to update the document.

Resource and Facilities Plan - The Resource and Facilities Plan 2005 addresses all of the key elements that are related to defining the future space requirements of the District, including the following:

• The amount and type of space that will be required to accommodate the academic program of instruction and support services through the year 2020;
• The identification of room sizes, types, and classifications that are consistent with state standards for capacity-to-load ratio measures;

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- The prioritization of space needs into a planned program for implementation – i.e., a proposed Building/Facilities Program;
- Promoting a level of "funding worthiness" with the California Chancellor's Office that will lead to financial assistance with planned capital construction projects.

Data compiled for the District was derived from current information for space utilization, for the space inventory of the District's facilities, and from analysis of the District's current program of instruction. Combined, these elements provided the foundation from which quantifiable forecasts for the future (relative to space needs and required levels of facility utilization) were made.

| 3.0 | Educational Master Plan 2008 | Hard Copy |
| 3.1 | Resource and Facilities Plan 2005 | Hard Copy |

Recommendation 4

That the process or program review inclusive of academic and student services be implemented which links resource allocation and quantifies learner outcomes as well as institutional effectiveness. (3.C.1, 4.D.1, 5.10, 8.5)

As stated in the Introduction of the Historical Overview, a comprehensive restructuring and implementation of the Program Review Plan has taken place during the 2007-08 academic year. The following defines the process that is currently in practice at Rio Hondo College.

Instructional Program Review Process

The suggested topics are meant to serve as guidelines for the self-evaluation process and the preparation of the report. The report may expand upon or exclude some of the topics below at the discretion of the program staff. For all active courses and any course not revised within the last five years, the course outline of record must be revised, updated, and submitted to the Curriculum Committee for review the semester before program review is scheduled to take place. Faculty must use the most current forms (located on the P-Drive) and follow any other curriculum formatting requirements in submission of course revisions. Particular attention should be paid to the review of any preparation courses (prerequisites, co-requisites, advisories) listed for the courses under revision. A Student Learning Outcome (SLO) and Assessment Plans and the Rubric for Evaluation of the assessment must be submitted for each course undergoing revision. All curriculum and SLO forms must be updated the semester before the Self-Study is presented to Planning/Fiscal Council. See Appendix A for check off sheets, templates, and timeline.

Submit all SLOs and their assessments to the SLO Committee using the SLO worksheet in Appendix B for all active courses before the program review Self-Study is presented.

1. **Description and Program Goals**
   a. Describe the program or service under review, emphasizing the program goals and any services this program provides, the program's impact on student success, if appropriate, and how the program interacts with other College programs. Goals might include transfer, occupational certificates, developmental skills, general education, prerequisites for a major, personal interest, or skills development.
   b. Discuss how the goals and objectives of the College (see Vision, Mission, and Goals) are integrated into the program. These may include but are not limited to individual student performance, student success, faculty teaching styles (innovation), involvement in tutoring labs, certificates, A.A. degrees, transfer, job placement, retention, outreach, service learning, and distance education.

2. **Course and Program Content**
   Discuss the appropriateness of course designs as they relate to program goals and identify important issues or problems, such as the following:
   a. How the number, type, depth, and breadth of the courses support program student learning outcomes and goals;
   b. How courses in the program articulate with or complement each other;
   c. How the prerequisites, co-requisites, and advisories in terms of course content and program student learning outcomes and goals are appropriate;
   d. How transfer and articulation agreements serve the needs of students usually enrolled in the courses if appropriate;
   e. How the major(s) or occupational certificates are designed to meet the needs and goals of the students enrolled as well as employer needs, if applicable;
   f. How courses in the program interact with other programs on campus (such as cross-listing, overlapping content, or shared resources).

3. **Scheduling patterns**
   a. Describe the size of classes, the quantity and distribution of course sections (day/evening, distance education), and other features of the program;
   b. Discuss whether these appropriately meet student demands as well as the goals of the program.

4. **Student Learning Outcomes**
   a. Describe the progress made by the departments in the following:
      1) Defining and assessing Student Learning Outcomes at the course-level. (Attach SLO assessment summaries);
      2) Evaluating the results and implementing change in response to assessment of SLOs;
      3) Mapping course-level SLOs to General Education SLOs;
      4) Working with other departments or programs on campus to improve SLOs.

RESPONSE

b. Describe how the department ensures that student learning outcomes are assessed consistently across different sections of the same course and are SLOs included in all course syllabi.

c. Describe progress by the department in developing/assessing program or degree SLOs.

d. Describe how requests for personnel, equipment, or other resources are determined by the improvement of SLOs.

5. Support for the program and logistics

a. Describe the number and type of staff and faculty with regard to training, currency, workload, equipment, and facilities assigned to or used by the program.

b. Discuss whether these are appropriate for serving the stated goals.

c. Discuss any logistical problems (facilities, staff, and equipment) that impact the ability of the program to meet program goals or serve students, including the program's relationship and involvement with adjunct faculty and their access to instructional and administrative support services.

6. Advisory Boards

A vocational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, and its role and involvement with the program.

7. Course Grading and Retention Patterns

Explain any unusual patterns in grading or retention in terms of student characteristics and program goals

8. Program Completion – if appropriate

a. Describe why these courses are grouped together into a program and how students are expected to use them. For instance, what constitutes completion of the program?

b. Discuss the student characteristics.

c. Describe any method that shows student proficiency for a portion of the program.

9. Final Outcome of the Program

a. Describe what happens after students complete the program, and discuss how program student learning outcomes relate to the program goals.

b. Use any data available, including informal reports, to evaluate the student transfer or job placement rates.

c. Address whether or not the completers are successful in subsequent courses in the major, other college-level courses, or getting a job and meeting employer expectations.

10. **Conclusions and Recommendations**
    Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above.

Additional Topics for Instructional Programs Experiencing their Second and Subsequent Reviews

In addition to the topics above, instructional programs experiencing their second and subsequent reviews must address the following:

- Explain how and why program goals have changed since the last review, if appropriate;
- Summarize program and/or course modifications made since the program's last self-evaluation;
- Show how the changes responded to changing demographics, technologies, requirements at transfer institutions, or other relevant factors;
- Describe notable achievements since the last self-evaluation;
- Summarize the areas of strength and areas that need improvement;
- Identify strategies for the future. Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

Sources of Information – Program Review data will be generated before the start of the fall semester that the program will undergo review. Additional data can be generated if necessary to address any relevant issues.

Five academic years of data will be provided for use in the Self-Study and are included in the analysis as an appendix to the Self-Study.

Student educational goals
Enrollment by course, semester, year
Enrollment by age, ethnicity, gender
Number of courses offered
Day/Evening courses
Awards/Degrees
Grades by course, semester, year, age, ethnicity, gender
Success
Retention
Subsequent course enrollment
Full-time, part-time faculty ratios

Appendix A
Curriculum Check-off Sheet for Program Review

The Program Review Process and Title 5 require a thorough review of existing curriculum during the review year. Please answer all of the questions below. If curriculum forms are needed, please contact your Curriculum Committee representative or the chair of the Curriculum Committee.

Attach a list of all courses in the program.

Please answer yes or no. If the answer is no, provide a timeline for completion for each course.

Course	Yes Date Submitted	Approval Date	No Revision in Progress	
			Responsible	Completion Date

Have all course outlines been assessed and updated and submitted in the current format?

Program	Yes	Approval Date	No Revision in Progress	
			Responsible	Completion Date

Do all programs (either certificate or degree) have program objectives listed in the catalog?

Course	Yes	Approval Date	No Review in Progress	
			Responsible	Completion Date

Have the Distance Education (online) courses been reviewed and all documentation submitted?

Do all Distance Education (online) courses meet 508 compliance?

Course	Yes	Approval Date	No Review in Progress	
			Responsible	Completion Date

Faculty Signatures:

_____   _____

_____   _____

SLO statement:	*State the SLO, including the standards for the outcomes desired.*
Change from previous summary:	*Describe changes implemented in response to prior assessment and their intended effect on SLOs.*
Assessment used:	*Describe the type(s) of assessment used to evaluate the SLO.*
Evaluation of results:	*Briefly describe results. Which criteria shows need for improvement? How do the results compare to the previous assessment?*
Actions considered for improvement:	*What changes are being considered to improve the SLO, whether or not they will be implemented?*
Implemented change:	*What change has (or will) be implemented to improve the SLO?*

RESPONSE

Appendix B
SLO Check-off Sheet for Program Review

Student Learning Outcome Assessment and Implementation Summary: Course-level SLOs

Course Name: _____

The Program Review Schedule for the academic year 2007-08 is as follows:

- Philosophy
- Visual Arts
- Humanities
- Biology
- PE/Fitness Specialist
- Police Advanced Officer Training
- Student Activities
- Financial Aid
- Admissions
- Foster Care
- Business
- AmeriCorp
- Languages
- Geology

As stated previously, all reports for a given semester are presented to the members of the Planning/Fiscal Council toward the end of the semester for review, thereby, linking resource allocation and quantifying learner outcomes as well as institutional effectiveness.

4.0	Program Review Plan template	Hard Copy, P-Drive
4.1	Curriculum Committee Agendas/Minutes	P-Drive
4.2	Master Course Outlines	Hard Copy
4.3	Program Review Schedule 2007-08	Hard Copy
4.4	Program Review Plans	Hard Copy

Recommendation 5

The staff and professional development program needs to be reviewed in order to ensure opportunity for continuing education. (7.C.1)

In the Focused Midterm Visit Report of November 8, 2004, the Superintendent/President created the Staff Development Task Force to study the state of staff development at Rio Hondo College. Staff Development was charged with assessing the current staff development program and developing specific recommendations to Cabinet (now the President's Council) and the Planning/Fiscal Council for review.

Currently, Staff Development seeks to provide the Rio Hondo College community with opportunities for professional growth and renewal in order to foster improved morale, increased efficiency, and greater institutional effectiveness. The work is predicated on the belief that supporting the realization of individual potential is essential in achieving shared excellence.

In 2003, Staff Development at Rio Hondo was reorganized in an attempt to meet several challenges:
- How to develop meaningful and varied staff development activities in light of the elimination of the state's staff development budget;
- How to make the FLEX reporting system more efficient;
- How to more clearly communicate with faculty, classified, and administrators about staff development activities, decisions, and processes.

The Staff Development Task Force proposed a number of recommendations that were accepted by the Planning/Fiscal Council in May 2003. The full report is available on the College Website.

Since 2003, the Staff Development Committee has made strides to address these recommendations and provide a variety of opportunities for individual, departmental, and institutional growth. At a planning retreat in May 2006, the following goals were set out for 2006-07:
- Supporting Opportunities for Individual Growth
- Offering Opportunities for Individual and Group Renewal
- Creating Opportunities for Collegial Skill Building and Sharing
- Responding to Needs Created by Emerging Critical Issues, such as Bond Implementation, Student Learning Outcomes, and Technology/MIS
- Cultivating and Enhancing a Culture of Collegiality

Specific initiatives for 2006-07 were as follows:
- Continue grant program, awarding individuals, small groups, and departments the opportunity for professional development;
- Access to streamlined funding for local, low cost training;
- Enhance the campus's ability to develop meaningful Student Learning Outcomes;

- Support diversity projects, in particular events like the "American Dream" discussions, and support faculty/staff participation in College-sponsored Study Abroad;
- Continue the New Faculty Series;
- Support long-term professional renewal activities, such as Formation;
- Offer practical workshops and expert speakers to campus community.

The Staff Development Committee now represents faculty, classified staff, and managers. Goals drawn up by this committee are presented to the President's Council, and Planning/Fiscal Council annually in the spring for the academic year beginning in the following fall. A faculty member on assigned time is the Coordinator of Staff Development and FLEX activities.

5.0	Staff Development Website	http://www.riohondo.edu/staffdev/
5.1	Staff Development Report	http://www.riohondo.edu/staffdev/

Recommendation 6
The hiring process and procedure for faculty and administrators should be reviewed with the goal of integrating human resource allocations with the program review process. (7.A.1)

Rio Hondo College has met its State required "75/25" hiring obligation for full-time faculty. In order to insure academic quality and maintain the "75/25" ratio, plans are in place to hire 20 new faculty members for the 2007-08 academic year. Additionally, the College provides the necessary staff resources to maintain and improve the quality and accessibility of instructional, student, business, and maintenance support services to provide students and faculty with an engaging and rewarding campus life and environment.

The College gives full attention to staff development activities and activities that are focused, coherent, and connected to program and institutional goals reflected in the strategic planning process implemented by the new Superintendent/President, Dr. Ted Martinez, Jr. The reorganization and implementation of the Program Review process links program needs for the hiring of new faculty with the Planning/Fiscal Council, thereby, integrating human resource allocations with the program review process.

Furthermore, administratively during the 2006 academic year, a Dean of Institutional Research and Planning was hired, and in 2008, Dr. Paul Parnell became the new Vice President of Academic Affairs. Other administrative changes are the new Director of Marketing and Communications, the opening of a position for Dean of Counseling, the new Director of Grant Development and Management and the reorganizing of the position of the Dean of Outreach and Matriculation Services. The organizational changes are in alignment with Rio Hondo's institutional goal to recruit, hire, develop, retain, and support an outstanding and diverse administration, faculty, and staff for its students.

6.0	Updated Educational Master Plan 2008	Hard Copy
6.1	Rio Hondo College Organization Chart	Hard Copy
6.2	Institutional Goals	http://www.riohondo.edu/president/Institutionalgoalsapprvd22808.pdf
6.3	Strategic Planning Process – February 28, 2008	Hard Copy
6.4	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
6.5	Job Descriptions	Hard Copies

Recommendation 7
The College should review employment practices to ensure objectivity and consistency of administrative review. (7.B.1, 7.B.2)

Currently, the evaluation process for administrators is dictated by Educational Code, Board Policy 7255, and College Procedure 5550, Administrative Evaluation. The Administrator Evaluation consists of four major components: the first year review, a professional development plan, annual review of goals and objectives, and a biennial performance evaluation. As part of the performance evaluation, each administrator shall evaluate himself/herself and submit the self-evaluation to his/her direct manager. The self-evaluation includes achievements on any major accomplishments since the last evaluation or since hire, strengths and challenges as pertains to the duties and responsibilities of the position, and goals of the up-coming year. Evaluation surveys completed by constituents in contact with the administrator are also part of each administrator's performance review. The names of those selected for inclusion in the survey pool are determined by mutual concurrence between the administrator and his/her supervisor. The administrator under review selects five or more staff members to complete the survey, which may include feedback, to the extent possible from other administrators, classified staff, students, and faculty. A copy of the survey summary is provided to the administrator and incorporated into the administrator's written evaluation. The administrator being evaluated has an opportunity to review and provide written comments. The intent of the performance evaluation is to provide feedback as to an employee's job performance as it relates to accomplishments, strengths, and areas where improvement is possible while at the same time pointing out accomplishments and successes. The complete performance evaluations are filed in the administrator's official personnel file in the Human Resources Department. Lastly, the Board evaluates the College Chief Executive Officer. The Chief Executive Officer has responsibility for the evaluations of the Vice Presidents.

7.0	Board Policy 7255	http://www.riohondo.edu/Board/policies/htm

RESPONSE

Recommendation 8

It is recommended that the Board completes a formal evaluation process to evaluate policies and practices. (10.A.3)

In 2008, the College has an agreement with the Community College League of California (CCLC) for their Board Policy Services. Board Policies are updated on an ongoing basis. This is reflected on the Board Policies Website. In addition, on October 17, 2007, the Board approved its Board Goals for 2007-08.

Board Goals

1. Support institutional research, review and implement benchmark performance indicators for academic success and student support services, and understand the dynamics needed to improve performance.
2. Understand enrollment demand for programs within the District and the related fiscal impact, ensure adequate marketing, and promote student retention during construction.
3. Ensure the Board's continuing adherence to and review of the Board's performance of Standard IB-B for the accreditation process.
4. Create a multi-year strategic plan to achieve the College's vision, mission, and values.
5. Ensure diversity in contracts, programs, and hiring through fair recruiting and procurement practices.
6. Establish an ongoing evaluation mechanism for the College Superintendent/President.

8.0	Board Goals	http://www.riohondo.edu/Board/

RESPONSE

RIO
HONDO
COLLEGE

THEMES

Themes

Institutional Commitments

The Rio Hondo College campus community is committed to creating and facilitating within the College itself and with the communities it serves student success via a climate in the classroom and on campus that ensures access and retention, College level skills attainment, graduate and transfer, and adult literacy through collaboration, effectiveness, and diversity. The College offers a full range of outstanding programs and services, credit and non-credit courses, and is building cutting-edge facilities, all with one purpose in mind – student success.

During the 2007-08 academic year, a series of meetings with the Board of Trustees, the faculty and staff, and the community studied Rio Hondo's potential. As a result, five common themes were identified. Next, the five themes and the values and expectations were established for the campus. This vision will take the College to the next phase of its development.

Five Thematic Components Stated as Goals:
1. Increase Student Success
2. Foster Academic Excellence
3. Increase Enrollment
4. Foster Cooperation and Collaboration among All Stakeholders
5. Sustain Fiscal Accountability

Students succeed with support. Rio Hondo College is committed to the utilization of benchmark performance indicators to understand the dynamics needed to support the whole student. Whether academic counseling or health care, this College will be known for exemplary student support services.

Values that Support This Vision:
- Rio Hondo College values our mission of serving students, student learning, and the community.
- The College values open communication and will have an open door philosophy.
- The institution has high expectations for continual quality improvement and student service orientation.

Rio Hondo College has marked a number of significant events and accomplishments that exemplify the five thematic components and values that support its vision:
- The Rio Hondo College Regional Fire Academy was recently remodeled and opened;
- The wireless network allows students and faculty to access the Internet from anywhere on the campus;
- Family Day/Dia de la Familia Orientation was attended by 200 students and parents;

- The Go Rio Program now serves over 100 students with two new transit partners: Montebello Bus Lines and LA County Sunshine Shuttle;
- The Environmental Symposium – "Education Pathways to Green Jobs," focused on five potential training areas: water and wastewater management, solid waste management, environment health and safety, alternative/efficient energies, and land use planning and restoration;
- The Child Development Center increased enrollment and budget requirements.

All of these accomplishments are a result of faculty and staff working collectively toward a common goal of student success. Rio Hondo College has an institutional commitment to creating and facilitating collaboration within the College itself and with the communities it serves. The five thematic goals have been framed with values that support the mission and vision for this campus.

Evaluation, Planning, and Improvement
Rio Hondo College is committed to the principle of evaluation, planning, and improvement. It is for this reason that in 2007 it established the Office of Institutional Research and Planning. As a result, quantifiable data was provided for the updating of the 2008 Educational Master Plan, the focus on student learning outcomes and assessment process, and the Program Planning and Review Process. Academic programs must present updated course outlines, and all programs, including Student Services, must submit an SLO Assessment Plans and Rubric for Evaluation. Programs are reviewed in a five-year cycle. The process for program review now links resource allocation and quantifies learner outcomes as well as institutional effectiveness.

The Environmental Scan was one of the key elements in the creation of the Educational Master Plan. The scan assists in validating (or invalidating) the current thinking of the College and tests the projected concepts and ideas that dictate the College's Instructional Program for the future. Information gleaned through the Environmental Scan also provides insight as to the opportunities and provides a solid infrastructure for organizational transition over the next ten years.

Furthermore, the Rio Hondo College 2005 Resource and Facilities Plan (RFP) is a data driven document that is intended to be the vehicle that takes the College to its intended destination – a fully modernized and rebuilt campus that carries the College through the year 2020. The primary goals of the RFP were as follows:
- To identify and match space needs with a planned program of new construction, reconstruction, and remodeling;
- To create a Building/Facilities Program that is consistent with and supportable by the State (i.e., a Plan developed to the State Chancellor's Office standards);
- To place the District in the best possible position for securing matching state funds required for build-out of the proposed Program;
- To identify any obstacles that will need to be overcome in actualizing the vision of the District's Building/Facilities Program.

The College has continued with its evaluation, planning, and improvement process with the implementation of strategic planning that began with a retreat at Cal Poly Pomona's Kellogg West Conference Center on September 14, 2007. The College prepared Unit Plans for each program/service area to begin thinking about the planning process in each area. The Unit Plans included creating goals and objectives, curriculum updates, and SLO processes, and will be extended with the addition of a needs assessment plan.

Then the College established Institutional Goals that will be used in the next phase of the planning process. Objectives will be established for each goal to be achieved. Several constituency groups will be reviewing the goals and creating objectives. These goals and objectives will lead the way for the strategic planning to begin.

The strategic planning process continued with the Campus Forum to discuss the planning process in late February 2008 and a leadership retreat in mid-March. Clearly, Rio Hondo College has demonstrated its commitment to the evaluation, planning, and improvement process.

Student Learning Outcomes
Rio Hondo College has made extensive progress in the area of Student Learning Outcomes. Numerous faculty workshops have been presented during FLEX Day activities to assist faculty in the defining and assessment of SLOs. An SLO Faculty Coordinator was appointed to assist colleagues in the writing of course-level SLOs. Next, in January 2007, all new courses coming before the Curriculum Committee were required to have an SLO Assessment Plans and Rubric for Evaluation attached. They are archived on the third floor of the Rio Hondo College The Library with the Master Course Outline files. The Dean of Institutional Research and Planning and the SLO Faculty Coordinator co-chaired a standing SLO Committee. Two faculty representatives from each division were on the Committee to assist faculty in the writing and assessing of SLOs and to see that the SLO Assessment Plans and Rubric for Evaluation are properly filed within the division office.

In addition, the Academic Senate in 2005 proposed Core Competencies for the associate arts or associate science degree at Rio Hondo College:

Communication
- **Reading:** Students will read effectively and analytically to acquire information and interpret communications.
- **Writing:** Students will organize and compose written communication to inform, express, or support an argument, including the organization and communication of data.
- **Speaking:** Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support an argument.
- **Technology:** Students will be able to select and use information technology tools to acquire information and communicate effectively.

Critical Thinking
- Evaluate systems: Students will apply their knowledge of social or physical systems to identify and analyze patterns in the real world.
- Creative thinking: Students will apply knowledge to new situations or formulate their own ideas and concepts to an existing situation.
- Problem solving: Students will identify and analyze problems and develop and evaluate possible solutions, using logical or scientific methods as appropriate.
- Numerical analysis: Students will interpret common statistical measures and apply basic mathematical tools in the solution of real-world problems.

Personal and Community
- Management of Personal Resources: Students will assess and manage their time, abilities, and financial resources in an effective way to reach their goals.
- Wellness: Students apply knowledge to manage their own physical and mental health and wellbeing
- Personal and professional relationships: Students will work effectively in a team and effectively communicate needs and expectations and work to resolve conflicts in personal and workplace relationships.
- Diversity and Community: Students will recognize the important social and political issues in their local and the global communities and will respect and appreciate a diversity of cultural beliefs and behaviors.
- Aesthetic: Students will appreciate the aesthetic nature of their environment, works in the performing or visual arts, and their own personal artistic expression.

Furthermore, the reorganizing of the Program Plan Review process requires both an updating of all course outlines in the academic area, with Student Service Programs providing an SLO Assessment Plans and Rubric for Evaluation.

As stated previously, all reports for a given semester are presented to the members of the Planning/Fiscal Council toward the end of the semester for review, thereby, linking resource allocation and quantifying learner outcomes as well as institutional effectiveness.

Organization
The organizational structure of Rio Hondo College has undergone some significant changes during the past six years due to a variety of influences. The managerial structure in particular has undergone a variety of important changes. In spite of these changes, there has been a consistent commitment to student learning underpinning any organizational change. The Academic Senate, the President's Cabinet (now the President's Council), the Planning/Fiscal Council, and the Curriculum Committee have been permanent elements of the decision-making process here at RHC during the past six years. These institutionalized bodies not only serve as decision-making and advisory committees but also serve as conduits for the dissemination of information both from administration to the rest of the campus community and from the constituencies to the decision makers. It has been through these bodies that the formulation (formation) of the Mission and Values statements was accomplished during the 2005-06 academic year. The development

and incorporation of Student Learning Outcomes at all levels of the institution has been formed and facilitated through the organizational structure of Rio Hondo College and is presently being assimilated into all aspects of campus organization and communication.

The requirements of Title 5 regulations along with the exigencies of AB 1725 have put a faculty voice at the center of most of these organizational components, infusing all campus decisions with a commitment to data-driven decisions and self reflection. In some instances, this has been a significant deviation from past practices but one that the College seems to be embracing. The planning and budgetary decisions are being ever more closely tied with learning outcomes and data derived from their evaluations.

Dialogue
The four Standards require that there be intensive dialogue about what the College does and how the College performs it duties. The organizational structure of Rio Hondo College facilitates that dialogue among the different constituencies on campus and the deliberations of the various committees are readily available through the campus Website as well as printed minutes of all the meetings. The deliberations of the Board are also posted on the campus Website. The Mission and Values statement, the Educational Master Plan, and the Resources and Facilities Plan are all available through the public access drive (P-Drive) of the campus Website.

Quantitative data about programs, learning outcomes, enrollment, retention and success, demographics, etc. are available to the entire campus through the campus Office of Institutional Research and Planning. This data along with qualitative data regarding programs and courses are used in the program review process and has become the basis for the decisions regarding budgets and planning. Since planning and budgets are formulated through the committee structure of the College, the data become widely disseminated through many constituencies.

Institutional Integrity
The process of this Self-Study is in itself an example of the integrity of the institution. The Self-Study was produced with input from a wide range of sources that include administrators, classified staff, and trustees as well as faculty. The document has been reviewed by the entire College community. It is an honest reflection of both the strengths and weaknesses of the institution.

The direct participation of the Board of Trustees in writing Standard IV was something new to this institution and spurred the Trustees to develop a statement of ethics, something which had never previously been codified.

The development of learning outcomes at all levels within the institution has facilitated the scrutiny of what each constituency does and how each is integrated into the whole institution. It has also become evident how each constituency is involved with student learning and therefore has allowed the institution to take a more measured, data-driven approach to planning.

RIO
HONDO
COLLEGE

STANDARD I

Standard I

Institutional Mission & Effectiveness

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

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

Description

Rio Hondo College has invested a great deal of time and energy in the review and revision of its mission statement and the accompanying values statement, goals statement, and institutional philosophy statement. Last revised during the 2005-06 school year, they read as follows:

Mission Statement

Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of whom and what we are, the College community--trustees, faculty and staff--recognizes the importance of openly and candidly expressing the College's values. Rio Hondo College values the following:

1. Quality Teaching and Learning

The College is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the College offers an open access, comprehensive educational program to its students, including basic skills, vocational education certificates and degrees, general education and transfer courses, and for its community,

economic development opportunities. At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic, and social achievements of various cultures, including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways, including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies.

Appreciation of diversity means the following:

- Recognizing that each individual is unique and understanding individual differences;
- Recognizing the things that people have in common despite being members of diverse groups;
- Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are;
- Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose.

The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective College operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.

Goals Statement

With the rapid pace of change and the need to respond in a reasonable, timely, and organized fashion - and keeping the focus on our students -Rio Hondo College recognizes the following goals as important to our collective success:

- to provide quality instruction to enhance the teaching/learning process
- to provide quality student support programs
- to provide quality student support services, utilizing user-friendly processes
- to meet the changing technological needs required to support the educational process and to enhance student access and success
- to maintain a safe and pleasant environment for students, staff, and community
- to support shared governance processes through effective communication among and   involvement of students, faculty, staff, trustees, and community

- to provide leadership in the academic, cultural, and economic life of the community
- to support the personal and professional growth of trustees, faculty, and staff
- to develop and utilize fiscal resources in an efficient and effective manner.

Institutional Philosophy Statement
Recognizing the individual worth and potential of every human being, Rio Hondo College offers an open access, comprehensive educational program to residents of the College District.

The College is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each individual.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic, and social achievements of various cultures. These statements are reviewed by the College yearly, and they clearly describe a commitment to providing quality educational opportunities and to helping students achieve their learning goals and understand their civic and community responsibilities. The statements also demonstrate a commitment to providing students with an understanding of diversity and equity in a rapidly diversifying world culture. In addition, these statements acknowledge that the educational offerings and delivery methods are changing in an era of ever-growing technology.

The Educational Master Plan, updated on a periodic basis, provides the necessary data as well as the philosophical foundation to support the needs of the College over the next ten years and clearly supports the mission of the College. The mission, values, goals, and institutional philosophy statements are included in the College Catalog and the Class Schedule. They are also included in the agenda of all Planning/Fiscal Council meetings, are posted in public areas of the campus, in all classrooms, and are on the College Website.

Self-Evaluation
The standard element is met. The College has a mission statement, values statement, goals statement, and institutional philosophy statement that define the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Planning Agenda
None

Evidence:

IA.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IA.2	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IA.3	Class Schedule	www.riohondo.edu/admissions/schedule Hard Copy
IA.4	Board Minutes	www.riohondo.edu/Board/AgendaArchive/archive.htm
IA.5	Academic Senate Minutes	www.riohondo.edu/senate/minutes/Minutes_2007-2008.htm
IA.6	Educational Master Plan	Hard Copy
IA.7	Rio Hondo Factbook 2007	www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy

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

Description

Rio Hondo College's purposes are expressed in its values statement: "Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the College offers an open access, comprehensive educational program to its students, including basic skills, vocational education certificates and degrees, general education and transfer courses, and for its community, economic development opportunities." As documented in the Rio Hondo College Factbook, 40% of new students declare transfer to a four-year college or university as an educational goal. Accordingly, the College offers a broad spectrum of general education and lower division major preparation in all academic areas. The Factbook 2007 also notes that 21% of new students want to change or upgrade their vocational skills. Again, the College offers almost one hundred vocational certificates in the areas of business, computer information technology, fire technology, corrections, police training, drafting, GIS, automotive, auto body, nursing, electronics, and welding. These areas also add new emphases to existing programs based largely on input from advisory committee and information from labor market data. The Factbook 2007 also states that a significant number of new students assess into basic skills in the areas of English, ESL, reading, and math. To meet this need, the College offers large numbers of basic skills classes in these areas. In addition, the College supports a Learning Assistance Center for tutoring in all disciplines and a Math/Science Center that offers tutoring in those areas.

The College recognizes the fact that it serves a diverse population with many different educational needs. To that end, it offers A.A. and A.S. degree programs, general education and transfer courses, career exploration opportunities, vocational education programs, apprenticeship programs, honors programs, AmeriCorps volunteer service programs, basic skills courses and lab support, non-credit programs, and community service programs. The district also supports a large, 100 stations plus, computer lab for all students to use free of charge. The College has also recognized the increased interest from students in online course offerings. The College supports the Virtual College, which offers technical assistance to students and to faculty wishing to take courses or teach them online. Currently, students can choose from fully and partly (hybrid) online courses. In addition, students can get online general and career counseling regarding their educational programs. The College also has shown its commitment to helping students through the student services programs available to students. The College supports special populations through its Disabled Students program. The College has a large EOPS and CARE program that serves numerous students. The College supports a Career Center that is staffed with two full-time counselors and a full-time paraprofessional to assist students to make career choices. The general counseling area has 17 full-time counselors to assist students with academic choices and major preparation. The College offers a Transfer Center staffed by a full-time counselor to assist students with moving on to a four-year college or university. The College has an Upward Bound program and a TRIO Student Support Services program that served 220 students in 2006-07. The College has a Cal Works program. It has a Title 5 grant that is focused on increasing student success through learning communities. The College also has a dual enrollment grant enabling high school students to complete their high school education and make progress on their A.A./A.S. degree at the same time focusing on a particular area of vocational emphasis. This program currently serves 140 students.

Self-Evaluation
The standard element is met. The College has demonstrated its commitment to student learning in a variety of areas. The College has also committed significant resources in student learning support in its various lab settings and in the area of student services.

The College will continue to assess its program offerings to ensure that they meet the needs of the broad student population that it serves. It will continuously assess the changing demographics of its student population, changing industry and labor market needs, and the changing requirements of four-year colleges and universities and add or eliminate programs and offerings as necessary.

Planning Agenda
None

Evidence:

IA.1.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IA.1.2	Class Schedule	www.riohondo.edu/admissions/schedule Hard Copy
IA.1.3	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IA.1.4	Program Reviews	www.riohondo.edu/Hard Copy
IA.1.5	Rio Hondo Factbook	www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy
IA.1.6	EOPS Program	www.riohondo.edu/students/eops Hard Copy
IA.1.7	TRIO Program	www.riohondo.edu/trio Hard Copy
IA.1.8	General Counseling Meeting Minutes	Hard Copy

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

Description

The Rio Hondo College Board of Trustees approves all changes to the mission statement, the values statement, the goals statement, and the institutional philosophy statement. This is done after the various constituency groups—administration, faculty, classified staff, and students—have been involved in the formulation and/or review process and have made a recommendation to the College President. Following approval, the formulated and/or revised statements are published in the College Catalog, the Class Schedule, and College Website, and receive campus-wide dissemination.

Self-Evaluation

The standard element is met. The Board last approved a revised mission, values, goals, and institutional philosophy statement in December 2005. The process for formulation and review of the mission and associated statements is clear to faculty, staff, and students, as well as the Board. The Planning/Fiscal Council will continue to review the mission and associated statements on a yearly basis and forward any recommendations for change to the College President.

Planning Agenda

None

Evidence:

IA.2.1	Board of Trustees Meeting Minutes	www.riohondo.edu/Board/ AgendaArchive/archive.htm
IA.2.2	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_ minutes.htm
IA.2.3	Academic Senate Minutes	www.riohondo.edu/senate/minutes/ Minutes_2007-2008.htm

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

Description

The mission statement was revised following the last Self-Study team visit in October 2001. That version of the College mission statement was approved by the Board of Trustees in October 2002. In subsequent years, the Planning/Fiscal Council (PFC) reviewed the mission statement and proposed no changes. During the 2005-06 school year, however, the College again reviewed the mission statement and realized that although the College had revised the mission statement, the accompanying values, goals, and institutional philosophy statements has not been revised to "fit" the mission statement. Accordingly, the PFC established a sub-committee that presented a revised mission, values, goals, and institutional philosophy to the PFC. That body asked for campus-wide input from all constituency groups. The PFC then made a recommendation to the College President, who presented it to the Board of Trustees, who approved it in December of 2005. Since then, the PFC has reviewed the document each academic year.

Self-Evaluation

The standard element is met. The College clearly involves all constituencies in formulating and revising its mission statement and related statements and revises said documents when necessary. The College will continue to review the mission statement and accompanying statements each year and recommend changes to the College President and Board as necessary.

Planning Agenda

None

Evidence:

IA.3.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_ minutes.htm
IA.3.2	Board of Trustees Meeting Minutes	www.riohondo.edu/Board/ AgendaArchive/archive.htm
IA.3.3	Academic Senate Minutes	www.riohondo.edu/senate/minutes/ Minutes_2007-2008.htm

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

Description

The Planning/Fiscal Council (PFC) understands that the mission statement and accompanying values, goals, and institutional philosophy statements are central to College planning and decision making. When the District was developing its Educational Master Plan, the PFC made sure that the goals of the plan were consistent with the Goals Statement. It also ensured that the mission statement was an umbrella for the whole plan. In other processes, such as equipment requests and full-time faculty requests, divisions are asked to express how the equipment requested or faculty positions requested mesh with the mission and accompanying statements. The Resource and Facilities Plan was also formulated with the mission and accompanying statements in mind.

Self-Evaluation

The standard element is met. The College regularly considers the mission statement and accompanying statements when doing planning and decision making. The PFC will continue to place the mission statement and accompanying statements at the heart of its planning and decision making.

Planning Agenda

None

Evidence:

IA.4.1	Mission Statement	http://www.riohondo.edu/students/counseling/catalog/ College Catalog
IA.4.2	Values Statement	http://www.riohondo.edu/students/counseling/catalog/ College Catalog
IA.4.3	Goals Statement	http://www.riohondo.edu/students/counseling/catalog/ College Catalog
IA.4.4	Institutional Philosophy Statement	http://www.riohondo.edu/students/counseling/catalog/ College Catalog
IA.4.5	Rio Hondo Factbook	www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy
IA.4.6	Educational Master Plan	www.riohondo.edu/Hard Copy
IA.4.7	Resource and Facilities Plan	www.riohondo.edu/Hard Copy
IA.4.8	Program Review	www.riohondo.edu

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

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

Description
Since the last Accreditation team visit, the College has had ongoing dialogue regarding student learning outcomes (SLOs). The Planning/Fiscal Council (PFC) appointed a sub-committee that included both academic services and student services representation on student learning outcomes during the 2003-04 academic year. This committee attended several workshops on the topic of student learning outcomes, met as a sub-committee, and made regular reports to the PFC. On the recommendation of the sub-committee to the PFC, a faculty coordinator for SLOs was appointed for the 2004-05 school year. The coordinator presented multiple workshops for faculty during the 2004-05 year and chaired the Student Learning Outcomes Sub-committee.

Regular reports were made to the PFC, the Academic Senate, and the Curriculum Committee. During the 2005-06 school year, using funding from the Staff Development Committee, the coordinator recruited faculty liaisons for each of the major academic divisions. The task of the liaisons was to assist faculty in the various disciplines within their divisions to develop measurable student learning outcomes for at least one course within their discipline. Templates were developed to assist faculty in this process. Also during that year, the coordinator continued to make regular reports to the PFC, to the Academic Senate, and to the Curriculum. During the 2006-07 academic school year, under the direction of the Academic Senate, the Curriculum Committee voted that no new courses or major revisions of courses could come before the Curriculum Committee until the student learning outcomes were on file in the office of Student Learning Support and Articulation. At this point in time, nearly all courses have established measurable student learning outcomes. The Academic Senate has reviewed a draft of proposed institution-wide student learning outcomes for the A.A./A.S. degree but has decided to focus effort at this time on establishing student learning outcomes at the course and program levels. The College has dedicated FLEX days to discussions of SLOs for the last two years. In addition to faculty involvement, both the Vice President of Academic Affairs and the Vice President of Student Services have had dialogue with deans, directors, faculty, and classified staff on the importance of establishing student learning outcomes for institutional effectiveness. The College President has also taken a leading role in support of this effort.

Self-Evaluation
The standard element is partially met. The College has made significant progress over the last four years and has done so in a climate of collegiality and cooperation among faculty of all disciplines, deans and directors, and classified staff. The College has made conscious efforts to make reflective dialogue about student learning outcomes a normative part of how we do business. Classroom faculty regularly include student learning outcomes in the syllabi for their courses, assess and measure student learning outcomes, and analyze the data at the FLEX Day meetings to stimulate dialogue about how to best use the data to improve teaching and learning at the department/program, division, and College-wide arenas. While individual faculty and departments have been engaged in a number of discussions, the campus has also instituted time and space for such work as part of our two pre-semester professional development on FLEX Days. In addition to these breakouts, in January 2007, the College convened an all-faculty roundtable discussion entitled "How Do You Support Core Competencies and How Can We as a College Better Assist Students to Develop Them?" Finally, in January 2008, Rio Hondo instituted "departmental work sessions" with the explicit purpose of allowing faculty the time to discuss and analyze SLO assessment data. The PFC has also included the identification of student learning outcomes and the processes as part of the program review and curriculum revision and updating process.

Planning Agenda
The College needs to continue to aggressively encourage and support the establishment of student learning outcomes at the course and program level and move on to a discussion of institution wide student learning outcomes for the A.A./A.S. degree. More time, scrutiny, and emphasis should also be focused on the actual methods of assessing those outcomes. Starting in January 2008, all subsequent spring FLEX days will include SLO discussion sessions to ensure that the campus makes reflective dialogue sessions a standard part of our institutional process.

Evidence:

IB.1.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IB.1.2	Academic Senate Agendas/Minutes	www.riohondo.edu/senate/minutes/Minutes_2007-2008.htm
IB.1.3	Curriculum Committee Agendas/Minutes	www.riohondo.edu
IB.1.4	Department/Division Meeting Agendas/Minutes	Hard Copy
IB.1.5	FLEX Day Agendas/Minutes and Break-out	www.riohondo.edu Hard Copy
IB.1.6	Student Learning Outcomes Meeting Minutes	www.riohondo.edu

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

Description

The College's goals are set forth in the Goals Statement developed collegially via the Planning/Fiscal Council (PFC) and approved by the Board in December of 2005. The goals are as follows:

- **To provide quality instruction to enhance the teaching/learning process**
The College takes this goal very seriously. Curriculum Committee, a sub-committee of the Academic Senate, rigorously reviews all curriculum to ensure quality. In hiring faculty, the College strives to find the most qualified applicants and places an important emphasis on teaching demonstrations. The College subscribes to www.4faculty.org, an online faculty development tool for enhancing faculty teaching skills. In addition, many teaching related workshops are held on FLEX days and periodically throughout the year.

- **To provide quality student support services, utilizing user-friendly processes**
The College has several District labs for student support. In the Technology area, the drafting/CAD faculty have lab hours every afternoon for students with faculty and staff support for them. In the Learning Assistance Center, students receive tutoring in all disciplines at no charge. Staff is courteous and helpful. In addition, there are several computer stations available for students to use, and they are not charged for printing. The Rio Hondo College Library also has many computers for students to use. Reference librarians are always on staff to assist students. Reference librarians are also available to do full orientations for faculty who wish to orient their students to the Library. The librarians have also developed an extensive homepage that can be accessed via the Rio Hondo College Website. This homepage has many resources, including links to online, full text databases to which the College subscribes, site indexes on numerous topics that link to librarian-researched Websites and print resources, clear explanation of MLA and APA parenthetical documentation and Works Cited formats to name a few. The District computer lab based in the Business Building has over 100 computer stations for student use and does not charge for printing. In addition, the District has an ESL/Foreign Language lab.

- **To meet the changing technological needs required to support the educational process and to enhance student access and success**
The College has made many advances in meeting changing technological needs. Students can register for classes in person, by touchtone telephone registration, or online. Students can submit applications for admission

online as well. Computer stations in the Counseling Office make it possible for students to see which sections of classes are open. The College is also preparing to implement a new campus wide MIS system. The College has campus-wide wireless access. In the vocational areas, equipment is updated as needed. The campus is close to having data projectors and Internet access in all of its classrooms.

- **To maintain a safe and pleasant environment for students, staff, and community**
  The College has a Safety Committee composed of faculty, administrators, classified staff, and students that meets on a regular basis to discuss concerns. The College has information in all of its classrooms regarding evacuation procedures. It also recently invested in a College-wide emergency broadcast system that can be heard in all classrooms, meeting rooms, and offices as well as outside buildings. This system is also linked to all computers on campus to give additional information and direction in case of an emergency.
  The Facilities and Maintenance Department reports on campus crime rates on a regular basis. This department also regularly keeps the campus apprised of activities that are part of the campus building program to lessen inconvenience and stress to staff. The Program Manager of the building program also makes presentations at division meetings to update staff on the progress of the program and upcoming happenings.

- **To support shared governance processes through effective communication among and involvement of students, faculty, staff, trustees, and community**
  The College supports shared governance processes through the Planning/ Fiscal Council (PFC), whose membership is made up of faculty, administrators, classified staff, and students. This committee works by consensus, not by voting. This encourages open, frank, and respectful dialogue among all constituencies. When large issues need input, the constituency groups meet and then reconvene in the PFC for discussion. Input is received in writing and taken into consideration by the College President. If there is not consensus in the views of the PFC, the views of individual constituencies are considered by the President. In cases where consensus does not exist, the President will meet with the PFC to communicate his/her position and what will be taken to the Board. When there is consensus from the PFC, the President will also meet with them if the action or information going to the Board differs from the position of the PFC.

- **To provide leadership in the academic, cultural, and economic life of the community**
  The College offers an extensive cultural arts program each year that includes lectures, dance performances, musical performance, and several art exhibitions. These are offered free of charge, and the campus and community are invited to attend. The College also offers career and business conferences on campus that are also open to the public. Local high school seniors are

invited to attend the Campus Information Day held each spring. In addition, the campus holds a conference each year in honor of Women's History Month for area high school women students.

- **To support the personal and professional growth of trustees, faculty, and staff**
  The College's Staff Development Committee receives an annual budget allocation from the PFC. The committee is composed of representatives from faculty, classified, and administration. The committee funds individual and group proposals for development and offers workshops to which all may attend. The committee offers workshops for faculty throughout the year and on FLEX days in the fall and spring offers workshops open to all staff. Board members attend conferences and workshops at the expense of the District.

- **To develop and utilize fiscal resources in an efficient and effective manner**
  The Chief Financial Officer of the College makes regular reports to the PFC. When there is money for equipment purchase the Planning/Fiscal Council (PFC) hears requests based on agreed upon criteria, which includes consideration of the College mission, values, goals, and institutional philosophy statements. The PFC then makes recommendations to the College President.

Self-Evaluation
The standard element is met. In the area of providing quality instruction, the College has established student learning outcomes and measurements for all of its courses. In addition, the College administered the Community College Student Experience Questionnaire in 1990, 1995, 2000, and 2005. This questionnaire asks students questions about the types of experiences they have at the College both in and out of the classroom and what personal and academic gains they have realized as a result of those activities. Between 1990 and 2005, the areas in which students reported the largest gains were understanding their own abilities and interests, developing their ability to learn independently, understanding other people, becoming clearer about their own values and ethical standards, developing clearer career goals, and writing clearly and effectively. Students in 1995 and 2000 reported significantly greater gains in their ability to use computers than those in 1990. Between 1990 and 2000, student gains steadily increased in the following areas: awareness of different philosophies, cultures and ways of life; learning about different parts of the world; developing an interest in political and economic events; and interpreting information in graphs and charts found in newspapers, textbooks, and on television. Between 2000 and 2005, students reported significant gains in terms of developing clearer career goals, becoming acquainted with different fields of knowledge, and understanding mathematical concepts.

The College also administered the Noel-Levitz Student Satisfaction Survey in 1999 and again in 2003 and 2007. Student satisfaction increased between 1999 and 2003 in nine of the 10 areas that students were asked about. These areas included Advisement/Counseling, Academic Services, Administration and Financial Aid,

Climate, Concern for the Individual, Support Services, Instructional Effectiveness, Registration Effectiveness, and Student Centeredness. Only one area ranked low in satisfaction and that was Safety and Security. Statistically significant improvement occurred in many areas, including faculty take into consideration student differences as they teach a course; students are notified early in the term if they are doing poorly in a class; the quality of instruction received in most of my classes is excellent; computer labs are adequate and accessible; academic support services adequately meet the needs of students; and students are able to experience intellectual growth here. Between the 2003 and 2007 surveys, students' answers were not significantly different in any one area.

The College takes the goals statement seriously and as can be seen by two student survey instruments is making progress in many of the areas.

The College Safety Committee has been and continues to work with the College community to develop an action plan to improve campus safety and campus communication.

Planning Agenda
None

Evidence:

IB.2.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IB.2.2	Safety Committee Minutes	Hard Copy
IB.2.3	Academic Senate Agendas/Minutes	www.riohondo.edu/senate/minutes/Minutes_2007-2008.htm
IB.2.4	Virtual College Committee Minutes	Hard Copy
IB.2.5	Program Review	Hard Copy
IB.2.6	Department/Division Meeting Minutes	Hard Copy

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

Description
The Program Review Committee, a sub-committee of Academic Senate, oversees the program review process. All programs undergo program review every five years, including those in non-instructional areas, and vocational programs every two years. At the time of program review all curricula that have not been updated

since the last review must also be revised and updated, including establishing and measuring student learning outcomes for all courses. This process is done through the College Curriculum Committee and the Student Learning Outcomes (SLO) Committee. All student learning outcomes are submitted to the SLO Committee for review before the actual program review. All programs undergoing program review present a Self-Study to the Program Review Committee. Quantitative data are provided to programs undergoing program review as well as training in undergoing the program review process. The College hopes to move to a new online program review process by spring 2009. Recommendations and commendations and an executive summary are forwarded to the Planning/Fiscal Council (PFC) and vice president of the area for each program at the end of the program review process. The PFC regularly reviews the mission statement, the values statement, the goals statement, and the institutional philosophy statement. It also regularly reviews the Educational Master Plan and the Resource and Facilities Plan, and the recommendations forwarded from the Program Review Committee. All of these are used to determine the budget. Once the budget for a fiscal cycle is determined, the PFC makes budgetary recommendations to the College President, particularly in the areas of instructional and other equipment and full-time faculty positions. The PFC regularly reviews quantitative data, such as the ARCC reports from the Chancellor's Office, institutional research data, program review recommendations, and other sources of data necessary to make recommendations to the President. In addition, all vocational programs have technical advisory committees from which they receive yearly input regarding program achievement and improvement.

Self-Evaluation
The standard element is partially met. The institutional researcher sits as a guest on the PFC and is always available to submit additional data that the committee requests. The Office of Institutional Research and Planning is also responsible for leading the efforts to establish a planning process at the College. The unit plans, needs assessment, and program review all contribute to the resource allocation efforts. The PFC works with the institutional researcher to establish clear directions in the area of quantitative research. While excellent progress has been made to make program review a meaningful process that is based on gathered data, analysis of that data on an institutional level is only just beginning. The first cycle of using such data and analyses will begin next academic year.

Planning Agenda
The Planning/Fiscal Council (PFC) will continue to conduct training for itself on strategic planning, and will implement data analysis as an integral part of institutional evaluation and planning. The PFC, through the Program Review Committee, will expand the use of data-driven analyses to the institutional level.

Evidence:

IB.3.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IB.3.2	Program Review	Hard Copy

IB.3.3	Rio Hondo College Factbook	www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy

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

Description

The Planning/Fiscal Council (PFC) is the primary decision making body at Rio Hondo College. It is made up of representatives from faculty, administration, classified staff, and students. It was established to make recommendations to the College President regarding the development, planning, and budgetary needs of the College. It oversees the Education Master Plan, the Resource and Facilities Plan, the Program Review Plan, the student learning outcomes initiative, resource allocation for full-time faculty positions and equipment, the accreditation process, and reviews College policies and procedures as well as regular review of the mission statement and accompanying statements. The PFC facilitates dialogue among constituency groups in order to evaluate campus statistics, sets goals, and prioritizes the human, physical, technological and financial needs of the College in order to improve the overall effectiveness of the College. The College began to update the Educational Master Plan in fall 2007 to drive the broad based planning process of the College. Along with each department submitting unit and needs assessment plans, these contributed to establishing a comprehensive planning process with broad constituency input. Several sub-committees were established to create institutional goals for the College. These sub-committees included Student Services, Facilities, Finances, and Academics. The institutional goals were disseminated at the Managers' Team meeting and at PFC. Now that these goals are adopted, the College will write objectives to achieve each goal. These goals will lead to the completion of the Strategic Plan and a new, data-driven planning process.

Self-Evaluation

The standard element is met. The PFC is facilitating dialogue and is consistent in its communication with the campus and with its processes, including the use of the three sub-committees—Academic Services, Student Services, and Financial. These sub-committees gather requests and information from the divisions and departments before making recommendations to the PFC as a whole. The campus community understands the role of the PFC. The College accepts the recommendations from the Program Review Committee as a basis to beginning the planning and budget allocation process. Program Unit Reviews and Needs Assessments will also be used to prioritize needs and allocation.

Planning Agenda

None

Evidence:

IB.4.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IB.4.2	Educational Master Plan 2007	Hard Copy

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

Description

The College uses a variety of reports that are publicly disseminated to the campus and the community. As noted, the College has participated in the Community College Student Experience Survey in 1990, 1995, 2000, and 2005. It has used the Noel-Levitz Student Satisfaction Survey in 1999, 2003, and 2007. The Partnership for Excellence data—now the ARCC Report—has been disseminated annually to the Planning/Fiscal Council, the Board of Trustees, and in division meetings. Other means are also used to communicate with appropriate constituencies about the effectiveness of Rio Hondo College. They include, but are not limited to, the following:

- Information given at the general sessions on the fall and spring FLEX days
- The President's State of the College address in the fall and the spring
- Board of Trustee's minutes available on the Public drive and online
- Planning/Fiscal Council agenda/minutes e-mailed to all staff and available online
- Rio Hondo Weekly Roadrunner e-mailed to all staff
- Rio Hondo in the News e-mailed to all staff
- Rio Hondo Annual Report
- Rio Hondo Factbook
- Rio Hondo Website
- Vocational/Occupational Advisory Committee minutes

Self-Evaluation

The standard element is met. The campus uses various reports created by both Information Technology and Institutional Research and Planning to measure demographics, enrollment figures, success and retention, and educational goals of students. A comprehensive Factbook 2007 was updated in fall 2007 and has the most recent student data available on both the campus homepage and in hard copy. An enrollment report is generated every semester with the current student demographics and is available on the Institutional Research Website. The data in the Educational Master Plan were updated by the research office, and all of the data used for Program Review are created by the research office.

The Dean of Institutional Research and Planning, working with appropriate partners, has developed a research agenda for the College.

Planning Agenda

None

Evidence:

IB.5.1	FLEX Day Agendas and Presentations	http://www.riohondo.edu/staffdev/FLEX.htm Hard Copy
IB.5.2	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IB.5.3	Board of Trustee Meeting Minutes	www.riohondo.edu/Board/AgendaArchive/archive.htm
IB.5.4	Rio Hondo Annual Report	Hard Copy
IB.5.5	Rio Hondo in the News	www.riohondo.edu/news_releases Hard Copy
IB.5.6	Rio Hondo Factbook	www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy
IB.5.7	Rio Hondo Website	www.riohondo.edu
IB.5.8	Vocational/Occupational Advisory Committee Minutes	Hard Copy
IB.5.9	Noel-Levitz Student Satisfaction Survey	Hard Copy

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

Description

The College regularly reviews important College processes, such as establishing student learning outcomes, curriculum revision, and program review as well as resources allocation, particularly in regards to instructional and other equipment and full-time faculty positions. Criteria and processes in these areas are regularly reviewed and revised as necessary. This review occurs at the Planning/Fiscal Council. Currently, the program review template has been reviewed and revised by a sub-committee. Since it began working on established student learning outcomes, the forms used by faculty have been revised several times. Recently, the College reviewed the research function at the College and decided that a full-time Dean of Institutional Research and Planning was very much needed. The position has been filled, and the classified support position has been upgraded to Research Specialist. The College makes use of quantitative data, such as data for program review, enrollment data, community surveys, tracking of student success rates, tracking of students obtaining degrees and transfer completions, tracking of vocational certifications, and student satisfaction feedback.

Self-Evaluation

The standard element is met. The institution is using data to drive decisions. The Dean of Institutional Research and Planning has developed a plan for meeting the standard.

Planning Agenda

None

Evidence:

IB.6	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_ minutes.htm

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

Description

All segments of the College undergo extensive program review during a five-year cycle. Instructional and non-instructional programs, including the Library, participate in this process. The process includes the consideration and analysis of quantitative data provided by the Office of Institutional Research and Planning. During the process, all curriculum is revised and updated and is sent to the Curriculum Committee for approval. Establishing and measuring student learning outcomes is also part of the process. Equipment and personnel needs are also identified in the program review. Reports on the program reviews are presented to the Planning/Fiscal Council.

Self-Evaluation

The standard element is met. The College has a program review process that requires all areas of the College to undergo program review every five years. The Program Review Committee oversees the process. Changes and updates to the program review process for instructional and non-instructional areas were made in spring 2006 and approved by the Academic Senate for use in academic year 2007-08.

Planning Agenda

None

Evidence:

IB.7.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_ minutes.htm
IB.7.2	Program Review	www.riohondo.edu Hard Copy
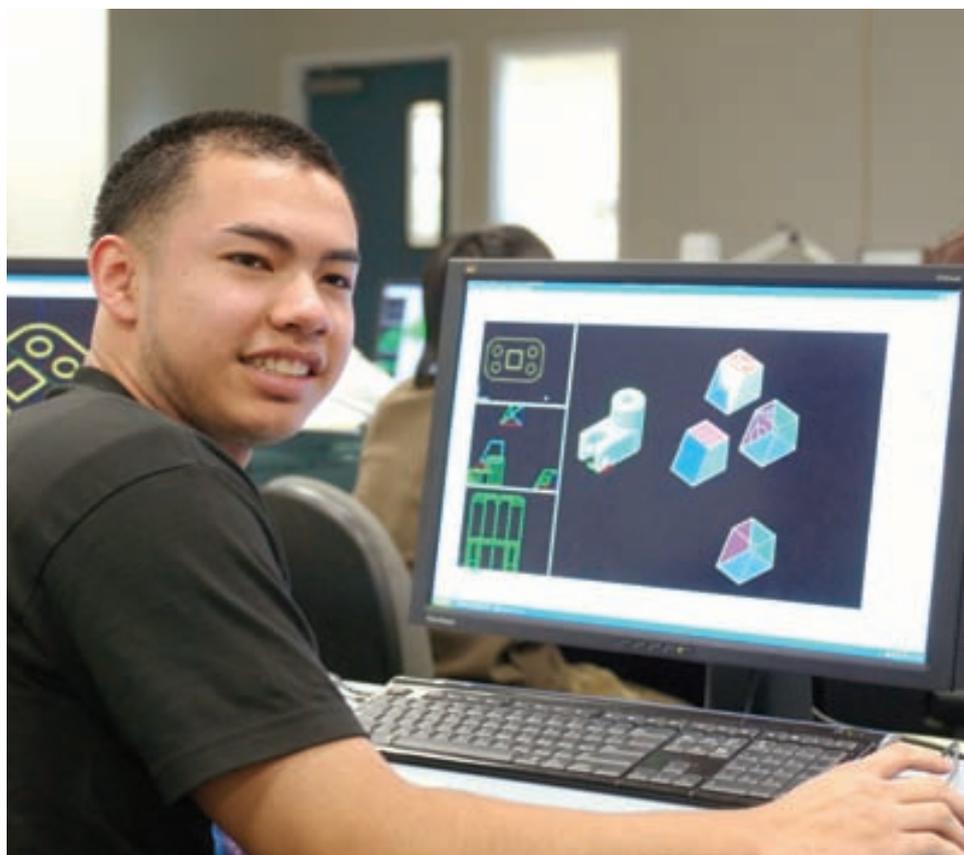
Standard II

Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and The library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description
The philosophy central to an associate degree at Rio Hondo College states that this degree reflects the "conviction of the College that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding." This philosophy supports the Rio Hondo College Mission Statement, "Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community." It also supports two areas of the Rio Hondo College Goals Statement: quality teaching and learning and student access and success. In addition, the College's new President has developed five thematic components of a vision for the future for Rio Hondo College:

- Increase Student Success
- Foster Academic Excellence
- Increase Enrollment
- Foster Collaboration among All Stakeholders
- Sustain Fiscal Accountability

Furthermore, there is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, why it does it, and what it is going to do in the future. As a result, a District-wide Campus Forum on February 28, 2008, discussed goals that had been developed at part of the President's Strategic Planning Process:

Institutional Goal 1
Rio Hondo College will provide excellent instruction in academic, basics skills, and vocational areas through a variety of delivery system in order to better serve the needs of the community.

Institutional Goal 2
Rio Hondo College will promote student success via a climate in the classroom and on campus that ensures access and retention, College level skills attainment, graduate and transfer, and adult literacy through collaboration, effectiveness, and diversity.

Institutional Goal 3
Rio Hondo College will respond to regional needs and contribute to the economic future of the region through leadership in service and education through partnerships with public, private, and non-profit organizations.

Institutional Goal 4
Rio Hondo College will preserve fiscal solvency, act responsibly, ethically, efficiently, and in an accountable manner in using its fiscal resources, and will actively seek outside sources of funding.

Rio Hondo College will recruit, hire, develop, retain, and support an outstanding and diverse administration, faculty, and staff for its students.

As a result of its vision for the future and institutional goals, Rio Hondo assures that all degree and certificate programs meet the requirements and guidelines of the Board of Governors of the California Community Colleges. The Dean of Student Learning Support and Articulation verifies that all courses, programs, and certificates conform to Title 5 and applicable state regulations.

Faculty members, working with Division Deans and advisory committees, develop new programs to meet the needs of the institution and the workforce. The course outlines and the program sequences are then developed by the faculty and presented to the Curriculum Committee. After the course or program has met with Curriculum Committee approval, it is submitted to the Board of Trustees for final approval. If the

degree or certificate program consists of 18 units or more, the required state process is followed. The Curriculum Committee also reviews proposed changes to existing courses. An additional step in the process for online courses is in place to insure that online courses are equivalent to classroom courses. The originator of any new or revised course or program appears before the Curriculum Committee to explain the course or program and answer questions before the committee moves on approval. The Curriculum Committee has developed a manual for course development and revision. It is revised annually; in addition, this manual is available to all faculty on the College intranet "Public" drive. All courses have identified student learning outcomes and program outcomes, which are measured to ensure that student competence and College goals are met.

Self-Evaluation
The standard element is met. The College has a process for the regular review and approval of new course and program offerings. The process is overseen by the Curriculum Committee, a sub-committee of the Academic Senate. The Chair of the Curriculum Committee is also an ex officio member of the Academic Senate Executive Committee. The entire College embraces the Mission Statement and Vision Statement of the College; the Mission Statement informs the development of new programs and offerings. The SLO initiative assures that course completion will assure student competency and success.

Planning Agenda
None

Evidence:

IIA.1.1	Vision for the Future	Hard Copy
IIA.1.2	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IIA.1.3	Curriculum Committee Minutes	P-Drive Hard Copy
IIA.1.4	Academic Senate Minutes	P-Drive / Hard Copy
IIA.1.5	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.1.6	Class Schedule	http://www.riohondo.edu/admissions/schedule/index_fa08.htm Hard Copy
IIA.1.7	Standard Text Status Planning Agenda	Hard Copy

A.1.a
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

Consistent with its mission and purpose as a comprehensive community college, Rio Hondo College offers educational programs that serve the community in six areas:

1. **Associate Degree of Arts or Sciences:** The College's associate of arts and associate of sciences degrees offer general education in four broad areas: Natural Sciences, Social and Behavioral Science, Humanities, and Language and Rationality. If the student chooses a major other than liberal studies, the degree will include courses in an area of specialization, such as Administration of Justice, Art, Automotive Technology, Business Administration, Computer Information Technology, Mass Communications, Nursing, or Welding Technology.

2. **Transfer to Baccalaureate Institutions:** Students wishing to transfer are offered the lower division courses required to successfully transfer under the IGETC (Intersegmental General Education Transfer Curriculum) and the CSU (California State Universities) GE (General Education) list.

3. **Basic Skills:** Since many students enter Rio Hondo College needing pre-collegiate foundational skills, the College offers a broad range of basic skills courses in reading, English, English as a Second Language (ESL), and mathematics. These courses are offered through the Communications and Languages Division and the Mathematics Department but are integrated across all disciplines.

4. **Vocational Training:** Rio Hondo College offers a variety of courses and certificates in a number of areas, such as Accounting, Architectural Computer -assisted Design and Drawing, Automotive Technology, Advanced Transportation Technologies, Child Development, Electronics, Geographical Information Systems (GIS), Fire Technology, Wildland Fire, Administration of Justice, and Corrections.

5. **Contract Education:** Contract Education offers specialty courses that serve the community and the professional workforce. These programs are targeted at special workplace needs, such as specialized training in Advanced Transportation Technologies for working professionals to upgrade their skills.

6. **Cultural Enrichment, Life-long Learning, and Life Skills:** Each semester, Rio Hondo College offers a variety of workshops, classes, excursions, events, and non-credit classes at various locations throughout the district and on campus. Non-credit classes are state supported, and there are no tuition charges. The Admissions Application and Registration forms are found in the Community Services Class Schedule. These offerings are designed to satisfy a broad range of student and community needs both outside and in partnership with the credit curricula. Life-long fitness is available through the Fitness Center on campus. The Astronomical Observatory is open each week for public viewing.

The College's Cultural Arts Program provides a variety of cultural activities representing the College's diverse community. This program is presented free to the campus and the community.

Community Services offers a variety of educational opportunities for community members from Yoga for Seniors to Traffic Safety courses.

Through the five-year cycle of program review, each department of the College has an opportunity to review data provided by the Office of Institutional Research and Planning about the success of students in their courses. This leads to discussions, recommendations, and resource allocation intended to improve and enhance student learning outcomes. In addition, significant work has been done at the department level establishing and measuring student learning outcomes in various courses and programs. The research and analysis has been accomplished by groups of faculty members at the course and program level, and the results have been recorded and disseminated within discipline groups. The information is on file in division offices. In addition, College staff have been presented with information about Rio Hondo's student population in the Rio Hondo College Factbook, most recently updated in 2007. College staff also receives information from the Noel-Levitz Student Satisfaction Survey, the Community College Student Experience Questionnaire, and the ARCC reports from the Chancellor's office. A recent research initiative, The California Benchmark Project, done in partnership with the Center for Urban Education (CUE) at USC, is focusing on data about student success in basic skills math, English, ESL, and reading. Rio Hondo faculty and staff have been meeting regularly with CUE staff to develop ways of improving student success, particularly in math.

Rio Hondo College identifies students' educational preparation by offering assessment in math, English, and ESL. Students are then given a placement into the proper course based upon the assessment. Nearly 80% of all Rio Hondo students place into the developmental level English and math. Through a joint collaboration with the University of Southern California, we have broken down our basic skills success data by race and ethnicity to better identify the needs of our students. The College recently completed a Factbook 2007 that is an environmental scan of the community and student demographics. This data shows the educational achievement, economic conditions, and ages of community residents. The research

office is involved in the SLO process and provides guidance and assistance in writing, measuring, and analyzing SLOs. The measurement of SLOs is also included in the program review process.

Self-Evaluation

The standard element is met. Rio Hondo offers a truly comprehensive and diverse curriculum in a variety of areas, including transfer courses, vocational education, and basic skills. It has a rigorous course and program approval process through the College's Curriculum Committee. The College's sincere desire to serve its ethnically and socio-economically diverse communities can be seen in its commitment to several off-campus locations. The College has a Fire Technology Program in Santa Fe Springs. The Board has approved two more sites, one in El Monte and one in South Whittier. In addition, the College continues to offer classes at area high schools, an early College start program, and numerous community services locations.

The College embarks on a five-year program review cycle that includes all academic programs, vocational programs, student services, and auxiliary services. The program review committee reviews the Self-Study that the program writes and presents an executive summary to the Planning/Fiscal Council for linkage to budget and resource allocation planning.

The Office of Institutional Research and Planning updates the Factbook 2007 with the most recent environmental and student information available. SLOs are written and submitted to be kept with the course outlines of record in the curriculum office. The data analysis is kept in the division office with a record of the action and implementation plan. This information is also submitted with program review. Review is a mandatory assessment process to accomplish the following: to revisit cut scores of our placement instruments to make sure we are placing correctly; to further examine completion rates of basic skills students by race and ethnicity to report changes in the data; to continue to develop institutional level SLOs and link them to program level SLOs.

Planning Agenda
None

Evidence:

IIA.1.a.1	2007 Factbook	Hard Copy
IIA.1.a.2	Program Review Self-Studies	Hard Copy
IIA.1.a.3	SLOs Matrix	Hard Copy
IIA.1.a.4	ARCC Report	Hard Copy
IIA.1.a.5	Noel-Levitz Student Satisfaction Survey	Hard Copy
IIA.1.a.6	Rio Hondo College Factbook	Hard Copy
IIA.1.a.7	Benchmark Report	Hard Copy

IIA.1.a.8	Division and Department meeting minutes	Division Office
IIA.1.a.9	Curriculum Committee Agendas/Minutes	P-Drive/Hard Copy

A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

Rio Hondo College serves its students and community by employing multiple delivery systems and modes of instruction that accommodate the diverse needs of the population it serves. The institution's curricula and programs are offered in a variety of traditional and nontraditional models, including the following:

- Unique scheduling is offered through the Weekend College, short term courses, and intersession courses. These options allow students to maximize use of their time to earn a degree, complete a certificate, or transfer to a university. The courses are offered in a variety of blocks during weekdays, in the evening, and on weekends.

- Distance Education provides online delivery of classes, a combination of in-class and online hours (hybrid courses), and online courses accompanied by an orientation meeting. Distance education courses are of the same quality and meet the same standards as those provided to students in a face-to-face format.

- The Honors Program offers transferable general education courses within the divisions of Social Science, Communications, Physical Science, and Performing and Visual Arts. Designed for the highly motivated student, the program provides an opportunity for students to engage in challenging and rigorous intellectual coursework. The main focus of the program is to cultivate academic excellence and the development of the critical reading, writing, and thinking skills necessary for continued academic success. The Rio Hondo Honors Transfer Program offers an average of 25 honors classes each academic year and serves over 250 students per semester. The program boasts a 100% acceptance rate for students who complete the program and transfer to the UC system. While our main transfer partner continues to be UCLA, numerous additional transfer agreements have been signed with other four-year institutions, including UC Irvine, UC Riverside, Chapman University, Occidental College, Loyola Marymount, and Cal Poly Pomona.

- The Study Abroad Program provides opportunities for students to complete a semester of course work in Salamanca, Spain, or London, England. For the past 15 years, Rio Hondo College has been a member of the Southern California Foothill Consortium. The purpose of the consortium is to provide community college students with the opportunity to study abroad for

one semester. Courses are taught by community college faculty and have included Anthropology, Sociology, History, Philosophy, Speech, Political Science, English, Spanish, and Drama.

- Individualized instruction is available through the following programs:
  - Apprenticeship Program
  - Community Service classes
  - Computer Lab
  - Independent Study
  - Internship Program
  - Learning Assistance Center
  - Learning Communities
  - Math and Science Center
  - Reading Lab
  - Teacher Prep Program
  - Team-Teaching across Disciplines
  - Virtual College
  - Writing Lab

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Self-Evaluation
The standard element is met. The College offers a wide variety of courses and is continually adding to the curriculum as the need arises and new technologies emerge. For example, the relatively new program in Wildland Fire Technology trains students to work for the U.S. Forest Department to fight the wildland fires that often ravage California and the Southwest. The College's program in Geographical Information Systems is another example of an emerging technology that will serve students well into the twenty-first century. The Alternative Transportations programs and the newly developed emphasis in civil engineering within the Drafting area are other good examples.

Planning Agenda
None

Evidence:

IIA.1.b.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IIA.1.b.2	Curriculum Committee Agendas/Minutes	P-Drive Hard Copy
IIA.1.b.3	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.1.b.4	Class Schedule	http://www.riohondo.edu/admissions/schedule/index_fa08.htm Hard Copy

A.1.c   The institution identifies student learning outcomes for
      courses, programs, certificates, and degrees; assesses student
achievement of the use outcomes; and uses assessment results to
make improvements.

Description

Since the last Accreditation Self-Study, the College continues work on developing student learning outcomes for its courses, programs, and degrees. This has been a large task. All active courses are listed in the Class Schedule for fall, spring, and summer. Discussions regarding identifying and assessing student learning outcomes have taken place at the institutional level, division and department level, and during FLEX Day activities. The Planning/Fiscal Council, the Academic Senate, and the Curriculum Committee had substantive and continuing discussions and actions to support SLOs regarding this. Since 2005, the College has had a Student Learning Outcomes Coordinator on 40% reassigned time to work with faculty in identifying and assessing student learning outcomes. Student learning outcomes has been a major topic on FLEX days for the last two years. The Coordinator regularly reports to the Planning/Fiscal Council, the Academic Senate, and chairs the Student Learning Outcomes Sub-committee.

During the 2006-07 school year, the Curriculum Committee voted not to accept any new course or course revisions from any disciplines until student learning outcomes had been identified for each of the courses in that area. Discipline faculty worked to identify student learning outcomes for courses in their area. During the FLEX Day of fall 2007, discipline groups identified student learning outcomes to be assessed during that semester and developed a rubric for assessment. The results of these assessments as well as an action plan for improvement were discussed and developed during the FLEX Day of spring 2008. It is clear that the Academic Senate and the administration have embraced this process. Records are kept in all division offices and in the Office of the Dean of Student Learning Support and Articulation. Discipline faculty is now in the process of establishing student learning outcomes for the programs and degrees in their divisions. Student learning outcomes are being linked to institutional goals and objectives of the College. Currently, a Student Learning Outcomes Committee Sub-committee has been established to develop a plan for assessment of course and program SLOs. As of January 2007, all new courses presented to the Curriculum Committee have a Student Learning Outcome and Assessment Plans and Rubric for Evaluation of an SLO attached and placed in the Master Course Outline files archived in Office of the Dean of Student Learning Support and Articulation.

Self-Evaluation
The standard element is met. It is clear that a great deal of work has been done. However, the College needs to continue moving forward to better connect SLOs and institutional goals and objectives. The SLO Assessment Plans and Rubric for Evaluation for SLO assessment forms are available in the academic division offices and archived with the Master Course Outline files in Office of the Dean of Student Learning Support and Articulation.

Planning Agenda

The Student Learning Outcomes Sub-committee will continue to make reports to the Academic Senate and the Curriculum Committee. Clear and definite timelines will be developed for the completion of program student learning outcomes and degree student learning outcomes.

Evidence:

IIA.1.c.1	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IIA.1.c.2	Academic Senate Agendas/Minutes	P-Drive/Hard Copy
IIA.1.c.3	Curriculum Committee Minutes	P-Drive/Hard Copy
IIA.1.c.4	Division and Department Minutes	Hard Copy
IIA.1.c.5	Division and Department files on SLO Plan and Rubric for Evaluation	Hard Copy
IIA.1.c.6	Student Learning Outcomes Sub-committee Minutes	Hard Copy

A. 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution , including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

Rio Hondo College assures quality and improvement of all instructional course and programs offered in the name of the institution with quality research linked through a rigorous Program Planning and Review process that is coordinated with the budget planning process.

The College has implemented guidelines for the self-evaluation process and the preparation of the Program Review process. The report may expand upon or exclude some of the topics below at the discretion of the program staff.

For all active courses and any course not revised within the last five years, the course outline of record must be revised, updated, and submitted to the Curriculum Committee for review the semester before a program review is scheduled to take place. Faculty must use the most current forms, which are located on the Public drive of the College Website, and follow any other curriculum formatting requirements

in submission of course revisions. Particular attention is paid to the review of any preparation courses (prerequisites, co-requisites, advisories) listed for the courses under revision. A Student Learning Outcome and Assessment Plans and the Rubric for Evaluation of the assessment must be submitted for each course undergoing revision. All curriculum and SLO forms must be updated the semester before the Self-Study is presented to Planning/Fiscal Council. All SLOs and their assessments are to be completed and presented to the SLO Committee before the program review Self-Study, thereby, insuring a complete academic process. To ensure the quality of instruction regardless of type of credit awarded, delivery mode, or location, the following topics are included in all program reviews:

1. **Description and Program Goals**
   a. The program or service under review is described, emphasizing the program goals and any services this program provides, the program's impact on student success, if appropriate, and how the program interacts with other College programs. Goals might include transfer, occupational certificates, developmental skills, general education, prerequisites for a major, personal interest, or skills development.
   b. Goals and objective of the College (vision, mission, and goals) and how they are integrated into the program are discussed. These include but are not limited to individual student performance, student success, faculty teaching styles (innovation) and involvement in tutoring labs, certificates, A.A. and A.S. degrees, transfer, job placement, retention, outreach, service learning, and distance education.

2. **Course and Program Content**
   This area involves the appropriateness of course designs as they relate to program goals and identifies important issues or problems:
   a. How the number, type, depth, and breadth of the courses support program student learning outcomes and goals;
   b. How courses in the program articulate with or complement each other;
   c. The appropriateness of the prerequisites, co-requisites, and advisories in terms of course content and program student learning outcomes and goals;
   d. How transfer and articulation agreements serve the needs of students usually enrolled in the courses as appropriate;
   e. How the major(s) or occupational certificates are; designed to meet the needs and goals of the students enrolled as well as employer needs, if applicable;
   f. How courses in the program interact with other program on campus (for example, L cross-listing, overlapping content, or shared resources).

3. **Scheduling patterns**
   The size of classes, quantity, and distribution of course sections (day/evening, distance education) and other features of the program are discussed, along with whether these appropriately meet student demands as well as the goals of the program.

4. **Student Learning Outcomes**
   a. Faculty are asked to describe the progress made by their department in the following:
      i. Defining and assessing student learning outcomes at the course-level (SLO assessment summaries are attached)
      ii. Evaluating results and implementing changes in response to assessment of SLOs
      iii. Mapping course-level SLOs to General Education SLOs
      iv. Working with other departments or programs on campus to improve SLOs
   b. The department must document how it ensures that student learning outcomes are assessed consistently across different sections of the same course and that all SLOs included are in all course syllabi.
   c. Faculty describes the progress of the department in developing/assessing program or degree SLOs.
   d. Justifications of requests for personnel, equipment or other resources are determined by the improvement of SLOs.

5. **Support for Program Logistics**
   Faculty are asked to describe the number and type of staff and faculty with regard to training, currency, workload, equipment, and facilities assigned to, or used by, the program, and whether or not these are appropriate for serving the stated goals. In addition, faculty are asked to identify any logistical problems (facilities, staff, equipment) that impact the ability of the program to meet program goals or serve students, including the program's relationship and involvement with adjunct faculty and their access to instructional and administrative support services.

6. **Advisory Boards**
   All vocational programs are required to have an active advisory board with the description of membership, how often it meets, and its role and involvement with the program.

7. **Course Grading and Retention Patterns**
   An explanation of any unusual patterns in grading or retention in terms of the student characteristics and program goals must be documented.

8. **Program Completion**
   Faculty will describe why these courses are grouped together into a program and how students are expected to use them. A discussion is presented of student characteristics and any method that shows student proficiency for a portion of the program.

9. **Final Outcome of the Program**
   A description is provided of what happens after students complete the program and discussion of how program student learning outcomes relate to

the program goals. Data are provided to address this area and whether or not completers are successful in subsequent courses in the major, other College-level courses, or getting a job and meeting employer expectations.

10. **Conclusions and Recommendations**
    Faculty are asked to present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics addressed in the program planning and review process.
    Additional topics for instructional programs experiencing second and subsequent reviews address the program goals that have changed since the last review and explain how and why they have changed.

In addition, the Curriculum Committee reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the Rio Hondo College District Board of Trustees.

Rio Hondo College faculty are charged by Title 5 of the California Code of Regulations with the primary responsibility for making recommendations in the areas of curriculum and academic standards.

Self-Evaluation
The standard element is met. Clearly, the College has implemented a rigorous academic process and will continue to review its courses and programs through the Program Planning and Review process.   The College will follow the good standards and practices as set forth by the Curriculum Committee in order to insure academic quality and integrity regardless of the type of credit awarded, delivery mode, or location.

Planning Agenda
None

Evidence:

IIA.2.1	2007 Factbook	Hard Copy
IIA.2.2	Program Review Self-Studies	Hard Copy
IIA.2.3	SLOs Matrix	Hard Copy
IIA.2.4	ARCC Report	Hard Copy
IIA.2.5	Noel-Levitz Student Satisfaction Survey	Hard Copy
IIA.2.6	Rio Hondo College Factbook	Hard Copy
IIA.2.7	Benchmark Report	Hard Copy
IIA.2.8	Division and Department Meeting Minutes	Division Office

IIA.2.9	Curriculum Committee Agendas/ Minutes	P-Drive/Hard Copy
IIA.2.10	Board Agendas/Minutes	Hard Copy
IIA.2.11	Program Planning and Review Calendar	Hard Copy
IIA.2.12	Program Planning and Review Analysis	Hard Copy

A.2.a
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

Rio Hondo College faculty, through the Academic Senate, Planning/Fiscal Council, individual departments, and divisions, use the Curriculum Committee, Student Learning Outcomes Sub-committee, and established processes and procedures to design, approve, administer, deliver, and evaluate courses and programs. These procedures support the institutional goal of providing excellent instruction in academic, basic skills, and vocational areas through a variety of delivery systems in order to better serve the needs of the community.

The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. Any change in Rio Hondo College's curriculum must go before the Curriculum Committee. All courses must have a student learning outcome and rubric of assessment attached. The processes that are in place are designed to achieve a number of goals. In order to ensure that all interested parties are aware of and approve of any changes that are attempted, signatures of faculty teaching in the discipline are needed and all changes must be initiated by faculty. The curriculum approval process is designed, ultimately, to maintain the quality of the College's curriculum and to determine that the College is striving to fulfill the mandated mission as part of the California Community College system. It should be noted that the institution is required to have a curriculum approval process, and there are some steps that must be included in the process in order for the committee to be functioning in accordance with Title 5, the regulations that apply to the California Community Colleges.

Laying the foundation for the student learning outcome process was the Capstone Project in September 2004. The Planning/Fiscal Council allocated funding/ release time for an SLO coordinator to establish some benchmark goals for SLO development. Funds were also allocated for staff development. An Ad Hoc SLO Committee provided a set of recommendation to define the SLO process:

1. Identify SLOs for every course, certificate, department, and program. A pilot program begun in spring 2006 established that all faculty were to develop one SLO in a gateway course. A workshop in fall 2006 was held for faculty and

deans involved in program review to develop both course-level and program-level SLOs. Rio Hondo faculty has made considerable progress. Nearly all departments have developed SLOs and assessment plans.

2. A Curriculum sub-committee met in the summer of 2006 to develop an approach for institutionalizing the SLOs at all levels. The Committee developed a 3-step strategy:

The strategy began with course-level SLOs and assessments so that faculty continued the shift in focus from course content delivery to student learning outcomes. As part of that process, faculty began identifying the interconnections between programs and services of the College.

a.) To emphasize these connections, the SLO and assessment plan encourages faculty to consider the role that factors outside the classroom may play in affecting student outcomes.

b.) Define student learning outcomes that are important to student success beyond the course.

The College provided numerous SLO workshops during FLEX day activities, and an SLO Committee was established, co-chaired by the Dean of Institutional Research and Planning and the SLO faculty coordinator. Two faculty members from each discipline participated. An assessment plan was developed to assure consistency across all disciplines.

Furthermore, in order to ensure quality and improvement of instructional courses and programs, a new program review process was implemented in spring 2008. It is based on a five-year cycle. All programs presented must have up-to-date course outlines with SLOs and an assessment plan. The needs of the program review process are linked to the budget needs of the area. At the end of the spring semester 2008, programs reviewed were presented to the Planning/Fiscal Council.

Self-Evaluation
The standard element is met. As a result of the work that has been accomplished with the SLO process, Rio Hondo College is now in the development stage of forming institutional SLOs. A pilot program was adopted by the Academic Senate in spring 2006, including guidelines, core competencies for the A.A. degree, and a program for the development of course-level SLO and Assessment Plans. A faculty SLO coordinator was appointed and co-chairs the SLO Committee with the Dean of Institutional Planning and Research. Each division has two faculty representatives. Student Learning Outcomes, Assessment Plans, and the Rubric for Evaluation of a Student Learning Outcome must be attached to all courses and programs going through the Program Review Process.

Planning Agenda
None

Evidence:

IIA.2.a.1	Academic Senate Agendas/ Minutes	P-Drive/Hard Copy

IIA.2.a.2	FLEX Day Activities	Hard Copy
IIA.2.a.3	Curriculum Committee Agendas/Minutes	P-Drive/Hard Copy
IIA.2.a.4	SLO Sub-committee Minutes	Hard Copy
IIA.2.a.5	Annual Accreditation Report	Hard Copy
IIA.2.a.6	Course Syllabi	Hard Copy

A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Advisory committees have been established for all vocational programs and meet at least once per year where minutes are taken. Some vocational education program advisory committees meet more than once per year. Membership includes industry professionals who understand the need for the discipline, and the chair is elected from industry. Curriculum changes, industry training and education needs, job growth, and related topics are discussed. A faculty-driven process of program review is completed for all disciplines which measures where the program has been, where the program is going and how the program is to obtain desired results. The student learning outcomes are completed, reviewed, and updated. An SLO coordinator holds workshops for faculty to answer questions and aid in establishing measurable student learning outcomes. Institutional research personnel maintain and report student success information, including the number of certificates and degrees completed by students, student success rates, and related information. College management, faculty, and staff can utilize this information in formulating plans for future opportunities. This data is also used in the formation of program review.   Curriculum for vocational programs is written to address the needs of industry based upon advisory committee recommendations. The five-year program review process assures that all courses and programs are systematically and routinely reviewed and re-evaluated for relevancy and competencies.

Self-Evaluation

The standard element is met at the time of this evaluation. SLOs have been written at the course and program level. The development and assessment of SLOs is an ongoing process, and the program review process provides learning outcomes that articulate what the instructor and College expect the students to be capable of doing after exposure to a course or service.

Planning Agenda

None

STANDARD II

Evidence:

IIA.2.b.1	Academic Senate Agendas/Minutes	P-Drive/Hard Copy
IIA.2.b.2	FLEX Day Activities	Hard Copy
IIA.2.b.3	Curriculum Committee Agendas/ Minutes	P-Drive/Hard Copy
IIA.2.b.4	SLO Sub-committee Agendas/ Minutes	Hard Copy
IIA.2.b.5	Annual Accreditation Report	Hard Copy
IIA.2.b.6	Course Syllabi	Hard Copies
IIA.2.b.7	Data Degree and Certificate Completion	Hard Copies

A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The College has various processes involved in the development and maintenance of curricula. These processes include program review, curricular planning, and Planning/Fiscal Council and Board approval of new courses and programs. These processes assure that courses and programs are systematically and timely reviewed and updated to appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Office of Institutional Research and Planning initiated the development of unit plans to determine perceived needs, goals, and objectives. Administrators, deans, directors, faculty, student services staff, and students were queried as part of the process. These perspectives were referenced in forecasting curricular growth over the next ten years as reflected in the updated 2007 Educational Master Plan.

Curriculum Strategies

A program review process will continue based on a five year cycle to assess course content, operational efficiency, relevancy, and applicability. Innovative instruction is encouraged through staff development during FLEX day activities.

The College has continued to develop a strong technical and occupational education component. Rio Hondo offers an Associate Degree in Automotive Technology as well as a Certificate of Achievement in each of the following: Brake Service, Engine Repair, Transmission Service, and Bosch Systems. The College has recently reorganized the areas administratively by placing separate deans over the areas of Technology and Occupational Education, and Business and Economic Development.

Student learning outcomes for active courses with measurable assessments are linked to program SLOs, thereby, giving local control of the assessment process to faculty who are most qualified to effect change and improvements in their respective areas.

Instructional Delivery Strategies
A continued emphasis has been placed on students who work, non-traditional students, and life-long learners. Short-term classes, accelerated courses, and modular courses, some offered as open-entry/open-exit classes, are given as reflected in the Class Schedule and by the Academic FLEX Calendar.

Furthermore, the College has expanded the use of classroom technology and cooperative work experience/internship programs. The completion of the new Learning Resource Center will provide students with state-of-the-art computerized labs and an expanded Virtual College. Rio Hondo College continues to provide online learning as an instructional delivery system that is particularly valuable to individuals who cannot come to a central campus for a variety of reasons. Three types of Web-based instruction are offered at Rio Hondo:

1. Full online courses that provide course content, online interaction, and assessment opportunities;
2. Hybrid courses that are courses which meet face-to-face and have a required online component;
3. Web-enhanced courses that are traditional face-to-face courses that use the Internet in some way.

Electronic access, literacy, and competency for students, faculty, and staff are an important component of the technology program. "Smart classrooms," interactive computer hardware and software, and computer-assisted instruction are a part of the College's basic infrastructure plan, thereby, insuring alternative instructional delivery strategies.

Self-Evaluation
The standard element is met. As a result of the work of the curricular planning process and Program Review Plan, high quality of instruction and appropriate breadth, depth, rigor, sequencing, and time to completion requirements are met. Rio Hondo College will continue to follow its processes and procedures to insure high quality instruction.

Planning Agenda
None

Evidence:

IIA.2.c.1	Academic Senate Agendas/ Minutes	P-Drive/Hard Copy
IIA.2.c.2	FLEX Day Activities	Hard Copy
IIA.2.c.3	Curriculum Committee Agendas/Minutes	P-Drive/Hard Copy
IIA.2.c.4	SLO Sub-committee Minutes	Hard Copy
IIA.2.c.5	Annual Accreditation Report	Hard Copy
IIA.2.c.6	Course Syllabi	Hard Copies

STANDARD II

IIA.2.c.7	Data Degree and Certificate Completion	Hard Copies
IIA.2.c.8	2008 Educational Master Plan	Hard Copy
IIA.2.c.9	Virtual College Manual	Hard Copy
IIA.2.c.10	Board Minutes	http://www.riohondo.edu/board/AgendaArchive/archive.htm Hard Copy

A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Rio Hondo is sensitive and responsive to the diverse needs and learning styles of its students. It uses a variety of delivery modes and teaching methodologies to accomplish serving students' diverse needs and learning styles. This is demonstrated in the development of the student learning outcomes for courses, certificates, programs, associate degree courses, and vocational training courses. Rio Hondo College continues to meet the needs and learning styles of its students with its Disabled Students Program and Services (DSP&S). Resource rooms and specialized staff are available to students who need disability-related services. This program is for all persons who have an American with Disabilities Act verifiable disability. The program provides services for students who are physically, learning, and psychologically disabled, hearing impaired, developmentally delayed, acquired brain injured, and the visually impaired.

Services include specialized tutoring, interpreters for the hearing impaired, a Braille transcriber, and counseling. High tech equipment designed to assist DSP&S students to complete classroom assignments is available in a special high tech lab.

Another example of the College's efforts to reach out to its diverse student population is the Puente Project, which is a one-year writing, counseling, and mentoring program. The emphasis is on Chicano/Latino writers and authors. The goal of the program is to increase the number of students who transfer to four-year colleges and universities.

In order to meet the diverse needs of the students, the College offers online and hybrid courses. Students have the option of taking hybrid courses that are a combination of campus-based traditional courses and online courses. Hybrid courses have a decreased on-campus commitment as online work is required. This unique course format provides the students with in-person contact with their instructor and fellow students, while they learn to use the Internet as a learning tool. Rio Hondo College offers technical support and student orientations. The College is committed to helping students be successful by providing a variety of learning options.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.2.d.1	2007 Factbook	Hard Copy
IIA.2.d.2	Program Review Self-Studies	Hard Copy
IIA.2.d.3	SLOs Matrix	Hard Copy
IIA2.d.4	ARCC Report	Hard Copy
IIA2.d.5	Noel-Levitz Student Satisfaction Survey	Hard Copy
IIA2.d.6	Rio Hondo College Factbook	Hard Copy
IIA2.d.7	Benchmark Report	Hard Copy
IIA2.d.8	Division and Department meeting minutes	Division Office
IIA2.d.9	Curriculum Committee Agendas/Minutes	P-Drive Hard Copy

A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description
Both credit and non-credit courses are updated through a rigorous curriculum program review cycle and systematic year review process. Not only are courses updated due to program review requirements and advisory committee recommendations but also based upon expert faculty research and discovery of needed changes and updates. New programs are also established through a curriculum review process. The process ensures that need, content, labor-market-data review, and related systematic overview are completed. Faculty participate actively in all aspects of curriculum review within their chosen discipline.

Self-Evaluation
The standard element is met. Rio Hondo College continues to evaluate all courses and programs via Curriculum Committee, program review, and the student learning outcomes.

Planning Agenda
None

Evidence:

IIA.2.e.1	Program Review Minutes	Hard Copy
IIA.2.e.2	SLOs	Hard Copy
IIA.2.e.3	Planning/Fiscal Council Agendas/Minutes	www.riohondo.edu/pfc/agenda_minutes.htm
IIA.2.e.4	Board Meeting Minutes	P-Drive/Hard Copy
IIA.2.e.5	Curriculum Agendas/Minutes	P-Drive/Hard Copy

A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description
Extensive SLOs, program reviews, and planning efforts have Rio Hondo College on a pathway that assures currency and measured achievement of SLOs for courses, certificates, and programs of both general and career technical education (CTE), and degrees.

Self-Evaluation
The standard element is met. The development of SLOs in courses and programs has been completed, but the assessment of those SLOs has not been finished.

Planning Agenda
The College will continue to assess SLOs for both courses and programs and will continue to self-evaluate those assessments.

Evidence:

IIA.2.f.1	Program Review Minutes	Hard Copy
IIA.2.f.2	SLOs	Hard Copy
IIA.2.f.3	Board Meeting Minutes	www.riohondo.edu Hard Copy
IIA.2.f.4	Curriculum Agendas/Minutes	www.riohondo.edu Hard Copy

A.2.g If an institution uses departmental course and/or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Rio Hondo's departmental course and program examinations are connected to and are part of the SLO assessments, as evidenced in the SLO course and program assessments, to minimize test biases and ensure accurate measurement of student learning.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.2.g.1	List of SLOs	Hard Copy
IIA.2.g.2	Assessments/Rubric for Evaluation	Hard Copy

A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

As stated in II.A.1, Rio Hondo awards course credit, degrees, and program completion based on student completion of courses and programs in accordance with approved course outlines and measured by assessments that have been developed through the rigorous curriculum process. This process includes SLOs and systematic program review. The process meets guidelines put forward by the Planning/Fiscal Council, the Board of Trustees, and Title 5.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.2.h.1	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.2.h.2	Class Schedule	www.riohondo.edu Hard Copy
IIA.2.h.3.	Curriculum Agendas/Minutes	www.riohondo.edu
IIA.2.h.4	Transfer Center Materials	Hard copies

A.2.i
The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

Rio Hondo awards degrees and certificates pursuant to the course credit and learning outcome requirements specified by the program. In serving as a basis for certificates and degrees, student learning outcomes have been or are being incorporated at the course, program, and institutional level. During the past three years, course-level student learning outcomes have been developed and are now being assessed for all active courses at Rio Hondo. In addition, course outlines were revised to include specific performance-based learning objectives, specific forms of assessment, and criteria for a student to pass a course.

At the program level, program-level learning outcomes have been developed in conjunction with advisory committees in a number of vocational education programs, including Nursing and Automotive Technology. For other certificate programs, such as those in Drug Studies, Child Development, Fire Technology, and the Police Academy, the course requirements and course-level learning outcomes have been specifically developed and assessed to prepare the student for the leading occupational exam in the field. During the 2007-08 academic year, all programs, including degree and certificate programs that have not previously done so, are completing the development and assessment of program-level SLOs.

Three processes scrutinize that learning outcomes are being used as a basis for awarding degrees and certificates. First, as a new course is developed or a present course is revised, it must be reviewed by the Curriculum Committee, which requires that a Student Learning Outcome and Assessment Plans is submitted. Second, the Student Learning Outcomes Committee monitors the completion of course-level SLO plans and assessment. Finally, during the process of program review, each program must submit the annual reports on its course-level and program-level SLOs. The program review report also addresses how the course requirements meet the program goals and how the course-level and/or program-level SLOs map to General Education SLOs. Finally, the program provides an evaluation of the program SLOs and reports the efforts made within the College community to improve the student learning outcomes.

The Program Review Committee meets with representatives of the program to determine the extent to which the program has developed an appropriate course and program-level SLO consistent with stated program goals, advisory groups, if any, and the needs of the students.

Self-Evaluation

The standard element is partially met. Rio Hondo is currently completing the assessment and evaluation stage of the student learning outcomes process at the course-level and developing program level outcomes for degrees and certificates. While the award of certificates and degrees has been based on performance-based course objectives and specified assessments, the link between program

completion and program-level student learning outcomes is still in the process of being completed. Once the College has systematically implemented the new program review process and programs continuously perform and evaluate the SLO assessments at the program level, the link between degrees and certificates awarded and the student learning outcomes of the students will be evident.

Planning Agenda
The academic year 2007-08 is the first year that the new program review has been implemented and program-level SLOs for degree programs scrutinized. Rio Hondo will completely implement this process during this year.

Evidence:

IIA.2.i.1	Instructional Program Review Process	Hard Copy
IIA.2.i.2	Curriculum Agendas/Minutes	P-Drive/Hard Copy
IIA.2.i.3	Academic Senate Agendas/ Minutes: Resolution Regarding the Establishment of the Student Learning Outcomes	Hard Copy
IIA.2.i.4	Student Learning Outcome Assessment Reports	Hard Copy

A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive student learning outcomes for the students who complete it, including the following:
- An understanding of the basic content and methodology of the major areas of knowledge areas includes the humanities and fine arts, the natural sciences, and the social sciences;
- A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means;
- A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles, civility and interpersonal skills; respect for cultural diversity; historic and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

Recognizing the individual worth and potential of every human being, Rio Hondo College offers an open access, comprehensive educational program. The College is dedicated to excellence in instruction and student support services to develop the intellectual and personal competence of each individual. Students have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship develop career skills, and understand the scientific, artistic, and social achievements of various cultures.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.3.1	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.3.2	Class Schedule	www.riohondo.edu Hard Copy
IIA.3.3	ASB Agendas/Minutes	Hard Copy
IIA.3.4	Career Center Workshops	http://www.riohondo.edu/students/careercenter/workshops.htm Hard Copy
IIA.3.5	Community Services Schedule	http://www.riohondo.edu/ecd/CECD/index.htm Hard Copy
IIA.3.6	Arts and Cultural Programs	http://www.riohondo.edu/arts/events/upcoming_events.htm Hard Copy

A.4   All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

During fall 2007, members of the Curriculum Committee attended a teleconference sponsored by the Chancellor's Office explaining the new Title 5 regulations regarding the criteria and minimum requirements for associate degrees. Rio Hondo College is deleting two associate of arts degrees that are currently out of compliance: General Education and Liberal Arts. A sub-group of the Curriculum Committee is meeting and working to create several new degrees that will be compliant with the new Title 5 regulations.

Self-Evaluation
The standard element is partially met. As a result of the aforementioned conference, during spring 2008, three workshops were held to inform faculty and managers of the new regulations. The College is in the process of creating new degrees and certificates.

Planning Agenda
The College will create new associate degrees to fit the new Title 5 regulations under sections 55063, 55070, and 55155.

Evidence:

IIA.4.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog/ Hard Copy
IIA.4.2	Power Point Presentation for Workshops	Hard Copy
IIA.4.3	Written Plan	Hard Copy

A.5   Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description
Rio Hondo College has been deemed by the state as a vocational institution. Several of our programs have received awards and are regionally and nationally recognized for their excellence, e.g., Advanced Transportation Technology, Drafting and Computer Added Design, Nursing, and Public Safety. Approximately 60% of our students come from outside the Rio Hondo College District, drawn by the reputation of specific vocational programs. Vocational students come to Rio Hondo for a variety of reasons: completion of certificates and degrees, professional development, retraining for advancement in their present job, or for a job change.

The vocational programs at Rio Hondo have established an extensive network of partnerships with business and industry. A few of these include the automotive program partnered with American Honda, Valley Power, John Deere, Bosch, and various municipalities from around Southern California. The public safety programs have partnered with numerous police and fire departments as well as the National Forest Service.

The Health Sciences programs have associations with White Memorial, Beverly, Presbyterian, Kaiser Permanente, Arcadia Methodist, and Whittier and Downey hospitals. The Drafting and CAD program has partnered with the Los Angeles County Sanitation District, Archway Systems, and Placecraft Corp.

The vocational programs have benefited from close associations with business and industry by building active "blue ribbon" advisory committees that have helped us keep our curriculum, faculty, and facilities current. In addition, these business/ industry connections have been an invaluable resource for internship opportunities for our students. Grants, especially Perkins (VTEA) and Industry Driven Regional Collaborative (IDRC) grants, have enabled the College to establish new, in-demand programs and add up-to-date components to the vocational programs of the institution.

Several of Rio Hondo's vocational programs are externally accredited, ensuring quality, realistic education, and training. They include Automotive Technology: National Automotive Technical Education Foundation (NATEF); Police Academy: Peace Officers Standards and Training (POST); Nursing: California Board of Registered Nursing (BRN), and Fire Academy: State Fire Marshall.

The strong combination of industry partnerships, advisory committee input, grants, internships, and the rigor of maintaining external accreditations has fostered an environment where our students gain technical and professional competencies that meet employment and applicable standards and are well prepared for external licensure and certification.

The Board of the National Institute for Automotive Service Excellence (ASE) is the body responsible for the Automobile Technician Training Certification (ATTC) Program. ASE will grant certification to programs that comply with the evaluation procedure, meet established standards, and adhere to the policies in this document.

The Certification Program is under the direct supervision of the Board of Trustees of the National Automotive Technicians Education Foundation (NATEF) and such personnel designated or employed by NATEF.

The purpose of the Automobile Technician Training Certification Program is to improve the quality of training offered at the secondary and post-secondary levels. NATEF does not endorse specific curricular materials nor provide instruction to individuals, groups or institutions. However, it does set standards for the content of instruction, which includes tasks, tools and equipment, hours, and instructor qualifications:

Standard 1 – Purpose
    The ATTC Program should have clearly stated program goals related to the needs of the students and employers served.
Standard 2 – Administration
    Program administration should ensure that instructional activities support and promote the goals of the program.
Standard 3 – Learning Resources
    Support material, consistent with both program goals and performance objectives, should be available to staff and students.

Standard 4 – Finances
Funding should be provided to meet the program goals and performance objectives.

Standard 5 – Student Services
Systematic pre-admission testing, interviews, counseling services, placement, and follow-up procedures should be used.

Standard 6 – Instruction
Instruction must be systematic and reflect program goals. A task list and specific performance objectives with criterion referenced measures must be used.

Standard 7 – Equipment
Equipment and tools used must be of the type and quality found in the repair industry and must be the type needed to provide training to meet the program goals and performance objectives.

Standard 8 – Facilities
The physical facilities must be adequate to permit achievement of the program goals and performance objectives.

Standard 9 – Instructional Staff
The instructional staff must have technical competency and meet all state and local requirements for certification.

Standard 10 – Cooperative Agreements
Written policies and procedures should be used for cooperative and apprenticeship training programs.

The ATTC Program is a certification program only and is not associated with the accreditation role of other agencies.

Self-Evaluation
The standard element is met. The vocational programs at Rio Hondo College are developed, maintained, and evaluated using a variety of internal and external processes and resources. These processes help ensure that first, what we teach is appropriate to prepare students for the world of work; second, how we teach the material is effective and packaged appropriately in terms of convenience, accessibility, and rigor; and third, the question "is the instruction working?" is sufficiently answered to inform the process of continuous improvement.

The feasibility of new vocational programs is initially determined as the result of needs assessment drawn from a variety of sources. These include business representatives from various program advisory committees, environmental scans of the community, special requests from specific industries (e.g., Quinn Caterpillar, Southern California Edison), economic outlook reports, and labor market data. Once the need has been established, funding sources are identified and sustainability is determined. Rio Hondo College has a strong reputation for pursuing and winning grants to start new vocational programs (e.g., IDRC grants in Advanced Transportation, Civil Engineering, and Logistics).

Instructional requirements regarding program outline, course outlines, tasks and skills, student learning outcomes (SLOs), equipment needs, supplies, and facilities are determined in coordination with advisory committees representing the various vocational disciplines. The new program application process is strictly followed involving the local consortium - Los Angeles, Orange County Workforce Leader's (LOWDL), the Rio Hondo Curriculum, and the system office.

Existing vocational programs go through continuous improvement through assessment of SLOs, continual advisory committee oversight, data collection and measurement of the Core Measures of VTEA (i.e., Achievement, Completion, Employment, and Non-Traditional Participation) and the institution's program review process. Currently, all instructional programs go through the program review process every five years. However, in order to synchronize the institution's program review with the state mandated two-year vocational program review process, the Rio Hondo program review process will occur every six years in vocational areas. The two-year program review process for vocational programs will be initiated in fall 2008.

Planning Agenda
None

Evidence:

IIA.5.1	Rio Hondo College Automotive Programs are NATEF Certified in Alternative Fuels	Hard Copy
IIA.5.2	Master Automotive Technology	Hard Copy
IIA.5.3	Professional Automotive Career Training (PACT).	Hard Copy

A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description
Courses at Rio Hondo College are clearly and accurately described for students through the College Catalog and Class Schedules, with course outlines of record developed through the rigorous curriculum process, which includes SLOs for each course. Faculty prepare personal course syllabi and provide them to students.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.6.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog Hard Copy
IIA.6.2	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm/ Hard Copy
IIA.6.3	Curriculum Files	Hard Copy
IIA.6.4	Sample Syllabus	Hard Copy

A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description
Students who have previously attended accredited institutions are able to use courses towards the associate degree requirements as applicable. Official transcripts are evaluated by the evaluators in the Admission Office and are applied towards the associate degree. Individual courses are evaluated by counselors to determine transfer requirements and certification of the general education transfer patterns.

Students who have earned credit at colleges and universities outside the United States may satisfy degree requirements. The admissions graduate-evaluator will review transcripts that have been evaluated through an approved foreign credentials evaluation services agency.

Additional credit for courses can be determined by Advanced Placement tests, College Level Examination Program (CLEP), military service, and college credits earned from high schools with articulation agreements. Military credit is determined by the Veterans Counselor.

Other credit is determined by the general counselors.

All policies are available to students from counselors and the Admissions office. Policies are also published in the College Catalog. Courses accepted for transfer to the California State Universities (CSU) and/or the University of California (UC) systems are indicated in the Class Schedule and College Catalog.

Transfer requirements for general education courses for the CSU and UC systems are specified in handouts. The general education requirements needed for the CSU and UC are published in the Class Schedule and are available on the College Website. Information is given to all new students at orientations where the requirements for the associate degree and transfer are explained in detail.

The articulation officer is the gatekeeper of course outlines, Intersegmental General Education Transfer Curriculum--IGETC, CSU General Education, baccalaureate lists, TCA lists, LDTP agreements, ASSIST, and other articulation-related data.

This information is made available regularly in the College Catalog, Class Schedule, and College Website.

The Articulation Officer maintains the files of all agreements with CSU, UC campuses, and independent universities in the Office of Student Learning Support and Articulation on the third floor of the Library along with all files of course outlines.

Rio Hondo utilizes the Assist Database to facilitate the transfer of students to California's public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

The College Catalog and Class Schedule reflect all courses that are transferable to the UC and CSU campuses. The Transfer Center has available pull-sheets that provide CSU/UC Transfer Basic Workshops and Orientations. Furthermore, new student orientations are held, and students are given the Student Success Handbook that explains the list of associate degrees and certificates, graduation requirements, and completing a transfer program.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.6.a.1	2008-09 College Catalog, pages 20-21	http://www.riohondo.edu/students/ counseling/catalog
IIA.6.a.2	CSU and UC General Education Guide Sheets	Hard Copy
IIA.6.a.3	CSU and UC General Education Guide Sheets -2008-09 College Catalog, pages 24-32 -Spring 2008 Rio Hondo Class Schedule, pages 112-113	Hard Copy
IIA.6.4	Articulation Agreements UC/CSU/Private Colleges	Hard copies – Third floor of The library
IIA.6.5	Assist List Hard copies – Third floor of The library	Hard Copy
IIA.6.6	CSU/UC Student Handouts Hard copies – Transfer Center	Hard Copy
IIA.6.7	Student Success Handbook	Hard Copy

A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

The College, through its program review process, Planning/Fiscal Council, and Board meetings, creates new, revises, or eliminates programs that for various reasons are determined to be non-viable. The College allows students to complete their education with minimum disruption.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIA.6.b	Curriculum Agendas/Minutes	P-Drive Hard Copy

A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and the personnel through the catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description
The College Catalog, Website, Class Schedules, Student Success Handbooks, and flyers consistently represent the institution clearly and accurately to current and prospective students.

On a consistent basis, Rio Hondo College reviews the Class Schedule, College Catalog, statements, and publications, including those presented in an electronic format, to insure that these publications reflect accurately the services and programs of the College.

Annually, at the end of the spring semester, the Office of Student Learning Support and Articulation initiates the production of the College Catalog. The College Catalog is disseminated to the eleven academic divisions and student services areas for review and corrections. A production schedule is generated to insure that the College Catalog is delivered in a timely manner to the campus community, surrounding unified high school districts, and institutions of higher learning.

On an on-going basis, the articulation specialist, who prepares the agendas and minutes for all Curriculum Committee meetings, is responsible for keeping an updated matrix of all curriculum changes in course offerings during the course of the academic year. In order to insure consistency and an open communication process, all division deans receive a copy of the matrix for their area at the end of each semester and summer sessions, and in addition, they receive a matrix of all SLOs that have been received for actively taught courses on a weekly basis. The Office of Student Learning Support and Articulation is the central repository for all course outlines and course-level SLOs. The articulation specialist communicates all new courses or inactive course changes to the publication specialist in Marketing and Publications to insure their inclusion in the College Catalog.

Rio Hondo College provides students and employees with an engaging and rewarding campus life and environment by providing accurate and updated information in the monthly publication of the President's Updates and the El Paisano Student Newspaper. Furthermore, the Weekly Runner informs and updates issues and events for the faculty and staff at the College. These publications insure an informational breadth that enhances an open communication process.

Self-Evaluation
The standard element is met. Rio Hondo has regular production calendars for the publication of the Class Schedules and College Catalogs. These documents are

disseminated electronically to the academic divisions and student service areas. In addition, the College Catalog has been updated using the media of compact discs. CDs are now being sold in the College bookstore along with the hard copies. The publication of the Rio Hondo College Factbook 2007 is another example of informing the campus community and citizens within the Rio Hondo corridor of the service area, population trends within the District, and community demographics. In order to upgrade the consistency of all campus publications and news releases to the media, the College has hired a new Director of Marketing and Communications. This will ensure consistency, accuracy, and currency of all campus documents. In the area of electronic information, Rio Hondo has hired a Webmaster who is responsible for maintaining the Website.

Planning Agenda
None

Evidence:

IIA.6.c.1	Class Schedule	http://www.riohondo.edu/admissions/schedule/index.htm Hard Copy
IIA.6.c.2	288-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.6.c.3	Class Schedule; 2008-09 College Catalog	http://www.riohondo.edu
IIA.6.c.4	Curriculum Agendas/ Minutes	P-Drive/Hard Copy
IIA.6.c.5	Division Curriculum Matrix	Hard Copy
IIA.6.c.6	Division SLO Matrix	Hard Copy
IIA.6.c.7	Institutional Goals President's Site	http://www.riohondo.edu/president/index.htm
IIA.6.c.8	President's Updates President's Site	http://www.riohondo.edu/president/index.htm
IIA.6.c.9	El Paisano	Hard Copy
IIA.6.c.10	Weekly Runner	Hard Copy
IIA.6.c.11	Production Schedules	Hard Copy
IIA.6.c.12	2008-09 College Catalog	www.riohondo.edu/students/counseling/catalog Hard Copy
IIA.6.c.13	College Factbook 2007 President's Site	http://www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf Hard Copy

A.7   In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description
Rio Hondo College Board Policy 4030 on academic freedom and the teaching of controversial issues together protect the academic freedom and allow for consideration of controversial questions and issues in the classroom, thus, fostering the integrity of the teaching-learning process. A pertinent portion of Board Policy 4030 specifically states, "Faculty members are entitled to freedom in the classroom in discussing their subjects, which may include related controversial issues. Faculty should help the student develop techniques for considering controversial questions – techniques which he/she will habitually use in later life." Board Policy 4030 is readily available in the offices of the President, Vice President of Academic Affairs, Vice President of Student Services, division offices, and the Library. Reference to this policy is in the 2006-2007 Faculty Handbook.

Academic Integrity, as referenced in the 2006-2007 Faculty Handbook is adapted from "Reference for Faculty: Academic Integrity and Disruptive Behavior" compiled by Sandra Rhoten, Associate Dean, Judicial Affairs, Division of Student Affairs, CSU Fullerton. A pertinent portion of this reference states, "While integrity involves all members of the academic community, faculty, staff and students – you, as an educator and instructor, are uniquely positioned to teach, model and assure integrity in students' academic assignment."

The Faculty Handbook is readily available in the offices of the President, Vice President of Academic Affairs, Vice President of Student Services, and division offices.

Self-Evaluation
The standard element is met. The Faculty Handbook has been revised to include topics such as academic freedom, teaching controversial issues, and discipline. These topic areas refer the faculty member to the relevant Board policies and College procedures regarding each topic. The institution's commitment to academic integrity is made clear by the wide distribution of the Faculty Handbook, the Board Policies, and College Procedures.

Planning Agenda
 None

Evidence:

II A.7.1	Board Policy 4030	Hard Copy
II A.7.2	2006-2007 Rio Hondo College Faculty Handbook	Hard Copy

A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Course outlines, faculty evaluations, and student complaints are the primary methods used to assess how well Rio Hondo College's faculty and staff maintain the separation of fact and personal conviction. In dealing with students, the faculty must follow course outlines developed by faculty and approved through the Curriculum Committee process, specifying course objectives, content, evaluation criteria, general methodology, and required texts. Student learning outcomes and assessments are attached to the course outlines. Part-time faculty evaluations include administrative and student evaluations. Contract faculty evaluations include peer and administrative evaluations and student evaluations. Administrative evaluations for both part-time and contract faculty members include classroom visits by the administrator. Tenured faculty evaluations consist of peer evaluation only. Tenured faculty may choose to include student evaluations. Currently, the evaluation forms for student input do not ask questions specific to this section, but students may be invited to write their comments about the instructor as part of the evaluation process.

The College makes every effort to ensure that information given to students and to others is presented fairly and objectively. The Board has adopted a policy on both academic freedom and teaching of controversial issues (BP 4030).

Self-Evaluation

The standard element is met. Generally, problems that might occur with regard to verbal information surface when there is a complaint. Students file very few formal grievances, and when they do, the issue of conflict is usually student evaluation. No formal complaints have been filed, so in the absence of information to the contrary, there does not appear to be a problem in this area.

Planning Agenda

None

Evidence:

IIA.7.a.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog Hard Copy
IIA.7.a.2	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm Hard Copy
IIA.7.a.3	The Student Handbook	Hard Copy

A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description
Board Policy 4030 and Board Policy 4200 on Academic Integrity clearly state that the College will not tolerate academic cheating of any kind and list the various penalties that may occur if a student is caught cheating. The statement of Academic Integrity is published in the Class Schedule, the College Catalog, the Faculty Handbook, and the Student Success Handbook

Self-Evaluation
The standard element is met. The statement of Academic Integrity was not previously published in the College Catalog or the Faculty Handbook but now there is a section printed in both. Furthermore, the Faculty Handbook not only identifies the definition of academic dishonesty but also gives strategies for preventing, confronting, and reporting academic dishonesty.

Planning Agenda
None

Evidence:

IIA.7.b.1	Board Policies 4030 and 4200	Hard Copy Only
IIA.7.b.2	Spring Class Schedule 2008 Rio Hondo College	http://www.riohondo.edu/admissions/schedule/SP08/SPRG08GenInfoWEB.pdf; Hard Copy, page 107
IIA.7.b.3	2008-2009 College Catalog	http://www.riohondo.edu/students/handbook/policies.htm
IIA.7.b.4	2006-2007 Rio Hondo College Faculty Handbook	Hard Copy Only
IIA.7.b.5	Rio Hondo College Student Success Handbook	Hard Copy Only

A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description
The state mandates that the College publish information regarding drug and alcohol use. This information appears in the Class Schedule, the College Catalog, and the Student Success Handbook. Information regarding academic integrity and suspension/expulsion appears in the "General Information" section of the Class Schedule. In addition, the College has specific guidelines regarding faculty, staff, and

student conduct. These guidelines are approved by the governing Board and appear in the following Board policies:

- BP 2109 Field Trips, and/or Excursions within the State, to Other States, or to Foreign Countries
- BP 2305 Smoking
- BP 4200 Student Code of Conduct
- BP 4030 Academic Integrity
- BP 4210 Suspension/Expulsion
- BP 4540 Drug and Alcohol Free Campus
- BP 7150 Drug and Alcohol Free Workplace
- BP 7160 Sexual Harassment

Self-Evaluation
The standard element is met. References to the Student Code of Conduct in Board Policy 4200 appear in the College Catalog, the Class Schedule, the Faculty Handbook, and the Student Success Handbook. In the College Catalog, the policy is referenced under "Student Conduct" and "Suspension and Expulsion." None of the publications contains the entire text of the Student Code of Conduct due to its length. Board Policy 2305 regarding smoking, although in existence, has now become moot due to the implementation of state laws that govern everyone.

Planning Agenda
None

Evidence:

IIA.7.c	Board Policies 2109, 2305, 4200, 4030 4210, 4540, 7150,7160	Hard Copy Only

A. 8   Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Description
Rio Hondo College does not offer curricula in foreign locations to students other than U.S. Nationals.

Self-Evaluation
Not applicable

Planning Agenda
Not applicable

Evidence:
Not applicable

B. Student Support Services: The Institution recruits and admits diverse students who are able to benefit from the programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Description

Rio Hondo College has an open access policy. The College reaches out to the community via outreach staff recruitment, direct or target marketing, advertisement, and general mailings of the schedules to inform the public of the opportunities available at the College and consistent with the mission of being the community's College. The College has gone through a student satisfaction survey via Noel-Levitz, and the Student Services Division was given feedback from it. Additionally, the division has produced student learning outcomes by departments and has begun doing point-of-service surveys to validate and supplement the Noel-Levitz findings. Admissions applications are done by Web or paper, and registration is still being offered by paper, phone, or Web. The College employs staff proficient in English and Spanish in order to improve service to our community. The College participated in the Equity for All Project with the University of Southern California's Rossier School of Education's Center for Urban Education in 2005-06 and is participating in the California Benchmarking Project during the 2007-08 academic year. The Equity for All Project was highlighted during the fall FLEX Day with a keynote from Dr. Estela Bensimon, Director of the Center for Urban Education and principal investigator of the project, along with two workshops offered the same day to better disseminate the report. Additionally, each division meeting had a brief presentation about the project. Testing practices and availability have been examined, and the College has committed to enhance availability via a dedicated room for computerized assessment testing for quicker turn-around for the students. The College hosts three College Information Days annually, and there has been an increase in the counselor-to-counselor interface (high school counselors meeting with College counselors) to improve and provide better resources, understanding, and access for the high school students. The Student Services Management Team has held two retreats this past year as part of the College's overall planning cycle and has created unit plans, objectives, and activities that tie into the College's overall goals, vision, and mission.

Self-Evaluation

The standard element is met. The division has focused on planning, assessment, and program improvement. With a new program review process, the division has undergone 16 program reviews this academic year (2007-08) and will continue to be engaged annually in the process. Student satisfaction has been low in some key areas, yet the division continues to strive and improve in meeting student needs and providing for student success.

Planning Agenda

The division of Student Services will expand the collection of data and continue to analyze the results of its assessments to improve the delivery of its services.

Evidence:

IIB.1	Student Service Planning Book	Hard Copy
IIB.2	USC Urban Planning President's Report	Hard Copy
IIB.3	California Benchmarking Project	Hard Copy
IIB.4	Student Service Retreat Agendas	Hard Copy

B.1
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support the student learning and enhance achievement of the mission of the institution.

Description

To support the mission of the College, Rio Hondo provides comprehensive student support services to students via numerous programs:

- **Admissions:** The College provides online or hard copy admissions applications to accommodate all type of students and their needs. The College is exploring the possibility of adding CCC Apply to its process as the College undergoes a migration to a new MIS system, Banner. Students can currently register online, via phone registration, or in person.
- **Assessment:** Assessment tests are mostly "paper and pencil," although the College does provide computerized math testing on campus. The College is considering the option to complete computerized assessment testing and has recently ordered computers to be utilized for this purpose and has a room designated. The College does offer some group testing at various times of the year to accommodate students who need assessment just prior to a registration period. Additionally, the College does provide assessment testing at the District service area high schools to assist students in their process.
- **Associated Student Body of Rio Hondo College:** Rio Hondo has an active Associated Student Body (ASB) government and an active Inter-Club Council as well. The President of ASB and designees serve on the College's shared governance council (Planning/ Fiscal Council). Students are actively encouraged to participate in as many committees and councils as possible and are always invited to participate in leadership planning retreats. The student leadership and their advisors were relocated to the Campus Inn as the College continues on its path toward a new campus infrastructure. Students have been engaged in the dialogue and planning for the new Student Services building.

- **CalWORKs Program:** This state funded program provides assistance to low-income students who are or were receiving Temporary Assistance to Needy Families (TANF) benefits. Career counseling, childcare referrals, some cash aid, and work-study jobs are provided to support student learning and enhance student achievement.
- **Career Development Center:** The center offers a wide variety of services, activities, and workshops, but not job placement, to assist students with their specific career needs and inquiries. The center, in cooperation with academic divisions, sponsors job fairs, workshops, and internship placement. Resource materials, inventory tools, and Web access are readily available to any student who wishes to utilize these services. Career related workshops, career interest testing and interpretation, and career counseling are also available in the CDC.
- **Counseling:** A variety of counseling services are offered to assist students in reaching their educational goals. Services, such as personal counseling, career counseling, academic planning and online counseling are examples of what counseling does to provide access and assist in student success. Counseling currently offers services in English, Spanish and Chinese, and counselors are available during the day, evenings, and on weekends during key registration periods. An Academic Assistance System (AAS) is the College's early alert program for students who are struggling during the semester. Faculty identify students who are struggling and intervention letters are sent by the Counseling Department, outlining educational support resources available to them. Additionally, counselors provide Student Success Workshops for students on probation or dismissal status, providing students with strategies that assist them to improve their academic standing.
- Disabled Students Programs and Services: Many services and academic accommodations are available to students with verified disabilities. Support services include screening/testing for learning disabilities, specialized tutoring and instruction, and supervised testing for students with disabilities so that they can participate fully in the College and learning experience.
- Extended Opportunity Program and Services (EOPS): This is a state-funded program that provides services to approximately 1600+ students per year. These services are targeted to low income and educationally disadvantaged students who receive partial book vouchers, academic achievement grants, counseling services, transfer assistance, one-on-one tutoring as needed, and priority registration. These services are provided to students to support learning, persistence, retention, and achievement.
- Financial Aid Office: The office provides most federal and all state grant, work study, and loan programs opportunities to students at the College. The office processes applications, provides a direct deposit option, and facilitates the scholarship program for the campus. Veterans Services, which is currently located in the Financial Aid Office, processes applications for educational benefits, assists in resolving problems related to benefits, and provides assistance and general information regarding the College to veterans.
- GEAR UP: The GEAR UP program is a federally funded program that provides specific focus for Madrid Middle School and Mt. View High School.

Assisting students with preparing for university eligibility, providing in-class and after school tutoring services, and motivating the students with workshops, fieldtrips and assemblies are all "geared" toward inspiring the students to plan for College. There is also a parent component to inform parents about their children's options and encourage them to consider returning for education themselves.

- Health Center: The center provides emergency and non-emergency medical services, crisis counseling, individual health counseling, and a variety of other services, such as routine physicals and immunizations and screenings for hearing, vision, and blood pressure. The center also provides educational workshops in and out of the classroom.

- Outreach Services: The Outreach Office expanded their staff in fall 2007 from one staff member to three staff members and has enhanced their services to the service area high schools. The staff members provide one-on-one assistance, provide group or classroom presentations, assist students with the application process online and paper, discuss options for students regarding financial aid, transfer opportunities and work force opportunities via the community colleges. The staff participate in College nights at the local school districts, attend community functions promoting the College, and serve as a valuable College resource for the community and local high schools.

- Student Activities: The office is a hub for extracurricular and student leadership activities on campus. Support and advisement is provided for both the student government and the inter-club council, club sponsored events and programs, and vendor services. Student elections are conducted twice annually.

- Transfer Center: The center serves as the on campus hub for students interested in transferring. The center provides transfer information days, College/university fairs, university tours, application workshops, and hosts College/university representatives. The transfer staff offer presentations in College classrooms as invited and provide transfer options, and the center serves as a resource for the College campus.

- Tutoring Services: Tutoring services are available in many areas on campus; the Learning Assistance Center (LAC) is located on the 5th floor of the Library and serves as the tutoring center for most courses offered at the College. The Math Science Center (MSC) provides assistance with math and science courses, and this can be done individually or in small groups. Programs on campus possess categorical funding that provide for tutoring as well, such as EOPS, DSP&S, and the two TRIO programs—Upward Bound and Student Support Services.

Self-Evaluation
The standard element is met. Rio Hondo College provides a plethora of student support services to assist its students to meet their educational goals. The College continues to commit to improving and enhancing services. It has strengthened its program review process in order to improve such accomplishments. The new planning process has involved all constituency groups, and the resulting institutional goals, objectives, activities and unit plans will help to ensure that the quality of student services will be consistently measured, enhanced, and improved.

Departments are working to capture more feedback for assessment purposes and to utilize the information and results as the basis for implementing any needed changes and ongoing program improvements.

Planning Agenda
None

Evidence:

IIB.1.1	Admissions	Hard Copy
IIB.1.2	Assessment	Hard Copy
IIB.1.3	Associated Student Body Agendas/Minutes	Hard Copy
IIB.1.4	CalWORKs Program	Hard Copy
IIB.1.5	Career Development Center	Hand-outs
IIB.1.6	Counseling	Hand-outs
IIB.1.7	Disabled Students Program and Services	Hard Copy
IIB.1.8	Extended Opportunity Program and Services	http://www.riohondo.edu/students/eops/ Hard Copy
IIB.1.9	Financial Aid	http://www.riohondo.edu/students/financialaid/ Hard Copy
IIB.1.10	GEAR UP	Hard Copy
IIB.1.11	Health Center	Hard Copy
IIB.1.12	Outreach Services	Hand-outs
IIB.1.13	Student Activities	Hand-outs
IIB.1.14	Transfer Center	www.riohondo.edu Hand-outs
IIB.1.15	Tutoring Services	www.riohondo.edu

B.2   The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
a. General information
- Official name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Learning Resources
- Available Student Financial Aid

- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Student
- Academic Regulations, Including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May Be Found

Description B.2 (a-d)
The College Catalog contains up-to-date information on the College's mission and other information as follows:

- admission policies,
- program and degree offerings,
- academic calendar and program length,
- graduation requirements,
- add and drop deadline dates,
- student code of conduct,
- complaint and grievance procedures,
- student support learning resources,
- financial aid availability,
- academic freedom statement,
- names and degrees of administrators and faculty,
- names of governing Board members,
- and the overall College matriculation procedures.

In addition to being in the catalog, this comprehensive information is disseminated to students via the semester Class Schedule, the Student Success Handbook, the College Website, and the Faculty Handbook. Also, a portion of this information is provided to students during College orientation and to prospective students at local high schools. This information is also presented at community, organization-sponsored College information fairs through our College outreach and recruitment activities.

Students who enroll in Counseling 101 and 151 classes will also be provided with a copy of the Student Success Handbook to use as a reference resource.

The College Catalog is a primary information resource tool used in a variety of one to one and group counseling sessions as well as in a classroom instruction setting. This resource tool is used to facilitate awareness of the College admissions

process, student fees, fee refund policy, degree certificate, graduation and transfer requirements, academic regulations, nondiscrimination statement, grievance and complaint procedures, and sexual harassment information. The College Catalog is available in the College bookstore and is available on CD ROM.

In addition, the Class Schedule is distributed and is available in the College Admissions and Counseling appointment waiting area, outside the main entrance to the administration building, in local feeder high schools and community based organizations, and at community sponsored College and career fair activities.

Self-Evaluation
The standard element is met. The College has made conscientious efforts to ensure the information is relevant to students being able to successfully understand and navigate through the College environment. This information is made available in multiple formats and distributed at locations both on and off the College campus. Such publications are readily available and widely distributed.

Planning Agenda
None

Evidence:

IIB.2.a.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog/ Hard Copy
IIB.2.a.2	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm Hard Copy
IIB.2.a.3	Student Success Handbook	Hard Copy
IIB.2.a.4	College Website	www.riohondo.edu
IIB.2.a.5	Faculty Handbook	Hard Copy
IIB.2.a.6	College Orientation Script	Hard Copy
IIB.2.b.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog/ Hard Copy
IIB.2.b.2	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm Hard Copy
IIB.2.b.3	Student Success Handbook	Hard Copy
IIB.2.b.4	College Website	www.riohondo.edu

B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address these needs.

Description
As part of the College matriculation process, assessment is strongly encouraged of all students. College orientation is recommended for all new students wishing enrollment into English, ESL, reading, or mathematics courses. During assessment, students are asked to identify College services they would like to receive more information about. During orientation, students have the results of their assessment into their first semester, complete a one-semester educational plan, and are informed about the comprehensive student educational support services available to them. Rio Hondo College educational support services include:

Academic Services
- Academic counseling
- English as Second Language (ESL)
- Tutoring

Support Services
- Financial Aid
- Veterans Services
- Disabled Students Programs and Services (DSP&S)
- Educational Opportunity Programs and Services (EOP&S)
- Services for single parent head of household (CARE)
- Transfer information, workshops and assistance
- Career Development information and workshops

Other Services
- Childcare
- Employment Information Assistance
- Career Planning
- Health Services
- Student Government
- Early Alert Interaction
- Classroom Retention Presentations
- Student Success Workshops

The Counseling Department consists of full-time counselors. Student athletes, EOP&S students, CalWORKs participants, disabled students, and foreign students see specialized counselors. Part-time counselors provide assistance during summer months, in peak periods, and at the beginning of each semester. Students are directed to see a counselor to receive appropriate student services.

Tutoring services are available through the Learning Assistance Center (LAC) and the Math and Science Center (MSC). The LAC, located on the fifth floor of the Library, serves as a tutoring center for all courses offered at the College. Tutoring is arranged individually on a regular basis for students. Students drop in to the

MSC for assistance with either mathematics or science courses. Disabled Students Program and Services (DSP&S) also offers specialized tutoring for students with disabilities.

Rio Hondo College also has the Academic Assistance System (AAS). AAS is an early warning system that allows faculty to identify students who are having difficulties and refer them for additional tutoring or counseling intervention assistance.

The Financial Aid Office processes applications and monitors an array of federal, state, and local financial aid programs, including grants, scholarships, and Work Study opportunities. Student need for financial aid at Rio Hondo College is extensive, and the amount of financial aid awards continues to increase each year. The Financial Aid Office utilizes available technology to provide financial aid to students in a timely manner, using direct deposit and other technological resources.

Veterans Services, located in the Financial Aid Office, include processing applications for benefits, resolving problems related to benefits and providing clarification assistance, and giving general information regarding the College's policies and procedures.

Rio Hondo College provides a Disabled Students Program and Services (DSP&S) in compliance with the Americans with disabilities Act (ADA) and California law. The DSP&S office serves approximately 300+ students each academic year. Support Services include screening/testing for learning disabilities, and specialized tutoring and instruction, as well as educational accommodations including supervised testing for students with disabilities so that they can participate fully in the College experience.

Extended Opportunity Program and Services (EOP&S) serves approximately 1600 students a year. The program offers an array of counseling, advising, outreach, and financial assistance services to EOP&S eligible Rio Hondo College students. EOP&S also provides partial book vouchers and academic achievement grants as well as priority registration. The Cooperative Agencies Resources for Education (CARE) program is also under the auspices of EOP&S. Both the CARE program and the CalWORKs program, located in the Workforce Development Office, serve students on Temporary Assistance for Needy Families (TANF) and provide cash aid. The CARE coordinator and CalWORKs counselors serves as liaisons to (GAIN) services workers and advise students on how to fulfill county GAIN requirements to continue their education.

The CalWORKs program offers childcare referrals and payment to those students who are not yet in the GAIN program.

The Transfer Center assists students to select four-year institutions they are interested in attending and help them make a smooth transition to that institution. Some of the center's specific functions include transfer workshops,

annual transfer days, college/university fairs and tours, application workshops, classroom presentations, and regular visits from university and four-year college representatives.

The Child Development Center at Rio Hondo College provides children services to students, staff, and the community. Rio Hondo College students have priority over others only during registration for the upcoming semesters. Fees are based on a sliding scale according to family income. A percentage of the children qualify for state and federal child-care grant programs, which subsidizes the full cost of care. Each semester the center serves children ages two years and nine months (provided the child is toilet-trained) to five years of age, offering half-day and full-day care, including nutritional meals and snacks. There is always a waiting list for the program.

Job Placement and Employment Development Department services are offered to students through the Workforce Development Office.

The Career Development Center provides career-life planning programs and job placement information. The purpose of the Career Development Center is to help students clarify life and educational goals, choose a major, decide on a career goal, and improve career decision-making skills. The services in the center include workshops, panels, career counseling, and career interest testing. Internet research and a career The library are also available to students in the Career Development Center. Two full-time counselors and part-time counselors operate the center with the assistance of support staff.

Health services available to students Monday through Friday include routine physicals, immunizations, and individual therapy. The Health Center is staffed by one full-time doctor, one full-time nurse, three part-time physicians, and a psychologist. The Health Center offers first aid; care for short-term medical problems; screening for hearing, vision, and blood pressure; free or at no cost immunizations and lab tests; health consultations and referrals for follow-up care, and health education. The Health Center offers workshops, including time and stress management plus nutrition and exercise. It also makes class presentations at instructor's request and provides consultations following a staff referral.

Self-Evaluation
The standard element is met. Rio Hondo College students feel satisfied with the academic advising and counseling at Rio Hondo College. An analysis of students who graduated during the 2006 spring semester found that a common thread shared by the graduates was their participation in College counseling services and/or counseling classes. Student response to the most recent Student Learning Outcome Questionnaire indicated that over 90% were satisfied that they received the assistance they were seeking.

Rio Hondo College conducts orientation sessions throughout the year during the day and evenings as well as on Saturdays and occasionally on Sundays.

STANDARD II

Approximately 2000 + students attended orientation each academic year. Past Noel-Levitz survey results indicated that students consider new student orientation services important and that these services help them to adjust to College life. Focused efforts have been made to increase the number of students who attend orientation each semester. This has been done by increasing orientation sessions both on campus and at local high school campuses. Student response to the most recent Student Learning Outcome Questionnaire administered to orientation students indicated that nearly 100% felt positive about the information received at the orientation.

As part of an ongoing effort by the College to increase student retention and persistence, the counseling department has institutionalized an Academic Assistance System (AAS). During the semester, instructors identify students who may be doing poorly in the classroom and notify the counseling department of such students. Upon notification, the department initiates a student contact intervention designed to make students aware of instructor concerns and provide them Rio Hondo College with student-directed educational support options available for them. To compliment this "early warning" student intervention effort, counseling department counselors also initiate other student intervention activities. Counselors make themselves available to go into classrooms to provide student retention "pep talks" to students. These 15-minute talks are designed to provide students with motivation, inspiration, and greater awareness of College resources that are available to them. In addition, for students who are on academic or progress probation, or on College dismissal status, counselors facilitate Student Success Workshop sessions, which strive to provide students with strategies that assist to extract themselves from probation/dismissal status.

A recent analysis of student data conducted by the University of Southern California (USC) Equity for All Project demonstrated that approximately 80% of new students at Rio Hondo College assessed into one or more developmental classes. In addition, by the end of second term, seven of ten students were no longer enrolled in College classes. This information has shed light on the importance of strong and effective College tutorial services and the need for expanded student support service and intervention assistance. While in the past, students have indicated satisfaction with the availability of College Student Support Services, such services in isolation have not stemmed the tide of the number of College dropouts or the number of students who found themselves on probation or dismissal status. A deeper College analysis needs to be made regarding student utilization of College resources and their impact on student retention, persistence, and classroom success.

The Career Development Center continues to take a proactive leadership role in the development and implementation of relevant and contemporary activities that serve to motivate and challenge students to focus on the importance of making career decision choices best suited for them and doing so in a timely manner early in their College career. By working in cooperation with classroom instructors, thousands of students are served each academic year.

The College Transfer Center has made significant strides to provide consistent services to students who are interested in university transfer. University representatives who visit the center to meet individually with students or attend College fairs give high marks to the center for their welcoming and university-friendly environment. Most recently, the center has been somewhat hindered because of a temporary staffing shortage, but the recent hiring of a full-time College Transfer Center Counselor/Coordinator has been completed and promises to invigorate the center with an infusion of new energy and ideas. In addition, efforts are being undertaken to add additional staffing; thus, the center will have the resources necessary to provide a full complement of transfer related services.

The College Disabled Students Program and Services (DSP&S), while continuing to provide quality dedicated services to program eligible students, has experienced a void regarding the presence of DSP&S experienced program leadership. There exists a need to bring stability to the program to continue to provide quality service to the student populations it serves. The College has taken steps to address this need by initiating the hiring of a program director assigned 100% to the program. In addition, efforts have been made to request additional staffing in order to expand program services to students.

The Child Development Center is a modern facility and is a jewel on the College campus. This center fills an expanding need for child-care services for students attending College classes. Without this service, numerous students would not be able to pursue a College program of study.

Trio Programs houses two federally funded programs: Upward Bound (high school students) and Student Support Services (College students), which serve 60 and 160 students respectively. The purpose of these programs is to prepare first-generation, low-income, and/or disabled students for admission into four-year colleges and universities. Services include academic advisement, transfer and career information, tutoring, priority registration, student success workshops, educational and cultural activities, financial aid and scholarship information, cash-aid stipends, and other student support services.

Planning Agenda
None

Evidence:

IIB.3.1	Individual Student Services Brochures	Hard Copy
IIB.3.2	Counseling Department Brochure	Hard Copy
IIB.3.3	Tutorial Center Brochure	Hard Copy
IIB.3.4	Counseling Department Brochure	Hard Copy

IIB.3.5	Financial Aid Brochure	Hard Copy
IIB.3.6	Veterans Information Flyer	Hard Copy
IIB.3.7	DSP&S Brochure	Hard Copy
IIB.3.8	EOPS Brochure	Hard Copy
IIB.3.9	CARE Information Flyer	Hard Copy
IIB.3.10	CalWORKs Brochure	Hard Copy
IIB.3.11	Transfer Center Brochure	Hard Copy
IIB.3.12	Child Development Center Brochure	Hard Copy
IIB.3.13	Career Development Center Brochure	Hard Copy
IIB.3.14	Health Center Brochure	Hard Copy

B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery model.

Description

Rio Hondo College provides a comprehensive array of services geared to address the needs of its diverse student populations. In recent years, efforts have been made to expand services to accommodate the needs of students who elect to take courses in offsite facilities, Weekend College, and/or an ever-expanding Virtual College.

All College services are accessible for students who are challenged. Since the College is located in a physical location that encompasses a steep terrain, it may be difficult for the physically challenged to navigate campus. Upon request, the Disabled Students Program and Services (DSP&S) office can provide specialized transportation assistance to such students.

To better serve students needs, the College has indicated diligent efforts to standardize key department operational hours, so students can conduct their College business in one visit to the campus. Numerous services have expanded hours into the evening and during key registration periods (first few weeks of each semester) key offices such as, Assessment Office, Counseling, and Admissions and Records have staff available on Saturdays.

The College has scientifically expanded the availability of services and assistance in alternative formats. Within the development of computer technology, a wide variety of College services can be accessed online. Counseling services, the Library resources, and the purchasing of books are all available to students who wish to utilize the online option. In addition, the College administration building has state-of-the-art computers for students to look up open and closed classes and register for classes; and a telephone bank for class registration is available.

Rio Hondo College provides assessment testing and College orientation in service areas high school campuses and in community sites where College instruction takes place. In addition, the College is in the process of developing an online orientation program and developing a computerized assessment process, beginning with the math assessment. In many off-campus sites where classes are offered, class registration takes place on site. While many students now register for classes online, those who have a need to interface with a College counselor in person will find an increased number in the counseling center during peak registration times.

Self-Evaluation
The standard element is met. Rio Hondo College continues to strive to ensure that it provides its diverse student populations an array of comprehensive services that are accessible to all individuals interested in pursuing a College education in a welcoming and student centered environment. The College has embarked on a ten-year building construction process that will result in numerous modern and technologically equipped learning structures being built, both on College campus and in local community sites. This commitment will provide current and future students with the opportunity to pursue and complete a College education in an amazing, exciting new learning environment, one that is student centered and technologically advanced.

Planning Agenda
None

Evidence:
Not Applicable.

B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description
Rio Hondo provides activities at the College that enrich the College experience for the student and provides a variety of ways in which a student may get involved, including student government, athletics, and clubs. The Associated Student Body's (ASB) objective is to encourage active participation in College events and activities by all students. Students may pursue a special interest through participation in one of the campus clubs or organizations. Those who choose to participate in this phase of College life may derive valuable social and educational experiences. In addition, the ASB sponsors a variety of activities, including open forums, entertainment, and a variety of multicultural programs. Also, the College student government organization is the ASB Senate. This body and its officers establish and maintain student co-curricular activities. The participation of students in these activities serves to enhance their involvement in on- and off-campus endeavors that allow

them to become engaged with fellow students and community members. This contact encourages their personal and civic responsibility awareness, challenges them intellectually, and helps them to develop their personal capabilities as students and members of the community.

Academic Program Highlights

Arts and Cultural Programs
The Arts and Cultural programs have flourished at Rio Hondo College. The program has created a DVD for recruitment and marketing called Arts at Rio. Student art work commissioned by Foothill Transit is on display in the lobby of their new building. Another achievement for this program is the articulation/communication agreements that have been secured this year. The College has entered into articulation agreements with the Otis Institute of Art and Design, South El Monte Theatre Academy, and Cal Poly Pomona.

Business and Technology
Rio Hondo College is currently teaching automotive classes at Mt. View High School and has classes scheduled for Workman High School. Business and Technology hosted a Geographical Informational Systems (GIS) Day and is beginning the second semester of civil engineering courses. There have been new short term certificates created in information systems development, Website development, software development, information security, and PC maintenance.

Math and Science
An Environmental Symposium was held to help with the revision of the Environmental Technology program at Rio Hondo College. The Division of Mathematics and Sciences received a MESA Grant and continues to work intensively on the basic skills initiative.

Career and Technical Education
Rio Hondo College offers award winning Career and Technical programs that can help improve the quality of life for our students while offering skills that are needed to succeed. Rio Hondo College's award winning Police and Fire Academies are rated in the top 10 in the state. The California Commission on Peace Officer Standards and Training has established a Regional Skills Training Center on the Rio Hondo College campus, and the Fire Academy is expanding in Santa Fe Springs. Rio Hondo College has created more room in the Nursing Program to accommodate the need for nurses in the community. Rio Hondo College was established to help students be successful in achieving their goals in life, and the Career and Technical Education program does just that.

Pharmacy Technician Program
Rio Hondo College became aware of the increased pharmaceutical needs of a larger, older adult population in this area as well as a significant growth in the pharmaceutical industry. To answer that community need, in September 2007, Community Services began offering a 302- hour Pharmacy Technician program that

is a combination of 182 hours of classroom instruction with 120-hours of externship. The first session had 23 students, and the expectation is that it will continue to grow.

Regional Training Center in Santa Fe Springs

Rio Hondo College has leased the three acres behind the Rio Hondo College Fire Academy to serve as one of five Regional Training Centers for Homeland Security. Rio Hondo College, in partnership with the City of Santa Fe Springs, was awarded a grant of $300,000 to provide props for realistic rescues. Mayor Antonio Villaraigosa has released the first $150,000 of that grant, and props are under construction. The props include a train car on a track, a hazardous materials prop, and a "confined space" training prop. Drawings for the construction on the land are being completed and will be submitted to the Division of the State Architect. The College aspires to unveil the training center in the first quarter of 2008. Currently, the space is being used as a tactical driving course and training area for cadets in both the police and fire departments.

The Rio Hondo College Fire Academy will be developing new curriculum that will specifically use this space. Fire departments throughout Southern California will have access to use the space for training and Homeland Security compliance.

Fire Academy Re-dedication

As a part of the Building Access and Excellence building program, Rio Hondo College unveiled the newly remodeled Santa Fe Springs Regional Training Center of Rio Hondo College Fire Academy located at 11400 Greenstone Ave, Santa Fe Springs. As was called for in the Campus Master Plan, the site has been renovated and expanded. More usable spaces have been created to accommodate increased classrooms and training areas. New irrigation as well as re-designed landscaping has been installed. This is the first completed renovation and ribbon-cutting of the over $245,000,000 building program that will transform the Rio Hondo College campus and satellite facilities.

Community Services

Rio Hondo College brings education to the communities within the District by offering both community service and academic classes held on the main campus, at satellite locations, and at Rio Hondo's Virtual College on the Web.

Self-Evaluation

The standard element is met. The College continues to extend its endeavors in the development and implementation of courses and programs that provide an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Planning Agenda

None

Evidence:

IIB.3.b.1	Arts and Cultural Programs DVD	DVD
IIB.3.b.2	GIS Day File	Hard Copy
IIB.3.b.3	Environmental Symposium File	Hard Copy
IIB.3.b.4	Building Access and Excellence Plan	Hard Copy
IIB.3.b.5	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog Hard Copy
IIB.3.b.6	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm Hard Copy

B.3.c The Institution designs, maintains, and evaluates counseling and/ or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

Rio Hondo College employs approximately 20 full-time counseling faculty. These individuals provide a variety of counseling related services (academic, career, educational planning, transfer counseling, and more) to all students enrolled into Rio Hondo College classes. Each counselor provides general counseling services in addition to focusing on a specific major or area of concentration where more detailed and in-depth assistance can be provided to students. Counselors meet with students on a one-to-one basis by advance appointment, thus, ensuring students a guaranteed opportunity to see a counselor of their choice. Counselors also facilitate College orientation group meetings with new, first-time students and facilitate small group student success workshops for students on probation and dismissal status. To enhance student access to counseling services, part-time adjunct counselors are hired throughout the academic year. Adjunct counselors are provided a counseling training outline, are trained in accessing counseling related student data screens, and consult with general counselors when they have counseling related questions. Counselors meet as a group a minimum of once a month to discuss department related topics. To evaluate counseling services, students who receive counseling services are asked to complete a student learning outcome questionnaire regarding the services they received in the counseling session they just completed.

Self-Evaluation

The standard element is met. During the 2007-08 academic year, the Counseling Department will have added four full-time, tenure track counselors for the department. This commitment by the College to enhance the availability of

counseling services to students represents a major shift in College recognition of and support for the role that counseling plays in contributing to student persistence in and completion of a College program of study.

Planning Agenda
None

Evidence:

IIB.3.c.1	Counseling Department Brochure	Hard Copy
IIB.3.c.2	RHC Guide for High School Graduates Brochure	Hard Copy
IIB.3.c.3	Student Success Workshop Presentation Outline	Hard Copy
IIB.3.c.4	College Matriculation Orientation Facilitative Script Outline	Hard Copy

B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description
Rio Hondo College has a long record and history of initiating activities that recognize, acknowledge, and celebrate the richness that diversity brings to the College campus community. Through the efforts of the College ASB, cultural holiday activities are initiated throughout the academic year to bring to the campus speakers, demonstrations, and musical entertainment that reflect the beauty of diverse cultures. The College theatre arts department stages art shows, theatrical presentations, and guest speaker forums that are designed to enhance student and College employee awareness of and appreciation for diverse communities. The College Student Services Department hosts an annual Dia De La Familia day on a weekend designed to demonstrate to diverse local community residents that Rio Hondo College values them and wants them to pursue a College education at the College. In addition, the College instructional departments engage in numerous activities, such as embedding diverse reading assignments in the curriculum, initiating a "Writes of Spring" activity, and establishing a Chicano Studies program. These activities are all initiated in an effort to establish a College campus climate and culture that values and celebrates the diversity that reflects the College campus student population, campus employees, and the communities the College serves.

Self-Evaluation
The standard element is met. Rio Hondo College continues to make a concentrated effort to establish and maintain a campus climate and culture that values all individuals who undertake a College program of study. These efforts are initiated

across the campus and have the strong support of the College administration and Board of Trustees. The College has a strong commitment to diversity and demonstrates that commitment through its curriculum offerings, hiring practices, and campus activities.

Planning Agenda
None

Evidence:

IIB.3.d.1	ASB Activity Flyers	Hard Copy
IIB.3.d.2	Theatre Arts Activity Publicity Flyers	Hard Copy
IIB.3.d.3	Class Schedule	Hard Copy
IIB.3.d.4	Dia De La Familia Flyer	Hard Copy

B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description
New students interested in attending Rio Hondo College are assessed using the Mathematics Diagnostic Testing Program (MDTP) for mathematics, the Nelson Denny Reading test for reading assessment, and an in-house, locally developed writing sample that is holistically graded for English and English as a Second Language class placement. These assessments are all on the California Community Colleges Chancellor's Office approved assessment list indicating that appropriate and acceptable research has been initiated to validate the assessment instruments. In addition, in compliance with matriculation assessment standards, Rio Hondo College utilizes multiple measures in the development of class placement recommendations for students.

The College assessment office administers the Ability to Benefit assessment for student financial aid applicants who do not have a high school diploma or GED. Also, in cooperation with the College Disabled Students Program and Services (DSP&S), special assessment accommodations are made for students with identified disabilities to minimize any possible bias presented by common assessment protocols.

To ensure that class placement levels are accurate, the College is embarking upon a process to study the current assessment cut-off scores and, if necessary, go through the revalidation process. This effort is currently being facilitated through the College Office of Institutional Research and Planning. In addition, representatives from the College Assessment and Admissions Offices sit on the College Matriculation Committee and meet with a wide cross-section of College representatives to discuss issues and concerns.

Self-Evaluation
The standard element is met. The assessment process in place at Rio Hondo College appears to place students in appropriate class levels. Generally speaking, students are satisfied with the service they receive from assessment office staff as evidenced by the positive student feedback on a recent Student Learning Outcome Questionnaire administered to students. As College enrollment growth leads to increased numbers of students being assessed, there exists a growing need for a faster class placement score turnaround time. To address this, the College assessment office, in cooperation with various College academic disciplines, has entered into discussion regarding the development of a computerized assessment process. Initial efforts are being made to initiate a computerized version of the MDTP Math Assessment on a pilot basis during the 2007-08 academic year. Computers are being purchased to establish a centralized campus site where computers will be housed and computerized testing will be facilitated. MDTP computerized assessment units have been purchased, and will be installed in order to begin the pilot process. In addition, discussions at Rio Hondo College continue to take place with the English and reading disciplines to explore computerized assessment in their areas, also.

Planning Agenda
None

Evidence:

IIB3e.1	MDTP Assessment	Hard Copy
IIB3e.2	Nelson Denny Assessment	Hard Copy
IIB3e.3	RHC Writing Sample	Hard Copy
IIB3e.4	RHC Multiple Measures Questionnaire	Hard Copy
IIB3e.5	Ability to Benefit Assessment	Hard Copy
IIB3e.6	SLO Assessment Questionnaire	Hard Copy

B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description
All student records of Rio Hondo College are kept in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. Students may request access to those campus records that personally identify the student; In addition, the student may challenge the accuracy of the record or the appropriateness of its retention in the campus records. Student consent is needed for the release of

records covered by the Act to outside parties (e.g., prospective employers) except for those agencies entitled to access under the provisions of the Act (e.g., campus officials, other schools, federal educational and auditing officers, and requests in connection with the application or receipt of financial aid). These provisions apply to records received and used after November 1, 1974. A student may request a report summarizing the number of records he/she has requested or given consent to be released. Complaints as to procedure or improper release of records information may be filed with the Office of Education, HEW, FERPA, DHEW, 330 Independence Ave, SW, Washington, DC 20210.

Self-Evaluation
The standard element is met. This information is published in the College Catalog and Class Schedule. Lastly, the notification of the Family Education Rights and Privacy Act (FERPA) is published on the College Application.

Planning Agenda
None

Evidence:

IIB.3.f.1	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog/ Hard Copy
IIB.3.f.2	Class Schedule	www.riohondo.edu Hard Copy
IIB.3.f.3	Student Application	Hard Copy

B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description
Rio Hondo Noel-Levitz Student Satisfaction Inventory has served students across the campus. The results were presented at a campus meeting. The results assisted in developing and implementing programs and activities that will promote student success and retention.

Self-Evaluation
The standard element is met. The Students Services Division is in the process of reorganizing, and the division will hire both a Dean of Counseling and a Dean of Outreach and Recruitment. SLOs have been written and are in the process of being assessed. In addition, Student Services has begun the program review process.

Planning Agenda
None

Evidence:

IIB.4.1	Noel-Levitz Student Satisfaction Inventory	Hard Copy
IIB.4.2	2008-09 College Catalog	www.riohondo.edu/students/ counseling/catalog/ Hard Copy
IIB.4.3	Class Schedule	http://www.riohondo.edu/ admissions/schedule/index.htm Hard Copy
IIB.4.4	Program Review Process	Hard Copy
IIB.4.5	Program Review Calendar	Hard Copy

C   The library and Learning Support Services: The library and other learning support services for students are sufficient to support Rio Hondo's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include The library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that The library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

C.1   The institution supports the quality of its instructional programs by providing The library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

C.1.a   Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description
The library facilities currently consist of 23,445 square feet located on the second, third and fourth floors of the Library building. The library seats approximately 254 the Library users at individual study carrels and small group tables. There are also three small group study rooms available for student use.

The Library has 36 computer workstations, providing access to the library's catalog, databases, subject guides, and other resources via the library Webpage. In addition to Internet access, the workstations include word processing, spreadsheet, and presentation software to help students complete their assignments. Two of the workstations have specialized software to assist disabled students. The Library was the first wireless location on campus. The library also has 24 laptop computers that the librarians use for hands-on library instruction.

Additional the library equipment includes two network laser printers, one microform reader/printer, two scanners, and three photocopy machines. All print and copy services in the library are paid with an advance purchase copy card. Other services include audiovisual equipment available for instructional faculty and staff use.

The library collection includes 110,832 book volumes, 202 current periodical subscriptions, 1,215 videos, 1,373 compact discs, and 15 full-text databases containing articles from thousands of newspapers, magazines, and journals. The Library reserve collection of approximately 500 items provides short-term access to textbooks and other course materials for 180 courses. The library's McNaughton collection is a leased collection of approximately 200 currently popular books that serve the recreational reading interests of the campus.

Librarians are responsible for selecting material and maintaining the collection. As librarians help students at the reference desk and teach the library orientations, they become aware of common assignment topics. Librarians regularly evaluate the resources available and purchase additional materials as needed to aid students in successful completion of assignments. Book review journals and publisher catalogs are reviewed for newly published materials. A log is kept at the reference desk where librarians can quickly note specific titles or subject area needs. A report of materials that have been checked out is reviewed on a daily basis, so needed resources can be determined and ordered immediately.

Librarians encourage instructional faculty input regarding the library resources. The following types of interactions aid this process:

- The library stays informed of new and revised courses and programs through active participation on the Curriculum Committee. The required curriculum forms include a library statement for requesting additional library materials. A librarian attends the weekly meetings and works with the instructional faculty to ensure the library's collection is sufficient to support new and revised curriculum.
- Librarians participate in various other campus experiences providing opportunities for networking and input from instructional faculty and staff regarding campus needs.
- The library materials suggestion form is available on the library Website.

- Instructional faculty may place textbooks and other materials in the reserve collection; these materials are often permanently donated to the library.
- Most library video purchases originate from instructional faculty requests, limited to items that are accessible to the hearing impaired.
- The Faculty Survey of Library Services asks about the adequacy of the library materials and allows comments and suggestions for improvement.
- Librarians dialogue as needed with instructional faculty from programs accredited by external agencies to ensure library resources meet accreditation requirements.
- A librarian regularly attends the new faculty orientations to provide information about library services and invite material suggestions.
- Librarians periodically attend division meetings to receive input and inform instructional faculty of library services.
- FLEX credit is offered to instructional faculty who want to consult with librarians for collection development or assignment review.
- The Faculty Handbook includes information about library services and states that requests for purchase of library materials are welcome.
- Correspondence periodically sent to instructional faculty about library services includes a reminder that we encourage suggestions for resources.

The Reference Librarians' ability or inability to meet the research needs of students provides an ongoing evaluation of the library collection. In addition, statistical reports are used for detailed evaluation of the quantity, currency, depth, and variety of the collection. Statistics on the number of items owned, use of materials, and number of new items acquired are collected by type of material and subject area. In fall 2007, a collection inventory was conducted to identify any missing materials needing replacement.

In addition to the library, the College provides learning support in a variety of locations and venues; these include the Math and Science Center, the Learning Assistance Center, and the Technical Training Centers.

Rio Hondo College provides students with excellent educational resources in the Learning Assistance Center on the fifth floor of the library. There is a writing lab designed to assist students in developing and improving their writing and language skills through individual conferences with composition instructors and tutors.

There is also a Math and Science Center on the third floor of the Science Building. There, students may select from a variety of self-paced courses that include assessment and tutoring. Students who are taking regularly scheduled courses are also eligible for tutoring and full use of the lab facilities.

Much work has been done in the implementation of the Architectural/Drawing/GIS lab. Students have full use of the lab to complete class projects, and an instructional assistant is always available to help them.

Self-Evaluation
The standard element is met. The library continuously strives to include the campus community in selection and assessment of library materials and services. Some recent examples include administering of faculty and student surveys and the addition of a Collection Development Suggestion Form on the library Website.

The library's book collection is adequate in quantity, but it is not as current as it should be, which has a negative impact on the overall quality. Use of outdated material could detrimentally affect student learning. In November 2006, a Collection Age Report was completed. The copyright date of the library materials shows much of the collection is old and likely outdated.

For many years, the librarians' workload has not allowed sufficient time to review and remove outdated and damaged materials from the collection (weeding). As it is vital to improvement of the collection, the librarians began to dedicate more time to weeding in 2005.

Materials that are no longer relevant to the needs of the students should not be moved to the new library building. As of spring 2008, over 6,000 books have been removed from the library. The College has supported the librarians' efforts by adding another full-time librarian, who will begin in fall 2008.

The 2006 Faculty Survey of library services found 44% of respondents think the online databases and audio-visual materials are adequate but only 38% consider the book collection to be adequate (Question 11). The 2007 Student Library Use Survey found 62% of the students usually or always find the book(s) they need but 21% rarely or never find the book(s) they need (page 22). The student survey results are influenced not only by the adequacy of the library collection but also by the adequacy of instruction in how to find library materials.

Beginning in 2004, ACRL Standards for Libraries in Higher Education no longer sets one national standard but, rather, recommends creating library standards by comparing each library to a self-selected group of peer institution libraries. Following these guidelines, Rio Hondo College finds the library's book budget is low compared to libraries at peer institutions:

College Library FTES Volumes Book Budget

- Chaffey 12,874; 77,250; 64,849
- Santa Barbara 13,144; 113,698; 109,739
- Southwestern 13,033; 86,539; 70,820
- Sierra 13,190; 103,605; 119,747
- Rio Hondo 13,204; 110,832; 60,920
- Saddleback 13,775; 104,064; 88,797
- Modesto 13,840; 77,671; 43,257
- San Diego Mesa 14,015; 104,942; 101,638
- San Joaquin Delta 14,252; 95,966; 100,000

The College has made efforts to improve the state of the collection by augmenting the book budget with one-time funds of $18,000 during 2005-06, $35,000 during 2006-07, and $9,300 during 2007-08. These funds have been very useful; however, it is not possible for a few years of one-time funds to update a collection that has suffered from long-term under funding. The library's book budget needs additional funds that are continuing rather than one-time funds. The College needs to continue supporting improvement of the library book collection by providing adequate continuing funds for the book budget.

The library is looking forward to moving into a new "state-of-the-art" Learning Resource Center (LRC) that is currently under construction at a cost of over $28 million. The Learning Resource Center will have dedicated space for reading and writing program facilities, distance learning assistance facilities, a multimedia production studio, and teleconferencing capabilities. The LRC will also incorporate space for extended study hours as well as smart study labs, classrooms, meeting rooms, and study areas.

Planning Agenda
None

Evidence

IIC.1.a.1	Curriculum Library Statement Form	Hard Copy
IIC.1.a.2	Collection Development Suggestion Form	Hard Copy
IIC.1.a.3	2006 Faculty Survey of Library Services	Hard Copy
IIC.1.a.4	Library Statistics	Hard Copy
IIC.1.a.5	2006 Collection Age Report	Hard Copy
IIC.1.a.6	ACRL Standards for Libraries in Higher Education	Hard Copy
IIC.1.a.7	2007 Student Library Use Survey	Hard Copy
IIC.1.a.8	Data on Library Book Budget and Volumes Acquired	Hard Copy

C.1.b The institution provides ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency.

Description
A College-wide plan to teach information competency skills to all students has not yet been developed. Despite lacking an institutional plan, librarians provide instruction that helps to integrate information competency into the curriculum.

The library instruction includes the following: individualized assistance at the reference desk, library orientations for classes, library workshops, credit courses, instructional handouts, and FLEX sessions. The reference desk is staffed with librarians who work one-on-one with students to teach information competency skills. For example, when a student comes to the desk looking for journal articles, the librarians do not simply find the articles but rather instruct and guide the student through the research process needed to find the articles. Librarians often check back with students to determine if their needs were met or further assistance is required. During 2005-06, the librarians answered 9,523 reference questions.

Instructional faculty may request library orientations for their classes. These orientations include general library orientations and more tailored sessions offered over one or more class meetings.

General library orientations include an introduction to the library and assistance available, using the library catalog, periodical databases, and Web search engines, as well as evaluating information and citing sources. The tailored sessions concentrate on the specific research topic or resource relevant to the class. Student competencies are assessed when possible, primarily by means of hands-on exercises. The library's classroom is not equipped with computers so most orientations are lecture/demonstration format. Librarians use the library's 24 laptop computers to fulfill requests for sessions with online access for students. During the 2005-06 year, the librarians instructed 3,720 students in 145 library orientations for courses in 12 different disciplines. English courses account for approximately 70% of library orientations, and approximately 74% of the English 101 course sections attend library orientations.

The library offers drop-in instructional workshops, including Using Search Engines; Using the Library Catalog; Finding Articles in Databases; Websites: Good, Bad, and Ugly; Citing Your Sources, and Research Skills (topics and tools vary from semester to semester). The attendance at the workshops is extremely variable from semester to semester, mostly dependent on instructional faculty requiring attendance or giving extra credit for attendance.

The library also offers Fundamentals of library Research, a 3-unit course that is UC and CSU transferable. LIB 101 students learn research skills, find and evaluate print and electronic sources, learn citation styles, and discuss information ethics. LIB 101 has been taught both on campus and online. In the last five years, approximately 200 students have completed LIB 101. Students taking LIB 101 are assessed through class exercises, quizzes, exams, and research projects. Students complete an evaluation form to assess the librarian's instruction. Librarians are currently investigating the possibility of LIB 101 becoming part of one or more learning communities.

Librarians also provide instructional handouts on topics, such as "10 Steps to Research It Right," understanding differences between scholarly journals and magazines, using MLA and APA citation formats, and how to read a call number. These instructional handouts are available in the library as well as on the library Website.

In addition to teaching information competency skills to students, the librarians regularly conduct FLEX sessions to help instructional faculty prepare effective library research assignments and introduce various library resources.

Self-Evaluation

The standard element is met. The statewide Academic Senate for California Community Colleges (ASCCC) urged information competency requirements at local Colleges in 2002 and reaffirmed this resolution in 2006 and 2008. An institutional plan to teach information competency skills to all students has not yet been developed at Rio Hondo College. The campus community may better understand the importance of an information competency plan as institution-wide student learning outcomes are developed.

The 2006 Faculty Survey of library Services found 83% of respondents rated the reference librarians excellent or very good, and 64% rated library orientations excellent or very good (Question 7). The 2007 Student Library Use Survey found 88% of the students who asked a librarian for help were satisfied or very satisfied with the help received and 68% said attending a library orientation was useful for a class assignment (pages 20 and 21).

The Librarians expect that library orientation satisfaction levels will improve as teaching and learning are enhanced in the new library building. The two electronic classrooms will allow librarians to better engage students in participatory, active learning experiences.

The librarians would like to teach more sections of LIB 101 but are hampered by several barriers, including low student interest. Interviews with former students reveal that many students do not enroll if the course is an elective. Other students have commented that they do not understand the course description. Librarians need to develop ways to market this course so that students understand that it addresses many of the skills needed for success not only in their academic courses but also in fulfilling their life-long information needs. Librarians need to consistently encourage instructors and counselors to promote this course. The librarians will continue to pursue opportunities to help develop an institutional plan to teach information competency to all students. The LIB 101 course description and marketing will be improved, so more students will benefit from the course. The librarians will also include more participatory, active learning experiences to better engage students in all library instruction. The addition of a new full-time librarian in fall 2008 as well as two electronic classrooms in the new library building will aid achievement of these goals.

Planning Agenda
None

Evidence:

IIC.1.b.1	Library Statistics	Hard Copy
IIC.1.b.2	Examples of Hands-on Exercises	Hard Copy
IIC.1.b.3	Library Orientation Statistics	Hard Copy
IIC.1.b.4	LIB 101 Course Outline	Hard Copy
IIC.1.b.5	Instructional Handouts on the Library Website	Hard Copy
IIC.1.b.6	ASCCC Resolution on Information Competency	Hard Copy
IIC.1.b.7	2006 Faculty Survey of Library Services	Hard Copy
IIC.1.b.8	2007 Student Library Use Survey	Hard Copy

C.1.c
The institution provides students and personnel responsible for student learning programs and services adequate access to library and other learning support services regardless of their location or means of delivery.

Description
The library Website provides 24-hour off-campus access to the library catalog as well as the library's subject guides, sample citation formats, tips on writing a research paper, criteria for evaluating Websites, and other research aids. Most of the library's databases can also be accessed off-campus, providing 24-hour access to full-text articles from thousands of periodicals as well as online encyclopedias and other reference e-books. The Website received 242,731 hits during the fall 2007 semester. Librarians are currently working with online instructional faculty to add library tutorials to the Virtual College courses. Fundamentals of Library Research (LIB 101) is taught both on campus and online.

The library's gate count indicates 272,982 individuals visited the library in 2005-06. Beginning in fall 2007, the library's fall and spring semester hours were extended an additional 6.5 hours for a total of 70 hours per week. The hours were extended in response to requests from faculty and students.

The library has two workstations specially designed for disabled students. The tables are wheelchair accessible and the computers have JAWS and Zoomtext software to assist the visually impaired. The library's purchase of video recordings is limited to materials accessible to the hearing impaired.

Self-Evaluation
The standard element is met. Computer availability limits on-campus access to the library's electronic resources. Many times during the day, the library's 36

workstations are filled to capacity, and students often have to wait for a computer. The library's three group study rooms are inadequate for the demand and students are often turned away. The library's floor of the new building will have more computers for student use and additional seating as well as seven group study rooms.

Planning Agenda
None

Evidence:

IIC.1.c.1	Library Website	www.riohondo.edu
IIC.1.c.2	Library Databases	www.riohondo.edu
IIC.1.c.3	Library Statistics	www.riohondo.edu

C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Description
Newly acquired library books are covered with protective Mylar to extend the life of the books. All library materials on open shelving are sensitized with security strips. The security gates at library entrances/exits signal an alarm when materials have not been properly checked out. If students fail to return library materials, a hold is placed on their record, preventing registration, transcripts, and diplomas until the materials are paid for or returned. A complete inventory of library materials was conducted in fall 2002 and again in fall 2007 to identify any missing items that need replacement. Only a relatively small percentage of items were found missing.

The library staff maintains the library computers with support from Information Technology Services. The library staff also maintains the AV equipment. Deep Freeze software is used to prevent changes to the configuration on the student computers. There are maintenance contracts for the security system and photocopiers as well as a maintenance and upgrade contract for Sirsi, the library's system software. The library data in Sirsi is backed up regularly.

For safety purposes, every hour the library is open, two employees are scheduled at the reference desk on the second floor, and two employees are scheduled at the circulation desk on the third floor. There is no staff on the fourth floor. The library has requested campus security provide routine patrols through the library, but security has been able to comply with this request only intermittently.

Self-Evaluation
The standard element is met. Construction has begun on a new library and Learning Resource Center building, which is planned to open summer 2009. The library will occupy most of one floor of this two-story building. This new building

will eliminate the difficulties caused by library services separated on three floors of the current building. The building will be equipped with new computers for the two electronic classrooms as well as new computers for student research workstations.

Planning Agenda
None

Evidence:

IIC.1.d.1	Resource and Facilities Plan	Hard Copy
IIC.1.d.2	LRC Plans	Hard Copy

C.1.e
When the institution relies on or collaborates with other institutions or other sources for the library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description
The library has a reciprocal borrowing agreement with California State University, Los Angeles (CSULA). This agreement allows Rio Hondo students, faculty, and staff to borrow from the CSULA collection of nearly one million books. The librarians receive reports of Rio Hondo usage of the CSULA library.

The library purchases access to subscription databases through individual contractual agreements with vendors and a discounted purchasing program through the Community College Library Consortium (CCLC). The library relies on the database vendors to provide newspaper, magazine, and journal articles. The subscriptions are all year-to-year. The librarians continuously evaluate the databases while assisting students as well as monitoring usage statistics provided by the vendors.

The library is a member of Online Computer Library Center (OCLC). This contractual agreement allows for purchase of bibliographic records for the library's catalog and inter-library loan services for library borrowers. Librarians and library staff continuously evaluate this service.

In the summer of 2004, the library began a five-year lease with Ricoh for three photocopiers. These photocopiers get heavy use by students, printing approximately 135,000 copies each year. The Ricoh machines require a lot of attention from librarians and library staff to fix paper jams and other problems. The library is not satisfied with the Ricoh lease and is currently investigating alternative options. It is unclear if these machines will survive to the end of the lease period.

Self-Evaluation
The standard element is met. The library continuously evaluates all contracted/ collaborated services, and the Ricoh photocopiers are the only problem area. The library is currently in the process of purchasing a color scanner/printer for student use. It is hoped this machine will be able to take a bit of the burden off the Ricoh machines while the library continues to work toward replacing the Ricoh machines with photocopiers that can better withstand the heavy photocopying demand.

Planning Agenda
None

Evidence:

IIC.1.e.1	Reciprocal Borrowing Agreement with CSULA	Hard Copy
IIC.1.e.2	Database Subscription Data	Hard Copy
IIC.1.e.3	Library Statistics	Hard Copy
IIC.1.e.4	OCLC Agreement	Hard Copy
IIC.1.e.5	Ricoh Lease	Hard Copy

C.2   The institution evaluates the library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides Evidence: that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description
The library uses the program review process to evaluate its services and set goals. The program review recommendations are used to guide the future of the program and how it will increase the effectiveness of its services to students. In the review process, the library refined its mission statement, identified strengths and challenges, surveyed and analyzed user feedback, determined goal outcomes, and set goals for the future. In addition, the library described and defined its purpose and goals, how it contributes to student learning, how it interacts with other programs in the College, how it remains current in library practice, and how it enhances student access to the library and its resources and services.

During the 2007 Program Review process, student learning outcomes were written for Fundamentals of Library Research (LIB 101). Assessment of these outcomes began in fall 2007 and preliminary results were reviewed during the spring 2008 FLEX Day librarians meeting. At this same meeting, librarians identified student learning outcomes for library services.

The library keeps extensive statistics and participates in several annual state and national library statistical surveys. These surveys include Annual Data Survey for the Chancellor's Office of the California Community Colleges and the California Library Survey for the California State Library. The results of the surveys allow comparison to other libraries and are useful in evaluating and planning future library services.

The 2007 Noel-Levitz Student Satisfaction Inventory shows the library has the highest level of student satisfaction of all Academic Services and Service Excellence areas. The survey item "The library resources and services are adequate" received a 6.18 importance rating and a 5.46 satisfaction rating (on a 1-7 scale, with 7 being the highest rating). The other library-related item on the survey, "The library staff is helpful and approachable" received a 6.00 importance rating and a 5.39 satisfaction rating.

Self-Evaluation
The standard element is met. The library instruction and services are continuously evaluated and improvements are made based on findings.

The library has begun regular surveys of instructional faculty and students. The findings of the 2006 Faculty Survey of Library Services resulted in several improvements, including updated communications regarding library services, acquisition of additional materials in recommended subject areas, and adding a Collection Development Suggestion Form on the library's Website. The library also conducted a 2007 Student Use Survey.

Improvements resulting from this survey's findings include acquisition of a color scanner/printer for student use. In addition, beginning fall 2007, library hours were increased based on faculty and student requests. The librarians will continue to develop and assess student learning outcomes for library instruction and services.

Planning Agenda
None

Evidence:

IIC.2.1	The Library Program Review	Hard Copy
IIC.2.2	LIB 101 Student Learning Outcomes Assessment Results	Hard Copy
IIC.2.3	Student Learning Outcomes for Library Services	Hard Copy
IIC.2.4	Library Statistics	Hard Copy
IIC.2.5	Annual Data Survey for the Chancellor's Office	Hard Copy
IIC.2.6	California Library Survey for the California State Library	Hard Copy

IIC.2.7	2007 Noel-Levitz Student Satisfaction Inventory	Hard Copy
IIC.2.8	2006 Faculty Survey of Library Services	Hard Copy
IIC.2.9	2007 Student Library Use Survey	Hard Copy

STANDARD III

Standard III

Resources

A   Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1   The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

A.1.a   Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description
Rio Hondo College is committed to employing qualified faculty, classified staff, and administrators who support student learning programs and services and who are dedicated in improving institutional effectiveness. The College abides by Board approved Board policies and procedures (Board Policy 7120, College Procedures 5025 and 5070) that describe the hiring of each of the three constituent groups. These Board policies and procedures ensure a District-wide fair and equitable process so that personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide and support the educational

programs and services of the College. In general, staffing decisions are based on the recommendations resulting from the Program Review process in context of strategic planning and budget analysis.

Human Resources, which is overseen by the Human Resources Director, coordinates all staff hiring. The District clearly and publicly states criteria and minimum qualifications for all job opportunities in announcements that are widely distributed and posted in several formats. Job announcements are published in the dominant regional newspapers, the San Gabriel Valley Publishing, the Los Angeles Times, the Orange County Register, and the College's Website. In addition, the College also sends job postings to local civil and county offices in the region.

Additionally, the College posts all management and faculty vacant positions in the California Community College Registry as well as other special publications as a method of reaching out to minorities in our communities. For example, the Human Resources Department places job announcements in Hispanic Outlook, Hispanic Hotline.com, Diverse Issues in Higher Education, Black Careers Now, Asian Pacific Careers, Asian Week, Community College Times, and Higher Ed Jobs.com to name a few. The District at times places job announcements in specialty publications or attends job fairs that pertain to different specialties or trades, such as nursing, athletics, or civil engineering.

In early fall, the Finance and Business Department, along with the Human Resources office, determines the number of faculty positions for the subsequent academic year. This information is also made available when completing the College's annual 75/25 report. These positions may have become vacant due to retirements, transfers, death, non-reelections, or resignations. The process by which faculty positions are filled and created begins with a division committee composed of the faculty and the division dean. The committee discusses rationale and criteria for the faculty job vacancy. The committee is charged with the justification of a full-time faculty requirement. Among the criteria taken into account are program review, enrollment trends, educational needs, and contributions to student success. Once the division priority list is finalized, the division dean presents the request(s) to the Planning/ Fiscal Council (PFC), which consists of members of all the District's constituents. PFC prioritizes and determines which positions will be filled and then forwards the recommendations to the District's Superintendent/President for final approval. Once the position(s) are identified and approved, the division dean fills out a personnel requisition form that is signed by the division dean, the Vice President of the division, the Vice President of Finance, the President, and the Director of Human Resources. The completion of the form triggers a job announcement, and the hiring process begins.

The procedure for hiring full-time faculty is detailed in Board Policy 7120 and College Procedure 5025. These documents specifically address position identification/approval, search procedures, applicant screening, equivalencies, committee orientation, interview and selection processes, and notification of candidates. Apart from having the job description directly relate to the institution's Vision, Mission, and Values Statement, which was revised and approved on May 17, 2006, the institution has implemented a rigorous selection criteria to assure hiring the most knowledgeable, effective, and talented candidates available who

understand and can implement our Vision, Mission, and Values Statement. Part of the selection criteria involved in selecting these candidates consists of a thorough job interview and a teaching demonstration to a faculty hiring committee comprised of experts in the discipline for which the candidate is being interviewed. Having discipline experts play a significant role in the hiring selection of new faculty ensures that the most knowledgeable and qualified faculty are hired, those who can enhance and support the institution's programs and services.

Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. The information above has been approved by the full-time faculty in the division and by the Academic Senate. This information is available in the Human Resources Department. The salary range, fringe benefits, application procedures, required documents, and filing deadline are also included in the faculty job announcements.

"The Minimum Qualifications for Faculty and Administrators in California Community College" governs the minimum qualification a faculty or administrator must possess to be employed and the hiring of both the full-and part-time faculty and administrators. Verification of degrees and any corresponding experience is conducted by the Human Resources Department. If an applicant does not meet the minimum qualifications, the applicant may petition the district to allow him/her to meet the minimum qualifications by listing course work and experience the applicant believes entitles her/him to claim equivalency mastery of the discipline. Both the hiring committee, which consists primarily of faculty, and the Academic Senate President are responsible for reviewing and approving the equivalency applications for full and part-time faculty. This process is governed by Board Policy 7211.

The hiring of adjunct faculty is a slightly different process. All applicants must complete an Academic Employment Application and corresponding supporting materials necessary for employment. The Human Resources Department is responsible for collecting and verifying that applications are complete. After certifying the applicant's qualifications, Human Resources submits the application to the prospective hiring division.

The process by which vacant classified positions are created and filled begins with the completion of a Personnel Requisition form, which includes budget/account information, division, job title, and rational for the position. This form is then presented to the Classified Hiring Committee, consisting of classified employees and administrators for discussion and approval. This committee is a sub-committee of Planning/Fiscal Council. If approved, the form is signed by the division administrator requesting the position, the appropriate Vice President, the Vice President of Finance, the Superintendent/President, and the Human Resources Director.

Policies and procedures for hiring classified personnel are documented in Board policies and procedures. The Human Resources office receives application materials from candidates and verifies degrees, certificates, and minimum qualifications,

conducts tests as required by specific job descriptions/requirements, and screens and sets up interviews. In-house employees are given opportunity to request lateral transfers for which they are qualified prior to any outside recruitment. If the internal candidate is not selected, Human Resources will then announce the position to outside candidates. Qualified candidates who apply and meet minimum qualifications will be forwarded from the eligibility pool to the immediate manager and the interviewing committee. Prior to forwarding all qualified candidates to the interview committee, the Human Resources Director certifies that the pool of applicants meets with District's Equal Employment Opportunity Plan requirements. A certification of the applicant pool is also conducted with all other non-classified positions. The interviewing committee consists of internal classified personnel who possess knowledge of the skills and requirements needed for the vacant position as well as the division's administrator. References and experience are verified by Human Resources who also extend a formal job offer with the approval of the Human Resources Director and the Superintendent/President to the selected candidate. The Board of Trustees will then ratify the appointment based on Board Policy 7110.

Filling administrative positions is coordinated by the Human Resources Department. There is significant input from the College community in terms of minimum qualifications, selection criteria, duties, and responsibilities. Once the Superintendent/President approves the requests to fill an administrative vacancy, the Human Resources Department prepares a position announcement for mailing, which contains the essential functions of the position, minimum and desirable qualifications, description of the College, and the method of application. The entire application process includes job announcement approval; selecting the screening committee process; Equal Employment Opportunity/Staff Diversity officer role; Equal Employment Opportunity Monitor role; selection of the interviewing pool; consensus for recommendation of the final candidates; second level interview with the Superintendent/President, and Board of Trustees' approval. All this is described on the District's Website and in College Procedure 5025.

Self-Evaluation
The standard element is partially met. The District hires qualified faculty, administrators, and classified staff selected according to Board policies, College procedures, Title 5, Equal Employment Opportunity Plan, and Education Code guidelines.

Job announcements for faculty, classified staff, and administrators clearly reflect the College's Vision, Mission, and Value Statements. The District's Vision, Mission, and Value Statements stress commitment and dedication to excellent instruction and student services aimed at enhancing students with intellectual and personal competencies. Job descriptions clearly emphasize the necessary teaching/occupational experience, training, and understanding necessary to provide and support student learning programs and services. They also describe the essential functions of the position, the minimum degrees necessary, and any other desirable qualifications.

The appointment of faculty to serve on full-time faculty selection committees is made possible by College Procedure 5025, Employment of Academic Employees.

STANDARD III

This procedure is currently under review, and both the administration and the Academic Senate are working toward a revised and collegial procedure. This approach will continue to ensure the District hires qualified personnel who will support student learning programs and services wherever offered by placing personnel in the hiring committee who demonstrate knowledge of the subject matter or service to be performed.

Planning Agenda
A sub-committee of representatives from the Academic Senate, the Superintendent/President, the Vice President of Academic Affairs, and Director of Human Resources met several times during spring 2008 to discuss and develop an employment process for academic employees. A sub group of faculty and administrators will review draft procedures developed by Human Resources and make recommendations to the sub-committee to codify the hiring procedures.

In addition, although the College is in compliance with the recommendation made by the California Chancellor's Office in the Equal Employment Opportunity Plan (EEOP), the plan has not yet been approved by the Board of Trustees. The EEOP has been completed along with all of the analysis but has not yet been released to the general public. This process will begin to occur in spring 2008.

Evidence:

IIIA.1.a.1	Board Policy 7120	http://www.riohondo.edu/Board/BP7000/BP7120_RecrutimentSelection.pdf
IIIA.1.a.2	College Procedure 5025	Hard Copy only
IIIA.1.a.3	College Procedure 5070	Hard Copy only
IIIA.1.a.4	Personnel Requisition	Hard Copy only
IIIA.1.a.5	Board Policy 7211	http://www.riohondo.edu/Board/BP7000/BP7211_FacultyServiceMinQuals.pdf
IIIA.1.a.6	Board Policy 7110	http://www.riohondo.edu/Board/BP7000/BP7110_Delegation.pdf

A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description
Rio Hondo College District has ratified and approved policies, procedures and bargaining language, which describe the evaluation process for all campus constituents.

The evaluation process for full-time (contract and tenured faculty) and adjunct faculty are described in the contractual bargaining agreement between the District and Rio Hondo College Faculty Association/CCA/ NEA/CTA in Article 9. All of the evaluation processes and forms used in the evaluation process have been agreed to by CTA and the District.

All contract, full-time faculty are evaluated every fall during their first four years of employment. The evaluations consist of two classroom visitations made prior to the end of the fall semester or the end of the spring semester by their direct administrator. Such visitations will be followed by a consultation to discuss the observations made by the administrator and other relevant evaluation information. During the consultation, the administrator reviews areas where the evaluations have been deemed satisfactory as well as any specific suggestions for improvement. The complete evaluation consists of the union-member evaluation report and the analysis of student instructional reports. Additional visitations may be arranged as appropriate.

The instructor is also evaluated by a peer review committee that is selected by the contract employee and approved by the administrator. Peer review is a technique for evaluating the quality of performance of faculty, using faculty to evaluate other faculty and to provide for enhancing classroom teaching by giving feedback to colleagues. The peer review committee consists of two regular full-time faculty, one of whom must be in the same faculty service area and must decide if the evaluate is satisfactory or must be placed on an Academic Support Plan.

The peer review committee conducts three classroom observations: two the first semester and the third prior to February 15. The committee meets with the contract employee to discuss the required performance observations; the teaching portfolio; and the student evaluations, which may consist of Classroom Assessment Techniques (CAT), open-ended survey at mid semester, and semester's end questionnaires. At this time, a professional growth plan may also be discussed along with an Academic Support Plan if necessary. If improvement is needed, the peer review committee meets with the contract employee to develop an Academic Support Plan to be forwarded to the District. When the instructor has completed his/her peer review plan, the committee reconvenes to discuss the results of the plan. Following the meeting, the committee notifies Human Resources that the evaluation is satisfactory. Should the committee not forward a satisfactory review plan, a mutually agreed upon Academic Support Plan will be forwarded to the District. The timeline for completing this plan is contingent upon the instructor's employment status. The performance evaluations and peer review as well as all other related materials are then placed in the employee's official personnel file in the Human Resources Department

Full-time regular faculty are evaluated no less than once every three years by a peer review committee consisting of a minimum of two faculty, one of whom must be a regular full-time employee, the other may be a full-time contract faculty or a part-time faculty who has taught three semesters at the District. The evaluation process for both contract and regular faculty include student and peer reviews and the direct manager's evaluation from observations gathered in the classroom visitations. The

contract full-time faculty performance evaluations are then compiled and provided to the Superintendent/President who reviews and makes a recommendation to the Board of Trustees to approve or reject another employment contract. The Performance Evaluations are then placed in the employee's official personnel file in the Human Resources Department.

Part-time employees are evaluated within the first year of employment. Thereafter, they are evaluated at least once every six regular semesters or once every nine regular quarters, as applicable. The authorized evaluator is responsible for the evaluation process and the final evaluation report of a part-time instructional and part-time non-instructional unit member. The division dean or the immediate administrator for non-teaching unit members is the primary evaluator. The evaluation is prepared in accordance with the roles and responsibilities as they relate to the assignment of the unit member. Unit members with assignments in more than one department are evaluated in that department in which the greatest proportion of the assigned load exists. If a split assignment is of equal proportion, the unit member may initially select the division/department in which the evaluation will take place; thereafter, the division/department shall alternate. Unit members may be visited by the authorized evaluator(s) of the other department(s) in which said unit member has an assignment. The process used for evaluating full-time contract faculty is also used for part- time contract faculty.

The evaluation process for classified personnel is described in the contractual bargaining agreement between the District and the California School Employees Association (CSEA) Chapter 477 in Article 6.13, Performance Salary Adjustment. Classified employees are evaluated prior to their first ten months of probation and on the anniversary date of the first day they occupied their current position.

The classified personnel evaluation process is initiated by the Human Resources Department, which is responsible for distributing and collecting the performance evaluation form. Classified employees are evaluated on their duties and responsibilities described on their negotiated and Board approved job descriptions. The evaluation form allow the employees to evaluate themselves on their strengths and deficiencies pertaining to personal characteristics, initiative, quality and quantity of work, skills and knowledge necessary to perform their job. The direct administrator evaluates the employee. All personnel evaluations are maintained in the employee's permanent personnel file located in the Human Resources Department.

The evaluation process for administrators is dictated by Educational Code, Board Policy 7255, and College Procedure 5550, Administrative Evaluation. The Administrator Evaluation consists of four major components: the first year review, a professional development plan, annual review of goals and objectives, and a biennial performance evaluation. As part of the performance evaluation, each administrator shall evaluate himself/herself and submit the self-evaluation to the direct manager. The self-evaluation includes achievements on any major accomplishments since the last evaluation or since hire; strengths and challenges as pertains to duties and responsibilities of the position, and goals of the upcoming year. Evaluation surveys completed by constituents in contact with the administrator are also part of each

administrator's performance review. The names of those selected for inclusion in the survey pool are determined by mutual concurrence between the administrator and his/her supervisor. The administrator under review selects five or more staff members to complete the survey, which may include feedback, to the extent possible, from other administrators, classified staff, students, and faculty. A copy of the survey summary is provided to the administrator and incorporated into the administrator's written evaluation. The administrator being evaluated has an opportunity to review and provide written comments. The intent of the performance evaluation is to provide feedback on an employee's job performance as it relates to accomplishments, strengths, successes and areas where improvement is possible. The complete performance evaluations are filed in the administrator's official personnel file and kept in the Human Resources Department.

Self-Evaluation
The standard element is met. At the beginning of each fall semester, the College hosts a New Hire Orientation Workshop to acclimate new faculty with the layout of the campus, to discuss their responsibilities/expectations, and to explain the evaluation process. In conjunction with the Faculty Association and the District's administration, new probationary full-time faculty members, along with their assigned tenured faculty mentor and their direct evaluator, are provided with a workshop to review and educate the new contract faculty member on the evaluation procedure, educational codes addressing the evaluation process, and the peer review process. This workshop is aimed at providing the probationary faculty member with the appropriate tools needed for a successful transition to tenure.

Full-time and adjunct faculty are evaluated in accordance with provisions written in the contractual bargaining agreement. The Human Resources Department places a blank evaluation form, a peer review form, and the contract language in the assigned mailbox of all new full-time faculty on their first day of employment. This process is intended to familiarize the probationary faculty with forms and their contractual obligation. Reminders are also sent out to the direct supervisor in order to complete the evaluation process in a timely and appropriate matter. E-mails are also sent out to remind contract full-time employees of contractual deadlines associated with their peer review. Performance evaluations conducted by the administration for faculty have always been done on time and in accordance with the contractual bargaining language.

The Human Resources Department is also responsible for sending out the Classified Performance Review form to the classified employee's direct manager. The performance evaluations are completed in accordance with the classified contractual agreement that mandates when an employee must be evaluated. Although the Human Resources Department sends out all Classified Performance Evaluations in a timely matter, they are often not returned within the due date. Despite this delay, no classified employee has been harmed in any way by any potential procrastination.

Management performance evaluations are done in a consistent manner and have input from different constituents as the procedure dictates. The performance evaluation reminders and forms are sent from the Human Resources Department to the appropriate vice president responsible for the performance evaluation. Once

again, although the Human Resources Department sends out all Performance Evaluations forms and reminders on a timely matter, they are often not completed nor turned in within the due date. Despite this delay, no administrator has been harmed in any way since administrator's salary is not predicated on performance.

Planning Agenda
None

Evidence:

IIIA.1.b.1	CTA CBA – Article 9	Hard Copy
IIIA.1.b.2	CSEA CBA – Article 6.13	http://www.riohondo.edu/hr/documents/CSEA%20Contract%202005-2008.pdf
IIIA.1.b.3	Board Policy 7255	http://www.riohondo.edu/Board/policies/BP7000/BP7255_AdministrativeEvaluation.pdf
IIIA.1.b.4	College Procedure 5550	Hard Copy

A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description
Rio Hondo faculty has taken a central role in the production of student learning outcomes. Rio Hondo has committed resources to a faculty coordinator of the College-wide Student Learning Outcomes Committee and has devoted several breakout sessions towards SLOs, such as improving SLOs for remedial math and vocational education. The College has had two all-campus key speeches during its FLEX Day and has devoted significant portions of time on FLEX days toward developing SLOs. On a program level, faculty meets within their program specific areas to discuss SLOs. SLOs have been incorporated as a component of program review and curriculum.

 The Academic Senate has been a focal point in ensuring that faculty is making progress on SLOs. For instance, the Academic Senate ensured that the spring FLEX Day activity be devoted toward making sure the College was on pace with the SLO cycle. Planning/Fiscal Council has its Student Learning Outcomes Committee report out at each of its meeting, as does the Academic Senate.

Faculty evaluation is within the exclusive purview of the collective bargaining agreement.   Faculty at the College have all championed the task of producing learning outcomes. The College has a useful link on the College Website that has helped increase progress on SLOs

Self-Evaluation
The standard element is met. The College faculty is very active in SLO production and assessment. The College is committed to ensuring that SLOs are infused into the courses.

Planning Agenda
None

Evidence:

IIIA.1.c.1	FLEX Day Agenda 2008	http://www.riohondo.edu/staffdev/FLEX.htm
IIIA.1.c.2	Academic Senate Agendas/Minutes	http://www.riohondo.edu/senate/minutes/2007-2008/2007_09_04_AS_Minutes.pdf
IIIA.1.c.3	Planning/Fiscal Council Agendas/Minutes	http://www.riohondo.edu/pfc/agenda_minutes.htm
IIIA.1.c.4	Academic Senate Agenda	http://www.riohondo.edu/senate/agendas/Fall%202007/AS_Agenda_2007-11-06.pdf
IIIA.1.c.5	Student Learning Outcomes Link	http://www.riohondo.edu/slo/

A.1.d The institution upholds a written code of ethics for all its personnel.

Description
The Board of Trustees adopted Board Policy 2715, Code of Ethics/Standard of Practice on November 12, 2003 and updated this policy on May 16, 2008. The policy describes the desired high standards of ethical conduct for its members.

The District has a contractual bargaining agreement with CCA/CTA/NEA representing the faculty of the College. The faculty has discussed the adoption of an NEA-crafted code of ethics but has decided not to adopt it as there are problems with fair application and enforcement of such a code.

The Classified employees represented by CSEA have developed procedures for discipline and dismissal through collective bargaining agreements.

Self-Evaluation
The standard element is met. The Board of Trustees has a written code of ethics. The faculty, management, and classified staff do not have a written code of ethics. A needs analysis suggests that current procedures and policies that ensure professionalism and high ethical standards are in place. These procedures and policies are to be found within the following: Board Policies, Discipline and Dismissal for Academic Employees, Discipline and Dismissal for Classified Employees, and the Faculty Handbook.

A written code of ethics for classified staff and faculty is a bargain-able issue and as such remains exclusively under the purview of the bargaining units.

Planning Agenda
None

Evidence:

IIIA.1.d.1	Board Policy 2715	http://www.riohondo.edu/Board/policies/BP2000/BP2715_CodeofEthics.pdf
IIIA.1.d.2	Board Policy 5500	http://www.riohondo.edu/Board/policies/BP5000/BP5500_StandardsConduct.pdf
IIIA.1.d.3	NEA Code of Conduct	http://www.nea.org/aboutnea/code.html

A.2   The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description
The District oversees staffing needs through a collegial governance model that accounts for input of all faculty, staff, and administrators through a College planning and decision-making process. Priorities are determined based on this input. All personnel requests are justified based on our Educational Master Plan and are reviewed by the Program Review Committee as described in Standard III, section A.1.a.

At Rio Hondo, of the 186 full-time faculty employed, 24 have a doctorate, 150 hold a master's degree, and the remaining 12 hold a bachelor's degree or an associate degree. The College is currently in the process of hiring 13 new full-time faculty members for replacements of faculty who have retired. The College is not simply replacing instructors who have retired in the same discipline left vacant by the retiree. Rather, the Planning/Fiscal Council, as indicated earlier in Standard III A.1.a, keeping in mind budget constraints, effectiveness and needs of programs and services, also approves faculty job openings in disciplines different from those left vacant. For example, this year the College has determined that it is necessary to hire a Wildland Fire instructor instead of filling a retirement in Electronics. The criteria, qualifications, and procedure for the selection and hiring of full-time and adjunct faculty are included in Standard III, section A.1.a.

Rio Hondo also complies with the mandated 75/25 full-time/part-time ratio as required by California statute. This calculation is annually calculated in the Human Resources Department, verified by the Finance and Business Department, and approved by the Superintendent/President. Rio Hondo College is currently in compliance with the statute.

The College currently employs 28 academic and classified administrators. Of these, six hold a doctorate and 20 hold a master's degree. The current Superintendent/President of the College and his three direct vice presidents have a combined 87 years in administrative experience in the community college system plus 25 more in higher education. The criteria, qualifications, and procedure for selecting and hiring administrators are included in Standard III A.1.a.

Currently, there are approximately 260 classified employees. The criteria, qualifications, and procedure for selecting and hiring classified staff are included in Standard III A.1.a. In addition, when a division requires classified personnel, the administrator responsible for the department must now fill out a Classified Staffing Request Form, identifying basic needs, including specifically how the additional personnel will address the department's Program Review, Strategic Plan, Educational Master Plan, Accreditation, or other external review processes supporting this position.

Self-Evaluation
The standard element is met. Rio Hondo College has sufficient number of faculty, staff, and administrators with appropriate knowledge and experience to provide the programs and services necessary to support the institution's mission and purpose. There is sufficient full-time faculty to keep the curriculum up-to-date, the programs appropriately reviewed, and to provide needed contributions on committees, including hiring committees. The College also has a sufficient number of experienced administrators to support its programs and services. There is also enough classified staff to support the College mission and goals associated with the programs and services they support.

Planning Agenda
None

Evidence:

IIIA.2.1	Classified Staffing Request Form	Hard Copy Only
IIIA.2.2	Faculty Staffing Request Form	Hard Copy Only
IIIA.2.3	75/25 Report	Hard Copy only
IIIA.2.4	Minutes of the Staffing Committee/PFC	Hard Copy Only

A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description
Employment procedures and policies of Rio Hondo College conform to Title 5, California Educational Code, state, federal, and other applicable laws, codes, and statutes. Personnel policies and procedures are developed by the Human Resources Director and provided to the President's Council, which consists of the Vice President of Academic Affairs, Vice President of Student Services, Vice President of Business and Finance, the Academic Senate President, CSEA President,

the Director of Operations, President of the Management Council, and the Human Resources Director. After the President's Council has had an opportunity to review and comment on the policies and procedures, the product is then shared with the entire Management Council and Planning/Fiscal Council (PFC). Recommendations made by all constituents are then taken under advisement and adopted by the Board of Trustees. The policies and procedures are then sent to all staff by e-mail from the President's Office and made available to all constituencies. In addition, all policies as well as rules and regulations governing employment procedures can be found on the District Website, and written copies are kept in each administrative office for reference by District personnel and the public under the 7000's series.

Self-Evaluation
The standard element is met. The District is an active member of the Community College League of California (CCLC). CCLC is a non-profit organization that provides Board Policies and Administrative Procedure Services to subscribing districts, such as Rio Hondo, in partnership with Liebert Cassidy Whitmore, a California law corporation. CCLC supplies the College with updated samples of policies and procedures that are legally required, legally advised, or suggested as good practice for Boards and districts to ensure that Board Policies and Administrative Procedures are current, fair, and equitable. Having CCLC provide updated policy recommendations allows the College to regularly review, update if necessary, and publish any policy or procedure which may need improvement.

The College then tailors and implements the policies and procedures into our own to ensure that all employees of Rio Hondo College are treated in a fair and equitable manner.

Planning Agenda
None

Evidence:

IIIA.3.1	Board Policies 7000's	http://www.riohondo.edu/Board/policies.htm

A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description
As stated in III.A.3, employment procedures and policies of Rio Hondo College District have been established and are in compliance with Title 5, California Educational Code, state, federal, and other applicable laws, codes, and statutes. Among these are policies outlining unlawful discrimination, sexual harassment, equal employment opportunity, hiring, equivalency, and other policies governing hiring and working conditions.

In addition to the above, the district has incorporated using an Equal Employment Opportunity (EEO Monitor) to observe all employment interviews. The EEO monitor is a trained district employee who is responsible for the following:

- Ensuring that no candidate is discriminated against on the basis of race, color, gender, sexual orientation, religion, national origin, age, disability, veteran, or marital status;
- Serving as a committee liaison to the District's Compliance Officer, with responsibility for reporting noncompliance. Any allegation of non-compliance is made in writing, stating the specific nature of the noncompliance, and investigated by the Compliance Officer;
- Being present during all interviews and also serving as the time monitor; and
- Enforcing all confidentiality of the hiring process.

The Human Resources Department also takes a very active role in the hiring process and ensures fairness in all employment procedures. The Human Resources Department among many other roles is responsible for the following:
- Administering the required training for committee members regarding the District's selection procedures and equal employment opportunity regulations;
- Ensuring compliance with the District's policy, state, and federal guidelines, and ensuring equal opportunity for all applicants throughout the process;
- Reviewing all screening criteria and interview questions created by the hiring committee to ensure fairness and compliance;
- Maintaining strict confidentiality throughout the hiring process.

Self-Evaluation
The standard element is met. The District has not received any discrimination complaint with respect to hiring procedures in over five years. There has only been one Equal Employment Opportunity Complaint/Civil case filed against the District in the last five years. The findings in that case demonstrated that the District did not discriminate against the complainant and, therefore, the court ruled on behalf of the District and found it harmless of all discriminatory charges.

Planning Agenda
None

Evidence:

IIIA.3.a.1	Board Policies 7000's	http://www.riohondo.edu/Board/policies.htm

A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description
Official personnel records for administrators, faculty, confidential, and classified staff are kept secure and confidential as per contractual bargaining agreements, labor law, and Board Policy 7145. Hiring documents, official evaluations, job performance related data, directives, and other personnel forms are kept and maintained in the personnel files located in the Human Resources Department for safe keeping. Any information released must be approved by the employee through a signed statement releasing the District of any liability.

Staff Members have the right to examine their personnel files at any time mutually convenient to the employee and the District. The District will provide a representative to be present when any official personnel file is examined. A union-represented employee may be accompanied by a union representative, if desired, or a union representative may inspect such materials individually with written authorization from the employee. This is in accordance with the respective contract. Employees examining their personnel file are required to log their review of the file.

The District maintains confidentiality of personnel files, which are available for inspection only to management-designated employees of the District when necessary in the proper administration of the District's affairs. Those who are allowed to review personnel files when necessary consist of the College President, vice presidents, deans, directors, and direct managers of the employee. The District keeps a log of persons who have examined an official personnel file as well as the dates such examinations were made, except routine clerical transactions. The log is maintained in the employee's official personnel file.

Self-Evaluation
The standard element is met. Permanent personnel records are safely kept at the District's Human Resources Department. The Human Resources Department ensures that only authorized personnel have access to the file. The employee has the right to inspect his or her personnel record, which the District maintains relating to the employee's performance or any other job performance related data, directives, and other personnel forms located in the personnel file. Employees are given full knowledge of the information contained in their files. The employee is required to sign all evaluations certifying that they have been informed of the content. Information of a derogatory nature is not entered or filed until the employee is given notice and an opportunity to review and comment on the information within ten (10) days of such notice. An employee has the right to enter and attach to any derogatory statement his/her own comments within ten calendar days.

Planning Agenda
None

Evidence:

IIIA.3.b.1	Board Policy 7145	http://www.riohondo.edu/Board/policies/BP7000/BP7145_PersonnelFiles.pdf
IIIA.3.b.2	CBA with CTA – Article 10	http://www.riohondo.edu/hr/documents/2004-2007%20FACULTY%20AGREEMENT/2004-2007%20Faculty%20Agreement.pdf
IIIA.3.b.3	CBA with CSEA – Article 15	http://www.riohondo.edu/hr/documents/CSEA%20Contract%202005-2008.pdf

A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description
Rio Hondo explicitly demonstrates its concern for issues of equity and diversity. This concern is in the College's Mission and Value Statements:
"Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community."

The goal is defined in one of the four College values, value three:
"Diversity and Equity: Rio Hondo College remains committed to diversity of students, faculty, staff, and management."

The College further fosters an appreciation for diversity through the composition of its hiring committees, the inclusion of a diversity-related question in all interviews, and the presence of a compliance officer to insure fair and equal treatment of all candidates. In terms of deliberating on candidates, the faculty hiring procedures are based on a 1991 College Procedure. The Academic Senate has recently proposed an updated hiring procedure that would achieve applicant fairness through a consensus vote consistent with the College mission and increased EEO training for faculty from the Office of Human Resources. The College administration is in current discussion on this proposal.

Annual Diversity Reports presented to the Board of Trustees illustrate results of the College's commitment to diversity in employment and serve as year-to-year benchmarks to maintain progress and to measure change. Additionally, notices are posted regarding adherence to non-discrimination. Further, speakers at College-wide FLEX Days have included diversity and equity issue experts, such as the author of Equity for All project and a speaker on discrimination. The College has had management training on the subject, and the topic has been included in the management retreat agenda. The College's staff development program includes diversity-related grants for which staff may seek underwriting to attend conferences and training. Campus Initiatives for 2006-07 included student learning outcomes and diversity. Through these grants, several culture-general grants were allocated, such as attendance at the Whittier College Diversity Conference and a field trip to the Museum of Tolerance. In addition, culture-specific grants were also awarded, including attendance at the National Association of Chicana/Chicano Studies Conference and hosting the Latina Leadership Conference.

The College disseminates information on all conferences, including those related to diversity and equity, in the Board Agenda. These one-to-two page reports serve to help gage the effectiveness of the conference and to disseminate information to the College community.

Self-Evaluation
The standard element is met. Rio Hondo College has reacted to equity and diversity concerns as they arise. The College is developing a greater awareness of how to address concerns regarding equity and diversity. The College's Vision, Mission, and Values Statements reflect the institution's commitment and appreciation of diversity throughout its community.

Planning Agenda
None

Evidence:

IIIA.4.a.1	ASCCC Rostrum	http://www.asccc.org/ Publications/Rostrums/ Rostrum12_06.pdf
IIIA.4.a.2	Rio Hondo College Website	http://www.riohondo.edu/ president/vmvg-statement.htm
IIIA.4.a.3	College Procedure 5070	Hard Copy only
IIIA.4.a.4	Academic Senate Minutes	http://www.riohondo. edu/senate/minutes/2007-2008/2007_10_16_AS_Minutes.pdf
IIIA.4.a.5	Posted message	Hard Copy only
IIIA.4.a.6	Managers' Retreat Agenda	Hard Copy only
IIIA.4.a.7	Equity for All Partners	http://www.usc.edu/dept/ education/CUE/projects/eq4all/ partners.htm
IIIA.4.a.8	Staff Development	http://www.riohondo.edu/ staffdev/committee.htm
IIIA.4.a.9	Board Policy 4300	http://www.riohondo.edu/ Board/policies/AP4000/AP4300_ FieldTripsExcursions.pdf

A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description
Rio Hondo regularly assesses its record of employment equity and diversity with its mission through the Office of Human Resources. The College reports the results to the campus community in the College Factbook 2007 and to the Chancellor's office. The Director of Human Resources assesses equity in applicant hiring pools. The Human Resources office sends out its hiring notice to a wide group of areas to ensure that job opportunities are visible for many diverse applicants.

Compared to the general California Community Colleges ethnic and gender reports, Rio Hondo has a fairly diverse staff. Here are summaries of the EB04 and EB03 Rio Hondo District reports that were submitted to the California Community Colleges Chancellor's Office for fall 2006:

Fall 2006 Ethnicity as reported in the EB04 district report:

	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	White	Unknown	Other-non-White	Districtwide Headcount
Educational Administrator	8.33%	4.17%		33.33%	4.17%		50%			24
Tenured/Tenure Track	7.57%	4.86%	1.08%	28.65%	2.16%	.54%	55.14%			185
Academic Temporary	9.06%	3.75%	2.19%	20%	.31%	.31%	64.38%			320
Classified Administrator		10%		40%			50%			10
Classified Professional			16.67%	16.67%		16.67%	50%			6
Classified Support	8.30%	1.51%	.38%	65.28%	.38%	.38%	23.77%			265

Fall 2006 Gender as reported in the EB03 district report:

	Female	Male	Districtwide Headcount
Educational Administrator	17	7	24
Tenured/Tenure Track	90	95	185
Academic Temporary	146	174	320
Classified Administrator	3	7	10
Classified Professional	3	3	6
Classified Support	180	85	265

The College provides all staff access to e-mail. Although this is not inherently a problem, the College might consider informing staff about appropriate online communication. Currently, there are mechanisms to ensure appropriate online communication, but given the challenge, the College might investigate pragmatic ways to prevent inappropriate communication through this channel.

Self-Evaluation
The standard element is met. The College submits the diversity record and evaluates each pool for inclusion of diverse applicants. The Director of Human Resources assesses the pool each February.

A section in the handbook has an assessment which seems speculative. It is unclear about comparisons either to past patterns or to specific areas. Moreover, it is unclear if it is based on regional community college comparisons. In sum, there needs to be thorough and open assessment of what the diversity data entails for this College. This is particularly critical to be in accordance with Proposition 209 and other legislative areas.

Planning Agenda
None

Evidence:

IIIA.4.b.1	College Factbook 2007	http://www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf
IIIA.4.b.2	Report on Staffing Fall 2006 California Community College	http://misWeb.cccco.edu/mis/onlinestat/staff.cfm
IIIA.4.b.3	College Procedure 6600	Hard Copy only
IIIA.4.b.4	Standard III: HR Sub-committee Minutes	Hard Copy only
IIIA.4.b.5	College Factbook	http://www.riohondo.edu/president/PDF/RHC_Factbook2007.pdf

A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Description
The institution has mechanisms for ensuring integrity in the treatment of its administration, faculty, classified staff, and students.

Administration
The College maintains integrity of the administration, including its CEO, through evaluation procedures. Board Policy 7255 and Administrative Procedure 2435 detail the College's application of how evaluations are conducted. Management other than the CEO has evaluation procedures that are thorough and confidential.

The administration has representation on key groups, including the College's Planning/Fiscal Council and all pertinent committees. Further, the College has a Management/Confidential Council, which serves to be the voice of collective management and confidential staff concerns.

Faculty
The institution's faculty is a part of CCA/CTA/NEA collective bargaining unit. This faculty union is an affiliate of the largest professional association in the United States through its NEA affiliate. The faculty contract includes contractually agreed upon grievance procedures and explicit language ensuring integrity towards its members by the contractual non-discrimination agreement article.

The College's Academic Senate ensures integrity of faculty along the lines of academic and professional matters. The Board aligns its policies in accordance with Government Code and Collective Bargaining Agreements (CBA). This alignment is apparent in its criterion for discipline and dismissals:

The employee has been evaluated in accordance with standards and procedures established in accordance with the provisions of Education Code sections 87660 et seq., and any College procedure for evaluation contained in a collective bargaining agreement;

The Faculty Handbook, Board Policies, and CBA clearly and comprehensively identify Academic Freedom and Academic Integrity. The faculty has inclusion on campus committees and opportunities for input. For instance, the College's Board of Trustees has dedicated times for the Faculty Association, the Academic Senate, and the CSEA leadership to report at each Board meeting. The Academic Senate President and the Classified Staff Employee Association President are included in the President's Council.

Staff

The College staff is part of the California School Employees Association No 477. The classified staff and the College have contractual agreements on evaluation procedures (Article 15) and grievance procedures (Article 16). Through this association, the classified staff has mechanisms to ensure integrity. The College's classified are included in many planning groups, including the Planning/Fiscal Council and the President's Council.

Students

The College is committed to student equity.   Board Policy 5300 clearly identifies this objective: "The Board is committed to assuring student equity in educational programs and College services." The Associated Student Body (ASB) serves as the voice of the students and a student trustee is the voice of the student body at Board of Trustee meetings. The student trustee is given a seat with the Board of Trustees as an advisory voting member. Besides the ability to move, second, and vote on Board motions, the student is recognized as a full member of the Board at meetings.

Students also have grievance procedures to address academic issues as they arise. The College Catalog and Class Schedule clearly communicate what a student grievance process entails. The Student Handbook has inaccuracies. In all processes, only a hearing is included. The online grievance procedure and the Student Handbook cite inaccurate Board Policy and an inaccurate contact person. The College Catalog has bilingual (Spanish and English) descriptions of sexual harassment and discrimination policies in the student section.

Self-Evaluation

The standard element is partially met. The College has many policies that consistently reinforce integrity in the treatment of its administration, faculty, and staff. However, the College needs to create clearer communication channels to the student body or appropriate personnel. The College needs to update the student grievance procedures on the online Student Handbook and the online link to student grievances. The College Catalog and the College Student Handbook should be consistent. The College should give clearer intermediary steps to ensure the students can provide feedback to their advocate constituency (ASB). Based on the 2007-08 grievance procedure, a student has a single recourse: a hearing. The College

should communicate the process for student grievances on more pervasive yet less problematic issues and provide a channel for students to communicate positive feedback.

Planning Agenda
The College will explore the efficacy of a clearer communication channel for students to communicate their evaluation of the College staff and services if the student desires. This concern is pertinent for the College Student Handbook, which needs to be updated and clarified regarding the student grievance procedure. The update will be conducted to correct the inaccuracies and establish intermediary means for student communication prior to the hearing step.

Evidence:

IIIA.4.c.1	Board Policy 7255	http://www.riohondo.edu/Board/policies/BP7000/BP7255_AdministrativeEvaluation.pdf
IIIA.4.c.2	Administrative Procedure 2435	http://www.riohondo.edu/Board/policies/AP2000/AP2435_EvaluationofCEO.pdf
IIIA.4.c.3	Board Policy 1055	http://www.riohondo.edu/pfc/Doc2007_08/BP%201055%204%2000%20(2).pdf
IIIA.4.c.4	College Planning 1055	http://www.riohondo.edu/pfc/Doc2007_08/Planning%20CP1055.pdf
IIIA.4.c.5	President's Update	http://www.riohondo.edu/president/President_Update/Sept07.pdf
IIIA.4.c.6	National Education Association	http://www.nea.org/aboutnea/index.html
IIIA.4.c.7	RHCFA CBA Article 16 page 81-88	http://www.riohondo.edu/hr/documents/2004-2007%20FACULTY%20AGREEMENT/2004-2007%20Faculty%20Agreement.pdf
IIIA.4.c.8	RHCFA CBA Article 13 page 75	http://www.riohondo.edu/hr/documents/2004-2007%20FACULTY%20AGREEMENT/2004-2007%20Faculty%20Agreement.pd
IIIA.4.c.9	Title 5 section 53200	http://www.ccsf.edu/Offices/Shared_Governance/Title5.pdf

IIIA.4.c.10	Board Policy 7360	http://www.riohondo.edu/Board/policies/BP7000/BP7360_DisciplineDismissalsAcademicEmp.pdf
IIIA.4.c.11	Faculty Handbook	Hard Copy only, page 2
IIIA.4.c.12	Board Policy 4030	http://www.riohondo.edu/Board/policies/BP4000/BP4030_AcademicFreedom.pdf
IIIA.4.c.13	RHCFA 2004-07 Collective Bargaining agreement section 9.2.4	http://www.riohondo.edu/hr/documents/2004-2007%20FACULTY%20AGREEMENT/2004-2007%20Faculty%20Agreement.pd
IIIA.4.c.14	CSEA Collective Bargaining Agreement	http://www.riohondo.edu/hr/documents/CSEA%20Contract%202005-2008.pdf
IIIA.4.c.15	Board Policy 5300	http://www.riohondo.edu/Board/policies/BP5000/BP5300_StudentEquity.pdfThe
IIIA.4.c.16	Board Policy 2015	http://www.riohondo.edu/Board/policies/BP2000/BP2015_StudentTrustee.pdf
IIIA.4.c.17	Board Policy 5400	http://www.riohondo.edu/Board/policies/BP5000/BP5400_ASO.pdf
IIIA.4.c.18	College Catalog, p. 47	http://www.riohondo.edu/students/counseling/catalog/07_08/College_Catalog_2007-2008.pdf
IIIA.4.c.19	Online Student Grievance Procedure	http://www.riohondo.edu/students/handbook/policies.htmStudentGrievance
IIIA.4.c.20	Student Handbook	http://www.riohondo.edu/students/handbook/policies.htm

A.5 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institution mission and based on identified teaching and learning needs.

A.5.a The institution plans professional development activities to meet the needs of its personnel.

A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description
Professional development activities at Rio Hondo College are planned, implemented, and evaluated by the Staff Development/FLEX committee, which is a shared governance group that has equal representation from faculty, classified staff, and management.

The mission of the committee is to seek to provide the Rio Hondo College community with opportunities for professional growth and renewal in order to foster improved morale, increased efficiency, and greater institutional effectiveness. Work is predicated on the belief that supporting the realization of individual potential is essential in achieving shared excellence.

In 2003, Staff Development at Rio Hondo was reorganized in an attempt to meet several challenges:

- How to develop meaningful and varied staff development activities in light of the elimination of the state development budget;
- How to make the FLEX reporting system more efficient;
- How to more clearly communicate with faculty, classified, and administrators about staff development activities, decisions, and processes.

Since 2003, the Staff Development Committee has made strides to address these challenges and provide a variety of opportunities for individual, departmental, and institutional growth.

At its annual planning meeting the Staff Development Committee met May 16, 2007 to review results of the Staff Development survey completed by members of the various campus constituency groups and to use this feedback to plan for future directions of the Staff Development program. The committee reaffirmed the following goals to guide planning for the year:

- To support opportunities for individual growth
- To offer opportunities for individual and group renewal
- To create opportunities for collegial skill building, goal setting and sharing
- To respond to needs created by emerging critical issues, such as bond implementation, accreditation, student learning outcomes, and technology/ MIS
- To cultivate and enhance a culture of collegiality

In response to these goals, the following is a summary of the sorts of professional development programs the institution supports:

- Individual, small group, departmental/work group projects, and travel that are identified by participants and supported through quarterly Staff Development grants; these grants require that awardees detail either how

they will share the benefits of their project with the largest appropriate campus audience or how they have determined that the project has substantial support and buy-in from colleagues. Many former awardees become presenters at future FLEX Days;

- Two pre-semester professional development/FLEX days. While FLEX days are only mandated for faculty, in the past three years, efforts have been made to offer some sessions that will also be of use to classified and management personnel;
- An annual All Staff Retreat typically involving 100 attendees that include faculty, staff and administrators;
- Streamlined funding for low cost trainings and workshop that cost under $200;
- Sponsorship of speakers and workshops on topics related to professional growth for both the entire campus as well as specific work groups;
- $15,000 annually to fund classified staff educational reimbursement and support for attending other job related seminars and workshops; additionally, when staff development funds are allocated from the state, 20% of those monies are set aside for classified staff projects;
- A staff recognition project that honors faculty, staff, and administrators "Caught in the Act" of excellence;
- Full-time faculty extended orientation program;
- Part-time and new faculty support via sponsorship of www.4faculty.org;
- Topical discussions and book groups;
- Long term team building and renewal activities, such as ongoing Formation events;
- Year-long Sabbatical leave for up to five faculty;
- Management Retreats
- 50% release time for a faculty coordinator of Staff Development/FLEX;
- 19 hour a week, 11 month staff support position for FLEX;
- 40% release time for a faculty Student Learning Outcomes Coordinator who has offered numerous campus workshops;
- Set aside of approximately $56,000 per year from the general fund for staff development activities when state monies were eliminated;
- Set aside of $25,000 in general fund to be used over a three-year period to fund staff development and professional development activities as they relate specifically to student learning outcomes and diversity.

In order to identify and address the teaching and learning needs of faculty and staff, an annual survey is sent out to the entire staff asking for feedback on what professional development activities would be of use to the campus community. This survey provides input for an annual Staff Development retreat, which reviews the effectiveness of past activities and makes recommendations to continue, alter, delete, and add new activities for the following year. In addition to the retreat, the Staff Development committee (made up of appointees from faculty, management, and classified staff) also meets regularly throughout the year to discuss, facilitate, and implement activities to address professional development needs as they arise.

Multiple methods are employed to evaluate professional development activities and their impact on teaching and learning:

- Evaluations are gathered and results are tabulated and reviewed by the Staff Development committee after FLEX Days and the All Staff Retreat;
- Individual, small groups, or departmental grant awardees provide written reports outlining gains from their projects;
- New Faculty Orientation and Formation participants provide qualitative reflections on the value of their participation in those projects;
- All staff returning from College-related travel provide the Board with an evaluation of the activity, including how the individual and the institution has benefited from this activity.

These evaluations are disseminated and discussed in the Staff Development/FLEX Committee to guide planning for future activities.

Self-Evaluation
The standard element is met. As can be seen in the abundance of self-initiated and campus-sponsored activities open to all staff at Rio Hondo, great strides have been made since the last Accreditation visit to comprehensively assess and address the professional development needs of the entire campus community with both breadth and depth. Especially given the fact that the State has only allocated professional development monies once out of the last five years, Rio Hondo's internal commitment to providing a variety of training, renewal, and development opportunities to all staff can be viewed as exceeding standard expectations.

Planning Agenda
While the Staff Development Committee is pleased with the progress that has been made in serving the campus in this area, two suggestions have been identified for potential improvement that will enhance the College's ability to address professional development needs:

1. On at least an annual basis, managers should identify and evaluate their own Professional Development plans with their supervisors and meet individually and collectively with their staff to identify and support their plans for professional growth.

While professional development is "mandated" for faculty by way of FLEX obligation, the same is not true for management and staff. Additionally, classified employee representatives have voiced a concern about inconsistent policies in time granted for staff development and a potential disconnect between many managers and the professional development needs of their staff. Given that an educational institution should value life-long learning, the Committee makes this recommendation so that managers and staff can proactively work together to identify and strategize on ways to satisfy the professional development needs of individuals and working groups.

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2. The College should more consciously consider how to support training for professional growth and how to provide for ongoing training for staff and faculty who require regular upgrading of their skills in order to perform their current job duties.

Evidence:

IIIA.5a and IIIA.5b.1	Staff Development/FLEX Minutes	Current year @ www.riohondo. edu/staffdev . Past years available on disc.
IIIA.5a and IIIA.5b.2	Staff Development/FLEX Annual Report	Previous year available at www. riohondo.edu/staffdev . Previous years available on disc.
IIIA.5a and IIIA 5b.3	FLEX Day Evaluation Summaries	Hard Copy only
IIIA.5a and IIIA 5b.4	Staff Development Planning Survey Results	Hard Copy only
IIIA.5a and IIIA 5b.5	Formation Qualitative Reflections	Available at www.riohondo.edu/ staffdev
IIIA.5a and IIIA 5b.6	New Faculty Orientation Qualitative Reflections	Hard Copy only
IIIA.5a and IIIA 5b.7	Staff Development Project Reports	Hard Copy only

A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description
Assembly Bill 1725 (AB 1725) continues to influence the College hiring practices. AB1725 established obligation requirements for Colleges to meet in planning for faculty positions. As the College updates the Education Master Plan and Unit Plans, staffing plans will be integrated into these areas. The College's Program Review Process and Planning/Fiscal Council Sub-committee thoroughly review and hire faculty.

Management positions are established through College Procedure 5025. Hiring committees for management positions participate in shared governance in determining the committee members. The classified position planning process is being updated through a Planning/Fiscal Council Sub-committee.

Rio Hondo College faculty staffing is integrated with staffing needs based on program review requests and retirement. Initial determination is done by the Chief Financial Officer.

There is no public document that tracks faculty vacancies. There is an Academic Affairs and Student Services Sub-committee that systematically discusses and determines staffing needs each year. Prioritization is based on the outcome of the committee meeting in the fall semester.

In prior years, there was no formal staffing process for classified staff; however, the Planning/Fiscal Council has introduced a non-faculty staffing procedure. Administrative replacements are discussed in the President's Council and brought to the Planning/Fiscal Council for discussion, and when a consensus is established, the process begins.

Administration
The College has periodic Administrative Evaluations (BP 7255) and an annual evaluation of the College CEO (BP 2435). For the CEO evaluation, input from staff, faculty, students, and managers are included (AP 2435).

Faculty
Evaluation procedures for faculty are contractually agreed upon through the collective bargaining agreement (RHCFA CBA). This process serves to assess the College's faculty resources. The division dean observes faculty in the classroom and provides written feedback.

During the program review, the specific program under consideration discusses its staffing needs as well as other discipline specific needs with the Program Review Advisory Committee. The College discusses the staffing needs during early fall semester to two sub-committees, the Academic Affairs Sub-committee and the Student Services Sub-committee. The College does not have a formal and transparent tracking mechanism for retirees/resignations. Human resource decisions emanate from institutional needs and plans for improvement.

Classified Staffing
Traditionally, classified staffing has not been integrated with institutional planning. Staffing occurs department by department, usually as a result of a vacancy of an existing position, and on occasion, there will be the creation of a new position or an augmentation of a staff assignment. While there are classified staffing needs described in program review, these needs have not been formalized nor prioritized in any planning document. There is a contractual process to meet part of the increasing need for staffing consisting of eliminating authorized unpaid leave days in order to increase a staff assignment. There is also the Open Positions Committee that facilitates hiring for vacant positions. Very recently, the Superintendent/President has initiated the creation of a Staffing Committee. This committee will consist of classified staff, faculty, and management representatives. The committee will be responsible for using a multiple-criterion based process for prioritizing classified staff and faculty position requests to be integrated with the institutional master planning process.

Classified Evaluations

Evaluation procedures for the classified staff are contractually agreed upon through the collective bargaining agreement. Classified staff evaluations are performed on an annual basis and more frequently when necessary. The evaluation consists of an employee self-evaluation and the manager evaluation.

There is no mechanism in place to gauge whether the current evaluation process is an effective tool to assess the effective use of human resources or as the basis for improvement at the department and institutional level.

Self-Evaluation

The standard element is partially met. The College has thorough hiring processes for faculty and administrators. The processes for hiring classified staff need to be further developed and better integrated into institutional planning.

Planning Agenda

The new Staffing Committee will provide a procedure and process for integrating classified staff priorities with the College's institutional planning and the Educational Master Plan.

Evidence:

IIIA.6.1	BP 7255	http://www.riohondo.edu/Board/policies/BP7000/BP7255_AdministrativeEvaluation.pdf
IIIA.6.2	BP 2435	http://www.riohondo.edu/Board/policies/BP2000/BP2435_EvaluationofPresident.pdf
IIIA.6.3	RHCFA CBA	Hard Copy only
IIIA.6.4	AP 2435	Hard Copy only
IIIA.6.5	CP 5025	Hard Copy only

B. Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality necessary to its support programs and services.

Description

The Rio Hondo College District provides education services at Rio Hondo College, which is located on 188 acres of hillside property in an unincorporated area of Los Angeles County and adjacent to the cities of Whittier and the City of Industry.

The College contains approximately 500,000 gross square feet of building space, housing classrooms, computer labs, science labs, automotive labs, public safety, physical education/athletics, a library/Learning Resource Center, a campus theater and performing arts area, cafeteria, child development center, and other functions essential to serving the needs of students. The District also offers a fire training program at a District-owned facility, located in the City of Santa Fe Springs.

To assure the provision of appropriate physical resources to support the College's educational program, Rio Hondo College embarked on the development of master plans.

In 2002, after conducting a significant number of meetings with departments and the general campus to review existing educational programs and to project growth for the next 15 years, an Educational Master Plan was completed. Space requirements were developed based on the projected growth of educational programs. As part of this effort, a space inventory study reviewed the assignable square footage of every building on campus, coding each space according to the Chancellor's Office space guidelines. At approximately the same time, assessments were conducted in 2003 to determine the condition of existing facilities. All of these documents became the driving force and framework behind the development of the Campus Master Plan, which is intended to support the mission of the College and its Educational Master Plan.

During the subsequent development of the Campus Master Plan, the College obtained input from a wide spectrum of representatives and constituent groups from the campus community and the local community through the following:

- Campus-wide retreats, which included faculty, staff, administrators, and Board members;
- Meetings of Campus Master Plan Architects with each department to refine the space requirements of programs;
- Discussion sessions on the Campus Master Plan with students;
- Town Hall meetings to obtain input from District residents;
- Updates to the Board of Trustees;
- Meetings and hearings on the Master Plan Environmental Impact Report, which provided opportunities for input from faculty, students, staff and District residents.

In fall 2006, the Board of Trustees of the Rio Hondo College District approved the Campus Master Plan and the associated environmental impact report. The following three documents comprise the Campus Master Plan:

- The Resource and Facilities Plan describes the complete campus improvement program, including new and renovated buildings; vehicular and pedestrian access and circulation; spatial organization; concepts for campus lighting and way finding (signage and graphics) and program phasing.
- The Landscape Master Plan describes the intended character of all campus open spaces with suggestions for planting, paving materials, and outdoor furniture as well as a strategy for implementation, including replacement of aging plant materials to ensure the continuity of the campus's landscape well into the future.

- The Architectural Guidelines describe the requirements for building massing and architectural language based on the precedents set by existing campus buildings and the agreed upon vision of the future campus. The appearance of elements, such as campus signage and lighting fixtures, are addressed in this document.

Summary of Resource and Facilities Plan Goals
- **Improved Learning Environments**
  Improved learning environments will be achieved through expanded and modernized facilities as increased numbers of teaching spaces are required to meet projected demand. Greater technological capability for new and existing classrooms to support equipment and modern teaching methodologies will also be incorporated.

  Modernization will range from building system improvements to the reconfiguration of space and environmental qualities (lighting, sound attenuation, etc.) to the expanded availability of technology to support classroom activities and is planned for every existing building on campus. New buildings are being planned with the most advanced technology to support the current thinking in teaching methodologies and the pedagogical goals of the College.

- **Improved Safety**
  Pedestrian safety along roadways and lighting levels along both roadways and pedestrian pathways were cited as areas of concerns. The proposed Campus Master Plan includes the construction of new sidewalks and new street lighting along pedestrian pathways for most roads, parking areas, and pedestrian walkways.

- **Improved Access**
  An apparent lack of a "front door" to the College and a limited way-finding signage system combined with significant terrain changes (i.e., a 200 foot change in elevation above sea level from Workman Mill Road to the campus core area) are obstacles to those arriving on campus. The Campus Master Plan includes a new, identifiable entrance to the College that will transport individuals close to the upper level of the College, which is near in elevation to the main campus quad. In addition, a new system of signage will more clearly provide directions to campus facilities. Campus facilities will be planned in a comprehensive manner to provide more convenient access to the disabled.

- **Expanded Service of the Surrounding Community by the College**
  A greater presence in the community would improve access to the opportunities provided by Rio Hondo College to the more distant parts of the District. Off-site facilities in El Monte and Whittier will provide a convenient means for more community members to access Rio Hondo College's programs.

- **Planning in Anticipation of Future Growth**
  The plan will permit the growth of campus capacity and the improvement of its facilities in a logical and coherent way, allowing facilities to meet the projected demand as it materializes. Phasing of new and renovated construction will be based on the Educational Master Plan. New facilities are generally scheduled to replace existing ones before they are demolished or renovated. Renovation of structures will occur either after programs have moved to new facilities or, in some cases, concurrently with portions of programs being relocated to newly renovated portions of the building while other areas are being worked on.

- **Sustain Academic Quality through the Implementation Process**
  The implementation of the various projects in the Campus Master Plan is planned to accommodate the ongoing operation of the campus in a way that does not diminish the educational experience of the students attending courses while the program is executed. Phasing plans have been developed, identifying campus community and construction access during each semester for the duration of the construction phase of the program.

- **Improved Sense of Community on Campus**
  Thoughtfully designed outdoor spaces will provide opportunities for students and faculty to meet in casual circumstances and extend the time students spend on campus, increasing the opportunity for academic and social integration of students to the campus.

Self-Evaluation
The standard element is met.

- First, the College has completed an Educational Master Plan and Campus Resource and Facilities Master Plan—Facilities, Landscape, and Architectural Guidelines— that provide the framework for planning physical resources necessary to support the mission and the educational programs of the College.

- Second, the State of California has provided funding to some extent for the provision of facilities necessary to meet the program needs of the College. The College annually develops Five-Year Construction plans and specific project proposals for submittal to the California Community College Chancellor's Office to support funding requests for major capital projects. To date, the Rio Hondo College has submitted requests and received partial construction funding for a new the Library/Learning Resource Center (LRC), Applied Technology Building Renovation, and a Physical Education Building Reconstruction. However, State funds are not sufficient to fund all of the facility improvements envisioned in the Campus Master Plan.

- Third, providing a major impetus to the implementation of the Campus Master Plan, a local bond measure was passed in 2004 that provides for the expenditure of $250 million for constructing new buildings and renovating existing facilities within the District. Most important, the bond fund provides

the local matching share for State funded projects mentioned above (LRC, Applied Technology Renovation, and PE Building Reconstruction). In addition, a number of projects have been identified as high priority for local funding: a Central Plant building (heating/cooling) and Campus-wide Utility Infrastructure upgrade (electrical, telecommunications, water, sewer, and storm drain) to support new and renovated buildings; a new Administration of Justice (AJ) building and potential renovation of the existing AJ facility; a new Student Services building; expansion of the Data Center; reconstruction of the campus quad; a new south road to provide a new entrance to the campus and improved access to the campus quad; a new pedestrian bridge and stairways to provide safe access.

The renovation of facilities at the Regional Public Safety Training Center in Santa Fe Springs and the provision of temporary off-site facilities in El Monte and Whittier are also high priorities for local funding. An annual report is distributed to District residents, which includes an update of the building program.

- Fourth, two committees play a key role in monitoring the building program. The Rio Hondo College Oversight Committee, established in 2004, is comprised of individuals from the local business community, senior citizens' organizations, taxpayers' organizations, a currently enrolled student, and an advisory council of the District Foundation. As specified by the State Education Code, the primary duty of the Committee is to provide for general oversight of the expenditure of the local bond fund. The Rio Hondo Oversight Committee meets quarterly and is provided bond expenditure reports and an annual report for its review. In addition, a Building Program Steering Committee has been established that reviews final draft plans and actions related to the building program and forwards recommendations to the College President, who in turn makes recommendations to the Board of Trustees. This committee is comprised of the President, Vice President of Finance and Business, Vice President of Academic Affairs, Vice President of Student Services, and Director of Facilities Services. Communication of the status of the building program to the campus community is accomplished through presentations at Board of Trustee meetings (where representatives from the Academic Senate, Faculty Association, CSEA, and Associated Student Body attend), campus-wide forums, and meetings with individual departments.

- Fifth, the general budget for the College provides funding for general maintenance and operations for the College. In addition, the College annually develops scheduled maintenance plans for submittal to the California Community College Chancellor's Office to support funding requests for projects that address longer-term maintenance needs (e.g., chiller/cooling tower major repairs).

Planning Agenda
None

Evidence:

IIIB.1.a.1	Rio Hondo College Educational Master Plan, December 11, 2002	Hard Copy
IIIB.1.a.2	Rio Hondo College Citizen's Oversight Committee Administrative Procedure	Hard Copy
IIIB.1.a.3	Rio Hondo College Campus Master Plan, September 2006 (including Resource and Facilities Plan, Landscape Master Plan, Architectural Guidelines)	www.riohondo.edu Hard Copy
IIIB.1.a.4	Rio Hondo College Resource and Facilities Plan, 2005	Hard Copy
IIIB.1.a.5	Rio Hondo College Annual Report to the Community, Spring 2008	Hard Copy
IIIB.1.a.6	Rio Hondo College Scheduled Maintenance Fund Request, January 2008	Hard Copy

B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

Rio Hondo College is committed to maintain its physical facilities in a manner that provides a safe, secure, and healthful learning and working environment. In terms of the building program, this is accomplished through the approval of plans for new buildings and building renovations by the Division of the State Architect (DSA) for compliance with building codes, review of structural plans, and review relative to the American with Disabilities Act (ADA). In addition, College operations must comply with the California Occupational Safety and Health Act (OSHA) requirements.

The Facilities Services Department of the College maintains buildings, grounds, vehicles, and other campus facilities.

Campus safety at the College is addressed through security operations and the Emergency Response Plan. College contract security provides assistance in the following ways:

- contact local law enforcement and fire agencies to respond to life/safety emergencies, respond to urgent situations, such as individuals who have had an accident;

- provide regular patrol of the campus;
- observe and report suspicious persons or activities;
- provide traffic control to minimize potential circulation hazards, and
- provide general assistance to the campus community.

The Emergency Response Plan was prepared by the College in 2005 and identifies responsibilities and procedures in the event of a disaster or major emergency situation.

The College provides shuttle service to allow for convenient transportation within the campus, including access from parking facilities to campus facilities.

The South Coast Air Quality Management District requires employers with 250 or more employees to develop a program to reduce the number of vehicle miles traveled to the workplace, with the objective of lessening the generation of air pollution in the Los Angeles air basin. This is commonly called the Commute Reduction Program. Rio Hondo College submits and receives approval of Commute Reduction Programs on an annual basis.

Self-Evaluation
The standard element is met. Through the modernization of existing facilities and the provision of new buildings, the building program is providing an opportunity for the College to enhance access, security, and safety. This will be accomplished through the following:

- Providing a new entrance road to the campus that will provide new and well-marked crosswalks, better street lighting, and direct access of transit buses and campus shuttles to the upper quad. Currently, the transit stop is at the bottom of a hill, approximately 200 feet lower in elevation than the campus academic core;
- Increasing accessibility to the disabled by providing ADA upgrades in remodeled facilities and complying with ADA requirements in new buildings. An ADA Master Plan has been prepared to identify ADA improvements for building projects on a campus-wide basis;
- Implementing a new way-finding system to provide clearly identified networks of pedestrian pathways and transportation systems;
- Re-striping existing parking facilities to increase the availability of parking;
- Upgrading the campus-wide and building specific fire alarm systems and retrofit lighting in existing parking lots.

In addition, other facility or service improvement programs are underway in the College to enhance the level of access, safety, and security:

- Improving security operations, the College contracted with a new contract security company that has implemented a comprehensive training program for all officers and updated security operation procedures. In addition, a Memorandum of Understanding (MOU) was recently executed between the Los Angeles County Sheriff's Department and Rio Hondo College, which clearly specifies responsibilities of the Sheriff's Department in responding to

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emergency and urgent security situations. The College has also updated its radio system and distributed radios to Building Emergency Leaders.

- Updating its Annual Security Report, pursuant to the Clery Act, requires colleges and universities to disclose information about campus crime and security policies. The current report for Rio Hondo College is available on the College Website. The College provides "timely warnings" to the campus community when it appears that a crime poses an ongoing threat to students and employees.
- Implementing the Emergency Response Plan, the Public Safety department is in the process of developing a program to conduct emergency disaster drills, as well as to test and improve the execution of the Emergency Response Plan, especially in light of recent events.
- Encouraging greater use of alternative forms of transportation to enhance access to and within the campus. The College recently initiated the "Go Rio" program that provides free transit passes to all full-time students. In addition, the campus shuttle-service schedule has been adjusted to lessen the "wait times" for the service.
- Constructing a new walkway along the existing main entrance to campus (College Dr./West Dr.), the College hopes to discourage pedestrians from using the roadways as a form of access.

Furthermore, the College has received approval of Commute Reduction Programs on an annual basis from the South Coast Air Quality Management District. A number of strategies are identified in the Program to reduce the number of vehicle trips to campus, such as annual on-campus transit fairs, provision of rideshare information, provision of a guaranteed ride home for rideshare participants for personal emergencies, preferential carpool parking, and financial/time off incentives.

The College's environmental hazard program is in the process of being updated and executed. A review of operations relating to environmental hazards is currently being done, with an individual acting as a Risk Manager to be retained in 2008 to lead this effort. An extensive training program for employees who may encounter hazardous materials is currently underway.

The Facilities Services Department implemented an online work order system in 2007. This system enables College departments to submit work requests and to check requests online, provides for quick routing to appropriate Facilities Services groups, and allows Facilities technicians to receive work orders and record the status of projects online. The result is that the Facilities Services Department will more effectively execute requests for maintenance services.

Planning Agenda
None

Evidence:

IIIB.1.b.1	Rio Hondo College Campus Tram and Parking Map	www.riohondo.edu
IIIB.1.b.2	Rio Hondo College Emergency Response Plan	Hard Copy

IIIB.1.b.3	Rio Hondo Commute Reduction Program	Hard Copy
IIIB.1.b.4	Rio Hondo College ADA Master Plan	Hard Copy
IIIB.1.b.5	Memorandum of Understanding (with Los Angeles County Sheriff's Department and with Whittier Police Department)	Hard Copy
IIIB.1.b.6	Rio Hondo College Annual Security Report, 2007	www.riohondo.edu

B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

B.2.a Long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.

Description
As conveyed earlier, the College has developed plans/programs (i.e., Campus Master Plan, Five-Year Construction Plan) to ensure that facilities support the mission of the College and its Educational Master Plan. Funding from State and local bonds allow for numerous projects to be completed over the next five to seven years, substantially implementing the vision of the Campus Master Plan. Maintenance costs will increase due to the addition of new facilities, with the College seeking additional funding to address such costs.

The College maintains an efficient system for the purchase, repair, and maintenance of equipment. The College realizes that technology is constantly changing and affecting the needs of the classroom. In order to enhance instruction, divisions and departments determine their need for enhanced and/or replacement equipment. Equipment is funded at the District, division, and department level from the general fund, grants, one-time funding sources for those acquisitions, as well as State and local construction funds.

Self-Evaluation
The standard element is met. State and local bond funding provide for the implementation of a large number of capital projects. Funding is, nevertheless, not available for all projects envisioned in the Campus Master Plan (as described earlier). In the future, the College will need to submit requests for matching State funding for additional projects and pursue non-state funding sources. In terms of maintenance costs, funding from the State will continue to be needed to address the preventative maintenance needs of facilities. Unfortunately, State funds are typically not sufficient to address these needs.

Divisions and departments evaluate their equipment needs with a particular focus on student needs, with institutional goals, directions, and priorities in an ongoing process. Equipment requisitions are submitted to the division or department budget manager who identifies the funding source and approves the requisition. From the budget manager, the requisitions then go to the Accounting Department, which approves the budget and passes the request Contract Management and Vendor Services. The Contract Management and Vendor Services Department combines requests with like items then, following Education Code, Public Contract Code, Board Policies, and College Procedures, orders equipment at the best price and delivery. New equipment will be purchased in conjunction with building program projects, thereby, providing the necessary physical improvements for the College's educational programs. As an example, new equipment for the Library/Learning Resource Center building will be purchased by the College during fiscal year 2008-09.

The College will continue to submit requests for State matching funds for building and preventative maintenance projects. Due to the limited funds available, maintenance needs will be prioritized to ensure that funds are directed to the most critical needs.

Planning Agenda
None

Evidence:

IIIB.2.a.1	Campus Master Plan	www.riohondo.edu/planning/ FinalEIR/2/ Fig%202.4-1%20 Rio%20Hondo%20College%20 Master%20Plan.pdf
IIIB.2.a.2	Rio Hondo College Five-Year Construction Plan Submitted to California Community College Chancellor's Office, May 2007	Hard Copy
IIIB.2.a.3	Rio Hondo College Scheduled Maintenance Fund Request, January 2008	Hard Copy

B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description
As the College prepares both planning documents, such as the Campus Master Plan, and funding requests, the Five-Year Construction Plan for funding, to ensure that physical resources support the mission of the College and its educational programs. These documents were based upon the 2005 Resource and Facilities Plan, which provides enrollment projects and the priority of building projects.

Self-Evaluation
The standard element is met. The College reviews enrollment projections and academic program needs and their potential effect upon the Campus Master Plan and Five-Year Construction Plan. These plans are amended, as appropriate, to ensure that the educational needs of students are addressed. Of note, the 2005 Resource Facilities Plan needs to be reviewed to ensure that it reflects changes in enrollment and consequent capital projects. This process of amending plans involves the participation of major constituents within the College community.

Planning Agenda
None

Evidence:

IIIB.2.b.1	Rio Hondo College Resource and Facilities Plan, 2005	Hard Copy
IIIB.2.b.2	Rio Hondo College Five-Year Construction Plan	Hard Copy

C   Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.

Description
The College is and has always been supported by technology. The Information Technology Services (ITS) department uses many ways to assess and identify the College's technology needs, such as the following:

- The ITS staff develops five-year technology plans where each department is interviewed by the ITS staff to assist them in outlining their anticipated needs for technology in the next five years;
- The ITS staff visits or talks with peers at other California Community Colleges about their technology planning.
- The ITS staff attends conferences, seminars, Tech Ed. Workshops, and other technology forums to evaluate new technology on the horizon.
- The College invites vendors providing new or updated technology products to campus to demonstrate their products.
- ITS staff works with various College departments on development and implementation of technology grants.
- ITS, based on technological expertise, develops plans to upgrade or replace older software and/or obsolete equipment.
- Instructional, student services, and administrative arms of the College also drive technology enhancements based on student teaching and learning, operations, and staff productivity needs.

- The College's administrative, instructional, and student support service areas have several common computing technology and information resource related goals. Hence, ITS must provide each department, division, or functional area with compatible computing resources and developmental tools capable of multiple functions:

    1. Satisfying needs for information and data processing that support the day-to-day operational processes;
    2. Promoting an environment in the College that advances the role of computing technology and provides data processing tools that will create throughout the institution information and resources sharing between ITS staff, faculty, and management;
    3. Providing effective services and up-to-date computer technology to students and faculty that aid the teaching-learning process and foster awareness of essential skills for using available computing resources;
    4. Providing the College's individual user with the tools to meet effectively the needs of students and the College's internal information processing needs.

Self-Evaluation
The standard element is met. The College will continue to improve student access to technology by the following:
- ensuring that the College network infrastructure in the instructional offices, classrooms, labs, and library is systematically refreshed with state-of-the-art communication equipment, the latest software, and is maintained at the highest level;
- continuing to purchase or upgrade campus-wide software, such as the latest Microsoft Windows and Office product;
- providing on-campus training to staff and faculty on new technologies and conduct workshops and end-user training on new software applications;
- improving and streamlining the MIS administrative and student support systems;
- continuing to develop or modify programs to improve the processing of data and information and increase system access speed;
- developing report and online modules for staff and management to assist in meeting the College's internal operational and external reporting requirements;
- planning and implementing the new SunGard Banner MIS systems.

Planning Agenda
None

Evidence:

IIIC.1.1	Technology Plans 2003 and 2006	Hard Copy
IIIC.1.2	Technology Bond Plan and Expenditure	Hard Copy
IIIC.1.3	Technology Consultant Report	Hard Copy

C.1.a Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Description

There are many technology components designed, in-place, or in operation that support and serve the College community in an effective manner, such as the campus network and its servers, Internet access, the telephone system, MIS software, and document-imaging system.

Information-based decision making requires an integrated data environment at every level of the organization. The long-term needs of the campus have been identified to include both historical reporting and analytical, decision support, capabilities. These needs require integrating data from multiple sources and extending the range and utility of campus-specific subsystems with data from other campus applications, such as cashiering, EOP&S, and DSP&S students into a unified campus Management Information System (MIS) reporting environment.

Self-Evaluation

The standard element is met. Regular evaluations by ITS staff, user departments, committees, and/or impacted areas of the College's infrastructure address its effectiveness. Based on these evaluations, action is taken to update or replace the hardware, software, network components, or communication devices.

The other method the ITS department uses to evaluate, design, and update technology for the College is by reviewing the technology component of program reviews.

Performing annual physical inventories of computers, printers, and related equipment assists the College in remaining current with new technology. Evaluating new technologies via seminars, conferences, workshops, and input from the campus community aids in remaining current.

Planning Agenda

The College will continue to evaluate and update the technology needs of the institution.

Evidence:

IIIC.1.a.1	Technology Standards	Hard Copy
IIIC.1.a.2	Technology Consultants Report	Hard Copy
IIIC.1.a.3	Bond Infrastructure Plan	Hard Copy
IIIC.1.a.4	MIS Software Replacement Project	Hard Copy
IIIC.1.a.5	Educational Master Plan	Hard Copy
IIIC.1.a.6	Technology Accomplishments 2003-07	Hard Copy

STANDARD III

C.1.b The institution provides quality training in the effective application of its formation technology to students and personnel.

Description

The College classroom will continue to be the primary location for face-to-face, faculty-student interaction. The use of online technologies and resources can flourish if they are accessible both in and outside of the classroom. Thus, effective utilization of digital technology in classroom communication is critical not only to learning within the classroom but also by providing continuity outside the classroom. In addition, classroom communication can be enhanced by allowing students access to instructors' Web pages in order to share information, provide course syllabi, and other instructor generated information. There must be a strong connection between classroom and online learning environments.

The rate of technological change requires a continuing investment in faculty, staff, and student training. All faculty, staff, and students must have access to up-to-date training in the use of all appropriate technologies from office tools to courseware. Faculty will need training in order to incorporate best practices for technology-enabled instructional methods into the curriculum; staff will need training in technology solutions that improve and facilitate their job related activities, and students will need training to enhance their learning experience as well as develop specific job related skill sets. The ITS Department is committed to provide professional development based on faculty and staff needs to increase productivity, to improve communication, and to integrate technology into the curriculum.

The Information Technology Services Department (ITS) supports a number of College activities in a number of ways. ITS offers technology and training to improve time management through integrated course calendars, assignment alerts, and more, and to reduce time required by non-instructional activities, such as registration and advising In addition, ITS provides technology to ease faculty, clerical, and administrative burdens through the following:

* Reducing "technological overhead," such as classroom setup, course material preparation, and more;
* Using technology to reduce clerical burdens, such as setting up course rosters, grading, and assigning rooms, making instructional technology seamless and ubiquitous;
* Using self-service Web transactions to ease staff, clerical, and administrative burdens for many faculty, staff, and student processes; and
* Using more efficient transactions through technology and process redesign.

ITS supports utilizing online learning tools: online syllabus, automated testing and scoring, and more. This ensures that the faculty, staff, and student needs are reviewed and integrated into all new technology implementation, including our MIS system. Furthermore, no technology implementation would be complete without the concurrent as well as ongoing professional development provided faculty and the just-in-time training provided staff to enable them to integrate the various skills: e-mail, Internet usage, word-processing software, database software, publishing applications, Web Protocol, and online data analysis. The College believes this on-

going faculty training on the new technologies and the integration of new software helps in the development of the curriculum.

The ITS Department supports the Virtual College. Technical support for faculty, staff, and students is handled by Virtual College staff. Foremost among projects under this priority was the growth in Virtual College course offerings and the training of instructors to teach online. The Virtual College continues to sponsor workshops and training sessions that introduce faculty to the use and implementation of Blackboard. New and current faculty in Virtual College are trained on how to use the current Course Management System (CMS.) One-on-one training and workshops that offer training on how to use current CMS and online pedagogy are provided.

Virtual College Workshops for Faculty and Staff
- Introduction to teaching online
- How to Develop Web-Enhanced, Hybrid, or Online Courses
- Managing the WebCT Grade book
- Building Quizzes in WebCT
- Developing Interactive Tutorials –RoboDemo & Camtasia
- WebCT Communication Tools
- Adding Interactivity to the Online or Web-Enhanced Course
- Tips and Tricks for Advanced users of WebCT
- Developing Online Materials/ Web Accessibility

Faculty Lab in Virtual College
- PC/Mac Computers
- Scanner
- Laptop equipment can be checked out by faculty
- Access to Web and image editing software available in all computers
- Software in computers are updated consistently

Virtual College Student Training and Orientation
- Student orientations give students an overview of the expectations of each of the online courses as well as how to log into the system and how to use online tools, such as e-mail, discussion, quiz, and assignments tools.
- Online orientations are also provided for students who are unable to attend onsite orientation
- Online orientation covers the exact same information as onsite orientations
- Technical support for students is provided by Virtual College staff.
- Students are given technical support through phone, e-mail, or personal contact.
- One-on-one training is also provided to students having problems using online course tools
- Technical support is provided to students using both PC and Mac computers

Self-Evaluation
The standard element is met. The College provides tools that allow faculty members to bring material from their desktop computer, learning management systems, and the Web into classroom presentations and discussions. The College demonstrates the effective use of online technology in the classroom and provides students wireless, fast network, more data/voice access points to communicate with

each other, and to access electronic resources inside and outside the classroom. ITS staff are members of the Web Committee where technology projects are addressed. ITS is heavily involved with supporting the College's Distance Learning faculty and staff and is an integral part of the Virtual College technology planning and implementation.

Planning Agenda
None

Evidence:

IIIC.1.b.1	Virtual College IT Timeline	Hard Copy
IIIC.1.b.2	Educational Master Plan	Hard Copy
IIIC.1.b.3	College Network Plan	Hard Copy
IIIC.1.b.4	Technology Accomplishments 2003-07	Hard Copy

C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description
The College Mission statement, Resource and Facilities Plan, network security audit, infrastructure design and planning, and on-going technology plans are interlocking to serve students and to support faculty and staff by providing them the latest technology and most up-to-date infrastructure to help them meet the needs of students. In this effort, the ITS Department, staff, and faculty from other areas of the College are always evaluating new technologies to help improve performance.

ITS systematically evaluates, maintains, upgrades, or replaces technology infrastructure and other equipment to ensure it still meets needs of the institution. The five-year technology plan is regularly reviewed and updated to ensure that it remains a comprehensive working document for technology.

The development of a three-year computer replacement plan has enabled the institution to maintain and keep the College's computers up-to-date. Many technology projects are on-going and also function under various maintenance plans.

Self-Evaluation
The standard element is met. ITS has reviewed and evaluated all areas of the College's technology, including staff support, hardware and software, infrastructure improvements, and, most of all, the funding needed to support technology for at least five years. Based on this and the College's five-year technology plan, ITS continues to work to keep the network up-to-date.

The College computer user community is aware of the critical need to protect the campus network at all times. There is a current need to keep things running while planning how to spend the millions of dollars to come. These improvements are not a total security solution. As the recent Security Audit spelled out, "[IT] must focus on

people, process, and technology." Some of the technology concerns will be corrected immediately to provide time to promote other solutions.

Most of the equipment has a life cycle that is reviewed regularly to ensure they stay operational. The College also has annual maintenance contracts on all major equipment, in addition to the three-year warranty the College has on all computers purchased.

Planning Agenda
None

Evidence:

IIIC.1.c.1	Infrastructure and Network Plans	Hard Copy
IIIC.1.c.1	Technology Plans	Hard Copy
IIIC.1.c.1	Network Security Audit	Hard Copy
IIIC.1.c.1	Technology Maintenance Expenditure Report	Hard Copy
IIIC.1.c.1	Technology Accomplishments 2003-07	Hard Copy

C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of the College's programs and services.

Description
Technology purchase and implementation decisions vary with the project, but all are based on alignment with the Technology, Educational, and Resources and Facilities Plans. They are also designed to meet the changing technological needs required to support the educational process and to enhance student access and success.

It is essential that faculty have consistent and accurate information for advising students and managing courses. Student biographic and demographic data provide faculty and department chairs with information to effectively structure programs and courses to meet student demand. While this information has always been collected, immediate access to student data facilitated through the power of technology (i.e. integrated enterprise-wide information systems) will empower educators to target instruction to areas of students' greatest need. This data accessibility will increase the quality of academic advising as well as student assessment, tracking, and grading. The time that would otherwise be spent on these administrative tasks will allow for improved curriculum outcomes.

Each year before technology planning begins, ITS evaluates the effectiveness of technology programs already implemented. To that end, the following are some of the more significant technology evaluation efforts:

- Checking infrastructure accessibility and network security;
- Evaluating all computers to ensure they meet the needs of staff, faculty, and students;

- Moving forward on the MIS software replacement;
- Evaluating the needs of the Virtual College.

Self-Evaluation

The standard element is met. Rio Hondo College has been successful in implementing technology for many years. The major goal in technology implementation is make sure the hardware and software is distributed according to a best-use plan or pre-approved implementation, i.e. a specific classroom or lab, a special type of hardware or software, and such. This varies based on the project/ equipment/software being implemented. New telephones are installed based on department/user need. New software is tested before it is installed campus-wide. New hardware or software for instruction computers is installed in classrooms or labs. The bottom line is that the technology drives the distribution and the decision about who receives it and why, when, and where it is implemented.

The first step in the use of technology and its distribution is determined by ITS, the grant allocation, the department, and the manager making the needs assessment. Once the assessment is made, a standard review process begins based on the size or magnitude of the project. This assessment includes the ITS Department, Technology Committee, Planning/Fiscal Council, President Council, and, finally, the Board of Trustees. The following are some critical projects the ITS Department addresses to ensure the College's technology meets the needs of the programs and students:

- Infrastructure and Network – Based on recommendations from the above groups and the Information Technology Services' understanding of the needs of the College, the College purchased, installed, and configured its network with state-of-the-art switches, routers, high-speed hubs and upgraded the College's 24 network closets with new network switches. This project also included evaluating, planning, developing, and implementing a comprehensive secure network, and re-cabling the Computer Center, which included purchasing and installing a Firewall, network monitoring/filtering, data, communications, log-on password security, server backups, e-mail system, anti-spam, anti virus, and such.

- Computer Center Relocation – The design and recommendation for the relocated Computer Center was approved for the first floor of the Administration building when the remodel project starts.

- Computer Upgrade Replacement Plan – Based on the ITS evaluation of the College's computers, it was determined that 1200 computers needed to be replaced in 2004, and a replacement cycle was developed. After the completion of Phase I and II of the computer replacement cycle, it was determined further upgrades were not needed until 2007-08. The Computer Replacement Plan is re-evaluated every year.

- MIS (Banner) Software replacement – The primary focus of the project is the purchase and implementation of an integrated student, human resources,

financial aid, alumni system, and the supporting hardware. The new system will also interface with the financial system at the county, which was implemented two years ago. The project evaluation and implementation are in progress and will take 18 months to two years. Implementing Student Administration (MIS), includes the following modules:
- Academic Advising – degree audit, transcripts, advising
- Student Records – online grading, student services
- Web-enabled data/information access and reporting
- Web-enabled grading

- Telephone System replacement – The College has completed Phase I of installing 75 VoIP phones campus-wide, to address the telephone shortages and for VoIP testing. Phase II will start with the building of the Learning Resources Center (LRC) and Phase III will be addressed as buildings are remodeled or new ones built.

- Virtual College – The Virtual College improves student access to technology by hosting online courses at a remote location. Providing login portals outside of the College's network ensures that online students are not affected by downtime in local networks. The Virtual College uses different online course delivery modes that reflect the diverse needs and learning styles of its students. It offers online courses, faculty and student training and orientations, online student orientations, and continued growth of online course offerings. The College staff and faculty outside Information Technology Services should make a greater effort to investigate and evaluate new computer technologies. Their involvement in the search for new technologies could help students and, thus, the College to become leaders in the use of computing technology in community colleges.

- Network hubs and routers replacement—Faster and smarter network hubs and routers need to be purchased and installed.

- Technology training for each member of the staff—This training is critical since each staff member has specific technical skills that are ever-changing as technology changes. Thus, they must receive regular training to stay abreast of the new technologies.

- Computer Center Redesign—The major redesign, re-engineering and re-cabling of the current Computer Center and campus network has been in progress over the last three years and will continue as new building/structures and building remodels come online. This project involved the evaluation and recommendations of several IT consultants and network engineers.

Planning Agenda:
None

Evidence:

IIIC.1.d.1	Bond Technology Projects	Hard Copy
IIIC.1.d.2	Technology Plans 2003 and 2006	Hard Copy
IIIC.1.d.3	MIS Software Replacement Plan	Hard Copy
IIIC.1.d.4	Virtual College Planning Document	Hard Copy
IIIC.1.d.5	Technology Accomplishments 2003-07	Hard Copy

C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description

The challenge in technology planning for the next ten years is to consolidate and build on the achievements already made. The priorities now being given to planning and development, with regard to the Resource and Facilities Plan, the Educational Master Plan, and the bond issues are all steps in the right direction.

The College is currently using five-year Technology Plans and making them an integral part of the Educational Master Plan and Resource and Facilities Plans. The plans outline design, systems integration, construction, and implementation. ITS also works with the College's computer/technology users to define their needs and requirements.

Information-based decision-making requires an integrated data environment at every level of the organization. The long-term needs of the campus have been identified to include both historical reporting and analytical—decision support—capabilities. These needs require integrating data from multiple sources and extending the range and utility of campus-specific subsystems with data from other campus applications, such as cashiering, EOP&S, and DSP&S, into a unified campus MIS reporting environment.

Technology plans are developed based on review of all departments' technology needs, evaluation of existing systems, and campus-wide impact on operations: the College's MIS, departmental software applications, instructional technology tools for teaching, infrastructure review, and upgrades. Once technology needs are compiled and evaluated, they are presented to various groups, such as the Technology Committee, Planning/Fiscal Council, CSEA, Rio Hondo Faculty Association, Academic Senate, the President's Council for approval, and, finally, to the Board of Trustees. Two major areas are always involved:

The Library

The library provides access to subscription databases containing e-books and periodical articles. These resources are increasingly popular among students and most are available off-campus 24 hours a day, seven days a week. The librarians continuously evaluate the databases while assisting students as well as monitoring usage statistics provided by the vendors.

Learning Resource Center

The Center's distributed learning environment opens up new opportunities for both on- and off-campus students. This environment includes online, partially online and Web-enhanced classes, which have also become one of the highest technology priorities. The College will implement tools to enable this type of learning environment by investing in technologies that enable distance learning. The College will do the following:

- Encourage the successful use of synchronous and asynchronous Internet tools that include learning management systems and synchronous class participation tools, such as. Web pages;
- Archive existing courses. Course presentations can be stored and made accessible for planned and unplanned asynchronous viewing;
- Develop online courses. Developing fully asynchronous courses requires not only the availability of tools but faculty and staff development time as well;
- Weave various technologies into an integrated learning environment;
- Provide access to electronic lectures, simulations, images, video, and audio.

The College must enable faculty to easily create, store, and locate relevant media content that can then be linked to their courses to enrich the learning environment. State-of-the-art videoconferencing equipment as well as presentation equipment must be made available to enhance learning objectives. In addition, appropriate software and hardware tools need to be integrated with the existing infrastructure to enable the rapid delivery of this media as well as the security of information use.

Self-Evaluation
The standard element is met.

- The ITS Department systems and equipment must undergo conceptual design and development similar to the process used in a facilities master plan projects: need analysis, design, vendor input, purchase, testing and implementation, and more.

- The College has developed an Infrastructure Master Plan utilizing an IT design and infrastructure design consultants to ensure attention to the detail design, engineering and implementation protocol related specifics technology issues;

- Other IT requirements determined by the Director of Information Technology in conjunction with the Director of Facilities Services and the Program Management Team for the Bond Building projects have been implemented. These areas are to address the technology components of the new or remodeled buildings as they come online. IT evaluation is applied to existing buildings;

- The College's Technology Committee and other groups around campus advise, evaluate, and recommend new technologies. In some cases, the departments develop their own IT projects. Examples of departments that

have done so are CAD/GIAS, Communications and Language, Library Services, and Community Services.

- All new technology decisions are driven by some planned component, either the areas program or service need. In many cases, the Educational and Resource and Facilities Plans drive the technology decision. The ITS department must ensure all new implementation improves the institutional effectiveness and productivity, is as seamless as possible, and integrates with the College's exiting technologies and systems.

The following are activities Information Technology Services Department uses to determine the technology needs of programs:
- Ensures they are designed and implemented around the Educational Master Plan and the Resource and Facilities Plan;
- Ensures they our technology implementations address the new and remodeled buildings needs;
- Increases options for local and remote students;
- Increases numbers of non-classroom-based students;
- Increases student and faculty communication of learning objectives.

The following are the latest ITS projects implemented or in the development stage:
- Data Center design and location approved and waiting the building remodel;
- Main distribution frames defined and designed;
- Intermediate distribution frames determined: building network includes conduit- cabling plan, power and UPS plan and systematic power upgrade plan for the Computer Center, and all network distribution locations;
- Voice-over network telephone system for existing and new buildings implemented and integrated into the buildings;
- Wireless Internet system that creates a cyber campus implemented campus wide.

Information Technology Services Department routinely performs the following:
- reviews technology resources annually to ensure access is provided to staff, faculty, and students;
- evaluates, designs, purchases, and proposes hardware, software, or services that will enhance the operational needs of the College and the instructional needs of students;
- develops or customizes reporting problems and their solutions to meet any specific needs of the College or program;
- provides accurate and timely information to the Board in order to support policy and data driven decision making;
- develops programs and/or procedures to process non-credit student data, such as class scheduling, enrollment, fee accounting, attendance, grading, and reporting;
- eliminates redundant overlapping of manual systems through data input screens, scan forms, and much more;
- reviews deployment of PCs and terminals in all areas to help improve MIS data input and database access.

Planning Agenda:
None

Evidence:

IIIC.2.1	Technology Plans 2003 and 2006	Hard Copy
IIIC.2.2	Educational Master Plan 2007	Hard Copy
IIIC.2.3	Computer Upgrade Replacement Plan	Hard Copy
IIIC.2.4	Technology Bond Projects	Hard Copy
IIIC.2.2	MIS Software Replacement Plan and Timeline	Hard Copy
IIIC.2.2	Infrastructure Network Plan	Hard Copy
IIIC.2.1	Technology Accomplishments 2003 — 2007	Hard Copy

D. Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.

Description
The District's overall budget for 2007-08 is as follows:

General Fund – Restricted and unrestricted	$81 million
Financial ASO Funds	$8.7 million
Children's Center Fund	$.7 million
ASO and ASB	$.5 million
Capital Projects Fund	$23.8 million
Revenue Bond Construction Fund	$37 million
Revenue Bond Project Fund	$.2 million
Total	**$151.9 million**

District overall General Fund budget for 2007-08 is $80,972,000, of which 81% is on salaries and benefits. The institution has sufficient revenues to provide programs and services to students, but funding levels from the State are not sufficient to meet all the needs of the District.

The District developed the staff and facilities requests process in conjunction with the budget development calendar in 2007-08 for fiscal year 2008-09. The committees established for staffing and facility-remodeling requests are prioritized by cost center managers and forwarded to the vice presidents and the President.

Equipment requests have been processed through priority by cost center managers as well, who then forward their requests to their division Vice President or President for consideration. The equipment requests have been augmented by block grants, general funds, and basic skills one-time funds for the last several years.

During the State budget crisis in 2002-03 and 2003-04, Rio Hondo College's budget reduction from the State for those two years was $14 million. The District was able to manage this financial shortfall through budget savings and leaving vacant positions unfilled or filled with adjunct faculty instead of layoffs. This effort was accomplished through campus-wide participation and recommendation.

Self-Evaluation
The standard element is met. The State budget shortfall commencing in the 2008-09 fiscal year is approximately $14 billion. The State budget deficit compounds with recent property tax shortfall, resulting in the reduction of revenue the Districts are entitled to from the State. The District continues to analyze the current State budget crisis in order to plan ahead so that the State budget shortfall will minimally effect the District.

Planning Agenda
None

Evidence:

IIID.1	2007-08 Adopted Budget	Hard Copy
IIID.2	Staff and Facility Requests Forms	Hard Copy
IIID.3	2008-09 Budget Development Calendar	Hard Copy
IIID.4	2002-03 Mid Year and Savings Summary	Hard Copy
IIID.5	2002-03 and 2003-04 Governor's Proposal for CCC	Hard Copy
IIID.6	Priorities for the Budget Adjustment Process 2002-03 through 2003-04	Hard Copy

D.1 The institution relies upon its mission and goals as the foundation for financial planning.

Description
The Rio Hondo College budget and financial planning process supports institutional goals and objectives and is linked to other institutional planning efforts. These integrated and linked planning and budget processes are evident through the activities of the Staffing and Facilities Committees, President's Council, and Planning/Fiscal Council.

College goals and objectives were stated in each unit plan, which were incorporated into the tentative and adopted budget approved by the Board of Trustees on June 30

and September 15, annually. Through established goals and objectives, the College was able to identify specific priority activities.

Since fiscal year 2003-04, Rio Hondo Community College District's revenue includes instructional equipment, scheduled maintenance, block grant, general purpose, career and technical education (CTE) equipment funds, and basic skills one-time funds to augment district-wide instructional, student services, and facilities needs. The requests for these funds were generated and prioritized from department cost center managers to their appropriate vice presidents or the President and then to the Planning/Fiscal Council as funds became available to augment and implement these requests.

Self-Evaluation
The standard element is met. Financial and budget planning is accomplished through the processes described above, with emphasis on linking financial planning to fund programs and services that are congruent with achievement of institutional goals and objectives.

Planning Agenda
None

Evidence:

IIID.1.1	College Goals and Objectives	http://www.riohondo.edu/president/index.htm Hard Copy
IIID.1.2	Planning/Fiscal Council Agendas/Minutes	http://www.riohondo.edu/pfc Hard Copy
IIID.1.3	2007/2008 Basic Skills and General One Time Funds Approved Requests	Hard Copy
IIID.1.4	2006/2007 Career and Technical Education (CTE) Equipment Funds Approved Requests	Hard Copy

D.1.a Financial planning is integrated with and supports all institutional planning.

Description
At Rio Hondo College, the Planning/Fiscal Council (PFC) reviews the Institutional Mission as part of annual fiscal planning process. The PFC was established in accordance with AB1725, California Education Code, Title 5, and the Rio Hondo College Board Policy 1055 to make recommendations to the Superintendent/President regarding the development, planning, and budgetary needs of the College.

The financial planning process relies primarily on funding by the State. The availability of these funds is dependent on a number of factors, including State budget allocations based on enrollment, passage of statewide bond measures to fund capital projects, and the success of Rio Hondo Community College District's application for State grant funding in any given year.

Personnel salaries and benefits are the major ongoing expense, of which 81% comes from the general fund. All requests for personnel and equipment funding are initiated and discussed at Division/Cost center levels. These requests must be documented under the umbrella of the Educational Master Plan/Program Review at the division level. These requests are forwarded by deans/directors to their appropriate vice presidents and President, who will bring these requests to the President's Council for review and discussion. The President's Council consists of the College President, all vice presidents, the Academic Senate President, CSEA President, and one instructional dean. After leaving the President's Council, the request is presented to PFC.

The department and/or division will present and justify their request at PFC. The PFC recommendations are then forwarded to the President. The President will forward recommendations to the Board of Trustees. If the President disagrees with PFC recommendations, he/she will discuss concerns with the PFC prior to forwarding them to the Board.

The same process is followed for equipment purchases as any additional and/or carryover funds become available to the College. For example, during the process of purchasing an MIS system, the MIS Software Replacement Committee did make vendor recommendations to the President's Council and the PFC, followed by submitting a vendor/software selection to the Board.

The Educational Master Plan is in the process of updating. The institutional leadership through the President's Council and the PFC regularly review the process of requests. The President's Council receives regular financial updates from the Vice President of Finance and Business. Also, as a member of the PFC, the Vice President of Finance and Business is available at PFC and Board meetings to explain the financial consequences of all recommendations.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIID.1.a.1	Budget Update — February 14, 2008, from Chancellor's Office	Hard Copy
IIID.1.a.2	Budget Update from Community College League of California	Hard Copy
IIID.1.a.3	Planning/Fiscal Council Agendas/Minutes	http://www.riohondo.edu/pfc Hard Copy

D.1.b Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships and expenditure requirements.

Description

The College has been providing for full-time and part-time instructional personnel budget needs of instructional departments/divisions on an ongoing basis. In addition, the College has been providing funding for equipment purchases for the last several years to the instructional and non-instructional needs. These needs are prioritized from the staff to administrator to President's Council and to the Planning/Fiscal Council (PFC) for review and consensus as set forth by the Mission and Goals of the College and the CCC Chancellor's guidelines, as evident from the PFC meeting Minutes.

Even though Rio Hondo Community College District's FTES have declined since fiscal year 2004-05, the District was able to implement an enrollment management plan to expand outreach, marketing, and student retention efforts in order to actively recruit and retain students. By 2006-07, Rio Hondo Community College District was able to meet the numbers of FTES required to stabilize the State funding.

Self-Evaluation

The standard element is met. Revenue and expenditures are reviewed, analyzed, and audited each year by the independent external auditor.

Planning Agenda

None

Evidence:

| IIID.1.b | Rio Hondo College Enrollment Management Plan | Hard Copy |

D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description
The Planning/Fiscal Council (PFC) makes recommendations regarding the development, planning, and budgetary needs of the College. The PFC is an integral partner in the planning, development, and implementation of the Education Master Plan and Resource and Facilities Plan that prioritizes short-range and long-range financial needs. Through its processes, the PFC assists in the development of short-range and long-range financial priorities.

To address the GASB 43 and 45 related to "other post employment benefits" (OPEBs), Rio Hondo College District did the actuarial study of retiree health liabilities in 2004 and again in 2007. In order to comply with GASB 43 and 45 standards, the District plans to set up a trust account and deposit the funds to this trust account for retiree benefits only by June 30, 2009. As of this date, Rio Hondo College District has set aside $15 million toward retiree benefits. Although the actuarial accrued liability, as of February 1, 2007 for active and retirees is $58,868.950. The annual pay-as-you-go for the District is $2,055,843, and the accrued liability added cost of GASB 43 and 45 is $1,516,789, which is budgeted annually in the detail budget.

Self-Evaluation
The standard element is met. Short-term financial priorities are represented in the annual budget published annually to cost centers managers, who, in turn, prioritize their needs accordingly.

Long-term financial priorities are assessed by the Educational Master Plan that forecasts growth based on the educational needs of the College. Long-term liabilities are disclosed in the audit report published annually by the District's external auditors.

State and local bond funding provide for the implementation of a large number of capital projects; however, funding is nevertheless not available for all projects envisioned in the Educational Master Plan. Over the next several years, the College will need to submit requests for partial funding of additional projects and pursue non-state funding resources as well.

Planning Agenda
None

Evidence:

IIID.1.c	Rio Hondo College District Actuarial Study of Retiree Health Liabilities August 27, 2007	Hard Copy

D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The processes for financial planning, budget development, and appropriate control mechanisms at Rio Hondo Community College District are in accordance with Board policies, College procedures, and California Community College Budget and Accounting Manual. The District provides all constituency groups with the opportunity to participate in developing staffing, equipment, and facility needs through the shared-governance process. The Planning/Fiscal Council (PFC), Staffing Committee, and Facilities Committee are made up of all constituencies, including administrators, faculty, staff, and students.

The District provides quarterly financial reports (311Q) and annual financial reports (311) for Board approval and transmits the reports to the Chancellor's Office.

The District's required 5% minimum reserve of general unrestricted funds is identified in Rio Hondo Community College District's Board Policy. The reserves shown on 2006-07 financial statements indicate a 7.3% of the general, unrestricted funds balance.

As for the Construction Fund, Child Development Fund, and Bond Fund, the District follows the State, local, and Prop 39 guidelines to budget and expand the funds through the Education Master Plan and Resource and Facilities Plans.

On March 2, 2004, the voters throughout the District boundaries passed and approved Measure A, a facilities and equipment bond measure for the District in the amount of $245 million. On June 3, 2004, the first Series A of bonds for $58,000,000 was issued, and on September 26, 2006, refunding bonds were issued in the amount of $47,117,244 to finance the advance refunding of a portion of the outstanding bonds. All proceeds from the sale and refunding of bonds are to be used to finance the construction, acquisition, furnishing, and equipping of District facilities.

As of December 31, 2007, the year-to-date bond expenditure total is $31,525,776.

The Citizens' Oversight Committee meets and reviews the bond expenditure report on a quarterly basis.

Self-Evaluation

The standard element is met. The District meets all required budget and accounting standards and practices with no significant exceptions or recommendations as evident by our independent auditors and Citizens' Oversight Committee members.

The District plans to sell Series B bond in 2008-09 to meet the cash flow of the building programs.

Planning Agenda
None

Evidence:

IIID.1.d.1	District 2007 Audited Financial Reports	Hard Copy
IIID.1.d.2	Bond 2007 Audited Financial Reports	Hard Copy
IIID.1.d.3	Bond 2007 Audited Performance Reports	Hard Copy
IIID.1.d.4	2007 Citizens' Oversight Committee Meeting Agendas/ Minutes	Hard Copy

D.2 To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Description
Rio Hondo Community College District utilizes the Los Angeles County Department of Education PeopleSoft financial, budget and payroll system to deposit cash receipts, disbursement, budget transfer and control of General Fund, both restricted and unrestricted, Child Development Fund, Capitol Project Fund, Internal Service Fund, Revenue Bond Project Fund, and Revenue Bond Construction Fund.

Los Angeles County Department of Education monitors and approves Rio Hondo Community College District disbursements through PeopleSoft financial system. The system produces daily, weekly, monthly, and annual reports to the District according to the District's needs.

Self-Evaluation
The standard element is met. The District implemented movement from the county's PBAS system to PeopleSoft system commencing fiscal year 2003-04.

Planning Agenda
None

Evidence:

IIID.2	PeopleSoft Training Schedule	Hard Copy

D.2.a Financial documents, including the Budget and Independent Audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Description

Rio Hondo Community College District is committed to maintaining appropriate documentation on Budgets and Independent Audits that reflect appropriate allocation and use of financial resources to support student learning and to ensure financial integrity of the College. As required by Education Code 84040, the District contracts with a reputable independent accounting firm, Vasquez and Company, LLP, to conduct an annual audit of the District. The annual audit has been completed in a timely manner. The annual audits are completed in compliance with California Education Code, Title 5, California Code of Regulations (section 59101-59106) and federal audit guidelines related to student financial aid programs, contracts and grants.

The College has received unqualified audit opinions. Annual audit findings and recommendations are responded to in a timely manner. Annual audit reports, recommendations, and findings are reviewed with managers related to the findings and recommendations.

Each year, requests for expenditures are generated and approved by cost center managers in accordance with their department educational goals and budget allocations. The accounting office verifies availability prior to processing the requisitions for purchases and services.

Self-Evaluation

The standard element is met. The District meets all required budgeting and accounting standards and practices with no significant exceptions or recommendations. The external audit provides a means to monitor the legality and accuracy of financial expenditures and record keeping.

Planning Agenda

None

Evidence:

IIID.2.a	June 30, 2007, Audited Financial Statements.	Hard Copy

D.2.b Appropriate financial information is provided throughout the institution.

Description

The District distributes monthly expenditure reports to each cost center managers so that the cost center is able to review and acknowledge the expenditure year-to-date by object code as well as the balance. The budget control of supplies, operations, and equipment purchase is managed through requisitions checked and processed by budget control technicians in the Accounting Department prior to the Contract Management and Vendor Services Department issuing purchase orders or commencing the services. If necessary, the cost center manager can process budget transfer-to-transfer funds from one object code to another in order to meet the needs of the department.

The Accounting office consistently produces periodical reports under the supervision of the Vice President of Finance and Business to cost center managers. Budget information is provided to the Planning/Fiscal Council periodically to assist the committee in making sound financial planning recommendations.

Self-Evaluation
The standard element is met. Financial information is reviewed with cost centers and inquiries or concerns are addressed and clarified. Audit reports are published annually by an external certified public accountant firm.

Planning Agenda
None

Evidence:

IIID.2.b	Monthly Financial Expenditure Report by Object Code	Hard Copy

D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description
The Finance and Business Department has initiated several measures, including cash flow analysis, to maintain adequate cash flow. The District, for the past several years, had sufficient unrestricted funds that represent resources available to be used for general operations including emergencies and unforeseen occurrences. A decrease in unrestricted assets in 2006 contributed to the decline of other State revenue and grants.

Self-Evaluation
The standard element is met. The ending balances of unrestricted funds for the past three years were as follows:
- 2006 $1,961,995
- 2005 $5,701,291
- 2004 $8,900,000

District revenues are comprised of operating and non-operating revenues. Operating revenues consist of tuitions, fees, federal and state local grants. Non-operating revenues consist of state apportionment, local property taxes and investment, and interest income. As a result of a decline in other state revenues and grants, a decrease in net assets has taken place in 2006. However, the District maintains unrestricted net assets and liquid cash sufficient to meet unforeseen emergencies.

The District participates in two joint powers agreement (JPA) entities: The Southern California Community College Districts (SCCCD) and the Alliance of Schools Cooperative Insurance Program (ASCIP). The SCCCD provides self-funded or additional insurance excess liability fund for workers compensation insurance. ASCIP provides a comprehensive general liability policy.

The District plans to maintain 5% general fund reserve at minimum and sufficient cash and resources to accommodate the operation and unforeseen needs.

Planning Agenda
None

Evidence:

IIID.2.c.1	2007 Audited Financial Statements	Hard Copy
IIID.2.c.2	2007-08 Adopted Budget	Hard Copy

D.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description
The District has an annual external audit, prepared in accordance with General Accepted Accounting Principles, that is comprehensive and thorough. All externally funded programs, grants, and financial aid require year-end financial and program reports that are submitted to the state Chancellor's Office after final review by the District.

All District finances are overseen by the Vice President of Finance and Business, including General Funds, Financial Aid, Grants, Construction and Bond funds, Children's Center, Auxiliary Service Organization (ASO), Associated Student Body (ASB), and the Rio Hondo College Foundation.

Self-Evaluation
The standard element is met. The external auditors have issued unqualified reports for the past several years. The auditors noted no matters involving the internal control over financial reporting and its operation or over compliance that they considered a material weakness.

Planning Agenda
None

Evidence:

IIID.2.d	Annual Categorical Expense Reports to Chancellor's Office.	Hard Copy

D.2.e All financial resources, including those from auxiliary activities, fundraising efforts, and grants are sued with integrity in a manner consistent with the mission and goals of the institution.

Description
The Rio Hondo College Foundation has a full-time director and a Board of Directors. The Auxiliary Services Organization (ASO) and Associated Student Body (ASB) is composed of students, faculty and staff. Financial Aid and the Children's Center each have a full-time director that oversees day-to-day operations.

All financial resources above, including Series A bond fund, are overseen by the Vice President of Finance and Business.

Self-Evaluation
The standard element is met. The Rio Hondo College Foundation has been excluded from the District's reporting entity and a separate audit report for the Foundation is published annually by an external audit firm that found no audit findings or exceptions for the past several years. Financial reports for the Foundation are published monthly and concerns, if any, are discussed and resolved.

ASO and ASB are a part of the District financial reporting, which is included under the District annual audit report. No audit findings have been reported for the past several years.

Financial Aid and the Children's Center are both included under the District annual audit report. A minor audit finding has been reported in the 2005-06 audit, regarding financial aid federal awards. No other findings have been reported for the past several years.

A separate unqualified financial and performance audit report for Series A bond funds has been issued by the external audit firm that found no audit findings or exceptions since year 2004-05.

Planning Agenda
None

Evidence:

IIID.2.e.1	2007 District Audit Financial Statements	Hard Copy
IIID.2.e.2	2007 Foundation Audit Financial Statements	Hard Copy

D.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Description

Rio Hondo College District engages in contracts for a wide array of purposes: construction, maintenance and repairs, consultation, equipment leases, and major purchases. Voters in the College District approved a $245 million facilities improvement bond in 2004. Currently, during the spring 2007 semester, a number of the largest contracts (in terms of dollar value) are for construction-related purposes. Following are some examples of contracts the College is currently engaged in:

- Central Plant construction in the amount of $10,635,000
- Infrastructure construction in the amount of $12,853,000
- The library and Learning Resource Center in the amount of $27,840,000
- IT software purchase in the amount of $6,500,000
- IT hardware purchase in the amount of $735,360
- Program Management Services in the amount of $10,865,906
- Design Services for the Learning Resource Center (LRC) in the amount of $2,000,000
- Rio Hondo Parkway Phase I construction in the amount of $1,936,125
- Design Services for Physical Education Complex in the amount of $1,924,460
- Lease industrial land in Santa Fe Springs in the amount of $1,715,520
- Maintenance Facility construction in the amount of $1,521,000
- Regional Public Safety Training Center Phase II construction in the amount of $1,467,750
- Design services for Administration of Justice Building in the amount of $1,150,000
- Construction management services for the LRC in the amount of $1,104,685

The Board Policies 6100 and 6340, revised November 4, 2004, require that every contractual agreement entered into by the District be approved by the Board of Trustees. In addition, the same policies require Board approval for purchase orders as stipulated in the California code: for purchase orders for equipment/material/ supplies that exceed $72,400 {2008 threshold, per Public Contract Code (PCC) Section 20651(d)}; for projects or works (e.g., repairs) that exceed $15,000; and for multi-year contracts.

The District Board Policies, standard operating procedures, and practices ensure consistency with the letter and the spirit of the College mission statement, as well as full compliance with all of the applicable state and federal codes, including, but not limited to, California Education Codes, Public Contract Codes, Civil Codes, and Labor Codes.

Before contracts are presented to the Board for approval, they go through appropriate channels. Which channels, precisely, depends on what sort of contract is being formulated. For example, a contract for elevator maintenance required by the District will not have the same point of origin as a contract for purchasing an autoclave request by division, though both will move through the contract

generating process in the same way once it has been decided to move forward. To monitor these channels, establish priorities, and make effective use of the limited resources of the College, the District maintains a structured planning and fiscal process. The contract will be put out for bidding. Once a bidder is selected, the precise terms will be negotiated, and the College legal counsel will vet the contract. Only then will the contract amount and terms be presented to the Board of Trustees for approval.

The District also maintains an office of Contract Management and Vendor Services to implement and oversee Board approved contracts.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IIID.2.f.1	Board Agenda Approved the Contract Amount	Hard Copy
IIID.2.f.2	Signed Contracts	Hard Copy

D.2.g The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.

Description
Rio Hondo Community College District regularly evaluates the financial management process through independent audits, internal reviews, and evaluations. The Vice President of Finance and Business is charged with the responsibility to provide ongoing monitoring and review of Rio Hondo College District's financial transactions. Each cost center manager is responsible for financial transactions of her/his assigned area(s).

In addition to the cost center manager's monitoring of financial activities, the Vice President of Finance and Business provides the College President and managers with periodic financial reports. The Vice President of Finance and Business provides a budget update and financial status of the District to the President's Council, Administrative Council, the Planning/Fiscal Council and Board of Trustees.

Self-Evaluation
The standard element is met. In addition to periodic internal process, the annual independent external audit involves a review evaluation that accesses the adequacy of the systems and compliance with rules and regulations and internal control.

The type of audit report published by the external auditors for the past several years has been "unqualified." No material weaknesses in internal control over financial reporting or major programs have been reported for the past several years.

The District is in the process of upgrading their Management Information System, which will enhance the efficiency of the financial and student enrollment management processes.

Planning Agenda
None

Evidence:

IIID.2.g.1	Cost Center Monthly Report.	Hard Copy
IIID.2.g.1	Detailed Budget	Hard Copy

D.3   The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description
Rio Hondo Community College District has a structured process for ensuring that the resources entrusted to the District are used effectively, according to the goals and objections of the College. Staffing and facility requests are prioritized as the budget becomes available to implement.

As a part of the College's shared governance structure and process, the systematic assessment of the effective use of all resources is essentially done on a proactive basis. The program review process is the first step in the assessment of program/ service effectiveness in achieving student learning outcomes at the institutional, program and course-levels. Every program review will be presented to the Planning/Fiscal Council (PFC) for their information, discussion, and evaluation. The needs demonstrated in the program review will be requested for budget consideration and allocation through staffing and facility requests.

Rio Hondo College District's budget development calendar directs the process by which the annual budget is developed.

The PFC reviews and discusses the prioritized requests by consensus and forwards the consent items to the College President for approval.

Self-Evaluation
The standard element is met. Rio Hondo Community College District assesses the effective use of financial resources by means of the annual budget development process and budget review updates to develop a budget.

Planning Agenda
None

Evidence:

IIID.3.1	320 Reports	Hard Copy
IIID.3.2	Goals and Objectives	http://www.riohondo.edu/president/index.htm Hard Copy
IIID.3.3	Annual Adopted Budget	Hard Copy
IIID.3.4	Annual Independent Audit Report	Hard Copy
IIID.3.5	Budget Development Calendar	Hard Copy
IIID.3.6	Planning/Fiscal Council Agendas/Minutes	Website/Hard Copy
IIID.3.7	Bond Expenditure Report	Hard Copy
IIID.3.8	One-Time General and Basic Skills Allocation	Hard Copy

RIO
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STANDARD IV

Standard IV

Leadership & Governance

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

A   Decision-Making roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Description
Rio Hondo College recognizes that ethical and effective leadership enables the institution to identify institutional values, and set and achieve goals. Therefore, it established the Planning/Fiscal Council (PFC) in accordance with AB1725, California Education Code, Title 5, and the RHC Board Policy 1055 to make recommendations to the Superintendent/President regarding the development, planning, and budgetary needs of the College. The PFC is an integral partner in the planning, development, and implementation of the updated Educational Master Plan and Resource and Facilities Plans. In adherence to the principles of shared governance, the PFC also facilitates dialogue between constituency groups in order to evaluate campus statistics, set goals, and to prioritize the human, physical, technological, and financial needs of the College in order to improve the overall effectiveness of the College.

The Planning/Fiscal Council (PFC) is charged with the following duties:

- To assist in the development and to establish the criteria for a comprehensive Resource and Facilities Plan and updated Educational Master Plan;
- To develop specific College objectives consistent with the College mission statement and Board of Trustee goals;
- To make recommendations to the College President regarding budget development, augmentation, and/or adjustments consistent with the updated Educational Master Plan and the Resource and Facilities Plan;
- To monitor the College's progress on accreditation recommendations and standards;
- To ensure that the program review process is ongoing.

As a result, Rio Hondo's leaders have created an environment for empowering innovation and institutional excellence. It has established Academic Affairs and Student Services Councils to develop, oversee, and make recommendations to the PFC in regards to capital equipment. These groups meet as needed.

When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. The Superintendent/President has implemented a strategic planning process in order to implement a disciplined effort to produce fundamental decisions and actions that shape and guide what the College is, what it does, why it does it, and what it is going to do in the future. Rio Hondo College has established a planning infrastructure that includes the following:

- Communications (Website, etc)
- Planning/Fiscal Council
  - Staffing Committee
  - Facilities Committee
- Program and Area Unit Plans
- Program Review Process
- Banner Management Information System
- Office of Institutional Research and Planning

Furthermore, this process has included the development of Board and Institutional goals that support the strategic planning process, thereby, creating an effective institutional environment.

Self-Evaluation
The standard element is met. The strategic planning process is ongoing. The Board established its goals in October 2007, and in March 2008, the College Leadership Retreat was held to prioritize 2008-09 initiatives and needs. As a result, roundtable discussions and dialogues took place with reports and reviews of Academic Affairs, Student Services, and the Finance and Business Department accomplishments

STANDARD IV

and initiatives. In April, an additional retreat was held to review the process and outcomes. The process included District-wide priorities for funding and budget development. The strategic planning process links directly into the development of a tentative budget. These reviews and reports are supported by the institutional goals set forth by Rio Hondo College and institutional student learning outcomes/core competencies.

Planning Agenda
As the College completes its first year in a data-driven strategic planning cycle in 2008-09, progress toward institutional outcomes and objectives will be analyzed and distributed to all campus constituencies and used for planning in 2009-10.

Evidence:

IVA.1	Planning/Fiscal Council Purpose Statement	http://www.riohondo.edu/pfc/Doc2007-08
IVA.2	Updated 2008 Educational Master Plan	Hard Copy
IVA.3	Resource and Facilities Plan	Hard Copy
IVA.1.1	Planning/Fiscal Council Agendas/Minutes	http://www.riohondo.edu/pfc
IVA.1.2	Board Goals	http://www.riohondo.edu/Board/index.htm
IVA.1.3	Institutional Goals	http://www.riohondo.edu/president/index.htm
IVA.1.4	Strategic Planning Documents	Hard Copy
IVA.1.5	Leadership Retreat 2008	Hard Copy
IVA.1.6	Institutional Learning Outcomes/Core Competencies	http://www.riohondo.edu/slo/ISLOs/index.htm
IVA.1.7	Leadership Retreat File	Hard Copy; Power Point
IVA.1.8	Program Review	Hard Copy; Website
IVA.1.9	Strategic Planning	Hard Copy; Power Point
IVA.1.10	Planning/Fiscal Council Agendas/Minutes	http://www.riohondo.edu/pfc

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

A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

Board Policy 2510, Participation in Local Decision Making, clarifies the role of the RHC Board of Trustees as "the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations," while also affirming the "unique role of the faculty, acting through the Academic Senate, in shared governance at Rio Hondo College." The policy further affirms the District's commitment to maintaining and following the agreements developed with the Academic Senate to achieve the implementation of Title 5, Section 53200, while encouraging other constituency groups—classified staff, management/confidential, and students—to participate in shared governance.

In addition to Board Policy 2510, the College also is developing the Governance Manual. Spear-headed by the new Superintendent/President, the Rio Hondo College Governance Manual's development began in fall 2007. The Governance Manual is a one-stop explanation of the College participatory governance structure.

The developing Governance Manual addresses various aspects of the governance structure at Rio Hondo College. It begins with a message from the Superintendent/President and goes on to clearly and succinctly outline the governance structure of the College. The open and transparent nature of the manual ensures the ability of College personnel to communicate with the appropriate parties and constituency groups when the personnel have ideas for improvement.

Included in the Governance Manual are the following:
- The College Management Team Organizational Chart;
- Descriptions and functions of the three main administrative branches: Academic Affairs, Finance and Business, and Student Services as well as descriptions and functions of the departments and personnel that they manage;
- General Principals of the governance structure;
- Roles of the participants in participatory governance;
- Definitions of "council," "standing committee," and "task force";
- Membership defined and listed;
- Request for new councils, committees, and task forces process;
- College Governance Flow Chart;
- Comprehensive list of existing committees.

Institutional Goals
Institutional goals are stated in the Educational Master Plan, which is considered a "dynamic and flexible document that is consistent with the emerging educational trends and the needs of the students." Administrative Procedure 6200 mandates that budgetary decisions of the College be linked to institutional goals.

Self-Evaluation
The standard element is met. Largely helped by the Board Policies and Administrative Procedures that are published publicly on the College Website as well as the clear, open, and transparent nature of the developing governance manual, College personnel have clarity regarding the avenues that need to be taken in order to make recommendations for improvement.

Planning Agenda
The College will continue to update the Board Policies, Administrative Procedures, and Governance Manual as needed or scheduled and will continue to review them with the campus constituencies to ensure effectiveness of the policies and procedures.

Evidence:

IVA.2.1	BP 2510	Hard Copy only
IVA.2.2	Rio Hondo College	Hard Copy only
IVA.2.3	Academic Senate Webpage	http://www.riohondo.edu/senate/index.htm
IVA.2.4	AP 6200	http://www.riohondo.edu/Board/policies/AP6000/AP6200_BudgetPreparation.pdf
IVA.2.5	Board of Trustees Webpage	http://www.riohondo.edu/Board/index.htm
IVA.2.6	Board of Trustees Minutes (referring to Board Goals for '06-'07)	http://www.riohondo.edu/Board/AgendaArchive/BoardFiles/05-06/minutes/05-06/min%2041906.pdf
IVA.2.7	PFC	http://www.riohondo.edu/pfc
IVA.2.8	Participatory Governance	Hard Copy
IVA.2.9	Governance Manual	Hard Copy
IVA.2a.10	Governance Manual	Hard Copy
IVA.2a.11	Strategic Planning	Hard Copy

A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

The Curriculum Committee, a permanent sub-committee of the Academic Senate, is responsible for approving and recommending courses, degrees, and certificate programs. Curriculum decisions are reported to the Board of Trustees, who removes and approves any changes or additions. Technical and vocational recommendations come from advisory boards.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IVA.2.b.1	Curriculum Agendas/Minutes	P-Drive/Hard Copy
IVA.2.b.2	Senate Minutes	http://www.riohondo.edu/senate
IVA.2.b.3	Senate Minutes	http://www.riohondo.edu/senate
IVA.2.b.4	Board of Trustee Minutes	Hard Copy archives
IVA.2.b.5	Board of Trustee Minutes	Hard Copy archives
IVA.2.b.6	PFC	http://www.riohondo.edu/pfc
IVA.2.b.7	Academic Senate Agendas/ Minutes	http://www.riohondo.edu/ senate/index.htm Hard Copy
IVA.2.b.8	Administrative Council	Hard Copy

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

Description

Rio Hondo utilizes various governance structures to ensure effective communication and input from all constituency groups on campus. Governed by Board Policy 2510, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Superintendent/President's action. The Board affirms its commitment to the unique role of the faculty by maintaining

and following the agreement developed with the Academic Senate through AB 1725 and Title 5, Section 53200. In addition, classified staff represented by the California School Employees Association, management, represented by the Management/ Confidential Team, and the students, represented by the Associated Student Body, are provided the opportunity to participate in the formulation of District policies and procedures through the Planning/Fiscal Council, and through various other District committees. Classified, management, and Academic Senate are also afforded participation at the President's weekly Council meetings. The students have a voice through the Student Trustee, a representative elected by the students to sit on the Board of Trustees.

The District and both the RHCFA and CSEA send out joint communiqués during negotiations to keep all constituent groups on campus informed. The faculty members communicate to their individual constituent group via e- mail and through union meetings held once a month. The Management/Confidential Team members communicate through e-mail messages to the rest of the campus. The CSEA communicate through a monthly newsletter, their bulletin Board, e-mail messages, and a monthly union meeting. Students receive campus communication through their ASB meetings and the campus student newspaper, El Paisano. Also, the entire campus staff are kept informed with e-mail updates titled "Rio in the News" whenever Rio Hondo College is mentioned in the local newspapers.

The community is informed through the Rio Hondo College Community Newsletter, which is sent out to the surrounding community three times a year. Additionally, the Board held five of their Board meetings, every other monthly meeting in 2005, at off-campus locations in each of the five wards. Before each of these meetings, the President's Office hosted a pre-meeting reception to provide an opportunity for community leaders and the campus constituency leaders to interact with each other. The Board will continue this practice. In fall 2007, the President's Office crafted and distributed an electronic newsletter, "The President's Update." This newsletter is distributed to the entire campus so that all constituency groups are kept up to date regarding recent Board decisions and actions, upcoming events, departmental achievements, and other information items. This newsletter serves to inform others about events and activities, alert everyone about construction matters related to the ongoing building program, celebrate achievement, and instill a sense of pride in the institution.

Self-Evaluation
The standard element is partially met. The Planning/Fiscal Council and President's Council clearly provide opportunities for each constituency group to share ideas and to communicate activities with each other on a consistent basis. Furthermore, the Board of Trustees has opportunities to share ideas with campus constituencies at Board meetings, at pre-Board meeting receptions, through e-mails sent to and from the President's Office, and through one-on-one meetings with the College President. Communication between the Board of Trustees and some of these constituency groups could be improved.

Planning Agenda
- Further publicize, disseminate, and display the "President's Update";
- Invite Board of Trustees to have periodic "town hall"-style meetings on campus to give constituency groups formal opportunities to provide feedback and input. Conversely, these forums would give the trustees an opportunity to share their ideas with the various constituencies;
- Publicize and encourage attendance to the pre-Board meeting receptions held in the community so that key leaders of constituency groups can enjoy informal opportunities to interact with the Board.

Evidence:

IVA.3.1	BP 2431 - CEO Selection	http://www.riohondo.edu/Board/policies.htm
IVA.3.2	BP 2432 - CEO Succession	http://www.riohondo.edu/Board/policies.htm
IVA.3.3	BP 2435 - Evaluation of Superintendent/President	http://www.riohondo.edu/Board/policies.htm

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

Description

Rio Hondo College fully understands the importance of honesty and integrity in its relationships with external agencies and is committed to compliance with the letter and spirit of the accreditation standards, policies, and guidelines, in addition to Commission requirements for public disclosure, Self-Study and other reports, team visits, and prior approval of substantive changes. The last comprehensive evaluation of Rio Hondo College was conducted in October of 2001. The commission team recommended reaffirmation of accreditation with a report and a limited visit in two years. The Accrediting Commission for Community and Junior Colleges, at the January 2002 meeting, took action to reaffirm accreditation with an Interim Report and visit by Commission representatives.

The Interim Visiting Team conducted a site visit in November 2003 and recommended an additional Midterm Report in 2004. At the 2004 meeting, the Commission accepted the Interim Report with the requirement that the College submit a Focused Midterm Report. The Focused Midterm Report was written in a more comprehensive manner than the Interim Report, and the team was able to validate its contents through staff interviews and written materials. Questions only remained about the linkage of student learning outcomes to program review.

This suggests an earnest effort by Rio Hondo to address all issues expeditiously. In addition, recommendations from the Accrediting Commission are available to the public and responses have been crafted in a timely fashion.

Rio Hondo College strives for clarity, accuracy, and consistency in all representations made to the public in College Catalogs, Class Schedules, press releases, brochures, handbooks, advertisements, and Web electronic formats. The Dean of Student Learning Support and Articulation oversees the production of the College Catalog and schedule. VMA, an outside marketing firm, was contracted by the College to produce various marketing materials, to assist departments with creating departmental brochures, and to craft and send press advisories concerning all external communication. A Web Developer was recently hired to assist in improving the quality of electronic information to the public through the Rio Hondo College Website.

Published annually, the Rio Hondo College Catalog includes current information regarding the following:

- educational purposes;
- degree, curricular offerings, educational resources, and course offerings;
- student fees and other financial obligations, student financial aid, and fee refund policies; d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length, and
- the names of administrators, faculty, and governing Board.

Schedules of classes for credit and non-credit courses are published each semester, including summer, and Community Services Class Schedules are published three times a year. The academic calendar is published in the Class Schedule.

Rio Hondo College now maintains a strong relationship with the U.S. Department of Education. Rio Hondo was awarded a DOE federal GEAR-UP grant in 2006 to develop a partnership with Madrid Middle School in El Monte. This five-year grant will fund the GEAR UP partnership through August 2011. The idea of GEAR-UP is to pair a middle school from a disadvantaged community with a community college to help middle school students during their 6th–8th grade years to take the steps needed to prepare for higher education. Although GEAR-UP had a tenuous start with the Department of Education in terms of meeting grant objectives, Rio Hondo responded to the DOE's concerns and is currently meeting expectations of the grant. GEAR UP serves approximately 1,144 students.

Rio Hondo's federally funded TRIO programs include Upward Bound and Student Support Services (SSS). The goal of Upward Bound is to identify eligible participants who have the potential to succeed in postsecondary education and to encourage them to complete their secondary education. This program was first financed in 1995 and serves 60 students annually in four target high schools, including

El Rancho, Pioneer, South El Monte, and California. Student Support Services provides opportunities at Rio Hondo College for academic development, assists students with meeting basic College requirements, and serves to motivate students towards successful completion of their postsecondary education. The goal of SSS is to increase the College retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

Self-Evaluation
The standard element is met. Rio Hondo College has demonstrated honesty and integrity in complying with Accrediting Commission standards for public disclosure. Rio Hondo demonstrates similar behavior in its dealing with other external agencies.

Planning Agenda
None

Evidence:

IVA.4.1	WASC	www.accjc.org Hard Copy
IVA.4.2	Financial Aid	http://www.riohondo.edu/students/financialaid/ College Catalog; Class Schedule
IVA.4.3	President's Advisory	Hard Copy
IVA.4.4	Foundation	http://www.riohondo.edu/foundation/index.htm

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

Description
In November 2003, Rio Hondo College Board of Trustees began the process of evaluating and revising Board Policies to update and streamline them where needed. During this review, the Board clearly defined how the College promotes collegial participation in the planning and operational decision making processes by including a participatory governance section that demonstrates the team spirit that is part of the Rio Hondo College community.

All draft revisions were distributed to all district constituent groups for review and input before finalization and adoption of policies. Currently, the following six chapters of Board Policies have been completed: 1000, 2000, 4000, 5000, 6000, and 7000. The College is currently in the process of establishing administrative procedures that will correspond with the new policies and procedures. The process is expected to be completed by December 2008.

An example of the commitment to participatory governance was defined and adopted as part of the revision on November 11, 2003. At that time, the Board of Trustees adopted Board Policy 2510 Participation in Local Decision Making.

This section reads as follows:

I. The Board is the ultimate decision-maker in those areas assigned to it by State and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Superintendent/President's action under which the District is governed and administered.

The Rio Hondo College Board of Trustees believes that shared governance furthers the mission, goals, and purposes of the District. In keeping with the spirit and intent of AB 1725, the Board recognizes the unique role of the faculty, acting through the Academic Senate, in shared governance at Rio Hondo College.

The Board affirms the District's commitment to maintaining and following the agreements developed with the Academic Senate to achieve the implementation of Title 5, Section 53200. In addition, the Board encourages and recognizes the active participation of other District constituencies in those shared governance activities most appropriate to their interests and expertise.

II. Each of the following shall participate as required by law in the decision-making processes of the District:

A. **Academic Senate (Title 5, Sections 53200-53206)**
The Board or its designees will consult collegially with the Academic Senate as duly constituted with respect to academic and professional matters and as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

B. **Staff (Title 5, Section 51023.5)**
1. Classified staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association will be given every reasonable consideration.
2. Management/Confidential staff shall be provided with the opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Management/Confidential group will be given every reasonable consideration.

C. **Students (Title 5, Section 51023.7)**
The Associated Students Body (ASB) shall be given an opportunity to participate effectively in the formulation and development of district

policies and procedures that have a significant effect on students as defined by law. The recommendations and positions of the ASB will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

III. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

IV. Nothing in Board Policy 2510 will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Recent projects that unequivocally demonstrate Rio Hondo's commitment to participatory governance include the following:
- The Student Learning Outcomes creation process;
- Collegial Board Meetings;
- The College Mission Statement creation process.

Self-Evaluation
The standard element is partially met. While it is true that Rio Hondo College has structures and processes to facilitate shared decision-making among constituency groups, evaluation of such structures and processes has not occurred on a regular basis. Also, some constituency groups have evaluated these structures and processes more than others. The frequency and content of these evaluation instruments need to be standardized across constituency groups.

Planning Agenda
- Create updated survey to assess integrity and effectiveness of decision-making structures and processes;
- Distribute surveys on an annual basis to all Rio Hondo constituency groups;
- Analyze and review survey results;
- Communicate these results across entire campus and surrounding community;
- Use results as a basis for future improvement in level of integrity and effectiveness of decision-making structures and processes.

Evidence:

IVA.5.1	Program Review	Hard Copy
IVA.5.2	PFC	http://www.riohondo.edu/pfc
IVA.5.3	Governance Manual	Hard Copy

B   Board and Administrative Organization: In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College districts/systems clearly define the organizational roles of the district/systems and the Colleges.

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

Description

The governing body of the Rio Hondo College District is a six-member Board, five members elected to serve terms of four years and one student member elected to serve a one-year term. The five trustees elected in odd-numbered years are each selected by the voters of a designated trustee area. Terms for members elected from local district communities are staggered in accordance with the California Election Code. The student trustee is elected by a popular vote by the Rio Hondo College Student Body.

The College President serves as the Secretary to the Board of Trustees and is the District's Chief Executive Officer responsible for carrying out the policies approved by the Board of Trustees.

Within the broad context of the Board's adopted Vision, Mission, and Value Statements, the essential responsibilities of the Board consist of providing an exemplary community college and meeting the learning needs of its changing and growing population by developing a state-of-the-art campus to serve future generations. The Board of Trustees oversees a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community. The Board values quality teaching, student access and success, diversity, equity, and fiscal responsibility.

Board goals for 2007 include the following:
- supporting institutional research;
- understanding enrollment demand;
- continuing adherence to and review of the Board's performance of Standard IV-B for the accreditation process;
- creating a multi-year strategic plan to achieve the College's vision, mission and values, ensuring diversity in contracts and programs;
- hiring through fair recruiting and procurement practices and;
- establishing an ongoing evaluation mechanism for the College Superintendent/President.

Chief Administrator Selection

Since 2001, the Board of Trustees has had the opportunity to make two Superintendent/President appointments. Following the 2001 election cycle, the Board, comprised of three departing members, chose to defer an appointment to the incoming Board, showing great restraint in not seeking the appointment at that time.

During the two opportunities for selecting a regular appointment, the Board developed a process that included participatory governance, where representatives of all the interested campus constituencies, including representatives from the community, participated on the selection committee.

In 2007, the Board adopted a process pursuant to Board Policy 2431 to select the next Superintendent/President. The Board hired a consultant to facilitate the selection process, which included an 18-member committee representative of the Academic Senate, Faculty Association (RHCFA), Classified Union (CSEA), the Associated Student Body (ASB), Manager/Confidential Team, and the community. The process faced challenges, primarily miscommunication between all parties. The miscommunication resulted in the perception by the campus constituencies that the Board was circumventing an established process, which eventually resulted in no-confidence votes by the Academic Senate, RHCFA, CSEA, and ASB. Despite misinformation, some discussion, and accusation, the Board continued with the process, ultimately hiring one of the candidates advanced by the selection committee.

This Superintendent/President has completed one year of service as of July 2008 and has been fully evaluated by the campus community.

Chief Administrator Evaluation

The Board evaluates the Superintendent/President annually. The Board adopted an evaluation tool that is thorough, evaluating managing style and progress toward Board Goals. Members of the Planning/Fiscal Council, the Administrative Council, and the Board evaluated the Superintendent/President and were able to provide constructive feedback. The Board conducted an annual review, listing commendations and recommendations, and established a work plan for the rest of the year. This evaluation occurred prior to the anniversary of his July 2008 hiring date.

Self-Evaluation

The standard element is partially met. Given the challenges of the Superintendent/President selection process in 2007 and the perception by members of the campus community that the Board did not establish a clear process, the Board will review best practices and the process for selection of the Superintendent/President so that all parties involved have clear and consistent expectations. This review will include participation from all the campus constituencies and the community.

Planning Agenda

The Board will review the Superintendent/President selection process in September 2008. A draft process will be created at this time. This review and draft process will include participation from every campus constituency group including the community.

Evidence:

IVB.1	About Rio Hondo College	http://www.riohondo.edu/president/vmvg-statement.htm
IVB.2	Equal opportunity HR	http://www.riohondo.edu/hr/policies.htm
IVB.3	Board Goals	http://www.riohondo.edu/Board/AgendaArchive/BoardFiles/07-08/Board%20goals%202007-08%20approved.pdf
IVB.4	Fiscal Management	http://www.riohondo.edu/Board/policies/BP6000/BP6300_FiscalManagement.pdf
IVB.1.1	Superintendent/President Selection Policy	http://www.riohondo.edu/Board/AgendaArchive/BoardFiles/06-07/Minutes/min41807.pdf
IVB.1.2	Senate Concerns regarding CEO hiring process	http://www.riohondo.edu/senate/minutes/2006-2007/2007-04-17_AS_Minutes.doc
IVB.1.3	Senate Vote of No Confidence in Board's CEO hiring process	http://www.riohondo.edu/senate/minutes/2006-2007/2007-04-24_AS_Minutes-Special.doc Hard Copy
IVB.1.4	Board Policy	http://www.riohondo.edu/board/policies.htm
IVB.1.5	Board Goals	http://www.riohondo.edu/board/index.htm
IVB.1.6	Superintendent/President Evaluation Instrument	Hard Copy

B.1.a The governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

The Rio Hondo College governing Board is composed of five Board members elected at large from the District during a general election. Board members serve four-year terms. In addition, a student trustee is selected to serve as an advisor to the Board. The Board is an independent policy-making body. The Board operates as a whole and speaks through its Board President. Individual members of the Board generally respect the role of the Board. Decisions are made by vote of the majority, and no single Board member has undue influence. Board members only have authority when acting as a Board legally in session.

The Board of Trustees actively seeks advice and opinions of the community it serves by holding open session Board meetings monthly. Additionally, the Board has rotated meetings in the communities that comprise the District. The meetings are held in accordance with the Brown Act, and members of the public are encouraged to participate.

The Board also adopted resolutions creating two advisory committees in the communities of El Monte and South Whittier to inform the District of the curricular demands of those communities in order to provide appropriate programming for two future satellite facilities.

The Board consistently acts in a uniform manner after a vote has been taken following thorough hearing and deliberation that involve the general public. On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest. Information about Board members and their community and business affiliations is published on the District's Website.

There are numerous examples where the Board made decisions that were not unanimous. Despite the split decisions, the Board members in the minority ultimately respected the decision of the majority and supported the ultimate direction of the majority.

Board meeting agendas include an "Open Communication for Public Comment." Members from the public are invited to submit written communications to the Board at the Board meeting on agenda items, BP 2345. Biographies of Board members, current Agendas/Minutes, and Board policies are available on the Rio Hondo College Website.

Self-Evaluation

The standard element is met. The Board of Trustees acts as a whole to represent the public interest at Rio Hondo College, and takes care to provide opportunities for the public to provide input to the Board. Once the Board has made a decision, it acts as a whole and advocates for and protects the institution. Although there have been some disagreements on decisions, the Board discussed these differences extensively at Board retreats and Board members have agreed to respect these decisions. In

addition, a media protocol was established, giving authority to the Board President to speak on behalf of the Board whenever news articles or media reporters were requesting quotes and comments. This has minimized the perception that individual Board members are at odds with each other when a decision in not unanimous.

Planning Agenda
None

Evidence:

B.1.a.1	Board Member Biographies	www.riohondo.edu
B.1.a.2	Board Meeting Calendar	www.riohondo.edu
B.1.a.3	Board Meeting Agendas/Minutes	http://www.riohondo.edu/board/AgendaArchive/archive.htm Hard Copy

B.1.b
The governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and the resources necessary to support them.

Description
The Vision, Mission, and Value Statements are stated in Board policy 1200. The Board regularly reviews its mission and goals to insure that high quality is achieved in student learning and College programs. Rio Hondo College Board of Trustees approved the updated statement on June 21, 2006. Representatives of all constituent groups (Board of Trustees, Management, Planning/Fiscal Council, Faculty Association, Academic Senate, CSEA, and ASB) participated in the process.

The Statements read as follows:
Vision Statement — Rio Hondo College strives to be an exemplary California community College, meeting the learning needs of its changing and growing population and developing a state of the art campus to serve future generations.
Mission Statement — Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.
Values Statement — As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the College community—trustees, faculty and staff—recognizes the importance of openly and candidly expressing the College's values. Rio Hondo College values the following:

Quality teaching and learning: The College is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

Student access and success: Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the College offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own
.
Diversity and Equity: Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies.

Appreciation of diversity means the following:
- Recognizing that each individual is unique and understanding individual differences;
- Recognizing the things that people have in common despite being members of diverse groups;
- Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are;
- Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose.

The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.

Fiscal Responsibility: Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective College operation. It uses its resources— human, facilities, and financial—to the optimum benefit of its students, community, and staff.

Self-Evaluation
The standard element is met. There are sufficient Board Policies that are consistent with the District's Vision, Mission, and Values Statement.

Planning Agenda
None

Evidence:

IVB.1.b.1	District Web page	http://www.riohondo.edu/president/vmvg-statement.htm
IVB.1.b.2	Board Policy 1200 – Mission Statement, Updated June 21, 2006	Hard Copy
IVB.1.b.3	Initial Mission Statement, Adopted September 22, 2002	Hard Copy

B.1.c The governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description
The Board monitors learning programs and services through its annual Board retreats, study sessions, and specific reports and presentations regarding educational programs. Annually, the Board approves curricular additions and deletions to the educational programs at the College. In response to public interest, the Board encouraged the Academic Senate to develop a Chicano Studies Program. When the Environmental Technology Program was facing elimination, the Board requested a review of that program, which led to an unprecedented summit, involving students, staff, faculty, business leaders, and community representatives.

In 2004, the Board of Trustees adopted Measure A, a facilities and equipment bond measure for the District that was passed by voters in March 2004. The District was authorized by Measure A to issue $245,581,122 general obligation bonds to improve facilities on campus and fund the construction of two satellite facilities. In accordance with state law, the Board established a Bond Oversight Committee to oversee the appropriate expenditure of these public funds. The Board has received audit reports for both general fund expenditures and bond expenditures to ensure fiscal integrity. The Board actively reviews these reports for compliance with State and federal Law.

Where legal matters were a concern, the Board acted in a prudent and responsible manner. The Board has consistently made decisions for the benefit of the entire campus with the assistance of an expert pool of legal counsel.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IVB.1.c.1	Board Information	http://www.riohondo.edu/Board/index.htm
IVB.1.c.2	Board Retreats	Hard Copy

IVB.1.c.3	Chicano Studies Program	Hard Copy; Class Schedule; http://www.riohondo.edu
IVB.1.c.4	Environmental Technology Program	Hard Copy
IVB.1.c.5	Resource and Facilities Plan	Hard Copy
IVB.1.c.6	Bond Oversight Committee Agendas/Minutes	Hard Copy

B.1.d The institution or the governing Board publishes the Board bylaws and policies specifying the Board's size, duties, responsibilities, structures, and operating procedures.

Description

The Board bylaws and polices specifying the Board's size, duties, responsibilities, structures, and operating procedures are published in the District's Website under "Board Polices and Administrative Procedures." The following Board Policies (BP) Administrative Procedures (AP) specifically address the above mentioned:

BP 2010 Board Membership
BP 2015 Student Members
BP 2100 Board Elections
BP 2105 Election of Student Members
BP 2110 Vacancies on the Board   AP 2110 Vacancies on Board
BP 2210 Trustee Officers
BP 2220 Committees of the Board
BP 2305 Annual Organizational Meeting
BP 2310 Regular Meetings of the Board
BP 2320 Special and Emergency Meetings   AP 2320 Special and Emergency Meetings

BP 2330 Quorum and voting
BP 2340 Agendas   AP 2340 Agendas
BP 2355 Decorum
BP 2360 Minutes   AP 2360 Minutes
BP 2365 Recording   AP 2365 Recording
BP 2410 Policy and Administrative Procedures
BP 2430 Delegation of Authority
BP 2431 CEO Selection
BP 2432 CEO Succession
BP 2435 Evaluation of Superintendent/President   AP 2435 Evaluation of CEO
BP 2510 Participation in Local Decision-making   AP 2510 Participation in Local Decision-making

BP 2710 Conflict of Interest   AP 2710 Conflict of Interest
BP 2715 Code of Ethics/Standards of Practice

BP 2720 Communications Among Board Members
BP 2725 Board Member Compensation
BP 2730 Board Member Health Benefits
BP 2735 Board Member Travel   AP 2735 Board Member Travel
BP 2740 Board Education
BP 2745 Board Self-Evaluation

Self-Evaluation
The standard element is met. The policies and procedures related to this area can be found online through the College Website. Additionally, a hard copy may be obtained in the President's Office for those who do not have online access.

In the Source/Reference sections of the Board Policies, information is either not accessible or is incorrect. The Board will review the Board Policies to ensure the public of its accuracy. Additionally, the Board will cross-reference for accuracy all published materials referring to Board Polices and Academic Procedures.

Planning Agenda
None

Evidence:

IVB.1.d.1	Board of Trustees	http://www.riohondo.edu/Board/index.htm
IVB.1.d.2	Board Policies	http://www.riohondo.edu/Board/policies.htm
IVB.1.d.3	Board Agendas/Minutes	http://www.riohondo.edu/Board/policies.htm Hard Copy

B.1.e The governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Description
Over the course of six years, the governing Board routinely reviewed all Board policies and developed a process for reviewing these policies. Additionally, policies are reviewed and revised as necessary upon recommendations by the Superintendent/President. When questions arise concerning the Board's consistency with its own policies and procedures, as referred to in Standard IV section B.1, the Board reviews such questions and re-evaluates its actions in light of the particular issues. When deemed necessary, the Board drafts appropriate adjustments to policies and procedures that align with the Board's stated mission, values, and goals.

Self-Evaluation
The standard element is met.

Planning Agenda
None

Evidence:

IVB.1.e	Board Policies	http://www.riohondo.edu/Board/policies.htm

B.1.f The governing Board has a program for Board development and new member orientation. It has a mechanism for providing continuity of Board membership and staggered terms of office.

Description

The Board is committed to its ongoing development as a Board and provides a new trustee orientation. New trustees receive an orientation manual and attend a series of meetings with the Superintendent/President, the vice presidents, and the Director of Human Resources. This is done to update the new trustee on hiring procedures, budget, and the current issues that District is facing. A practice has been established for Board members to participate in the Community College League of California (CCLC) Annual Conference in November and the CCLC Legislative Conference each January. In addition, they attend a national conference hosted by American Association of Community Colleges (AACC), which has a legislative conference annually as well. The Board also conducts a Board retreat every year to set goals, engage in study sessions and foster trustee education about the operation of the District as indicated in Board Policy 2305 and Board Policy 2740. A hard copy of the Board orientation is available in the President's Office.

Finally, to ensure that there are always experienced Board members serving, thus, maintaining stability, provisions establishing staggered terms of office are specified. Other electoral safeguards are also established, such as a process for filling any vacancies to the District Board of Trustees, are described in Board Policy as well: BP 2010, BP 2100, BP 2110.

Self-Evaluation

The standard element is partially met. Policies are in place to provide Board members with opportunities to mature as trustees. Additionally, while it is not made explicit in Board Policy, the District does have an "unofficial" new Board member orientation procedure. Board Policy 2740 explicitly states that "the Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation." The Board will develop a defined New Board Member Orientation Procedure. Every campus program will` schedule a presentation to the Board in order to further trustee education. During the Board retreat, trustees should meet with constituent groups, i.e., Academic Senate, CSEA, management and student groups to discuss Shared Governance and their understanding of how each group participates in this process.

RIO HONDO COLLEGE

Planning Agenda
The Board will review and update a New Board Member Orientation Procedure to insure consistency. The Board will also provide a process for new members to receive a presentation from every major division of the College, including presentations from the Associated Student Body, the CSEA, the Academic Senate, and Rio Hondo College Faculty Association (RHCFA). The Board will incorporate and review the District's commitment to participatory governance during one of the Board retreats for new members.

Evidence:

IVB.1.f.1	Board Policy 2510	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.2	Board Policy 2740	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.3	Board Policy 2010	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.4	Board Policy 2110	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.5	Board Policy 2100	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.6	Board Policy 2305	http://www.riohondo.edu/Board/policies.htm
IVB.1.f.7	Board Policy 2740	http://www.riohondo.edu/Board/policies.htm

B.1.g The governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies and bylaws.

Description
Board Policy 2745, Board Self-Evaluation, outlines how the Rio Hondo College Board of Trustees adheres to the commitment of assessing its own performance as a Board. The purpose of this evaluation is to identify areas of accomplishment over the past year and to help develop goals for the following year.

The Self-Evaluation Instrument is mailed out to each Board member once a year. The Board members then complete and submit their responses to the President's Office, which, in turn, compiles and summarizes the results into a single summary document. Once completed, the Board as a whole discusses the results at their annual retreat.

The last Board self-evaluation was conducted in December 2006. The Board deferred its 2007 evaluation until 2008 to allow time for the new Superintendent/President to acclimate himself to the College.

The Board of Trustees' Self-Evaluation Form, "Board Health Snap Shot," was written in August 2006 and contains the following six categories:

- Board Members,
- Personal Conduct,
- Board Meetings,
- Board/CEO Relations,
- Evaluation, and
- Board Responsibilities.

The Board Policy related to this area is published on the District's Website under Polices and Administrative Procedures. Additionally, a hard copy of both the Board Policy and the self-evaluation instrument may be obtained through the President's Office.

Self-Evaluation
The standard element is met. The Board will update the evaluation instrument to be used for evaluating Board performance. The Board will review and develop a comprehensive evaluation tool that reviews governance, policy, and planning issues in July 2008.

Planning Agenda
The Board will schedule a study session in the summer to develop a revised Self-Evaluation Instrument. To revise and improve the Self-Evaluation Instrument, the Board will consult with the Community College League of California.

Evidence:

IVB.1.g.1	Board Policies	http://www.riohondo.edu/Board/policies/BP2000/BP2745_BoardSelfEval.pdf
IVB.1.g.2	Board Health Snap Shot – Board Self-Evaluation Instrument -	Hard Copy Only
IVB.1.g.3	Board Agenda Archives	http://www.riohondo.edu/Board/AgendaArchive/BoardFiles/06-07/Agenda/agenda12606.pdf
IVB.1.g.4	Center Effective Government	http://www.acct.org/CenterEffectiveGovernance.asp?bid=87
IVB.1.g.5	Center Effective Government	http://www.acct.org/CenterEffectiveGovernance.asp?bid=1281organization
IVB.1.g.6	Community College League	http://www.ccleague.org/i4a/pages/index.cfm?pageid=3508

STANDARD IV

B.1.h The governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description
Board Policy 2715 provides a Code of Ethics and Standards of Practice for the Board to follow. Additionally, Board Policy 2710 addresses conflicts of interest. The policies establish expectations of each Board member, including expecting each member to act in the best interests of the entire community, ensuring public input, exercising authority only as a Board, respecting others, devoting appropriate time to the Board, and other related expectations.

Self-Evaluation
The standard element is met. This self-evaluation covers a period of about six years. Since the last accreditation process, the Board has operated for the most part with strict adherence to its ethics policy. However, a few public instances resulted in unwarranted attention on the Board and required action. The Board acted in the best interest of the District and sought legal counsel to assist it in carrying out its duties. A revised Board Policy 2715 was approved at the May 2008 Board Meeting.
The Board also encourages members of the Board to attend conferences through the Community College League of California and the national Association of Community College Trustees to stay up to date on current issues. The Board also receives regular reports from staff. The Board has also received presentations from legal counsel.

Planning Agenda
None

Evidence:

IVB.1.h.1	Board Policies and Administrative Procedures	Hard Copy
IVB.1.h.2	Board Agendas/Minutes	http://www.riohondo.edu/board/AgendaArchive/archive.htm Hard Copy

B.1.i The governing Board is informed and involved in the accreditation process.

Description
During the last six years, the Board received multiple presentations about the accreditation process. The Board was aware of the accreditation report presented to the College in 2001 and based upon recommendations that were provided during the accreditation process proceeded with the development of an Educational Master Plan and a Resource and Facilities Plan. The Board has received updates regarding

the accreditation process by the President of the Academic Senate. Two Board members attended a presentation regarding accreditation at the annual meeting of the Community College League of California in November 2007.

The Board President established an ad hoc committee of the Board to contribute to Standard IV.B.1. The committee determined that the Board's full participation was more desirable. The committee presented to the full Board a draft provided by staff for suggestions and discussion at the annual Board retreat on February 23, 2008. The Board scheduled a special session to review a revised draft and invited all staff to participate.

On February 27, 2008, the Board participated in an unprecedented meeting with members of the Standard IV committee for an open and frank discussion about the accreditation process.

Self-Evaluation
The standard element is met. The Board has received reports regarding accreditation processes and has participated in writing the current Self-Study report. However, the Board will establish a process for developing an ongoing process for providing evidence for compliance with this standard. Also, the Board will encourage its members to take a more active role in the accreditation process, with an annual review of the process and the District's progress in meeting each standard. Finally, the Board will seek input from other organizations including the statewide academic senate on best practices for successfully meeting accreditation standards.

Planning Agenda
During the 2008-09 year, the Board will write a Board policy that will provide future Boards a process for participating in the accreditation process.

Evidence:

IVB.1.i.1	Facilities and Educational Master Plans	Hard Copy
IVB.1.i.2	Community College League of California	http://www.ccleague.org/i4a/pages/index.cfm?pageid=3508
IVB.1.i.3	Annual Board Retreat, February 23, 2008	Hard Copy

B.1.j The governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-College district/system or the College chief administrator (most often known as the president) in the case of a single College. The governing Board delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference and hold him/her accountable for the operation of the district/system or College respectively. In multi-College district/systems, the governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the College.

Description

The governing body has the responsibility for selecting and hiring the Superintendent/President of the College/District. The Board has followed Board Policy 2431: "In the case of a CEO vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and shall comply with relevant regulations."

In 2002, the Board established a process for selecting a Superintendent/President, and this process has been used twice since then. The process is as follows:

- Hire a consultant to advise the Board throughout the process and serve as facilitator for the search committee;
- Advertise the position;
- Establish a search committee comprised of members of the various campus constituencies and the community. The search committee will paper screen and interview applicants, recommending the finalists to the Board;
- Hold town hall forums for finalists;
- Interview candidates and select by the Board;
- A Board sub-committee conducts site visits and reports back to the Board;
- The Board makes the final candidate selection;
- Contract negotiations take place;
- The College hires the CEO.

The first process, which was conducted in 2002, was implemented smoothly, resulting in the selection of a Superintendent/President. The first process included an additional step, one that provided the constituencies an additional opportunity to share thoughts with the Board regarding the finalists. The second process was more difficult.

In 2007, the Board adopted a process pursuant to Board policy to select the next Superintendent/President. The Board hired a consultant to facilitate the selection process. An 18-member search committee was established comprised of representatives from the Academic Senate, the Rio Hondo College Faculty Association (RHCFA), the Classified Staff Employee Association (CSEA), the Associated Student Body (ASB), the Management/Confidential Council, and the community. The process faced challenges, primarily miscommunication between all parties. The miscommunication resulted in the perception/belief by the campus constituencies that the Board was circumventing an established processed. This challenge eventually resulted in no confidence votes by the Academic Senate, RHCFA, CSEA, and ASB. Despite misinformation, some discussion, and accusation, the Board continued with the process, ultimately hiring one of the candidates advanced by the selection committee.

This Superintendent/President has completed one year of service as of July 2008 and has been fully evaluated by the campus community.

Chief Administrator Evaluation
The Board evaluates the Superintendent/President annually. The Board adopted an evaluation tool that is thorough, evaluating managing style and progress toward Board Goals. Members of the Planning/Fiscal Council, managers, vice presidents, and the Board evaluated the Superintendent/President and were able to provide constructive feedback. The Board conducted an annual review, listing commendations and recommendations and establishing a work plan for the rest of the year. This evaluation occurred prior to the anniversary of his July 2008 hiring date.

Self-Evaluation
The standard element is partially met. Given the challenges of the Superintendent/President selection process in 2007 and the perception/belief by members of the campus community that the Board did not establish a clear process, the Board will review best practices and the process for selecting the Superintendent/President so that all parties involved have clear and consistent expectations. This review will include participation from all campus constituencies and the community.

Planning Agenda
The Board will review the Superintendent/President selection process in September 2008. A draft process will be created at that time. This review will include participation from every campus constituency group and the community.

Evidence:

IVA.1.j.1	CEO Selection	http://www.riohondo.edu/Board/policies.htm
IVA.1.j.2	CEO Succession	http://www.riohondo.edu/Board/policies.htm
IVA.1.j.3	Evaluation of Superintendent/President	http://www.riohondo.edu/Board/policies.htm

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

B.2.a The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description
Beginning July 2007, the new Superintendent/President conducted a series of meetings with the Board of Trustees, faculty, staff, and community members. Following careful analytical study, he recommended a "Vision for the Future" for Rio Hondo College.

There are five major themes in the Rio Hondo College "Vision for the Future," themes that are based on student learning centered values with high quality academic expectations designed to take Rio Hondo College to the next phase of its development. The five thematic components stated as goals are as follows:

- Increase Student Success
- Foster Academic Excellence
- Increase Enrollment (student access)
- Foster Cooperation and Collaboration among all Stakeholders
- Sustain Fiscal Accountability

The College President quickly became fully involved in guiding a strategic planning agenda while overseeing day-to-day operations and evaluation, utilizing the current administrative structure. The "Vision for the Future" and Strategic Plan will lead Rio Hondo in its efforts to provide student learning centered education for its constituents.

The College relies upon a shared governance structure of councils and committees, which is a practice woven into the fabric of Rio Hondo. An example of this concept is the President's Council, which includes representatives from the Academic Senate, CSEA, and the Management/Confidential Council to participate in the planning process.

A Planning/Fiscal Council is the consensus body responsible for recommending approval of policies, procedures, and expenditures to the District. It is composed of representatives from all Rio Hondo College constituents, including students.

All College divisions and departments are engaged in developing, refining, and measuring student learning outcomes at the course, program, and institutional levels. These outcomes feed into unit reviews and program reviews that drive the institutional facilities, program, and staffing needs. These outcomes also drive the budget commitment to accomplish the goals of student learning success and academic quality. Under the President's leadership and support, the planning process is continually undergoing updating, which results in continuous improvement in goal implementation and student outcomes.

The College President delegates authority and responsibility to the three vice presidents and the deans and directors of the management team to work in concert with staff and faculty to achieve the goals of the College vision. Therefore, the College administrative structure is centered on student success and the five themes of the "Vision for the Future."

In an abbreviated timeframe, the new College President has implemented a revised planning process, updated the Educational Master Plans and the Resource and Facilities Plans, and hired a Director of Marketing and Communications, a Dean of Research and Planning, and a new Vice President of Academic Affairs.

His "hands-on" approach and organizational leadership skills resulted in immediate improvement in the use of resources and efforts to support student learning success and fostering academic excellence for the educational teaching processes and an improved learning environment. As a result, Rio Hondo College has been able to maintain quality education and high enrollments and access for students even in austere fiscal times.

Self-Evaluation
The standard element is met. The College President's leadership has more clearly focused the College on visionary success driven by student learning outcomes, academic excellence, increased enrollments, cooperative and collaborative relationships with all stakeholders, and sound fiscal accountability in a spirit of shared governance with valued input from all constituents.

Planning Agenda
None

Evidence:

IVB.2.1	Strategic Planning	Hard Copy
IVB.2.2	Hiring Process	Hard Copy
IVB.2.3	ARCC	Hard Copy
IVB.2.4	Institutional Goals	http://www.riohondo.edu/president/Institutionalgoalsapprvd22808.pdf Hard Copy
IVB.2.a.1	Vision for the Future	Hard Copy
IVB.2.a.2	Organizational Chart	Hard Copy
IVB.2.a.3	Council and Committee Agendas	Hard Copy
IVB.2.a.4	Student Learning Outcomes, Courses and Measurements, Program and Institutional Program Reviews	www.riohondo.edu
IVB.2.a.5	FLEX Day SLO Focus	http://www.riohondo.edu/staffdev/index.htm
IVB.2.a.6	College Forum on Strategic Planning	Hard Copy
IVB.2.a.7	College Leadership Retreat on Planning	Hard Copy
IVB.2.a.8	Staff Development Day on Planning, SLOs and Accreditation	Hard Copy
IVB.2.a.9	Vision, Mission, and Value Statement	Hard Copy

IVB.2.a.10	Planning Group	Hard Copy
IVB.2.a.11	Administrative Council	Hard Copy
IVB.2.a.12	PFC	http://www.riohondo.edu/pfc

B.2.b The President guides institutional improvement of the teaching and learning environment by the following:
- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

The President's "Vision for the Future" developed quickly after his appointment. Because it was crafted through a series of meetings with the Board of Trustees, faculty, staff, and community stakeholders and included a careful analytical study, it now provides the framework to guide institutional improvement for the teaching and learning environment. It uses the five major themes the President set forth with clear goals and objectives. It emphasizes core values of cooperative and collaborative teamwork, a strong student orientation that encourages creativity and innovation, and reinforces effective decision-making at all levels. The tone of these themes is focused on the College's mission, valuing the dignity and worth of each individual, positive working relationships based on mutual trust and shared goals in an environment of open communication and participatory governance. This Vision has clearly defined roles and responsibilities for all constituents to deliver the highest quality education possible for students. The expectations are high. They are based on teamwork and student success in clear and measurable student learning outcomes in the context of strong fiscal accountability.

The "Vision for the Future" embraces core values of cooperative and collaborative teamwork, a student success orientation, encouragement of creativity, and innovation to ensure effective decision making at all levels in a participatory governance environment. It values the dignity and worth of everyone contributing to the Rio Hondo College mission, positive working relationships based on mutual shared goals with open communication, and high expectations to ensure student learning outcomes.

In this context, the President meets regularly with the Planning/Fiscal Council (PFC) that consists of the Vice Presidents of Academic Affairs, Student Services, and Finance and Business; the Directors of Facilities, Human Resources, Institutional Research and Planning, Marketing and Communications, and Governmental and Community Relations; and representatives from the Academic Senate, CSEA and

Management /Confidential Council. The center of the College planning process is the PFC, composed of all campus stakeholders, including students, and uses a consensus process to reach its decisions. This Council makes recommendations to the President and the Board on the allocation of resources, analysis of program reviews, and recommendations on staffing, equipment, facilities, and policies and procedures.

To bolster the evaluation and planning outcomes and ensure decisions are based on high-quality research and analysis of both internal and external conditions, a new research office was formed and established in 2007, headed by a new Dean of Institutional Research and Planning and Research Assistant. Connecting clearly with faculty coordination and input and because of strong across-the-Board cooperation and collaboration, both Program Review and Student Learning Outcomes (SLOs) initiatives are well underway. External data include surveys, such as the Noel-Levitz studies, and internal data focused on student success and learning outcomes at the course, program, and institutional levels.

To ensure the educational planning is integrated with resource planning and distribution to achieve SLOs, the College President meets regularly with all Rio Hondo College constituents from the Board of Trustees, faculty, staff, councils, committees, and community members. One of his first initiatives was to update the College's Educational Master Plan and better connect it to the vision, mission, goals, objectives, and student learning outcomes. This process continues and is well on its way to better link SLOs to course, program, and institutional goals through a more thorough data-driven program review process and tie more clearly to the budgetary and planning process and the distribution and allocation of vital resources towards student success.

Through the PFC, the College President has augmented established procedures to improve evaluation of the institution's overall planning and implementation efforts. He clearly outlined the "Vision for the Future" with goals and objectives, and with strong faculty participation, tied them to SLOs. The improved program review process and data-driven assessment of staffing, program, and facility needs form the framework for the College's overall evaluation and planning efforts.

Self-Evaluation
The standard element is met. It involves faculty, staff, students, and the community to work in concert with the Board and the administration to foster more collaborative and cooperative working relationships based on data-driven research and measurable and assessed student learning outcomes.

Planning Agenda
None

Evidence:

IVB.2.b.1	President's "Vision for the Future," SLOs, FLEX SLO Activities, College Forum	Hard Copy

IVB.2.b.2	President's Council Agendas/ Minutes, Planning/Fiscal Council	http://www.riohondo.edu/pfc Hard Copy
IVB.2.b.3	Budget Timeline and Budget	Hard Copy
IVB.2.b.4	Updated Educational Master Plan 2007	Hard Copy
IVB.2.b.5	PFC Agendas/Minutes	http://www.riohondo.edu/pfc
IVB.2.b.6	Values and Expectations	Hard Copy
IVB.2.b.7	Institutional Research and Planning	Hard Copy
IVB.2.b.8	Strategic Planning	Hard Copy
IVB.2.b.9	Performance Indicators	Hard Copy

B.2.c

The President assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies.

Description
The College President assures the implementation of statutes, regulations, and governing Board policies. He also assures that institutional practices are consistent with institutional mission and policies through regular meetings with the Planning/ Fiscal Council (PFC), the President's Council, and numerous individual and group meetings with faculty, staff and community stakeholders. The PFC reviews policy recommendations, and the minutes reflect the discussions and recommendations to the Board of Trustees for adoption.

Self-Evaluation
The standard element is met. Using the theme of "Fostering Cooperation and Collaboration Among all Stakeholders," the Board policies, the mission, the goals and objectives, and the student learning outcomes are continuously reviewed to ensure they support student success.

Planning Agenda
None

Evidence:

IVB.2.c.1	Planning/Fiscal Council Agendas/ Minutes	http://www.riohondo.edu/ pfc
IVB.2.c.2	Board Meeting Minutes	http://www.riohondo.edu/ board/AgendaArchive/ archive.htm
IVB.2.c.3	Council and Committee Agendas/ Minutes	Hard Copy
IVB.2.c.4	Administrative Council	Hard Copy
IVB.2.c.5	Human Resources	http://www.riohondo.edu/ hr/index.htm

B.2.d The College President effectively controls budget and expenditures.

Description
The College President presents recommendations to the Planning/Fiscal Council. Using participatory governance with input from that Council, expenditures are monitored and managed. He delegates the formation of the annual budget timeline and input to the Board of Trustees for adoption through the Vice President of Finance and Business, who works in concert with other administrators to effectively align expenditures with budget guidelines. Strong Fiscal Accountability is one of the President's major visionary themes for the College and is embraced by the stakeholder constituents.

Self-Evaluation
The standard element is met. The College is operated on conservative, sound fiscal foundations. It is aggressive in pursuing additional funds through grants and community, State and federal resources.

Planning Agenda
None

Evidence:

IVB.2.d.1	Enrollment Reports, Budget Reports	Hard Copy
IVB.2.d.2	Budget Timeline	Hard Copy
IVB.2.d.3	Updated Educational Master Plan	Hard Copy
IVB.2.d.4	Special Construction Board Meeting Minutes	Hard Copy
IVB.2.d.5	Regular Board Meeting Minutes	http://www.riohondo.edu/ board/AgendaArchive/ archive.htm Hard Copy
IVB.2.d.6	Approval for Expenditure Budget	Hard Copy

B.2.e The President works and communicates effectively with the communities served by the institution.

Description
The College President has embarked on an aggressive schedule to meet with the Rio Hondo College Board, faculty, staff, and community stakeholders from the communities of El Monte, South El Monte, Whittier, East Whittier, South Whittier, Pico Rivera, Santa Fe Springs, and Los Nietos.

Self-Evaluation
The standard element is met. Utilizing the theme "Foster a Spirit of Cooperation and Collaboration Among Stakeholders," the College President has re-established relationships and begun new initiatives that include development of classrooms and connections in the community, development of shared community resources with schools and business, and ongoing connections to community and advisory groups. He has included his vice presidents in this process with school districts, area community colleges, universities, community leaders, as well as faculty and staff.

Planning Agenda
None

Evidence:

IVB.2.e.1	List of the President's Meeting with Individuals, Groups, and Community Constituents.	Hard Copy
IVB.2.e.2	Board Meetings on Campus and in the Community	Hard Copy
IVB.2.e.3	Advisory Committees	Hard Copy
IVB.2.e.4	Foundation Board Agendas/ Minutes	Hard Copy
IVB.2.e.5	Inaugural Gala	Hard Copy
IVB.2.e.6	President's Advisory • El Monte • Whittier • South Whittier	Hard Copy

PLANNING
SUMMARY

Planning Summary

STANDARD I	
B.1	The College needs to continue to aggressively encourage and support establishing student learning outcomes at the course and program level and move on to a discussion of institution-wide student learning outcomes for the A.A./A.S. degree. More time, scrutiny, and emphasis should also be focused on the actual methods of assessing those outcomes. Starting in January 2008, all subsequent spring FLEX Days will include SLO discussion sessions to ensure that the campus makes reflective dialogue sessions a standard part of institutional process.
B.3	Planning/Fiscal Council will implement data analysis into institutional planning.
STANDARD II	
A.1.c	The Student Learning Outcomes Sub-Committee will continue to make reports to the Academic Senate and the Curriculum Committee. Clear and definite timelines will be identified for the completion of program SLOs and degree SLOs.
A.2.f	The College will continue to assess SLOs for both courses and programs and will continue to self-evaluate those assessments.
A.2.i	The College will continue to implement SLO assessments in program review.
A.4	The College will create new associate degrees to fit the new Title 5 regulations.
B	The Student Services Department will expand the collection of data and continue to analyze the results of Its assessments to improve the delivery of its services.
STANDARD III	
A.1.a	Develop new hiring procedures
A.4.c	Develop communication vehicle for student input in services evaluations
A.5.a A.5.b	Develop professional development plans for managers and support professional development and staff training
A.6	Develop procedures for filling staff positions; develop evaluation procedures for classified managers
C.1.a	The College will continue to evaluate and update the technology needs of the institution.
STANDARD IV	
A, A.1	The College will analyze institutional outcomes and objectives.
A.2 A.2.a	The College will continue to update the Board Policies, Administrative Procedures, and Governance Manual as needed or scheduled.
A.3	Improve communications between College President, Board of Trustees, and the constituencies of the College and community
A.5	Development and consistent use of surveys to evaluate integrity of shared governance
B B.1	Review of hiring process for College President; develop instrument for evaluation of College President
B.1.g	Develop Board self-evaluation instrument
B.1.h	Develop code of ethics for the Board of Trustees
B.1.i	Develop procedures for participation in Accreditation on an on-going basis
B.1.j	The Board will develop a clear, written Administrative Procedure regarding the hiring of the Superintendent/President. The development of such a procedure will also involve other College constituencies.

IMPORTANT NOTICE

Construction related to the Rio Hondo College Building Access and Excellence building program is now underway!

Over the next several years, the College will issue campus maps on a regular basis which show roads and areas closed due to construction, as well as updated tram routes/stops. This campus map is for the period of **June 13, 2008 through September 30, 2008.** Please consider these changes when planning your route to the campus and your parking plans. Directional signs will be placed around the campus to ensure safe circulation. The Campus Tram will not be stopping at Lots H and Science Building from June 13, 2008 through September 30, 2008. Updates can be obtained on the web at www.riohondocollege.info

RIO HONDO COLLEGE

LATE JUNE 2008 – SEPTEMBER 2008

3600 WORKMAN MILL RD.
WHITTIER, CA 90601-1616
(562) 692-0921
WWW.RIOHONDO.EDU

Student drop off area

Lot B Entrance (Staff Parking)

Disabled Parking Available in Lots A, B, C, D, and H

No vehicular or pedestrian access until June 2008

Road Closed June 13 to August 30

Lot C Entrance (Student Parking)

Associated Students/Student Activities/ CalWORKs/Community & Educational Services

* Temporary Student Parking with Permit Behind the Gym Aug. 25 to Sept. 15

Additional Disabled Parking

Pedestrian Bridge

* Temporary Student Overflow Parking

STUDENT PARKING — Lot A

CIRCLE DRIVE

STAFF & DISABLED PARKING

STAFF PARKING — Lot B

STUDENT PARKING — Lot C

WH MN

CD

CT

T S

UQ A W M CI LQ

FC SP G

AJ

PARKING

FOOTPATH

Lot G

STAFF PARKING — Lot F

B AG L

SOUTH ROAD

SOFTBALL FIELD

SOCCER FIELD

BASEBALL FIELD

WEST ROAD

CANYON DRIVE

SOUTH DRIVE

E N S W

Lot 6
Lot 5
Lot 4
Lot 3
Lot 2B
Lot 1A
Lot 1

STUDENT PARKING

HS

PB

WORKMAN MILL ROAD

BUILDING CODES

Class and other locations are abbreviated as follows:

A	Administration
AG	Art Gallery
AJ	Administration of Justice
B	Business
CI	Campus Inn/CalWORKs/Student Activities/ Community & Educational Services
CD	Child Development Center
CT	Courts (Tennis/Racquetball)
FC	Fitness Center
G	Gymnasium
HS	Community Services/RH PMT/ Administration of Justice classrooms
L	Library
LQ	Lower Quad
M	Music
MN	Maintenance
O	Observatory
PB	Information Parking Booth
S	Science/Math
SP	Swimming Pools
T	Technology
UQ	Upper Quad
W	Wray Theatre
WH	Warehouse

Revised: 06/10/2008

CONTINUOUS CAMPUS TRAM SERVICE

Monday-Thursday	7:00 AM – 10:30 PM
Friday	7:00 AM – 2:30 PM

TRAM STOPS ●

Lot 2
Lot 4 & Tram Way
Lot A/Pedestrian Bridge
South Rd./Pellissier Rd. *(across from PE)*

Roads and areas closed for construction

Central Drive Road Closure June, 2008–September, 2008

Current tram route

◄——► 2-way road

——► 1-way road

6.19.08