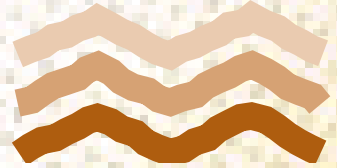


# Introduction to Rio Hondo College

RIO  
HONDO  
COLLEGE





## Introduction to Rio Hondo College

### A. Brief History of Rio Hondo College

Rio Hondo Community College District is a single-college district encompassing 65.5 square miles in southeastern Los Angeles County. The District contains nine cities, in whole or part, four distinct unincorporated communities, and a portion of another unincorporated community of Los Angeles County within our district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, as well as portions of Norwalk, Downey, La Mirada, and the City of Industry. The unincorporated communities include Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights.

The establishment of a Whittier-area junior college district was approved by voters through an election on 25 October 1960. At that time and because the geographical boundaries of then temporarily named Whittier Junior College District were identical to those of Whittier Union High School District (WUHSD), oversight of the College District was managed by the high school Board of Trustees. However, as reported in Harold T. Huffman, Jr.'s dissertation, *The Early History of Rio Hondo College*, “[r]esidents of the Ranchito and Rivera elementary school districts in Pico Rivera voted to have a separate unified school district. As a result of that decision, the Whittier Union High School District and Whittier Junior College District no longer had coterminous boundaries . . . [and] under California law, the two districts had to have separate boards” (Huffman 81). On 3 April 1962, an election determined the junior college’s Board of Trustees, consisting of Merton Wray, Clifford Dobson, Joan King, Roland Beck, and Marin Whelan. The newly elected Board of Trustees named Dr. Phil Putnam the first Superintendent/President of the College on 13 December 1962.

Selection of a site for the construction of the College was beset with turmoil. Each area of the District wanted close proximity to the College, and each proposed site presented environmental impact challenges, as well. The Pellissier property, formerly a dairy farm since the early 1900s, was proposed as a compromise to all constituents and was met with little resistance. With a vote of four to one in favor of the Pellissier site, the decision was made on 3 April 1963. President/Superintendent Putnam noted, “We have selected a site that is equally inaccessible to all areas of the district” (qtd. in Huffman 105). In October 1963, a \$12 million bond issue to construct the College was approved by 80.1 percent of voters.

A new name for the College was another task that Dr. Putnam oversaw, as the temporary name, Whittier Junior College, caused confusion and may have falsely indicated an association with Whittier College. In addition, a new name for the College was part of the agreement of the October 1960 election, sanctioning the creation of the College District. Many names were proposed. In fact, one Board member proposed the name Richard M. Nixon Junior College, a proposition which ignited a vigorous debate among the Board of Trustees. However, after nearly three years of consideration, the name Rio Hondo was



chosen. Then-current Board member Joan King recalled that “our college would be overlooking the Rio Hondo River. . . . I knew that stood for deep waters, deep river, and felt that was symbolic of what a higher education institution should stand for—a depth of educational understanding” (qtd. in Huffman 112).

The College began offering classes at local public schools in September 1963, during late afternoons and evenings at Sierra and El Rancho High Schools. In addition, during 1964 and 1965, the College held classes with limited enrollment in classrooms at the former Little Lake School in Santa Fe Springs. The present campus opened in fall 1966, with an enrollment of 3,363 day and 2,682 evening students. (Today, by contrast, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and its three off-site locations.) In October 1975, the Los Angeles County Board of Supervisors adopted an order transferring territory from the El Monte Union High School District (EMUHSD) to the Rio Hondo Community College District. The addition of the El Monte communities modified the focus of the College, broadening it beyond the original Whittier population and impacting the diversity of the student body.

In 1997, acquisition of the Rio Hondo College Regional Fire Technology Training Center, located at 11400 Greenstone Avenue, Santa Fe Springs, CA 90670, provided a primary site of instruction for the academies and programs in fire technology, wildland fire, and emergency medical technician. In March 2004, District voters approved a \$245 million construction and renovation bond initiative, resulting in renovations to the main campus and new construction projects both on- and off-campus. South Whittier Educational Center (SWEC), located at 14307 East Telegraph Road, Whittier, CA 90604, and El Monte Educational Center (EMEC), located at 3017 Tyler Avenue, El Monte, CA 91731, are direct results of bond funding. In addition, with bond funds, the College has recently opened a new Learning Resource Center (LRC), Administration of Justice Building, Student Services/Student Union Complex, and a Physical Education Complex—all on the main campus. Renovations to existing campus buildings, sports fields, and parking lots will continue.

The most recent comprehensive reviews of the educational quality and institutional effectiveness of the College are the *Application for Reaffirmation of Accreditation* (2008), *Follow-Up Report* (October 2009), *Midterm Report* (2011), and *College Status Report on SLO Implementation* (2012), as well as annual reports to the Accrediting Commission for Community and Junior Colleges (ACCJC), the most recent of which was submitted in April 2014.

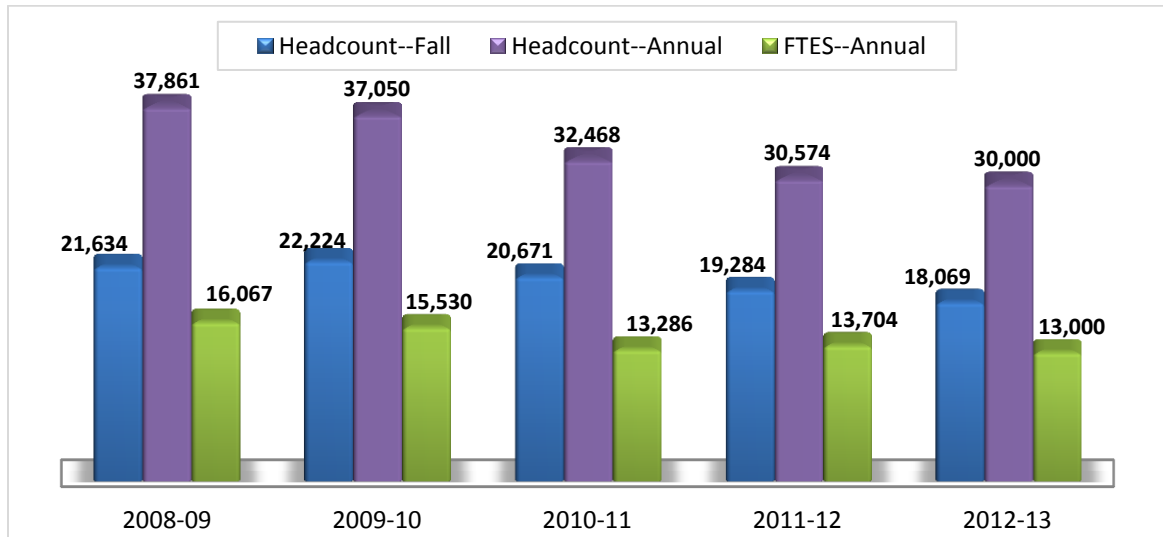
## **B. Student Enrollment Data**

### **HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (FTES)**

During the 2012-2013 academic year, Rio Hondo College had a fall headcount of 18,069, and an unduplicated annual headcount of 27,416. The 2012-2013 number of Full-Time Equivalent Students (FTES) was 13,207. This number has decreased since

2008-2009, when FTES totaled 16,067 (see Fig. I-1). Likely explanations may be rooted in the national economic downturn and subsequent decline in state allocations for community colleges, as well as declining numbers of public and nonpublic high school graduates in the U.S. since 2010. During the five-year period 2008-2013, the averages at Rio Hondo College have been 20,630 for fall headcount, 33,590 for annual headcount, and 14,317 for FTES.

**Fig. I-1: Fall Headcount, Annual Headcount, and Annual FTES at Rio Hondo College, 2008-2013**



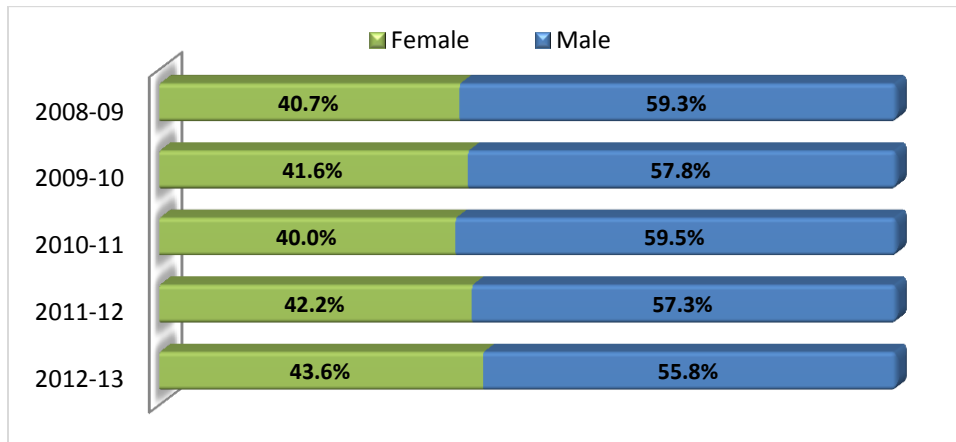
Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Sources of FTES have changed slightly over the past five years (2008-2013). The percentage of credit FTES among total FTES increased from 92.6% in 2008-2009 to 96.4% in 2012-2013. The portion of FTES from transferrable courses increased from 61.4% to 68.9%, while the portion for courses defined by the Chancellor’s Office as Basic Skills and Vocational Education decreased from 2008-2009 to 2012-2013—9.1% to 6.6% and 29.4% to 24.4%, respectively. The percentage of FTES from Distance Education (DE) courses was relatively stable, at approximately 14% per year. For the 2012-2013 academic year, 14.8% of FTES derived from DE.

**DEMOGRAPHIC PROFILE**

The demographic profile of the College has remained relatively stable, despite the recent decline in enrollment. In 2012-2013, 55.8% of the students were male, 43.6% were female, and .6% did not declare gender. These figures are similar to the five-year (2008-2013) averages of 58.1%, 41.5%, and .4%, respectively (see Fig. I-2 below).

**Fig. I-2: Gender at Rio Hondo College (2008-2013)**



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Note: Students not declaring gender accounted for less than 1% per year and are not included.

Similarly, the five-year period (2008-2013) witnessed little change in ethnic composition among students declaring an ethnicity. The number of students of “Unknown” ethnicity decreased from 31.6% in 2008-2009 to 9.7% in 2012-2013. The decrease was accompanied by proportional increases in the percentages of students declaring specific ethnicities (see Table I-1).

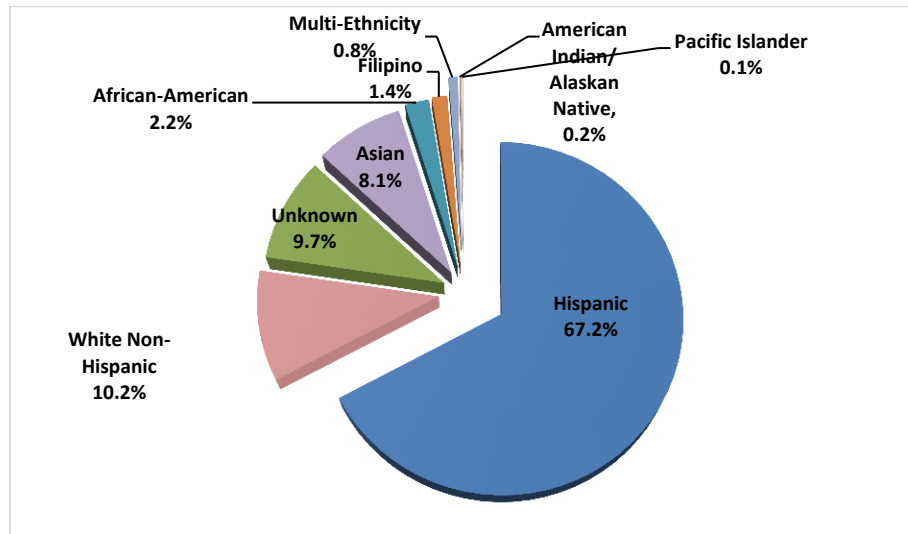
**Table I-1: Ethnicity at Rio Hondo College (2008 to 2013)**

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Hispanic	48.0%	52.3%	59.4%	64.5%	67.2%
White Non-Hispanic	10.1%	12.4%	14.8%	13.5%	10.2%
Unknown	31.6%	24.5%	12.1%	8.4%	9.7%
Asian	5.7%	6.0%	7.3%	7.8%	8.1%
African-American	2.6%	2.5%	3.4%	2.9%	2.2%
Filipino	1.3%	1.6%	1.8%	1.7%	1.4%
Multi-Ethnicity	0.0%	0.1%	0.6%	0.9%	0.8%
American Indian/Alaskan Native	0.4%	0.4%	0.4%	0.3%	0.2%
Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.1%

Source: Rio Hondo Office of Institutional Research and Planning (IRP)

During 2012-2013, 67.2% students were Hispanic; 10.2 % were White Non-Hispanic; 9.7% undeclared; 8.1% Asian; 2.2% African-American; and the remaining 2.6% Filipino, Multi-Ethnicity, American Indian/Alaskan Native, or Pacific Islander (see Fig. I-3 below).

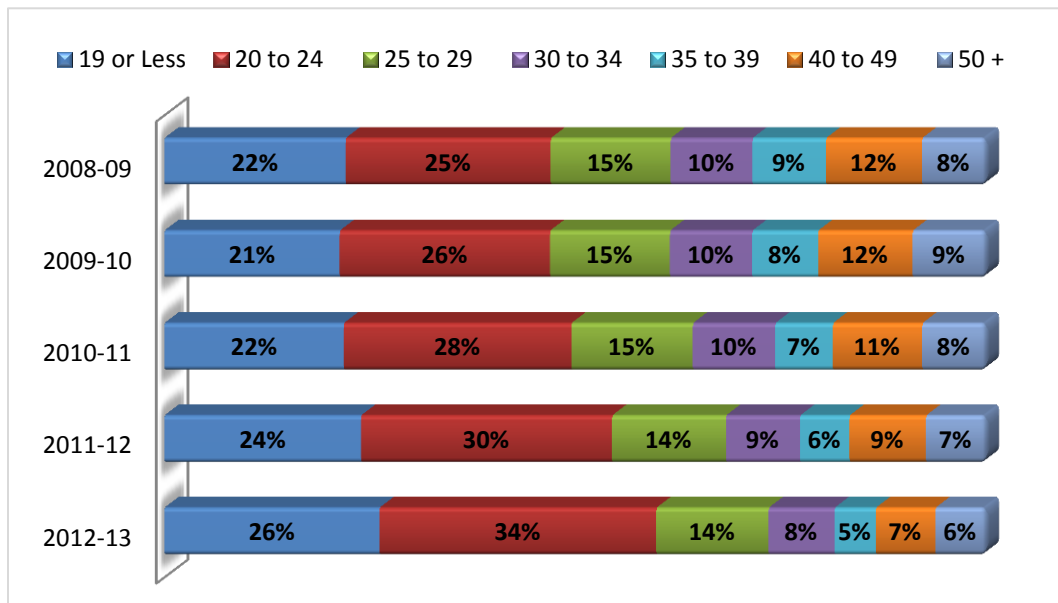
**Fig. I-3: Ethnicity at Rio Hondo College (2012-2013)**



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

Despite the relative stability in the demographic profile of the College over the last five years, one noteworthy change is evident in the age range. The median student age became younger between 2008-2009 and 2012-2013 (see Fig. I-4). The median age range decreased to age 20-24 in 2012-2013, from 25-29 in prior years. Over the five years 2008-2013, the number of students 24 or younger increased by 1,544, while the number of students 25 or older decreased by 8,903. The decrease in students between ages 30 and 49 was 50.5%.

**Fig. I-4: Age Groups at Rio Hondo College by Percentage (2008-2013)**



Source: Rio Hondo Office of Institutional Research and Planning (IRP)



A breakdown of student age groups for 2012-2013 is shown in Table I-2.

**Table I-2: Age Groups at Rio Hondo College by Count and Percentage (2012-2013)**

Age Group	2012-2013	2012-2013
	Student Count	(%)
19 or Less	7,136	26.0%
20 to 24	9,194	33.5%
25 to 29	3,728	13.6%
30 to 34	2,266	8.3%
35 to 39	1,436	5.2%
40 to 49	1,981	7.3%
50 +	1,673	6.1%
Unknown	2	0.0%
<b>Rio Hondo Total</b>	<b>27,416</b>	<b>100.0%</b>

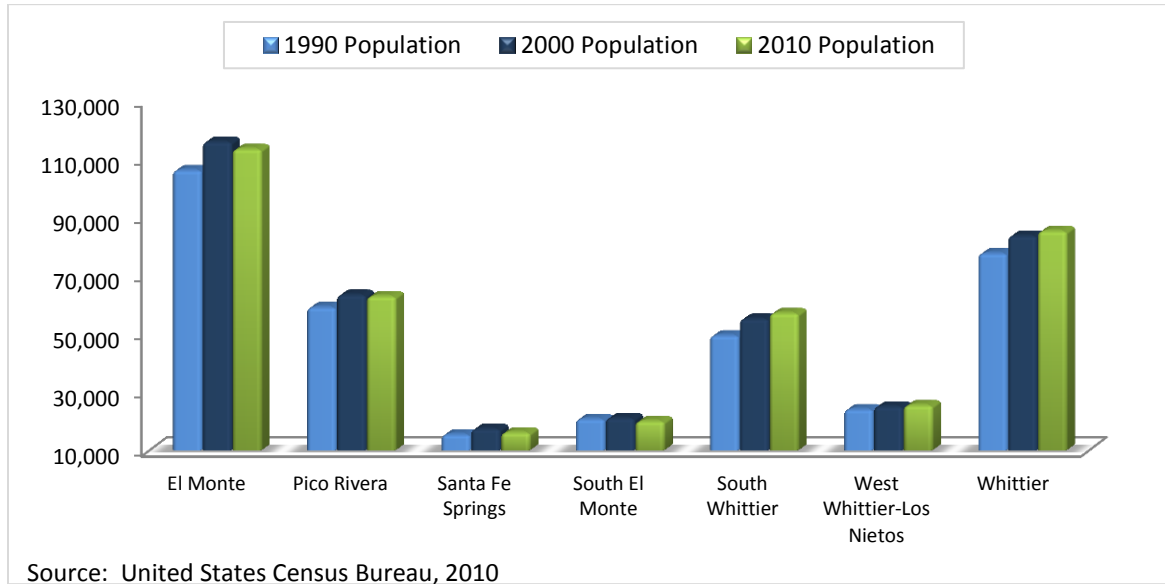
Source: Rio Hondo Office of Institutional Research and Planning (IRP)

### C. Service Area Data

The Rio Hondo Community College District (RHCCD) serves an established area of southeastern Los Angeles County. This area was settled in the 19<sup>th</sup> century, and the nine cities in Rio Hondo’s service area were already incorporated when the College was founded in 1960. Over the past six years, the area has seen little change in terms of demographics, housing development, and industries.

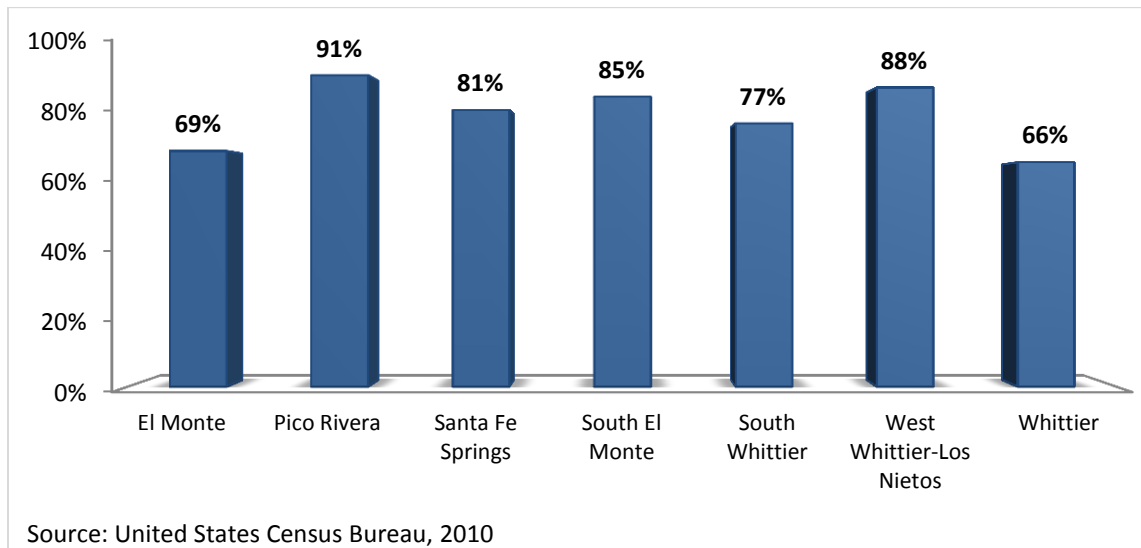
Demographic Profile: The Census Bureau reports demographic data for the five primary cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census-Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos) within the RHCCD boundaries. As indicated in Fig. I-5 below, the service area population has grown moderately across the three most recent census years. The combined population of the seven communities was 380,783 in 2010—an increase of 27,678 since 1990 but a decrease of 1,194 between 2000 and 2010.

**Fig. I-5: RHCCD Service Area Population across Three Census Years**



The primary ethnic identification within the service area is Hispanic, comprising more than two-thirds of the population (see Table I-3).

**Table I-3: Percentage of Hispanic Residents in RHCCD Service Area Communities**



In terms of race, the largest group in each community is White, ranging from 39% in El Monte to 65% in Whittier (see Table I-4 below). Substantial and growing populations of persons with Asian ancestry are reflected in the communities of El Monte (24%) and South El Monte (11%). The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Unknown groups are generally similar across the seven communities.



**Table I-4: Ethnic Distribution among RHCCD Service Area Communities**

	African-American	American Indian/Alaskan Native	Asian	Filipino	Multi-Ethnicity	White	Unknown
<b>El Monte</b>	1%	1%	24%	1%	3%	39%	31%
<b>Pico Rivera</b>	1%	1%	1%	1%	4%	59%	32%
<b>Santa Fe Springs</b>	2%	1%	3%	2%	4%	59%	29%
<b>South El Monte</b>	1%	1%	11%	0%	3%	50%	33%
<b>South Whittier</b>	2%	1%	2%	2%	4%	59%	30%
<b>West Whittier-Los Nietos</b>	1%	1%	1%	1%	4%	59%	33%
<b>Whittier</b>	1%	1%	3%	1%	4%	65%	24%

Source: United States Census Bureau, 2010

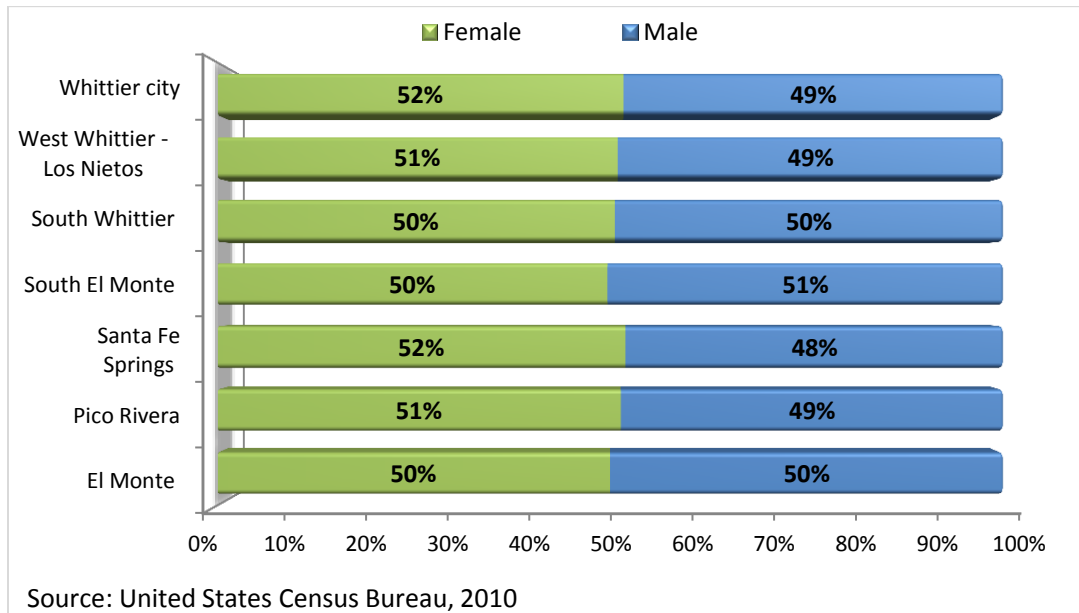
Age (Table I-5) and gender (Fig. I-6) distributions are generally consistent across the seven communities. The median age, by community, ranges from 30.4 years in South El Monte to 35.3 in Santa Fe Springs and 35.4 in Whittier. Although Santa Fe Springs and Whittier are above the state’s median age (35.2), the other five communities are below. Gender distributions are generally even in each community. In Santa Fe Springs and Whittier, though, the percentages of female residents approach 52%.

**Table I-5: Age Distribution among Residents in RHCCD Service Area Communities**

	19 yrs or less	20 to 24 yrs	25 to 29 yrs	30 to 34 yrs	35 to 39 yrs	40 to 49 yrs	50 + yrs
<b>El Monte</b>	32%	8%	8%	7%	7%	14%	25%
<b>Pico Rivera</b>	30%	8%	7%	7%	7%	14%	28%
<b>Santa Fe Springs</b>	30%	8%	6%	6%	7%	14%	30%
<b>South El Monte</b>	33%	8%	8%	8%	7%	13%	23%
<b>South Whittier</b>	32%	8%	7%	7%	7%	14%	24%
<b>West Whittier - Los Nietos</b>	30%	7%	7%	7%	7%	13%	28%
<b>Whittier</b>	29%	7%	7%	7%	7%	14%	29%

Source: United States Census Bureau, 2010

**Fig. I-6: Gender Distribution among Residents in RHCCD Service Area Communities**



**HIGH SCHOOL PROFILE**

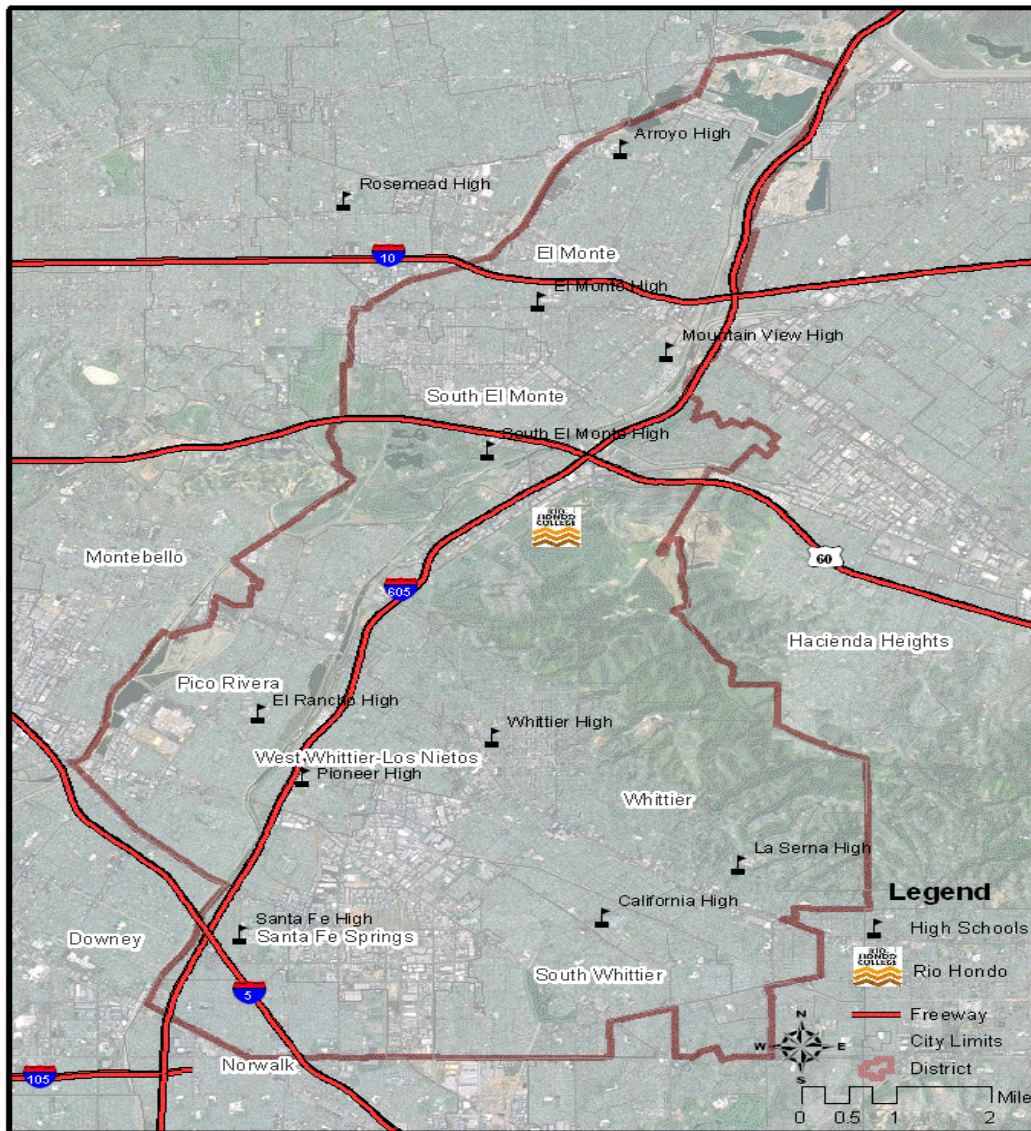
A total of eleven school districts serve K-12 students within RHCCD’s boundaries. There are eight elementary districts: East Whittier City, El Monte City, Little Lake City (in Santa Fe Springs), Los Nietos, Mountain View (in El Monte), South Whittier, Valle Lindo (in South El Monte), and Whittier City. There is one unified district (El Rancho—ERUSD), as well as two high school districts (El Monte Union—EMUHSD and Whittier Union—WUHSD).

Ten comprehensive high schools in three school districts serve the RHCCD community:

- El Rancho Unified School District (El Rancho)
- El Monte Union High School District (Arroyo, El Monte, Mountain View, and South El Monte)
- Whittier Union High School District (California, La Serna, Pioneer, Santa Fe, and Whittier)

Rosemead High School is a member of the El Monte High School District but lies outside RHCCD boundaries. Fig. I-7 below displays the ten high schools in relation to RHCCD’s seven communities.

**Fig. I-7: Rio Hondo Community College District (RHCCD) Feeder High Schools**



Source: Esri/California Department of Education

Table I-6, below, displays profile information for each of the ten high schools in the RHCCD. Among these schools, El Monte and Mountain View—both in the EMUHSD—are noteworthy due to high percentages of students classified as English Learners (EL) and students qualifying for ree-/reduced-price meals (FRPM). Each of the ten high schools has a graduation rate near, or above, 90%.

**Table I-6: Profile Information for High Schools within RHCCD Boundaries (2012-13)**

High School	District	Location	Enrollment	EL	FRPM	Grad Rate	ELA	Math
Arroyo	EMUHSD	El Monte	2,370	14.2%	80.2%	98.5%	57.0%	68.0%
California	WUHSD	Whittier	3,083	10.1%	61.5%	96.3%	58.0%	67.0%
El Monte	EMUHSD	El Monte	1,904	28.8%	91.4%	89.2%	44.0%	53.0%
El Rancho	ERUSD	Pico Rivera	3,001	11.5%	48.7%	92.8%	52.0%	53.0%
La Serna	WUHSD	Whittier	2,816	6.7%	36.6%	95.2%	67.0%	63.0%
Mountain View	EMUHSD	El Monte	1,665	27.9%	93.3%	94.1%	49.0%	51.0%
Pioneer	WUHSD	Whittier	1,418	15.4%	74.2%	93.6%	48.0%	62.0%
Santa Fe	WUHSD	Santa Fe Springs	2,650	10.0%	63.9%	96.2%	63.0%	69.0%
South El Monte	EMUHSD	South El Monte	1,488	18.9%	88.5%	90.3%	55.0%	62.0%
Whittier	WUHSD	Whittier	2,441	7.5%	66.8%	95.2%	56.0%	58.0%

Source: Ed-Data (Education Data Partnership), 29 April 2014

Note: EL=English Learners; FRPM=Free/Reduced-Price Meals; Grad Rate=4 Year Adjusted Cohort Graduation Rate; ELA=10<sup>th</sup> Graders Proficient and Above on CAHSEE English-Language Arts; Math=10<sup>th</sup> Graders Proficient and Above on CAHSEE Mathematics. Figures for FRPM and Grade Rate in 2012-2013 are not yet available.

**SOCIO-ECONOMIC PROFILE**

Data from the California Department of Education and Census Bureau contribute to RHCCD’s economic profile. A common indicator of socio-economic status is the percentage of children eligible for free- or reduced-priced meals at school. As shown above in Table I-6, eight of the ten high schools have more than 50% of students eligible for free- or reduced-priced meals. Overall, 67.2% of the students at the ten high schools are eligible, which represents an increase from 58.4% in 2007-2008.

Census Bureau indicators of socio-economic status include median household income and percentages of persons living below the federal poverty line, owner-occupied housing units, and persons 25 years of age, or above, who have attained at least a Bachelor’s degree (see Table I-7 below). Figures vary among RHCCD communities in relation to statewide figures. Only two of the seven communities (South Whittier and Whittier) are above the state’s median household income (\$61,400). El Monte and South El Monte are well above the statewide percentage of persons living in poverty (15.3%), as well as being below the state in owner-occupied housing (56.0%). Each of the seven communities is well below the statewide figure for persons with Bachelor’s degrees (30.5%).

**Table I-7: Socio-Economic Indicators for Residents in RHCCD Service Area Communities**

	Median Household Income	Living in Poverty	Owner-Occupied Housing	Bachelor's Degree or Higher
El Monte	\$41,861	22.8%	42.2%	11.7%
Pico Rivera	\$57,044	13.4%	69.1%	6.1%
Santa Fe Springs	\$54,551	8.4%	61.0%	10.1%
South El Monte	\$48,056	20.6%	48.3%	8.5%
South Whittier	\$65,815	11.4%	63.5%	13.0%
West Whittier - Los Nietos	\$60,525	9.4%	73.1%	10.3%
Whittier	\$67,417	11.2%	57.3%	24.5%

Source: United States Census Bureau, 2010

**LABOR MARKET PROFILE**

Two trends significantly affect labor market information for the RHCCD service area. First, as with the rest of the state, this area is still recovering from the Great Recession of 2008. Second, similar to much of Los Angeles County, this area is transitioning from its twentieth-century economy (based on agriculture, petroleum, and manufacturing sectors) to its twenty-first century economy (based on the service and retail sectors). The area’s unemployment rate is consistent with Los Angeles County’s (Table I-8). Three communities have unemployment rates above that of the county: South El Monte, El Monte, and West Whittier-Los Nietos.

**Table I-8: Labor Force Data for Cities and Census Designated Places (CDP) in RHCCD Service Area Communities (February 2014 Preliminary)**

	Labor Force	Employment	Unemployment	
			Number	Rate
Los Angeles County	4,964,200	4,524,800	439,300	8.9%
El Monte	52,500	46,700	5,800	11.0%
Pico Rivera	29,500	27,000	2,400	8.2%
Santa Fe Springs	7,900	7,400	600	7.4%
South El Monte	9,600	8,500	1,100	11.3%
South Whittier	28,200	26,000	2,200	7.8%
West Whittier-Los Nietos	12,700	11,400	1,300	10.1%
Whittier	44,400	41,600	2,800	6.3%
<b>RHCCD TOTAL</b>	<b>184,800</b>	<b>168,600</b>	<b>16,200</b>	<b>8.8%</b>

Source: State of California, Employment Development Department

Note: These data are not seasonally adjusted.



The Rio Hondo campus is located at the junction of two distinct regions within Los Angeles County. To the north is the San Gabriel Valley; to the south are communities associated with the Gateway cities of southeast Los Angeles County. Within recent years, the Los Angeles County Economic Development Corporation (LAEDC) conducted economic analyses for each of these areas.

Published in 2012, the *San Gabriel Valley Economic Forecast and Regional Overview* presented data on a 30-city area, including the RHCCD cities of El Monte and South El Monte. Between 2001 and 2011, the health services industry emerged as the foremost source of jobs in the San Gabriel Valley (SGV). Overall, 9 of 14 industries saw job growth in 2011. Additional industries showing large job growth in the SGV during 2011 were wholesale trade, leisure and hospitality, public administration, and transportation and utilities. The report also noted other industries showing potential for job growth in the coming years: medical device and biomedical firms, professional and business services, food processing, aerospace contractors, metal product fabricators, and travel and tourism.

In 2010, the LAEDC produced *Industry Clusters, Employment Forecast, Target Industries and Occupation Analysis* for the Southeast Area Social Services Funding Authority (SASSFA). This report captured economic and employment conditions in the five RHCCD communities south of the campus (Pico Rivera, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, and Whittier), as well as three neighboring communities. Over half of the jobs in this region were in five occupation groups:

- office and administrative support occupations
- sales and related occupations
- food preparation and serving-related occupations
- production occupations
- transportation and material moving occupations

This report also identified five industry clusters as the major sources of employment in the area:

- materials and machinery
- wholesale trade
- retail trade
- health services and biomedical
- construction

In its *2010-2020 Los Angeles County Projection Highlights*, the State of California Economic Development Department (EDD) predicted growth of more than 590,000 non-farm jobs in the County. Almost three-quarters of that growth will be in four industry sectors:

- educational services, health care, and social assistance (138,000 jobs)
- professional and business services (113,100)
- leisure and hospitality (95,200)
- retail trade (75,500)



The EDD predicted that the large majority of these openings will be in lower-skilled occupations, which do not require a college education. The EDD also predicted that seven skilled occupations will each produce more than 10,000 job openings:

- registered nurses
- general and operations managers
- accountants and auditors
- producers and directors
- nursing aides, orderlies, and attendants
- elementary school teachers, except special education
- licensed practical and licensed vocational nurses

Each of these occupations is in a field in which Rio Hondo College offers an Associate's degree and/or certificate.

### **D. A Milestone for Rio Hondo College**

During the 2012-2013 academic year, Rio Hondo College celebrated its 50<sup>th</sup> anniversary with many commemorative events, activities, and publications. In looking back, the College revisited the vision of community college education originally articulated by Dr. Putnam and his associates. It is a vision that has endured for 50 years to the benefit of tens of thousands of students and the residents of the region, and will continue to guide the College for the next 50 years.

# Institutional Data

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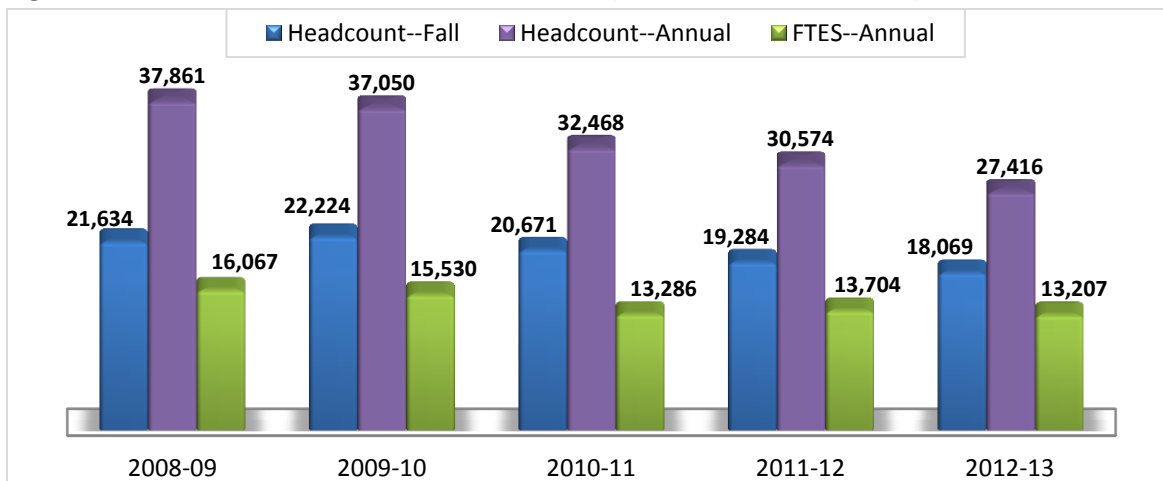


## Institutional Data

### A. Student Enrollment

Rio Hondo College (RHC) saw a steady decrease in Headcount and Full-Time Equivalent Students (FTES) from 2008-2009 to 2012-2013. For the 2012-2013 academic year, the College’s Fall Headcount was 18,069 and unduplicated Annual Headcount was 27,416 (see Fig. I-8). These figures were down from 2008-2009 by 16% and 28%, respectively. The 2012-2013 number of FTES was 13,207, a decrease of 18% from 2008-2009.

**Fig. I-8: RHC Student Enrollment and FTES Trends (2008-2009 to 2012-2013)**



Source: Rio Hondo Office of Institutional Research and Planning (IRP)

RHC’s ratio of Full-Time and Part-Time students remained relatively steady across the five-year span (see Table I-9). The College has enrolled about 2.5 times as many Part-Time as Full-Time students. Since fall 2008, there has been a substantial decrease (55%) in the number of Non-Credit students.

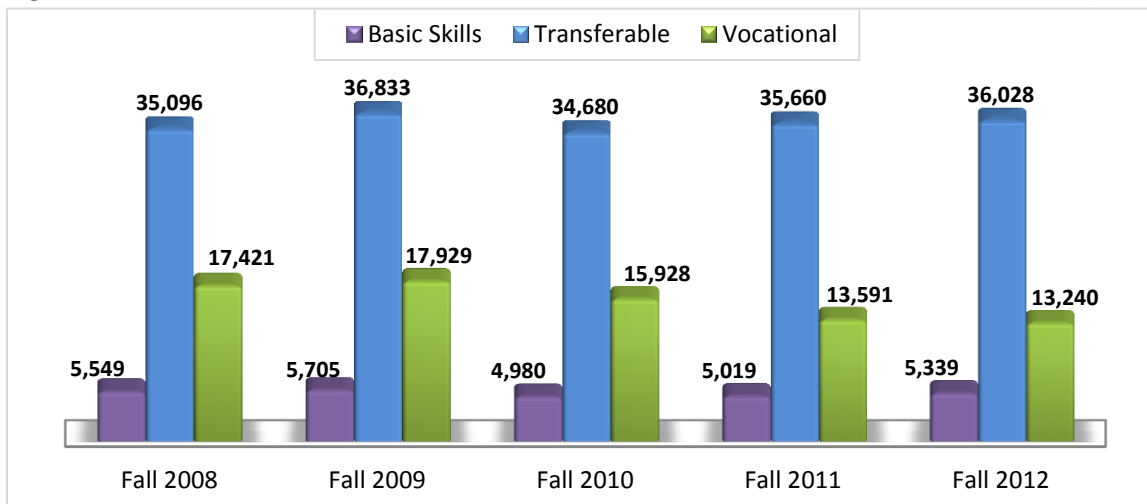
**Table I-9: RHC Student Fall Enrollment by Status (2008-2012)**

Term	Full-Time	Part-Time	Non-Credit	TOTAL
Fall 2008	5,149	13,326	3,159	21,634
Fall 2009	5,506	13,931	2,787	22,224
Fall 2010	4,890	13,362	2,419	20,671
Fall 2011	4,945	12,135	2,204	19,284
Fall 2012	4,827	11,826	1,416	18,069

Source: CCCCO Data Mart, 6 January 2014

RHC student enrollment in basic skills and transfer courses has remained generally consistent since 2008-2009 (see Fig. I-9). Enrollment in vocational courses decreased by 24%, from 17,421 in 2008-2009 to 13,240 in 2012-2013. Five-year enrollment averages were 5,318 for basic skills, 35,659 for transferable, and 15,622 for vocational.

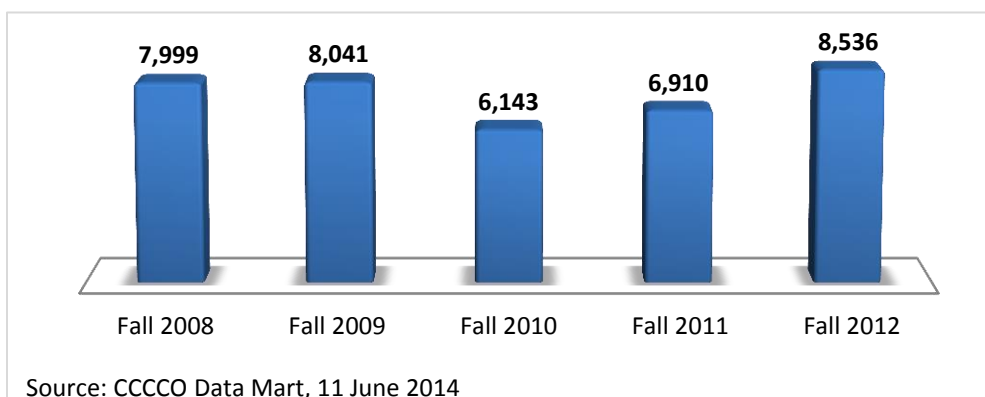
**Fig. I-9: RHC Student Fall Enrollment in Basic Skills, Transferable, and Vocational Courses (2008-2012)**



Source: CCCCO Data Mart, 11 June 2014

RHC experienced its largest student enrollment in Internet-based courses in fall 2012. This was a 39% increase from its lowest enrollment in fall 2010 and a 7% increase over fall 2008 (see Fig. I-10).

**Fig. I-10: RHC Student Fall Semester Enrollment in Internet-Based Courses**



Source: CCCCO Data Mart, 11 June 2014

The majority of first-time RHC students have declared their educational goal as achievement of a degree and/or transfer to a four-year institution (see Table I-10). The number of students declaring these goals increased markedly from fall 2009 to fall 2010. This increase continued in fall 2011 and fall 2012. During the same time periods, the percentage of first-time students who reported career preparation/advancement goals decreased significantly. A smaller decrease was seen among students declaring vocational degree/certificate goals.

**Table I-10: Trends in Educational Goals Reported by First-Time RHC Students (2008-2012)**

Educational Goal	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5-YEAR
Academic Degree/Transfer	49%	43%	70%	73%	76%	<b>63%</b>
Vocational Degree/Certificate	5%	6%	2%	2%	3%	<b>3%</b>
Career Preparation/Advancement	22%	23%	7%	6%	4%	<b>12%</b>
Educational Development	4%	4%	4%	5%	4%	<b>4%</b>
Undecided/Unreported	20%	25%	17%	15%	13%	<b>18%</b>
<b>TOTAL</b>	<b>3,544</b>	<b>1,471</b>	<b>2,706</b>	<b>2,980</b>	<b>3,031</b>	<b>13,732</b>

Source: Banner/Cognos, 11 June 2014

## **B. Assessments and Pass Rates**

The percentages of first-time Rio Hondo College (RHC) students testing into basic skills courses within their first year of enrollment showed increases over the five-year span (see Table I-11). As of 2012-2013, two of three first-time students tested into basic skills English, and four of five tested into basic skills Reading. The rate of students testing into basic skills ESL courses fluctuated from year-to-year before a substantial increase in 2012-2013, when a new assessment was implemented. Almost all first-time students taking a math assessment placed into basic skills (e.g., 98.3% in 2012-2013).

**Table I-11: RHC Basic Skills Assessment Results (2008-2013)**

Subject	2008-09	2009-10	2010-11	2011-12	2012-13
English	55.6%	52.9%	55.5%	68.8%	66.7%
Reading	66.4%	68.8%	78.8%	84.6%	81.6%
ESL	66.7%	50.0%	63.6%	50.0%	80.0%
Mathematics	97.7%	98.1%	99.6%	98.3%	98.3%

Source: Banner/Cognos, 5 March 2014

Note: Results based on Placement Test Results within one year of First-Time Enrollment.

RHC nursing students continued to post pass rates above 90% for national certification exams (see Table I-12). Overall, about three in four Emergency Medical Technical (EMT) students passed the certification exam despite a decrease in the pass rate for 2012-13. \

**Table I-12: RHC Pass Rates for Licensure and Certification (2008–2013)**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>NCLEX Examination – Registered Nursing</b>	93% (99)	91% (116)	93% (97)	90% (99)	94% (85)
<b>NREMT Examination – Emergency Medical Technician</b>	0	73% (131)	82% (119)	79% (130)	60% (111)
<b>NCLEX Examination – Licensed Vocational Nursing</b>	86% (28)	97% (31)	92% (25)	92% (24)	95% (14)

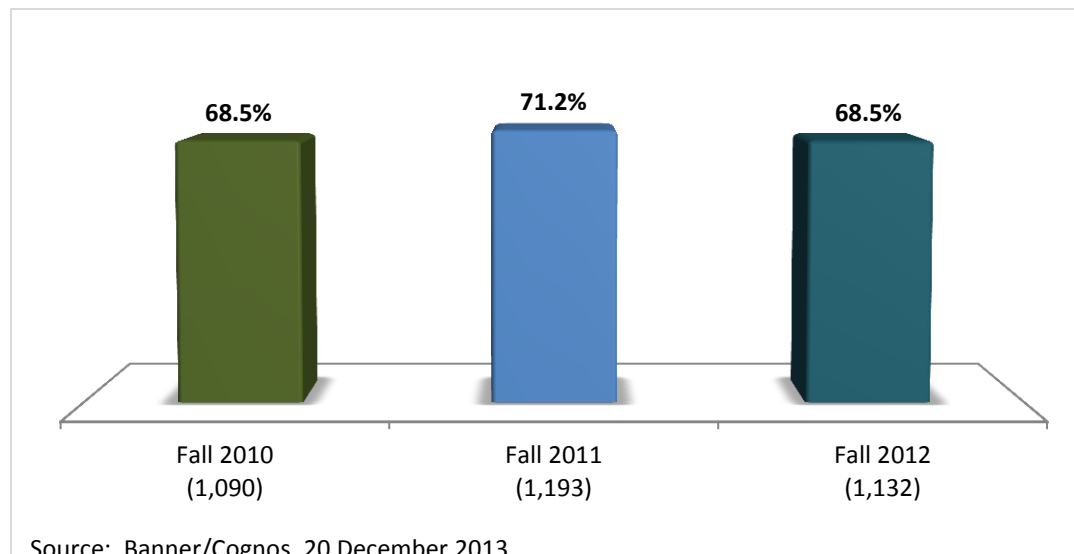
Sources: California Board of Registered Nursing, Los Angeles County Health Services, California Board of Vocational Nursing and Psychiatric Technicians, December 2013  
 Note: Number of students tested appears in parentheses.

### C. Student Outcomes

#### PERSISTENCE

Three-semester persistence rates for first-time Rio Hondo College (RHC) students remained consistent across the three most recent cohorts (see Fig. I-11). More than two in three students who attempted nine or more units in their first semester attended for three consecutive semesters (fall-spring-fall) or met a completion requirement within these semesters.

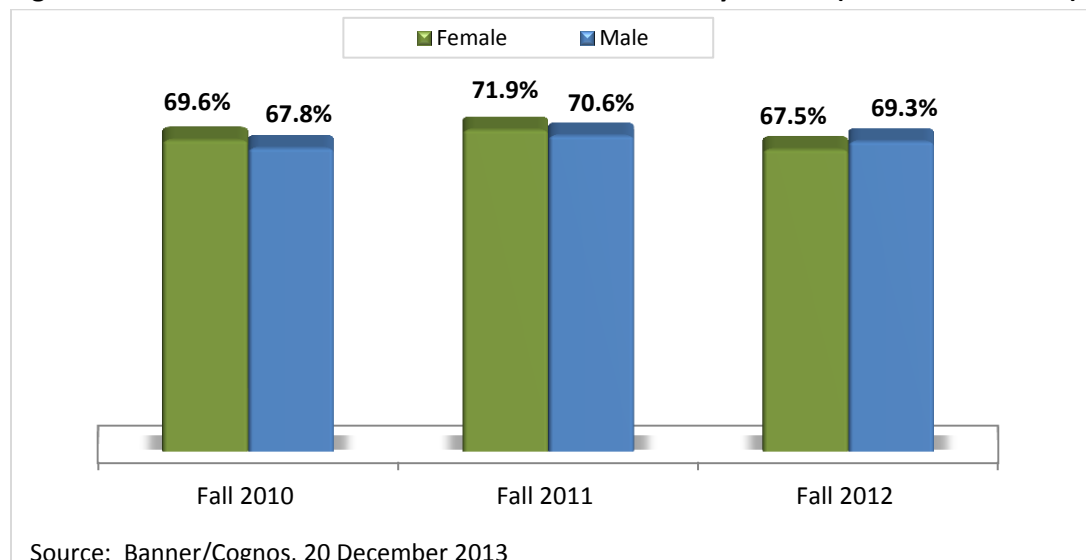
**Fig. I-11: Three-Semester Persistence Rates for First-Time RHC Students (Fall 2010-Fall 2012)**



Source: Banner/Cognos, 20 December 2013

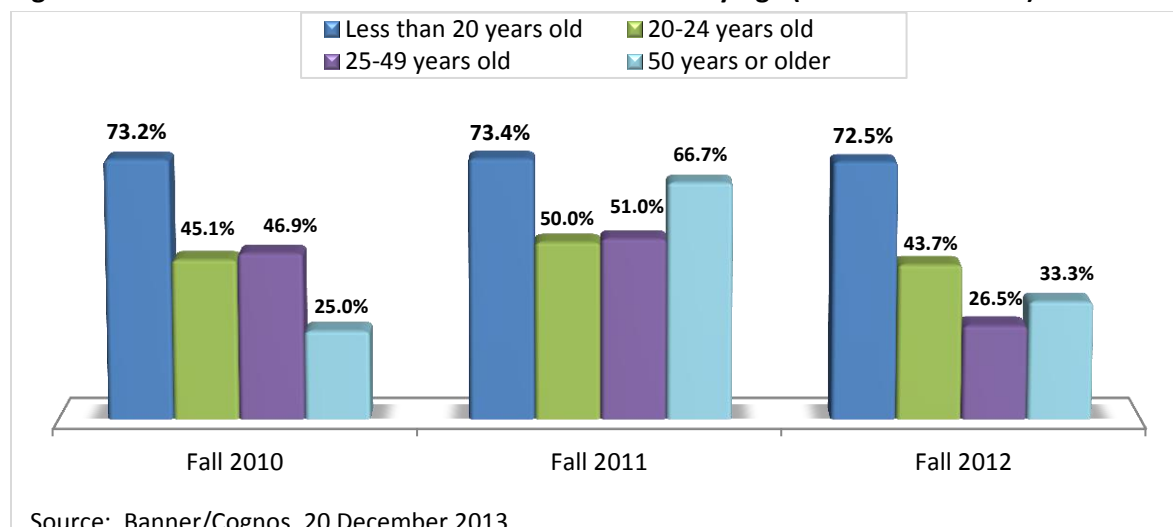
Persistence rates have been similar for female and male students (see Fig. I-12).

**Fig. I-12: Three-Semester RHC Student Persistence Rates by Gender (Fall 2010-Fall 2012)**



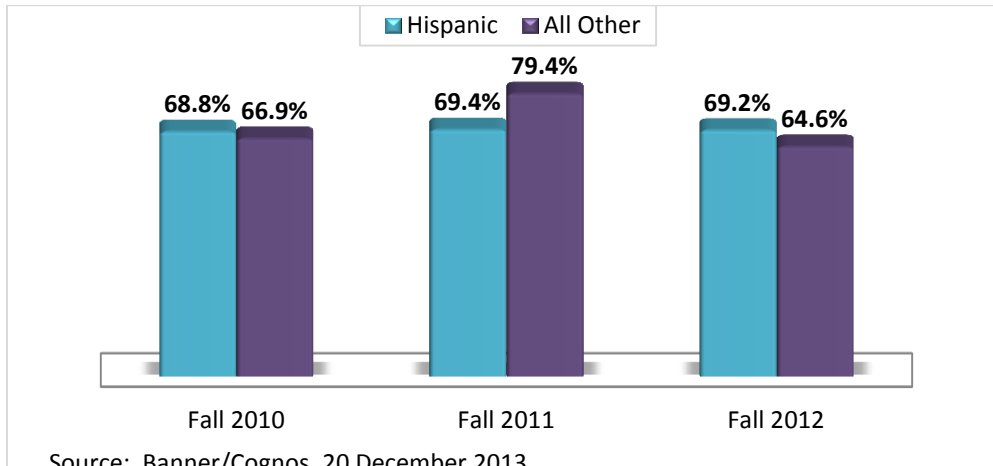
RHC students who are less than 20 years old consistently posted the highest three-semester persistence rates (above 70%). Persistence rates for students in the 20- to 24-year group varied around 45% (see Fig. I-13). The most notable change was in the persistence rates of 25- to 49-year-old students, which decreased more than 20% from fall 2010 to fall 2012. Persistence rates for the oldest group of students (50 years or older), while also showing marked changes across cohorts, should be interpreted with caution given the extremely small group sizes (fewer than 10 per cohort).

**Fig. I-13: Three-Semester RHC Student Persistence Rates by Age (Fall 2010-Fall 2012)**



Three-semester persistence rates for RHC’s Hispanic students in the 2010, 2011, and 2012 fall cohorts remained consistent at about 69% (see Fig. I-14). Numbers of first-time students in the other ethnic groups (African-American, American Indian or Alaskan Native, Asian, Pacific Islander, and White Non-Hispanic) were very low and not reportable. These students, along with those in the “Other” category, were combined to form the “All Other” group.

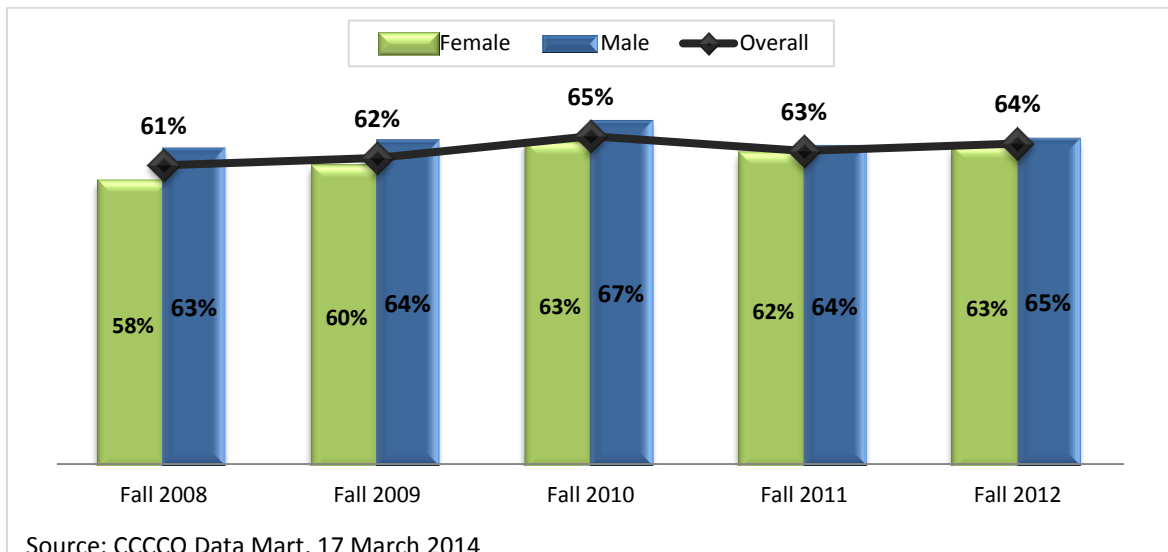
**Fig. I-14: Three-Semester RHC Student Persistence Rates by Ethnicity (Fall 2010-Fall 2012)**



## SUCCESS

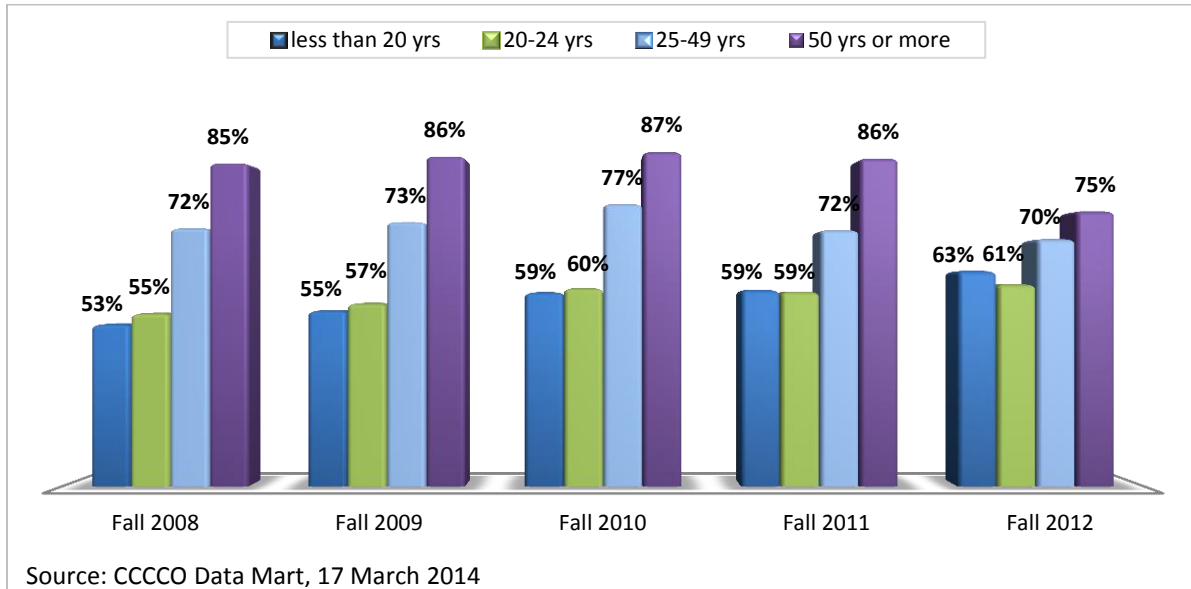
Overall, Rio Hondo College (RHC) has seen slight upward changes in course success rates (passing a course with a “C” or better) for fall semesters over the past five years (from 61% to 64%) (see Fig. I-15). While both female and male students showed increases from 2008 to 2012, the females had larger gains, and the gender difference steadily narrowed during the five years.

**Fig. I-15: RHC Student Success Rates—Overall and by Gender (Fall 2008-Fall 2012)**



RHC’s success rates generally display a positive relationship with age group; as age increases, so does the success rate (see Fig. I-16). Still, the two youngest age groups (20 or below and 20 to24) posted increases of 10% and 6%, respectively, over the five-year span. Over 50% of RHC enrollment falls within these two age groups. Success rates for students 25 to 49 were relatively stable, at 70% or above.

**Fig. I-16: RHC Student Success Rates by Age (Fall 2008 to Fall 2012)**



Success rates for almost all ethnic groups increased from fall 2008 to fall 2012 (see Table I-13). Hispanic students, RHC’s largest ethnic group, posted a noteworthy increase from fall 2008 to fall 2010, after which the rates remained level. Asian and White students showed similar patterns. Success rates for smaller ethnic groups exhibited greater fluctuation.

**Table I-13: RHC Student Success Rates by Ethnicity (Fall 2008 to Fall 2012)**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>African-American</b>	71%	69%	75%	64%	47%
<b>American Indian/ Alaskan Native</b>	47%	56%	64%	61%	70%
<b>Asian</b>	68%	70%	79%	79%	75%
<b>Hispanic</b>	54%	56%	61%	60%	61%
<b>Pacific Islander</b>	68%	65%	67%	80%	83%
<b>White Non-Hispanic</b>	69%	69%	78%	74%	74%
<b>Multi-Ethnicity</b>	N/A	N/A	59%	61%	65%
<b>Unknown</b>	77%	78%	77%	67%	85%

Source: CCCCO Data Mart, 17 March 2014

Success rates in English basic skills courses increased by more than 10% from 2010-2011 to 2012-2013 (see Table I-14). Success rates in ESL classes showed a noteworthy decline in 2012-2013, but remained higher than those for other courses in basic skills. Rates for basic skills classes in reading and math remained stable across the five years.

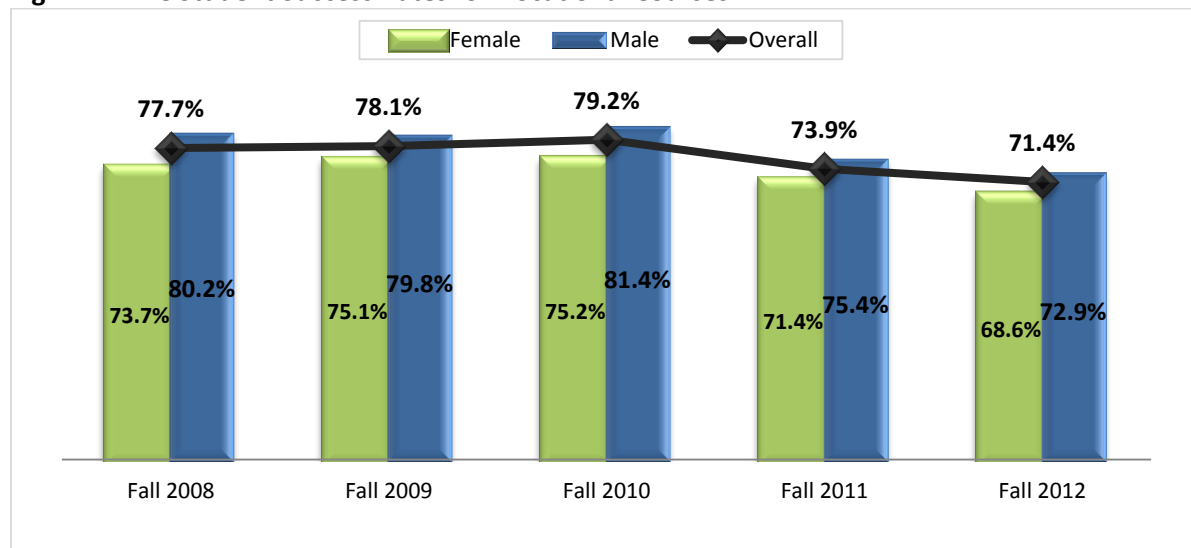
**Table I-14: RHC Student Success Rates for Basic Skills Courses**

SUBJECT	2010-2011	2011-2012	2012-2013
English Basic Skills	58.1%	60.3%	69.2%
ESL/ENLA Basic Skills	86.3%	87.9%	74.5%
Math Basic Skills	47.1%	49.1%	46.1%
Reading Basic Skills	71.0%	71.4%	71.6%

Source: CCCCO Data Mart, 17 March 2014

About three out of four students have been successful in career and technical education courses (or “vocational” courses as labeled by the Chancellor’s Office). These success rates have decreased over the five-year span, particularly between fall 2010 and fall 2012 (see Fig. I-17). Differences by gender showed a pattern of narrowing over time—from a 6.5% difference in fall 2008 to 4.3% in fall 2012.

**Fig. I-17: RHC Student Success Rates for Vocational Courses**



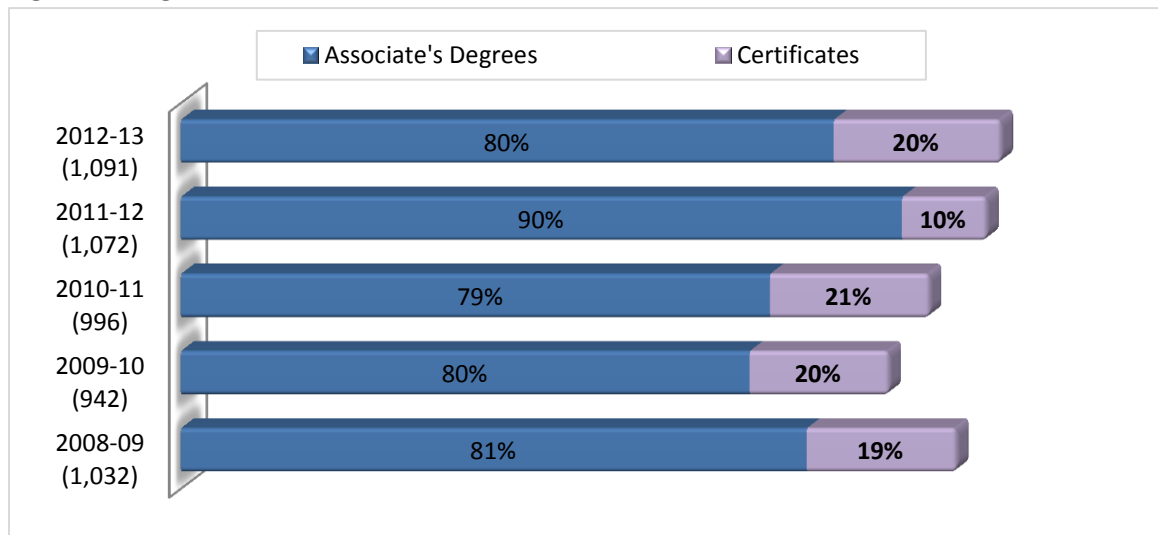
Source: CCCCO Data Mart, 17 June 2014



## D. Awards

Across each of the past five years, Rio Hondo College (RHC) awarded approximately 1,000 degrees and certificates at a rate of about four times as many degrees as certificates (see Fig. I-18).

**Fig. I-18: Degrees and Certificates Awarded to RHC Students from 2008-2013**



Source: CCCCO Data Mart, 6 January 2014

The largest number of Associate degrees (960) was awarded in 2011-2012, and the largest number of certificates (222) was in 2012-2013. More specific information on the award counts is presented in Table I-15.

**Table I-15: RHC Award Types and Counts (2008-2013)**

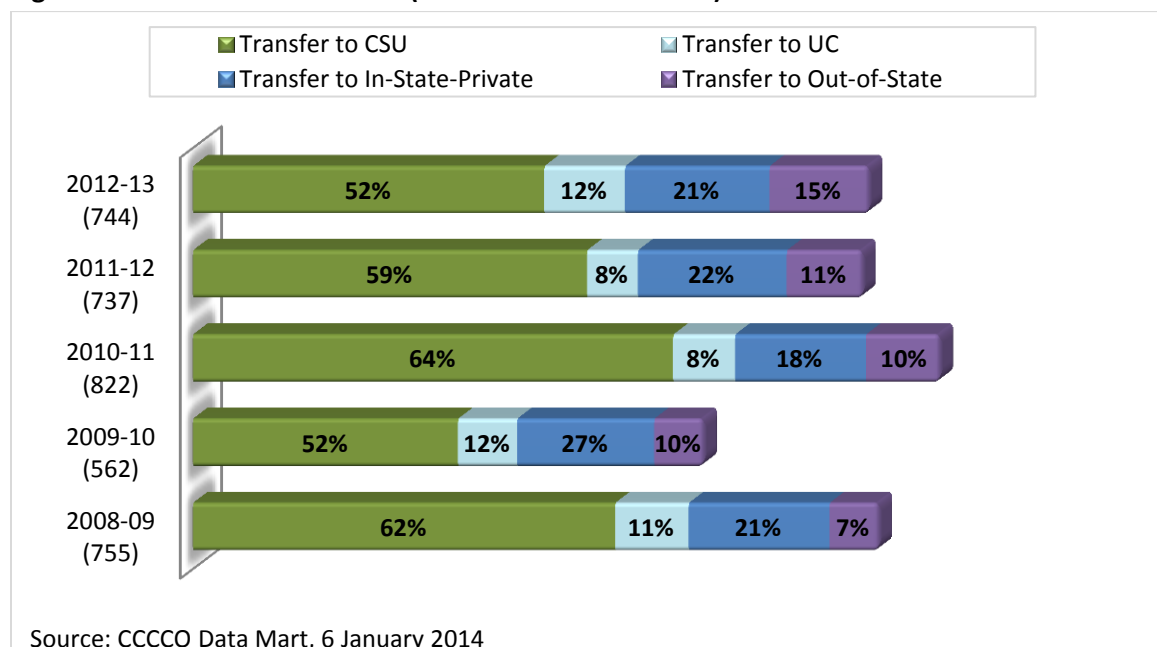
Awards	2008-09	2009-10	2010-11	2011-12	2012-13
Associate in Science for Transfer (A.S.-T) degree				2	10
Associate in Arts for Transfer (A.A.-T) degree				14	42
Associate of Science (A.S.) degree	395	397	370	399	367
Associate of Arts (A.A.) degree	438	360	414	545	450
Certificate (30 to < 60 semester units)	73	41	53	10	43
Certificate (18 to < 30 semester units)	126	144	158	98	172
Certificate (12 to < 18 units)			1	4	7
<b>Total Awards</b>	<b>1,032</b>	<b>942</b>	<b>996</b>	<b>1,072</b>	<b>1,091</b>

Source: CCCCO Data Mart, 6 January 2014

## E. Transfers

Rio Hondo College (RHC) saw an average of 724 students transfer to four-year institutions in each of the past five years. Each year, the majority transferred to the California State University (CSU) system (see Fig. I-19). As admission caps at the CSUs have fluctuated, so have the numbers of RHC students transferring to the CSUs. Another noteworthy change has been the steady increase in students transferring to out-of-state institutions. About one in ten transferring students went to a University of California (UC), and one in five went to an in-state private institution.

Figure I-19: RHC Transfer Trends (2008-2009 to 2012-2013)



## F. Institution-Set Standards

The College began developing institution-set standards in response to an Accrediting Commission for Community and Junior Colleges (ACCJC) directive in early 2013. The initial group of institution-set standards addressed course completion, student term-to-term persistence, degree and certificate numbers, and transfer numbers, as requested in the *2013 ACCJC Annual Report*. Developed by the Office of Institutional Research and Planning (IRP) in conjunction with the Institutional Effectiveness Committee (IEC), this initial group of standards was presented to Rio Hondo’s Board of Trustees in March 2013 and to the Institutional Planning Retreat participants in April 2013.

Between November 2013 and February 2014, the College advanced its institution-set standards initiative. During this period, IEC reviewed the current performance of the College, updated the

ACCJC required institution-set standards, and developed additional standards in response to campus feedback. The feedback was related to two campus developments in late 2013: the College updated its Mission Statement and found more uses for the new Student Success Scorecard than for the previous *Accountability Reporting for California Community Colleges (ARCC) Report*. Most of the outcomes in the new Mission Statement (“associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning”) were aligned with Scorecard measures, and IEC saw the value of developing Scorecard-type measures for progress in fulfilling the mission. At the same time, faculty members questioned the usefulness of the Scorecard. They were seeking data on recent cohorts, rather than students who had begun their time at the College six or more years ago. IEC decided to apply a Scorecard-type metrics to each outcome in the Mission Statement and set standards for three-year cohorts, where appropriate.

With guidance from IEC, IRP staff members drafted two sub-sets of institutional standards: one for those required by ACCJC and one for those Mission and Scorecard outcomes not addressed by the ACCJC-required standards. In each case, the priority was to foster alignment between the Rio Hondo College standards and Scorecard metrics. For example, the College used fall-to-fall persistence for its *2013 ACCJC Annual Report*, but converted to three-semester persistence (as used in the Scorecard) for 2014 and the future. For the five standards then required by ACCJC (course completion, persistence, certificate completion, degree completion, and transfer), IEC reviewed results for the past five years and factors that could have affected results in particular years. IEC set the level for each standard at or near the five-year median. This sub-set of standards addresses three outcomes from the Mission Statement: degree completion, certificate completion, and transfers (Rio Hondo’s standards are listed in Table I-16).

**Table I-16: 2014 RHC Institution-Set Standards**

Standard	Level	Source
Successful Course Completion	68%	ACCJC
Degree Completion	840	ACCJC
Transfer to CSU & UC	480	ACCJC
Certificate Completion	200	ACCJC
Completion Rate	15%	Scorecard
Persistence (3-Semester)	67%	ACCJC
30 Units	47%	Scorecard
Remedial (ENGL)	36%	Scorecard
Remedial (ENLA)	34%	Scorecard
Remedial (MATH)	25%	Scorecard
Remedial (READ)	42%	Scorecard
CTE (Completion)	34%	Scorecard

Sources: Various (see table)

Measures for the first sub-set of standards are yearly counts and rates. They allow for direct, year-to-year comparisons. The second set of standards has measures of cohorts’ yearly progress, and newer cohorts tend to have lower rates than earlier cohorts. For example, on the Scorecard’s Completion measure (formerly known as “SPAR”), the fall 2012 cohort had a 1.0% Completion

rate, while the fall 2010 cohort had a 15.1% rate and the fall 2008 cohort had a 25.1% rate. (The longer the cohort has been in college, the more time the members have to achieve Completion.) This raised questions about setting appropriate levels for the standards and choosing the cohort to be compared to the standards. Following the procedures for the first sub-set, IEC placed the institution-set standards at or near the median. In response to faculty requests to use recent cohorts, the priority was to choose a cohort that had been at the College the least amount of time, but still enough time to provide for significant progress on the measures. IEC determined this was the cohort that had been at the College for three years (i.e., fall 2010 cohort for the 2013-2014 analysis). For the 2014-2015 analysis, the cohort for comparison will be the one that began at Rio Hondo College in fall 2011. These standards address the “career and technical pathways” and “basic skills proficiency” outcomes of the Mission Statement, as well two Scorecard-specific measures of progression.

Three institution-set standards are currently under development. One Mission Statement outcome, “lifelong learning,” is not currently among the institution-set standards. The College is discussing appropriate ways of measuring lifelong learning as an outcome. For its *2014 Annual Report*, ACCJC added licensing examination pass rates and job placement rates to its list of required institution-set standards. The College reported pass rates for those licensing exams that are publicly reported and will develop procedures for collecting job placement data. The College intends to set standards for these three topics during the 2014-2015 academic year.

RHC’s institution-set standards include two Scorecard progression measures that are not part of the Mission Statement: 30 Units and Completion. The 30 Units measure is a momentum point; students who achieve at least 30 units tend to progress and complete their community college education. The Chancellor’s Office (CO) casts Completion (of a degree, certificate, or transfer-related outcome) as the ultimate measure of community college success.

Procedures for placing students into Scorecard-type cohorts generally followed Scorecard guidelines. Development of the basic skills and career and technical education cohorts followed Scorecard procedures exactly. Creating cohorts for three standards involved adapting the criteria. For the Persistence, Completion, and 30 Units measures, the Scorecard defined cohort members as first-time college students who earned at least six units and attempted a math or English course in their first three years in the California community college system. Because some the Rio Hondo cohorts consisted of students who had not yet been in college for three years, the College defined members of these cohorts as first-time college students who attempted at least nine units in their first semester.

These institution-set standards will be used and monitored in multiple ways. By the spring of each academic year, IRP will produce a report to the IEC on the College’s progress on the standards during the previous year. (This timing will allow for the inclusion of persistence, certificate and degree completions, and transfer data, which become available during the fall semester.) The IEC will review the report, consider the appropriateness of current levels, and forward the report to the Planning and Fiscal Council (PFC). A cover memo from IEC will recommend adjustments to the standards’ levels for the coming academic year. (Especially in the early years, the standards will be a “living document.” As additional data become available, the College will make corrections to ensure that the standards are realistic and practical.) The annual



report on institution-set standards will also be provided to the Board of Trustees. The spring-semester timing of the report will allow it to inform the activities at the annual Institutional Planning Retreat. It will provide retreat participants with the information needed to align institutional objectives with the institution-set standards.

# Organization of the Self Evaluation Process

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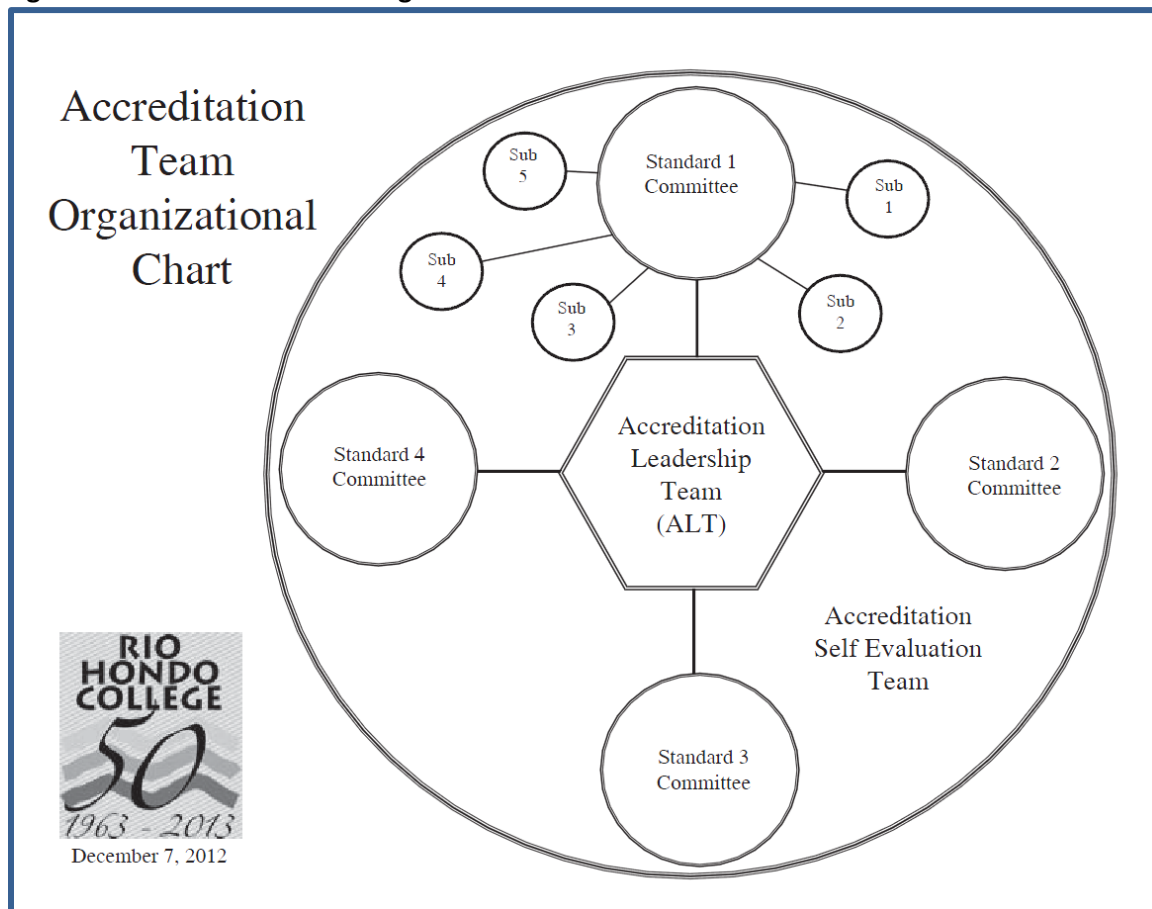


## Organization of the Self Evaluation Process

Accreditation has been part of the culture at Rio Hondo College for many years. Prior to Rio Hondo’s 2008 self-study, recognizing the need to bolster the commitment to the institutional planning process, the College made a concerted effort to improve in this area. More resources were devoted to institutional research and planning, transforming our institution into one whose decision making is data-driven. Over the course of several years, institutional planning was integrated into all aspects of our processes. As a result, today, when decisions relating to academics are made, financial and physical resources allocated, or employees hired, all are done within the framework that has developed, and continues to develop, in regard to institutional planning.

Work on the 2014 self-evaluation began in earnest in mid-2012. With a newly-appointed interim Superintendent/President (who would later become the permanent Superintendent/President), a new Vice President of Academic Affairs, and a newly-elected Academic Senate President, a plan was developed to begin work on the self-study. First, a broad-based Accreditation Team was organized, consisting of four Standards Committees, and their respective subcommittees, reporting to a central Accreditation Leadership Team (ALT), which would lead the campus community through the self-evaluation process (see Fig. I-20).

**Fig. I-20: Accreditation Team Organizational Chart**



Source: Rio Hondo Office of Academic Affairs



The Academic Senate President and the Vice President of Academic Affairs were named as co-chairs of ALT. Other members of ALT included the Dean of Institutional Research and Planning (IRP), who also serves as the Accreditation Liaison Officer (ALO); the faculty Student Learning Outcomes (SLO) Coordinator; an Accreditation Writer/Editor; and co-chairs for each of the four Standards Committees (comprised of both administrators and faculty members).

After ALT was conceived, the Academic Senate President solicited faculty members to apply for the Standards co-chair positions. Once applications were submitted, the Academic Senate Executive Committee appointed the four faculty co-chairs. Concurrently, the administration appointed co-chairs for the four Standards Committees. Using the protocols established for appointing faculty to reassigned time positions, the administration solicited applicants for the Accreditation Writer/Editor position. Interviews were held, and the final member of ALT was added. In mid-2013, the then-interim Superintendent/President of the College assumed the permanent position. Since she had previously held the position of Vice President of Finance and Business, an interim appointee to that position was made, and he later joined ALT, as well.

In fall 2012, a timeline was established to guide the accreditation self-evaluation process (see Fig. I-21). Since then, ALT has met regularly, generally about one time per month. ALT has been supported by other members of the campus community, including classified staff and confidential employees. The ALT co-chairs have been responsible for ensuring that the accreditation process was progressing according to established timelines, setting meeting agendas, providing updates to the Board of Trustees, communicating to the campus community about the process, and troubleshooting during the self-evaluation process.






Once the co-chairs for all of the Standards Committees were set, they solicited volunteers to serve on the committees. Members consisted of both full-time and part-time faculty, administrators, classified staff, and students. Standard I was the only exception; membership consisted solely of the Institutional Effectiveness Committee (IEC). The Standards Committees co-chairs divided up tasks within their committees and oversaw work within their respective Standards. Each committee was charged with the task of supplying responses to subsections within each Standard and identifying evidence. All information was to be deposited in a Centralized Online Repository for Evidence (CORE), which was later designated as a series of Dropbox folders and templates. The Standards Committees have met regularly since spring 2013, each setting their own schedules and deadlines for completion of tasks within the larger accreditation timeline.

Beginning in fall 2013, information from the Standards Committees began being forwarded to the Accreditation Writer/Editor, who began the process of formalizing the information into drafts of the *Self Evaluation Report*. As the writing process began, extensive dialogue between the writer and each of the Standards Committee co-chairs occurred in order to clarify any ambiguous information and to supplement the information that was provided.

As portions of the report were completed, they went through an extensive vetting process. Beginning in spring 2014, portions were read by members of each of the Standards Committees, as well as by ALT, Planning and Fiscal Council (PFC, the key planning group on campus), Academic Senate, and the Board of Trustees. As recommendations for improvement came in, they were incorporated into the report. The campus community was given an opportunity to read and comment on the report via an electronic feedback form.

All told, over 100 members of the campus community have directly contributed to this self-evaluation report (see Table I-17). Rio Hondo College is proud of the work that has been accomplished.

Table I-17: Accreditation Self Evaluation 2014 Standards Committee Membership



### Accreditation Self Evaluation 2014

**Steering Committee Co-Chairs:** Kenn Pierson, Vice President, Academic Affairs  
Adam Wetsman, Past President, Academic Senate

**Accreditation Liaison Office (ALO):** Howard Kummerman, Dean, Institutional Research and Planning (IRP)

**Accreditation Student Learning Outcomes (SLO) Liaison:** Matt Kouttroulis, Faculty, Chemistry

**Writer / Editor:** Marie Eckstrom, Faculty, English/Reading and Beverly Reilly, Faculty, English (Writer Support)

**Administrative Support:** Renee Gallegos and Angie Tomasich

Standard	I. Institutional Mission and Effectiveness	II. Student Learning Programs and Services	III. Resources	IV. Leadership & Governance
<i>Co-Chair</i>	<b>Howard Kummerman, ALO,</b> Dean Institutional Research and Planning	<b>Henry Gee,</b> Vice President Student Services	<b>Teresa Dreyfuss,</b> Superintendent/President	<b>Russell Castañeda-Calleros,</b> Director, Government and Community Relations
	<b>Lydia Gonzales,</b> Faculty, Math	<b>Karen Koos,</b> Dean, Math and Sciences	<b>John Fraia,</b> Faculty, Automotive Technology	<b>Vann Priest,</b> Faculty, Physics
		<b>Kevin Smith,</b> Faculty, Psychology	<b>Phil Luebben,</b> Interim Vice President, Finance and Business	
<i>Members</i>	Gene Blackmun (F)	Ana Gonzalez (C)	Claudia Romo (F)	Teresa Dreyfuss (M/C)
	Rebecca Green (M/C)	Arnold Aduato (F)	Lea Martinez (F)	Sandra Rivera (C)
	Walter Jones (M/C)	Barbara Salazar (M/C)	Jim Poper (M/C)	Michelle Barkley (S)
	Kenn Pierson (M/C)	Christopher Santana (S)	Stephanie Wells (F)	Taylor Herron (S)
	Steve Koelle (F)	Colin Young (F)	Shari Magnus (M/C)	Lisa Sandoval (C)
	Lisa Sandoval (C)	Cynthia Lewis (F)	Yolanda Emerson (M/C)	Rene Tai (C)
	Mark Gutierrez (C)	Cynthia Pallini (C)	Zeus Galindo (S)	Yolanda Ramirez (C)
	Sally Wilsey (C)	Darinka Becerra (S)	Gina Bove (F)	Mike Slavich (M/C)
	Robert Bethel (F)	Dianne Holcomb (F)	Ruben Agus (F)	Don Mason (M/C)
	Marie Eckstrom (F)	Don Mason (M/C)	Mohamed Raasmy (C)	Nash Flores (M/C)
	Jim Sass (C)	Dorali Pichardo-Diaz (F)	Chedva Weingart (M/C)	Colin Young (F)
	Matt Kouttroulis (F)	Dyrell Foster (M/C)	Nash Flores (M/C)	Robert Bethel (F)
		Elaine Hemenway (F)	Gary Van Voorhis (M/C)	Fran Cummings (F)
		Elizabeth Coria (M/C)	Melisa Rifino-Juarez (F)	Ted Preston (F)

Standard	I. Institutional Mission and Effectiveness	II. Student Learning Programs and Services	III. Resources	IV. Leadership & Governance
		Eva Menchaca (C) Gabriela Olmos (C) Gail Bjesemeyer (F) Jaime "JJ" Magallon (S) Jess Frias (S) Jon Whitford (F) Jose Lara (C) Judy Pearson (M/C) Katie O'Brien (F) Kats Gustafson (M/C) Kelly Lynch (F) Liz Avila (C) Mark Matsui (M/C) Melissa Rifino-Juarez(F) Michelle Pilati (F) Mike Javanmard (F) Mike Munoz(M/C) Monica Francis (C) Pam Boyd (F) Raquel Flores-Olson (F) Rebecca Green (M/C) Robert Holcomb (M/C) Robin Babou (F) Rudy (Rodolfo) Rios (F) Shin Liu (F) Song Le Graham (F) Steven Johnson (F) Steve Tomory (F) Tyler Okamoto (F) Valeria L. Guerrero (S) Vanessa Chavez (C) Yolanda Ramirez (C) Zulma Calderon (C)	Robert Graham (F) Rosemarie Bustamante (C) Mark Littrell (F) Katie O'Brien (F)	Cameron English (F) Sandy Sandello (M/C) Belen Torres-Gil (F) Melissa Serrato (C) Alejandro Ramirez (S) Valeria Guerrero (S)

Source: Rio Hondo Office of the President

# Organizational Information

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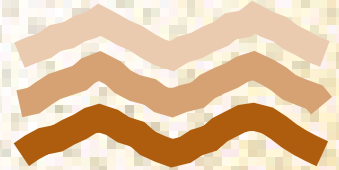
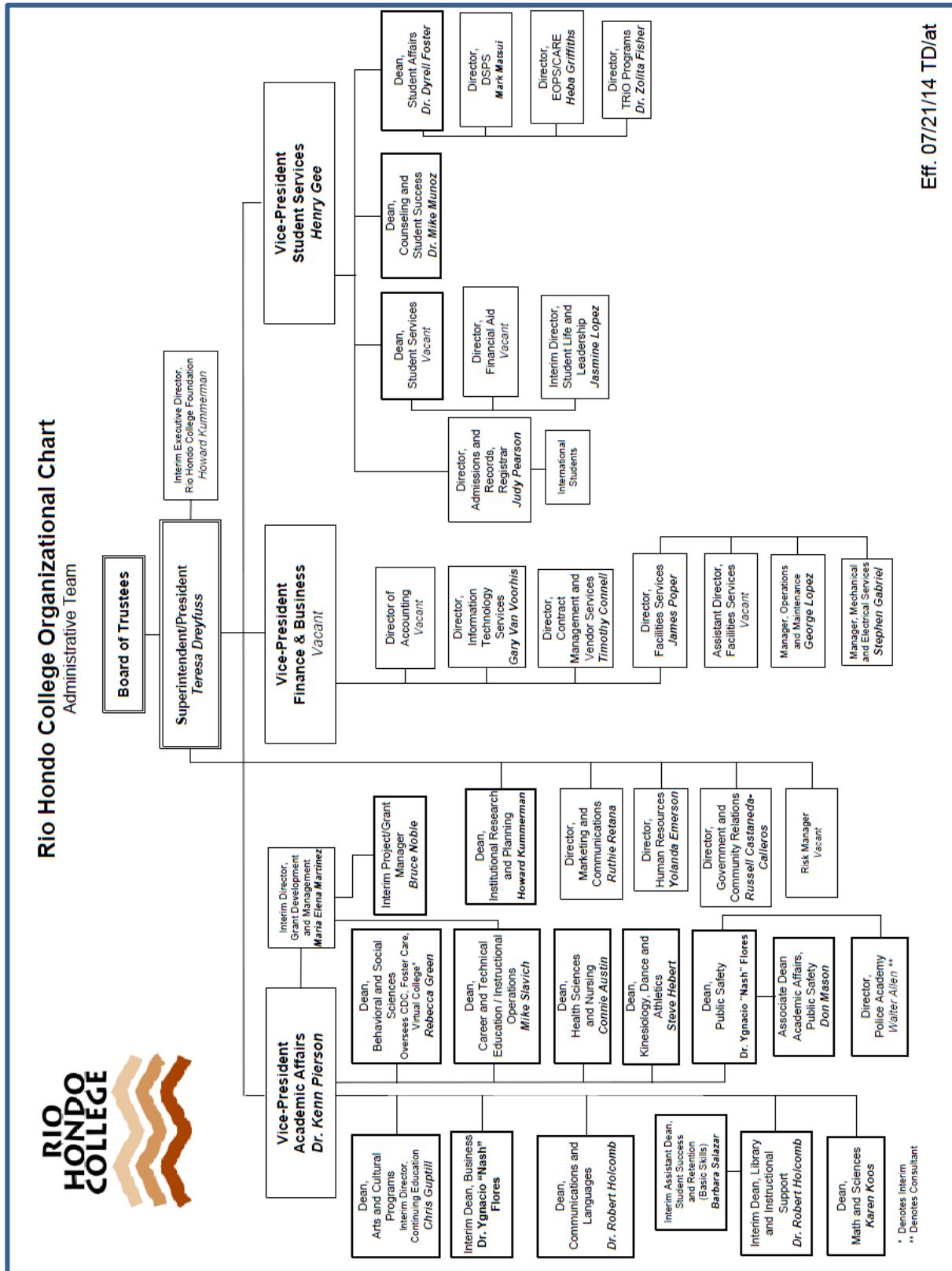
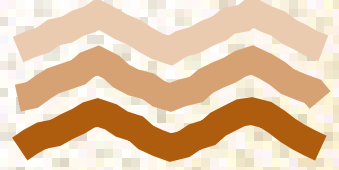


Fig. I-22: Rio Hondo College Organizational Chart



# Certification of Continued Institutional Compliance with Eligibility Requirements

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## Certification of Compliance with Eligibility Requirements

### 1. Authority

Rio Hondo College operates as part of the California Community College (CCC) system and is authorized to provide educational programs by the California Education Code. The College acts under the authority of the Rio Hondo Community College District Board of Trustees, The Board of Governors (BOG) of the CCC system, and the State of California Chancellor's Office (CO). Rio Hondo College is awarded accreditation through participation in the accreditation process of the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

### 2. Mission

The current Rio Hondo College Mission Statement was revised in a process beginning in April 2013 at the College's annual Institutional Planning Retreat and adopted by the Board of Trustees on 18 November 2013. The new Mission Statement clearly defines the educational mission of Rio Hondo College, its institutional commitment to achieving student learning, and is appropriate to a degree-granting institution of higher education. The Rio Hondo College Mission Statement is posted in all major conference rooms and offices on campus and appears in College publications, such as the website, *Annual Report*, and *College Catalog*.

### 3. Governing Board

Rio Hondo College ensures the quality, integrity, and financial stability of the institution with a five-member Board of Trustees. Members of the Board of Trustees are elected by residents of their respective districts and serve a four-year term. One Student Trustee is elected by the student body and acts in an advisory capacity. The Board regularly reviews and adheres to a conflict of interest policy and ethics policy that assures that interests are disclosed and do not interfere with the Trustees' impartiality while conducting business of the District.

### 4. Chief Executive Officer

The Superintendent/President of Rio Hondo College is the Chief Executive Officer (CEO) hired by the Board of Trustees with the authority to administer board policies. The current Superintendent/President was hired on 1 July 2013. The Superintendent/President may not serve as the chair of the Board of Trustees.

### 5. Administrative Capacity

Rio Hondo College supports its mission and purpose with the necessary staff that is adequate in number, preparation, and experience to provide administrative oversight.



## 6. Operational Status

Students actively pursue degrees and certificates through Rio Hondo's ongoing course offerings during the fall, spring, and summer sessions.

## 7. Degrees

The majority of Rio Hondo College educational offerings, as listed in the *College Catalog*, are within programs that lead to degrees for students. A significant number of Rio Hondo's students are enrolled in courses that lead to a degree.

## 8. Educational Programs

Rio Hondo College degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Many programs are of two academic years in length. Rio Hondo's *College Catalog* documents its degree and certificate programs.

## 9. Academic Credit

Rio Hondo College awards academic credits based on generally-accepted practices among degree-granting institutions of higher education. The College is a public institution governed by regulatory requirements based on Title 5 and provides the public appropriate information about awarding academic credit.

## 10. Student Learning and Achievement

Rio Hondo College identifies learning outcomes and provides assessments at the course, program, and general education levels. Student Learning Outcomes (SLOs) and corresponding assessments are documented in the *SLOlutions* software system. The program outcomes demonstrate that students who complete programs at Rio Hondo College achieve these outcomes. Course level SLOs are included in syllabi, and program-level and General Education Student Learning Outcomes (GE SLOs) are published in the *College Catalog* and on the website.

## 11. General Education

Rio Hondo College defines and incorporates into all of its degree programs a substantial component of general education that ensures breadth of knowledge and promotes intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and serves as an introduction to major areas of knowledge. Rio Hondo College has also demonstrated General Education Student Learning Outcomes (GE SLOs).



The quality and rigor of these programs are consistent with the academic standards appropriate to higher education.

## **12. Academic Freedom**

Rio Hondo College Board Policy (BP) 4030, “Academic Freedom,” ensures that faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The College maintains an atmosphere in which intellectual freedom and independence exists regardless of affiliation or sponsorship.

## **13. Faculty**

Rio Hondo College has a core of 178 highly qualified full-time faculty members with sufficient educational background and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities, including the development and review of curriculum and learning assessment, is included in faculty job descriptions and the *Faculty Handbook*.

## **14. Student Services**

Rio Hondo College ensures that students receive all appropriate student services that support learning and development based on the College’s mission (see Standard II.B.1.).

## **15. Admissions**

Rio Hondo College’s admissions policies are consistent with those from the State of California for community colleges, are consistent with its mission, and specify the qualifications of students appropriate for its programs. They are published in the *College Catalog* and on the College website.

## **16. Information and Learning Resources**

Rio Hondo College provides long-term access to information and learning resources/services through its Learning Resource Center (LRC) that houses the library, tutoring, and academic support labs. This facility, along with other College labs and instructional program resources, sufficiently support students in accordance with the College mission.

## **17. Financial Resources**

Rio Hondo College supports student learning programs and services, improves institutional effectiveness, and assures financial stability through a solid funding base, financial resources, and plans for financial development.

## **18. Financial Accountability**

Rio Hondo College annually undergoes and makes available an external financial audit conducted by an independent public accounting agency. The last two Audited Financial Statements are available for review (see Standard III.D.2.a.).

## **19. Institutional Planning and Evaluation**

Rio Hondo College conducts an annual institutional planning process in support of its mission and Educational Master Plan. The institutional planning process assesses progress toward achieving the College's stated goals and allows the College to make decisions regarding improvement through a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The process includes program and program review planning, integration of learning outcomes, resource allocation as is a means to plan for improvement of institutional structures, student achievement of educational goals, and student learning.

## **20. Integrity in Communication with the Public**

Rio Hondo College publishes a print and electronic version of its *College Catalog* and an electronic version of the class schedule, with precise, accurate, and current information. These publications, along with the College website, include general information including the 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 Student Financial Aid; Available Learning Resources; Names and Degrees of Administrators and Faculty; and Names of Governing Board Members. Also included in these publications and on the website are Requirements for Admissions, Student Fees and Other Financial Obligations, and information on Degrees, Certificates, Graduation, and Transfer. Major policies affecting students that can also be found on the website include Academic Regulations, including Academic Honesty; Nondiscrimination; Acceptance of Transfer Credits; Grievance and Complaint Procedures; Sexual Harassment; and Refund of Fees.

## **21. Integrity in Relations with the Accrediting Commission**

The Rio Hondo College Board of Trustees and Superintendent/President provide assurance that the College adheres to the Eligibility Requirements and Accreditation Standards and Policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College makes a commitment to comply with Commission requests, directives, decisions, and policies by making complete, accurate, and honest disclosure.

# Certification of Continued Institutional Compliance with Commission Policies

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## Certification of Continued Institutional Compliance with Commission Policies

Rio Hondo College continues to operate in compliance with policies established by the Accrediting Commission for Community and Junior Colleges (ACCJC). Policies identified in Appendix A of the *Manual for Institutional Self Evaluation* (June 2013) are discussed throughout the *Self Evaluation Report* and detailed in the chart below:

Commission Policies	Rio Hondo College Compliance
<p>Distance Education and Correspondence Education</p>	<p>Analysis and evidence for compliance with this policy appear in the <i>Self Evaluation Report</i> Standards II.A and II.B, as well as in the text below.</p> <p>For students interested in online education, Rio Hondo offers 115 Distance Education (DE) courses via its Virtual College. Administrative Procedure (AP) 4105, “Distance Education,” outlines the procedure for DE delivery at Rio Hondo College. The procedure states, “The same standards of course quality shall be applied to the distance education courses as are applied to traditional classroom courses.” The same evaluation standards are also applied to DE courses and on-ground courses. Faculty members, administrators, and classified staff serve on the Distance Education Committee (DEC), which is chaired by the faculty Distance Education Coordinator. Recently, the faculty Coordinator and DEC members developed new guidelines for faculty to effectively teach DE courses at Rio Hondo. The DEC is also developing an online teaching certification program for all online instructors at the College, to be implemented fall 2015. The DEC addresses a wide range of issues related to DE, such as policies, procedures, and student/instructor interactions. This Committee also provides valuable recommendations regarding DE technology and its use in the virtual classroom.</p> <p>Several sections in program plans and reviews explicitly integrate Student Learning Outcomes (SLOs) into the planning process, requiring plan team members to discuss course improvements and changes that have occurred within the program due to the SLO process. In addition, program-level and DE SLOs are discussed. DE courses are held to the same standards as on-ground courses in regard to inclusion of SLOs in course syllabi. Students in online classes have a secure student login and password that serves as a form of student identity verification and, at the same time, protects student privacy. The login and password are based on the student’s information and can be changed by the student. Others do not have access to this information. In addition, on the</p>



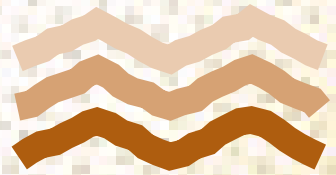
	login page of Blackboard, students encounter a statement by which they affirm their identity as the person enrolled in the class.
Institutional Compliance with Title IV	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard III.D, as well as in the text below.</p> <p>All College resources are audited by external auditing firms, including short-term and long-term debt instruments, auxiliary activities, and grants. Any audit exceptions are corrected within the next fiscal year. Auditing firms comply with the Statement on Auditing Standards No. 99 (SAS 99): “Consideration of Fraud,” which requires a thorough interview including a completion of a questionnaire with all executive management to identify, if any, potential fraud. None has been identified or reported. The College Office of Financial Aid monitors the student loan default rates, and reconciles and monitors all federally funded aid programs to ensure compliance with federal regulations.</p>
Institutional Advertising, Student Recruitment, and Representation of Accredited Status	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard II.A, as well as in the text below.</p> <p>Rio Hondo College has many mechanisms to ensure that it represents itself clearly, accurately, and consistently to prospective and current students, as well as the public. The College reviews policies, procedures, and publications to ensure consistency and validity across the documents.</p>
Institutional Degrees and Credits	<p>Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standard II.A, as well as in the text below.</p> <p>The development of courses, programs, certificates, and degrees is outlined in Board Policy (BP) 4020, “Program, Curriculum, and Course Development,” and Administrative Procedure (AP) 4020, “Program and Curriculum Development.” Awarding of degrees and certificates is based on standards outlined in BP/AP 4025, “Philosophy and Criteria for Associate Degree and General Education,” and BP/AP 4100, “Graduation Requirements for Degrees and Certificates.” These standards are printed in the <i>College Catalog</i>. The Curriculum Committee ensures appropriate depth, breadth, and rigor when reviewing course curricula for articulation, as well as overall program evaluation purposes. Rio Hondo offers quality instructional programs that include—as of spring 2014—67 Associate degrees and 52 certificates.</p>
Institutional Integrity and Ethics	Analysis and evidence of compliance with this policy appear in the <i>Self Evaluation Report</i> Standards III.A and IV, as well as in the text below.



	<p>Rio Hondo has strived to provide a healthy, ethical environment in which ethical principles are fostered and valued. Shortly after the 2008 WASC Accreditation visit, representatives from all constituents participated in crafting an institutional code of ethics statement, approved as the Institutional Code of Ethics by the Board of Trustees on 12 August 2009. The statement emphasizes respect, professionalism, and ethical behavior towards students, staff, and community. In addition, the Code includes, as component guidelines, values and aspirations to assist personnel in fostering and complying with an ethical environment. In January 2014, the Board revised Board Policy (BP) 2715, “Code of Ethics/Standards of Practice,” for Board members. This policy demonstrates examples of “Standards of Good Practice” that promote a healthy working environment based on mutual trust among its members and the Superintendent/President. BP 2715 also describes standards of ethical conduct that include acting in the best interest of the community, encouraging public input, ensuring students receive the highest quality education, and exercising authority only as a Board. BP 2715 also addresses consequences for any violation of the Code.</p> <p>The Institutional Code of Ethics statement fosters an ethical environment for employees by providing an “open-door philosophy,” striving to protect human dignity and individual freedom and fostering teamwork and cooperation among all of its employees. Employees are encouraged to report unethical, unwelcomed, or harassing behavior without fear of retaliation. Based on its claims history, the District has a limited number of unethical behavior complaints filed against employees. All College employees are subject to official policies and procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards, when applicable. This includes policies such as BP 3430, “Prohibition of Harassment”; BP 3410, “Nondiscrimination”; and BP 4030, “Academic Freedom” (all of which are reviewed in Standard III.A).</p> <p>Additionally, throughout individual courses, several Student Learning Outcomes (SLOs) address ethics and effective citizenship. These SLOs were written by department faculty members to address the material within their course outlines.</p>
Contractual Relationships with Non-Regionally Accredited Organizations	Not applicable.

# Responses to Recommendations from 2008 Self Evaluation

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## Responses to Recommendations from 2008 Self Evaluation

### A. Recommendation 1: Institutional Effectiveness

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

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

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

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

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

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

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

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

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

## **UPDATED RESPONSE TO RECOMMENDATION 1**

In response to the recommendations from the Accrediting Commission of Community and Junior Colleges (ACCJC), Rio Hondo College formed the Institutional Effectiveness Committee (IEC) in 2009 to address all institutional goals and objectives; plan a schedule for implementation; and ensure integration among planning, resources, and learning at the College. The IEC also took steps to implement a planning survey, which offers all campus constituents an opportunity to provide feedback on planning and developed website tools to assist with and improve the institutional planning process.

### **PROGRESS MADE SINCE 2009**

The following sections detail how the College has progressed in the areas of planning since the 2009 *Follow-Up Report*.

#### ***Continuous Institutional Improvement***

Since 2009, the Rio Hondo College institutional planning/review process has implemented steps to improve Student Learning Outcomes (SLOs) and continuous institutional improvement.

- SLO information is included in each program plan and program review document submitted through the planning software, *PlanBuilder*. Information required to complete this section is included in the training materials.
- The College is in the process of creating an Institutional Effectiveness Model (formerly called the Student Success Model) that will measure student and institutional success. The main categories covered in the model are in draft form.
- Annual evaluation of the institutional planning/review process and the Campus Climate Survey.

#### ***Analysis and Use of Data to Inform the Institutional Planning Process***

Analysis of both quantitative and qualitative data is utilized throughout the entire institutional planning/review process. This includes the following:

- Insertion of data into the planning software template for all program plans and program reviews. Program plan teams discuss and provide a written analysis of data directly in the plans prior to submission. The Characteristics, Performance, and Trends (CPT) section in the online planning template includes this information.
- Assessment of Institutional Goals and Objectives. A written assessment is included as a document for participants at the annual Institutional Planning Retreat to review and then discuss during the event.
- Campus Climate Survey data is shared during our annual Institutional Planning Retreat as part of our comprehensive planning process.
- Assistance with data analysis for Program Review.
- Discussion and utilization of Scorecard Data (formerly ARCC) .

### ***Resource Allocation***

The College has implemented a comprehensive process to tie resource requests to planning. Assessments of equipment and technology, facilities, personnel, and additional budget needs are included in the institutional planning/review process through a detailed template in the planning software. Program and unit plan teams discuss and provide data—both quantitative and qualitative—to support the requests. Resource requests are discussed and ranked through resource allocation committees. Committee ranking recommendations are distributed for review to more than 80 participants of the college-wide Institutional Planning Retreat held each spring.

Staffing needs are assessed during the institutional planning/review process. Faculty, classified, and administrative positions are requested through a detailed template in the planning software for program and unit plans. At each stage in the planning, the plan teams discuss and then provide quantitative and qualitative data to back up the requested position. Positions are then discussed, scored, and ranked through the appropriate Staffing Committees—one for faculty positions, and one for classified. Committee ranking recommendations are distributed for review to more than 80 participants at the College-wide Institutional Planning Retreat; the most recent retreat was held in April 2014.

### ***Strengthening of Plan Teams***

The institutional planning/review process includes planning at three levels: program, unit, and area. A vital improvement to the process has included strengthening of the plan teams at all planning levels.

- Plan teams have improved constituency involvement, data analysis, plan quality, and included more robust dialogue among respective participants in the process of creating the plan.

### ***Program Review***

- Additional support has been provided for plan teams during the Program Review process. Since 2009, special Program Review orientation meetings have been held in addition to the training offered to all plan teams.
- The Co-Chair of the Institutional Effectiveness Committee (IEC) meets with plan teams desiring additional support with analysis of program data.

- The Program Review chair provides a preliminary review for plan teams seeking additional editing of their plan.
- The Dean of Institutional Research and Planning (IRP) and IEC co-chair facilitate meetings with plan teams to create content for the program review online template. This includes providing support for the creation of the Mission Statement; a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis; and program goals and objectives.

### ***Institutional Planning (Leadership) Retreat***

The Institutional Planning Retreat is the culmination of the planning/review process when participants discuss assessment of data from the previous year's Institutional Goals and Objectives, campus issues, and update the Goals and Objectives for the upcoming academic year. Retreat improvements include the following:

- Improved participation and focus on key campus issues through roundtable discussions.
- Improved assessment and communication of the prior year's Institutional Goals and Objectives.

### ***Overall Planning Process Improvements***

- Improved communication about the planning/review process took place during the 2010-2011 academic year with additional emails, updates, and reminders to staff, improved communication to departments by the IEC, and website resources to assist staff.
- Training sessions were improved over the previous year by holding these sessions at more convenient times and including content that was suggested by the IEC and other key campus leaders.
- The online software template was improved to provide fewer log-in problems, more reliability, enhanced text assistance integrated into the system, and more specific program review sections.
- The College has made a concerted effort to implement and refine a measurable, time sensitive, planning process. Steps towards improvement include a better operational link between *SLOlutions* software and *PlanBuilder* software to include data about SLO assessment.

### ***Survey Instruments***

The Institutional Planning Survey and the Campus Climate Survey were both updated to ensure reliability and provide the opportunity for a full discussion of the results.

- The Institutional Effectiveness Committee (IEC), along with staff from Institutional Research and Planning (IRP), worked to improve the Institutional Planning Survey questions. An improved response rate was also achieved through greater marketing of the survey through campus meetings and emails. Results from the Planning Survey were reviewed by the IEC, and, as a result of the discussion, improvements were made to the planning software and to the process in general.
- Improvements to the Campus Climate Survey took place over a two-year period and focused on improving the survey instrument and discussion of results.

## **B. Recommendation 2: Student Learning Outcomes**

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

### **UPDATED RESPONSE TO RECOMMENDATION 2**

The College continues to make progress in the development and assessment of Student Learning Outcomes (SLOs), as reflected in the *College Status Report on Student Learning Outcomes Implementation*, submitted to ACCJC in October 2012, and the most recent annual report to ACCJC, submitted in April 2014. Through the use of *SLOlutions* content management system, Rio Hondo has been able to monitor SLO progress closely at all levels.

### **PROGRESS MADE SINCE THE 2010 FOLLOW-UP REPORT**

Since the 2010 *Follow-Up Report*, the following actions have been completed:

- SLO proficiency timelines were updated.
- The institution was on track with its SLO timeline, and reported “proficiency” status (according to ACCJC rubric) by fall 2012.
- Student Services programs have developed and regularly assess SLOs and/or Service Area Outcomes (SAOs) (see Standard II.B.1.).
- Degree SLOs and General Education SLOs (GE SLOs) have been, or are being, developed in all departments.
- Several major tasks have been completed on the proposed timeline, including:
  - Design and implementation of training on SLOs and authentic assessment.
  - Implementation of a computerized system (*SLOlutions*) to record and disseminate assessment results.
  - Development of a process for quality review of SLOs.
- Continued emphasis has been placed on strengthening the relationship between SLOs and resource requests through the planning and program review processes.
- The College reviews course SLOs on a regular cycle to ensure a uniform level of quality and utility throughout the institution. Each course SLO is assessed at least once during the six-year program review cycle.
- Training will continue to be offered in the coming year to both new and current faculty
- Degree/certificate SLOs continue to be refined and assessed.

- Results of assessments of degree/certificate and GE SLOs are integrated with the planning process through *PlanBuilder* software.

### **C. Recommendation 3: Student Support Services**

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

### **UPDATED RESPONSE TO RECOMMENDATION 3**

Rio Hondo College continues to include its College’s website address in all publications and communicates the educational/tuition costs for residents and non-residents in its annual catalogs. The College addressed this recommendation and was fully compliant by October 2009, as detailed in the *Follow-Up Report*.

The official website address, academic calendar, and program length of each academic year continue to be readily available in College publications; the educational costs are clearly communicated in each annual *College Catalog*. Cited catalog information is as follows.

- College official website address
- The current academic calendar
- Program length for the academic year the catalog covers
- Educational cost for non-resident students

### **D. Recommendation 4: Human Resources**

*The team recommends the college develop and approve a code of ethics for all employees (Standard III.A.1.d).*

### **UPDATED RESPONSE TO RECOMMENDATION 4**

This recommendation was addressed on 12 August 2009, when the Rio Hondo College Code of Ethics was approved by the Board of Trustees. The following publications include the Code of Ethics:

- College website
- *Faculty Handbook*
- *Organizational Structure and Governance Manual*
- New employee materials

## **E. Recommendation 5: Leadership**

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

### **UPDATED RESPONSE TO RECOMMENDATION 5**

This recommendation was addressed in the 2009 *Follow-Up Report* submitted to ACCJC on 15 October 2009. The College has committed to reviewing the campus climate survey process annually via its participatory/shared governance process that involves representatives of all campus constituent groups. The College has also committed itself to conducting staff and student climate surveys on an annual basis and disseminating the *President's Update* to the campus and external community.

### **PROGRESS MADE SINCE 2009**

Rio Hondo College implements an annual Campus Climate Survey each May. The survey is distributed to a random sample of students and all employees who are asked to assess satisfaction levels in a variety of campus topics. Student climate assessment topics include the following areas: physical environment and safety, diversity and equity, student academic needs, campus relationships, and inclusion and campus life. Employee climate assessment topics include physical environment and safety, diversity and equity, personal job satisfaction, communication and campus relationships, and governance.

The results of the Campus Climate Survey are presented to campus leadership groups throughout the academic year, the Board of Trustees, and at the Institutional Planning Retreat each spring. The *Campus Climate Survey Report* is also available on the College website.

In addition to the Campus Climate Survey, the following initiatives have been implemented to address this recommendation:

- The *Weekly e-Messenger* provides updates and Q & As from the Office of the Superintendent/President and is emailed to the campus community on a weekly basis.
- Monthly *President's Update* newsletters are emailed to internal and external campus communities.
- The annual Institutional Planning Retreat provides the opportunity to review and update campus goals with representation from all campus constituencies.
- Facilitated stakeholders meetings were held in spring 2011 to improve communication and working relationships across constituency groups.
- A new fifth value (Integrity and Civility) was added to the Rio Hondo College Values Statement.

## F. Recommendation 6: Governance

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

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

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

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

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

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



## **UPDATED RESPONSE TO RECOMMENDATION 6**

This recommendation was addressed in the *Follow-Up Report* submitted to ACCJC on 15 October 2009. Each of the subsequent sections is broken into three categories for organizational purposes: Governance, Accreditation and Professional Development, and CEO Selection. The following section details the continued progress made addressing this recommendation.

### **PROGRESS MADE SINCE 2009**

The following sections detail how the College has progressed in the areas of governance, professional development, and the CEO selection process since 2009:

#### ***Governance***

- The Institutional Effectiveness Committee (IEC) was created in 2009 to create and implement the institutional planning/review process. The IEC includes faculty members, classified staff, and administrators in a working committee to provide innovative methods for conducting institution-wide planning, including resource allocation, program review, and assessment of these processes. This committee continues to define and implement programs focused on supporting Rio Hondo College’s Educational Master Plan, institutional effectiveness, student success, and using data to inform the planning process.
- A campus-based Leadership Academy was inaugurated in 2010-2011. This Academy—open to staff, faculty, and managers—is focused on deepening and broadening opportunities for leadership and empowerment at Rio Hondo’s campus. The Leadership Academy is about to welcome its fifth cohort in August 2014.
- The *Organizational Structure and Governance Manual* is updated and distributed annually.

#### ***Accreditation and Professional Development***

- Board Policy (BP) 3200 was adopted at the 14 October 2009 Board meeting; this policy outlines Board involvement in the accreditation process.
- Regular accreditation updates are agendaized and provided at all regular Board meetings.
- As noted in the 2009 *Follow-Up Report*, the Board will continue to report out all professional development activities under “Board Reports” at subsequent Board meetings.
- The Board will continue to be engaged in professional development activities in the ACCJC recommended areas and in other areas, as necessary.
- The Board will continue evaluating the effectiveness of the new policy regarding Board reports on professional development activities each year.

#### ***CEO Selection***

- The College developed Administrative Procedure (AP) 2431, establishing procedures for the hiring of the Superintendent/President. AP 2431 was approved by the Board on 10 October 2009.
- In 2012, the College followed board policies and administrative procedures to conduct a successful CEO selection process, which included the Board issuing a Request for



Proposal (RFP) to seek a firm to conduct the search for a new Superintendent/President. The RFP process was very transparent, taking into consideration input from faculty members, classified staff, and the community. The new Superintendent/President was hired in May 2013. In August 2013, the Board of Trustees conducted an evaluation of the CEO selection process, earning high marks for transparency, inclusiveness, and adherence to the process outlined in Board policies and procedures.