Table of Contents

A. Introduction

College History

The Rio Hondo Community College District was established by election in October 1960, but first classes were not held until 1963-1964. Since the district's boundaries at that time were identical to those of the Whittier Union High School District, administration of the District was by the high school district Board of Trustees. Creation of the El Rancho Unified School District in 1962 required that Rio Hondo College establish its own Board of Trustees, and an election for that purpose was held in April 1962.

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

College classes were offered for the first time in the late afternoons and evenings in September 1963 at Sierra and El Rancho High Schools. Following selection of the present campus site, a $12 million bond to build the College was approved by 80.1 percent of the district voters in October 1963. During 1964 and 1965, Rio Hondo College conducted classes for a limited enrollment at the former Little Lake School in Santa Fe Springs.

The present campus opened in the fall of 1966 with an enrollment of 3,363 day and 2,682 evening students. Measure A, a $245 million bond passed by voters in 2004, provided new buildings and facilities upgrades campus wide as well as new off-site educational centers in South Whittier, El Monte, and Pico Rivera. Today, Rio Hondo enrolls approximately 20,000 students per semester.

Rio Hondo College is an open-access California Community College that serves nine cities, in whole or part, four distinct unincorporated communities, and a portion of one other unincorporated community of Los Angeles County within its district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier. The District also serves portions of Norwalk, Downey, La Mirada, and the City of Industry; and the unincorporated communities within our District of Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights.

School districts within the College boundaries are the Whittier Union High School District, El Rancho Unified School District, and the El Monte Union High School District. Students come to Rio Hondo seeking a variety of educational experiences. Rio Hondo's educational program includes courses for transfer to four-year colleges and universities, general education courses for greater understanding of individual and community life, career and workforce education, and courses for improving academic performance necessary for studying at a higher level.

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

1 **Student Enrollment Profile**

2 During the 2019-2020 academic year, Rio Hondo College had a fall headcount of 19,870, and an
3 unduplicated annual headcount of 28,562. The 2019-2020 number of Full-Time Equivalent
4 Students (FTES) was 12,712. This number has increased slightly since 2014-15, when FTES
5 totaled 12,676, but declined from the previous year, (see Fig. I-1). During the six-year period
6 2014-20, the averages at Rio Hondo College have been 19,098 for fall headcount, 29,212 for
7 annual headcount, and 12,688 for FTES.

8

9 **Fig. I-1: Five Year Enrollment History: Fall Headcount, Annual Headcount, and Annual FTES at Rio**
10 **Hondo College, 2014-2020**

11
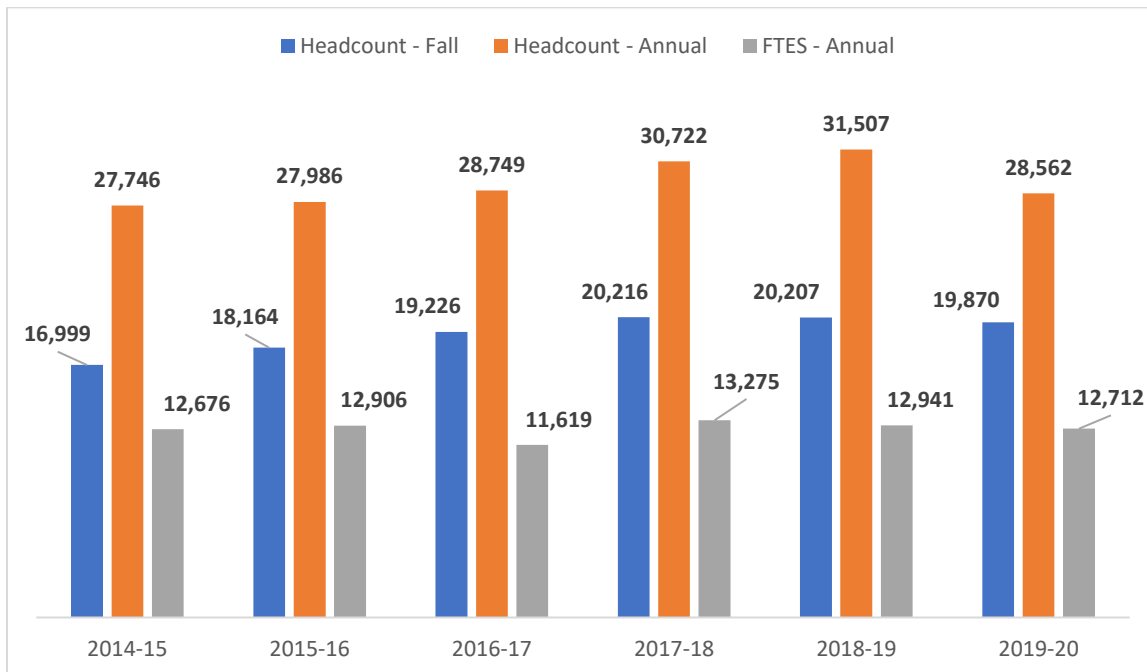
12
13
14 Source: CCCCO Datamart and CCFS 320 Report.

15
16

17 As illustrated by Table I-1, sources of FTES have changed slightly over the past six years (2014-
18 2020). The percentage of credit FTES among total FTES increased from 97.0% in 2014-15 to
19 98.9% in 2019-20. Consistent with AB 705, the portion of FTES from transferrable courses
20 increased from 75.2% to 86.3%, while the portion for courses defined by the Chancellor's Office
21 as Basic Skills decreased from 2014-2015 to 2019-2020—8.7% to 1.3% while those defined as
22 Vocational increased from 2014-15 to 2019-20--27.2% to 30.0%. The percentage of FTES from
23 Distance Education (DE) courses increased slightly, from approximately 14% in 2014-2015 to
24 nearly 16% in 2019-2020.

25

1 **Table I-1: Rio Hondo College Annual FTES (2014 to 2020)**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Credit	97.0%	98.0%	97.9%	97.9%	97.8%	98.9%
Non-Credit	3.0%	2.0%	2.1%	2.1%	2.2%	1.1%
Transfer	75.2%	75.9%	76.5%	77.4%	79.1%	86.3%
Basic Skills	8.7%	8.5%	7.9%	7.6%	5.0%	1.3%
Vocational	27.2%	27.6%	27.2%	29.1%	29.3%	30.0%
Distance Ed	12.9%	12.5%	13.0%	13.3%	14.4%	15.9%

2 Source: MIS

Demographic Profile

4 Over the last six years the demographic profile of the College has remained relatively stable,
5 despite fluctuations in enrollment. In 2019-2020, 54% of the students were male, 44% were
6 female, and 2% did not declare their gender identity or identified as non-binary. These figures
7 are nearly similar to the six-year (2014-2020) averages of 55.7%, 42.8%, and 1.5%, respectively
8 (see Fig. I-2 below).
9

10 **Fig. I-2: Gender at Rio Hondo College (2014-2020)**

12 Source: CCCCO Datamart
13
14

5
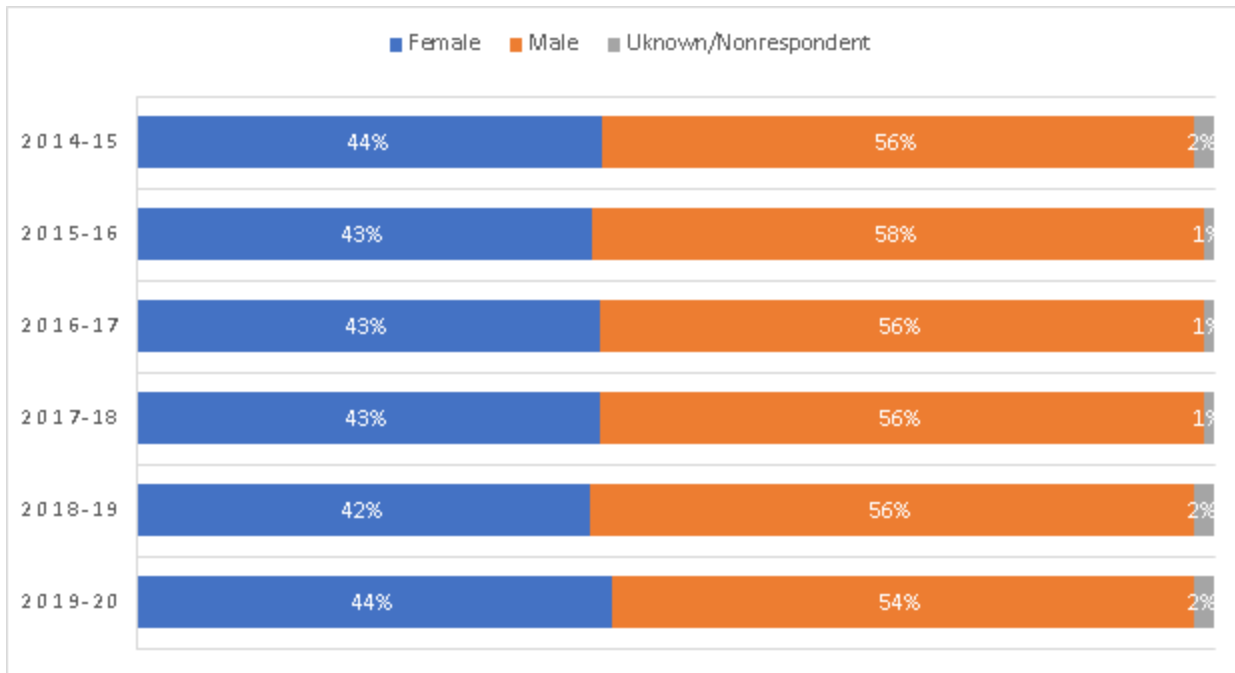
1 Similarly, the six-year period (2014-2020) witnessed little change in ethnic composition among
2 students declaring an ethnicity. One notable difference was the increase in Hispanic/Latinx
3 students and the decline in white students. In 2014-2015 71.8% of students identified as
4 Hispanic/Latinx compared to 76.1% in 2019-2020. In 2014-2015, 9.4% of students identified as
5 white compared to 6.8% in 2019-2020 (see Table I-2).

6 **Table I-2: Ethnicity at Rio Hondo College (2014 to 2020)**

Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Hispanic/Latinx	71.8%	73.6%	74.2%	72.2%	72.5%	76.1%
White	9.4%	8.6%	8.4%	8.1%	7.8%	6.8%
Unknown/Non-Respondent	7.1%	6.5%	6.3%	8.9%	9.9%	7.2%
Asian	6.6%	6.3%	6.4%	6.1%	5.3%	5.4%
Black or African American	2.5%	2.4%	2.1%	2.1%	2.0%	1.9%
Filipino	1.3%	1.2%	1.2%	1.2%	1.2%	1.1%
Two or More Races	0.9%	0.9%	1.0%	1.0%	0.9%	1.0%
American Indian or Alaskan Native	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%
Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%

7 Source: CCCCO Datamart

8 During 2019-2020, 76.1% of students identified as Hispanic/Latinx; 7.2% did not identify; 6.8%
9 identified as White; 5.4% identified as Asian; and 1.9% identified as African-American; the
10 remaining 2.5% identified as Filipino, Multi-Ethnicity, American Indian/Alaskan Native, or
11 Pacific Islander (see Fig. I-3 below).

12

13 **Fig. I-3: Ethnicity at Rio Hondo College (2019-2020)**
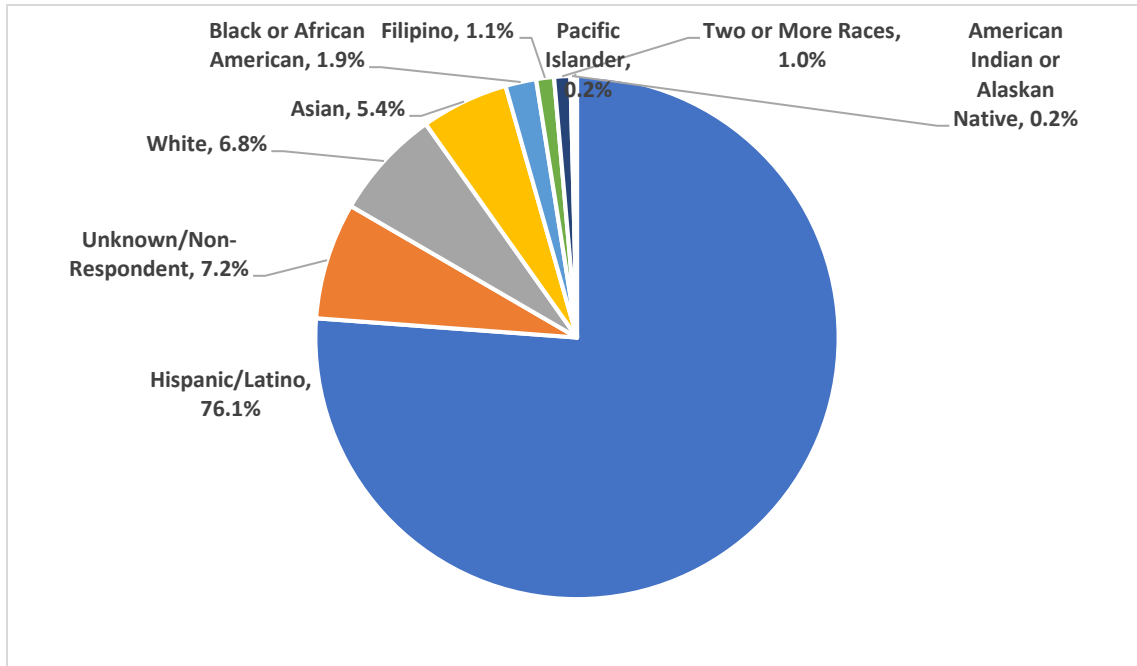
14

15 Source: CCCCO Datamart

1   Over the last six years, the age range of students has remained relatively stable. In 2014-2015
2   students aged 24 and under made up roughly 58% of the student population compared to 57% in
3   2019-2020, (see Fig. I-4).

4

5   **Fig. I-4: Age Groups at Rio Hondo College by Percentage (2014-2020)**
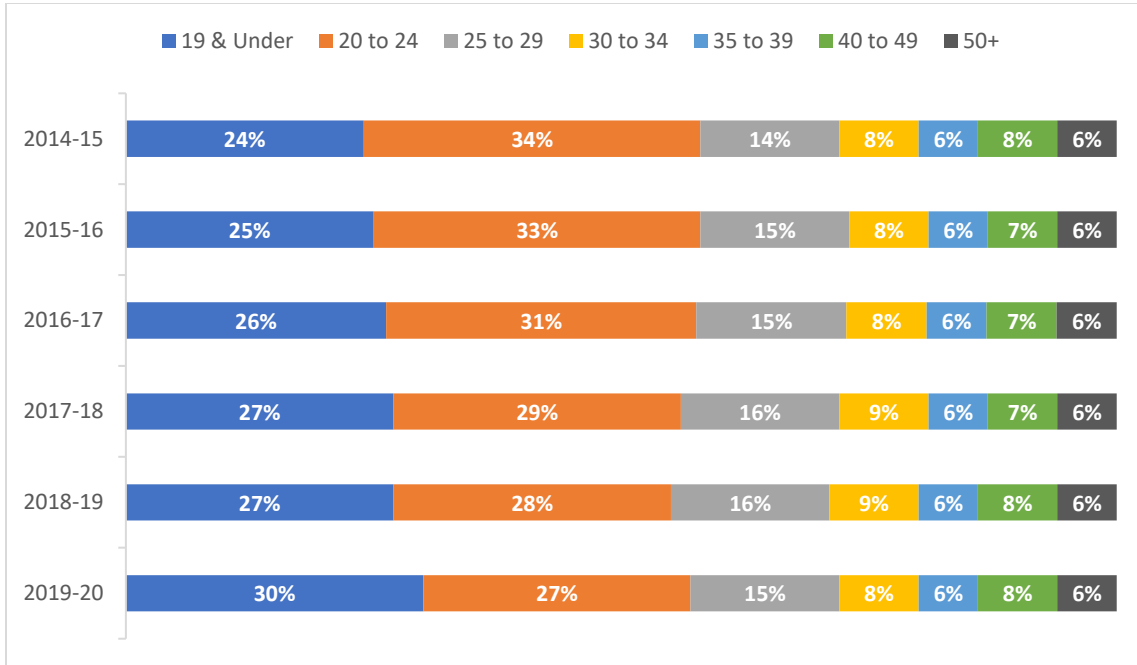
6

7   Source: CCCCO Datamart

8   A breakdown of student age groups for 2019-2020 is shown in Table I-3.
9

10 **Table I-3: Age Groups at Rio Hondo College by Count and Percentage (2019-2020)**

Age Group	2019-2020 Student Count	2019-2020 (%)
19 & Under	8,549	30%
20 to 24	7,788	27%
25 to 29	4,314	15%
30 to 34	2,384	8%
35 to 39	1,691	6%
40 to 49	2,166	8%
50+	1,666	6%
Unknown	4	.01%
Rio Hondo Total	28,562	100.0%

11 Source: CCCCO Datamart
12

13 **Service Area Profile**
14 The Rio Hondo Community College District (RHCCD) serves an established area of
15 southeastern Los Angeles County. This area was settled in the nineteenth century, and the nine

1 cities in Rio Hondo's service area were already incorporated when the College was founded in
2 1960. Over the past six years, the area has seen little change in terms of demographics and
3 industries.
4
5 <u>Service Area Demographics</u>: The Census Bureau reports demographic data for the five primary
6 cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census-
7 Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos) within the RHCCD
8 boundaries. As indicated in Fig. I-5 below, the service area population has grown slightly since
9 the 2010 census. The combined population of the seven communities was 380,559 in 2010
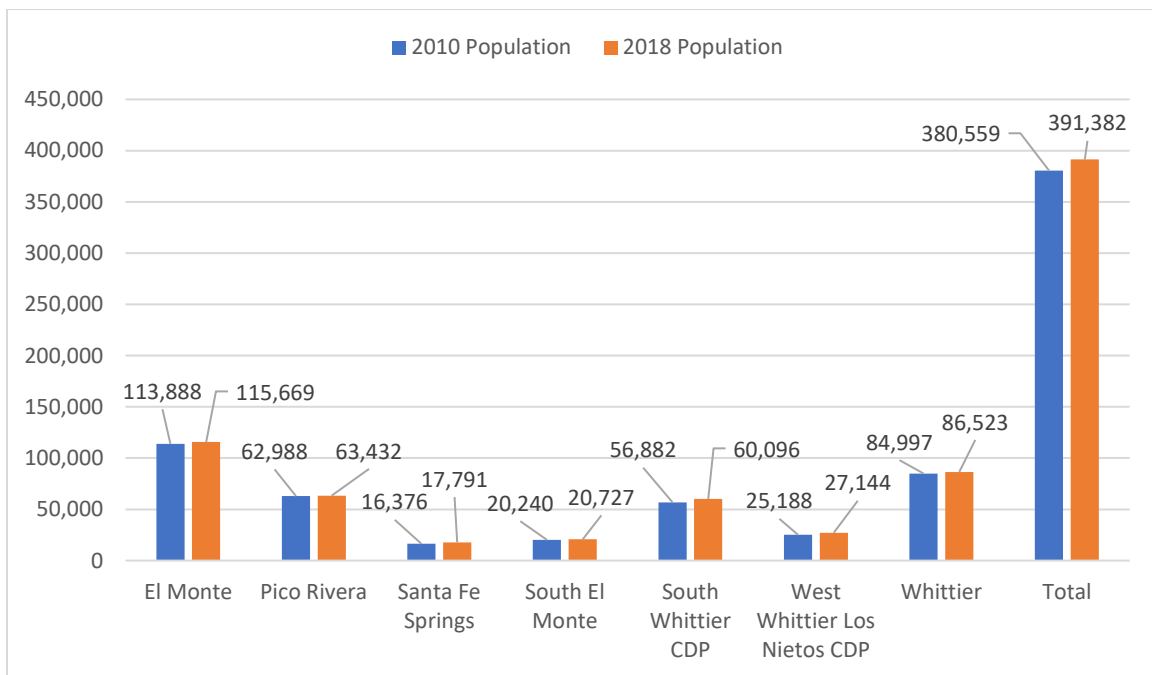10 compared to 391,382 in 2018—an increase of 10,823 since 2010 or roughly a 2.8% gain from the
11 prior census.
12
13 **Fig. I-5: RHCCD Service Area Population across Two Census Years**

15   Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates
16
17 The primary racial/ethnic identification within the service area is Hispanic/Latinx, comprising
18 75% of the population of the entire service area (see Table I-4). Within the service area, four of
19 the seven communities (Pico Rivera, South El Monte, South Whittier CDP, and West Whittier-
20 Los Nietos CDP) are more than 75% Hispanic (see Table I-4).
21
22 The next largest group is Asian (11.7%) followed by whites (10.9%) (see Table I-4 below).
23 Substantial and growing populations of persons with Asian ancestry are reflected in the
24 communities of El Monte (28.5%) and South El Monte (12.8%). The percentages of persons in
25 the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Other
26 groups are generally similar across the seven communities.
27
28

8

1   **Figure I-6: Percentage of Hispanic Residents in RHCCD Service Area Communities**
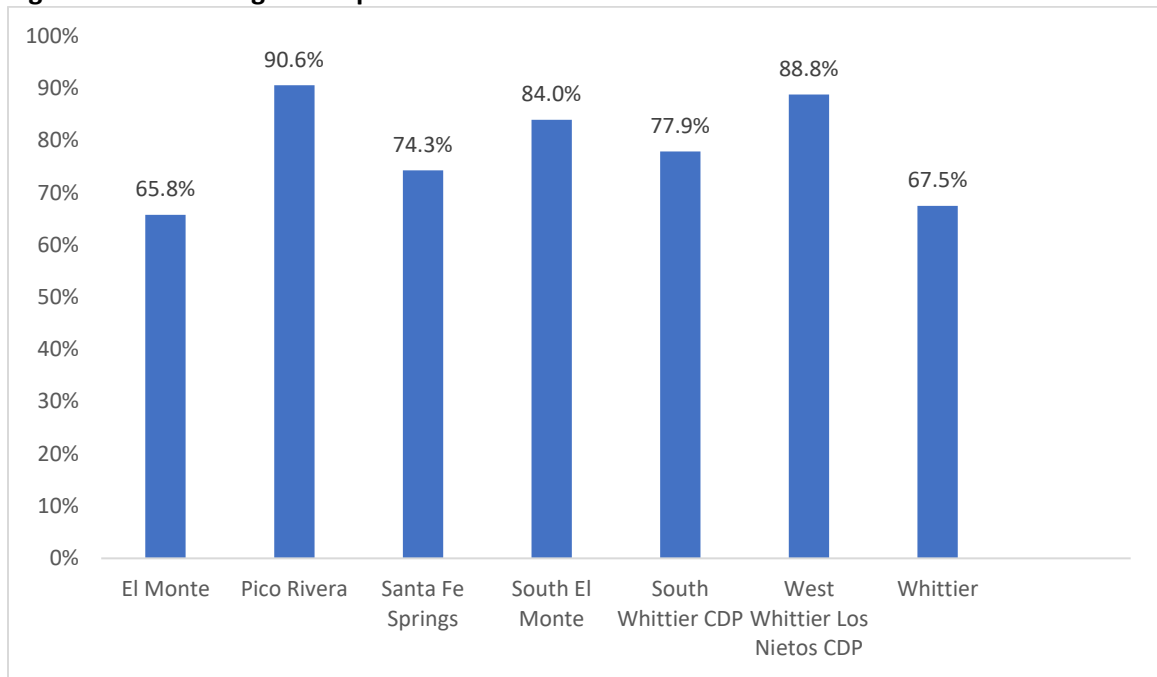
2
3   Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates
4
5   **Table I-4: Ethnic Distribution among RHCCD Service Area Communities**

	American Indian and Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian and Other Pacific Islander	White	Two or more Races	Some other race
El Monte	0.1%	28.5%	0.5%	65.8%	0.5%	4.0%	0.5%	0.1%
Pico Rivera	0.3%	2.7%	0.6%	90.6%	0.1%	5.4%	0.3%	0.1%
Santa Fe Springs	0.5%	6.8%	3.9%	74.3%	0.0%	12.7%	0.6%	1.2%
South El Monte	0.1%	12.8%	0.2%	84.0%	0.0%	2.8%	0.1%	0.0%
South Whittier CDP	0.3%	4.9%	0.8%	77.9%	0.4%	13.7%	1.2%	0.9%
West Whittier Los Nietos CDP	1.2%	0.9%	0.8%	88.8%	0.0%	7.9%	0.2%	0.1%
Whittier	0.3%	4.5%	1.0%	67.5%	0.1%	24.7%	1.0%	0.9%
Total	0.3%	11.7%	0.8%	75.0%	0.2%	10.8%	0.7%	0.4%

6   Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates
7
8   Age (Table I-5) and gender (Fig. I-7) distributions are generally consistent across the seven
9   communities. The median age, by community, ranges from 33.5 years in South Whittier CDP to
10   37.9 in El Monte. The overall median age for the service area is 36.5. Gender distributions are
11   generally even in each community. In Pico Rivera, Santa Fe Springs, Whittier, and the South
12   Whittier CDP, the percentages of female residents are about 50%, with Santa Fe Springs slightly
13   above 52%. In South El Monte residents identifying as male approach 51.7%.
14
15
16
17

9

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

	19 yrs & younger	20 to 24 yrs	25 to 34 yrs	35 to 44 yrs	45 to 54 yrs	55+ yrs
El Monte	26.3%	8.1%	15.4%	13.0%	13.0%	24.4%
Pico Rivera	26.2%	7.5%	14.2%	13.4%	13.1%	25.7%
Santa Fe Springs	25.6%	7.8%	14.3%	13.6%	12.3%	26.4%
South El Monte	27.4%	7.9%	16.5%	12.3%	12.3%	23.6%
South Whittier CDP	28.9%	7.3%	16.0%	13.2%	12.5%	22.0%
West Whittier - Los Nietos CDP	24.8%	7.2%	16.2%	13.3%	12.0%	26.5%
Whittier	26.2%	7.1%	14.4%	14.1%	12.8%	25.3%

2 Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates
3
4
5 **Fig. I-7: Gender Distribution among Residents in RHCCD Service Area Communities**
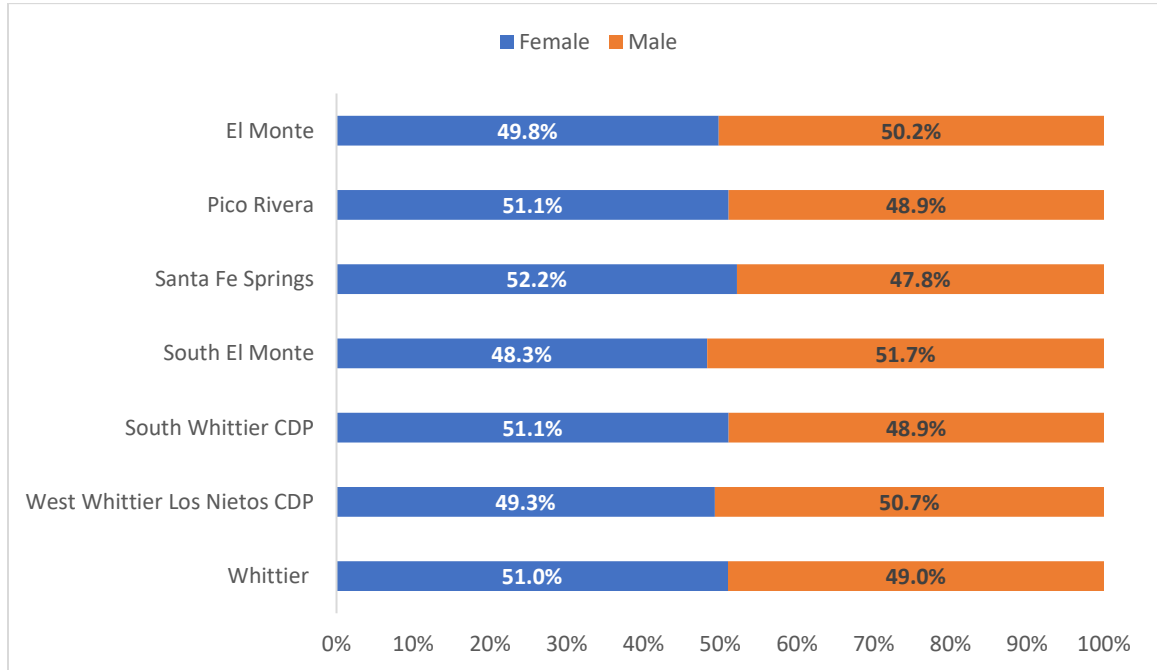
7 Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

High School Profile

A total of 11 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 and north Norwalk), 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).

Eleven comprehensive high schools in three school districts serve the RHCCD community:
- El Rancho Unified School District (El Rancho, Ellen Ochoa Prep Academy)
- 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 Union High School District but lies outside RHCCD boundaries. Fig. I-7 below displays the 11 high schools in relation to RHCCD's seven communities.

1   **Fig. I-8: Rio Hondo Community College District (RHCCD) Feeder High Schools**
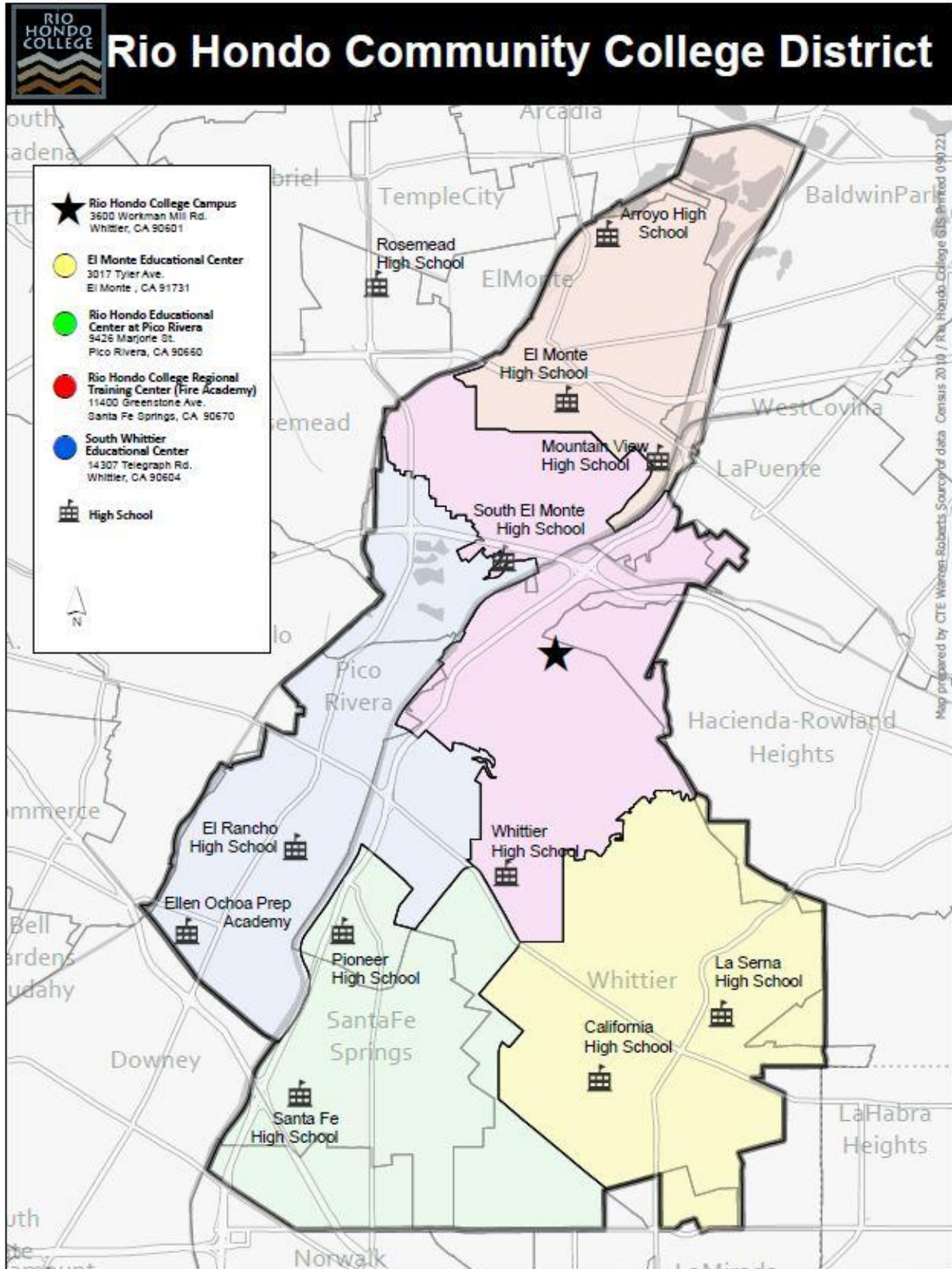
2

1   Table I-6, below, displays profile information for each of the eleven high schools in the RHCCD.
2   Among these schools, El Monte and Mountain View—both in the EMUHSD—are noteworthy
3   due to high percentages of students classified as English Learners (EL) and students qualifying
4   for free-/reduced-price meals (FRPM). Each of ten high schools has a graduation rate near, or
5   above, 90%. Ellen Ochoa Prep Academy has not been open long enough to report a four-year
6   graduation rate.
7
8   As shown below in Table I-6, ten of the College's eleven feeder high schools have more than
9   50% of students eligible for free- or reduced-priced meals. Significantly, five of the ten have
10   over 80% of their students qualifying for free- or reduced-priced meals. Overall, 69.6% of the
11   students at the eleven high schools are eligible, which represents an increase from 67.2% in
12   2012-2013.
13

14   **Table I-6: Profile Information for High Schools within RHCCD Boundaries (2019-20)**

High School	District	Location	Enrollment	EL	FRPM	Grad Rate
Arroyo	EMUHSD	El Monte	1,906	9.1%	84.7%	90.3%
California	WUHSD	Whittier	2,813	11.7%	72.0%	97.8%
El Monte	EMUHSD	El Monte	1,732	21.8%	94.8%	86.8%
El Rancho	ERUSD	Pico Rivera	2,297	7.8%	65.9%	96.8%
Ellen Ochoa Prep Academy	ERUSD	Pico Rivera	273	5.9%	72.2%	N/A
La Serna	WUHSD	Whittier	2,566	6.5%	49.9%	97.9%
Mountain View	EMUHSD	El Monte	1,253	31.4%	92.6%	90.3%
Pioneer	WUHSD	Whittier	1,181	11.9%	83.7%	97.3%
Santa Fe	WUHSD	Santa Fe Springs	2,054	7.6%	72.3%	95.2%
South El Monte	EMUHSD	South El Monte	1,198	18.0%	89.7%	92.3%
Whittier	WUHSD	Whittier	1,831	6.1%	74.9%	97.1%

15   Source: California Department of Education, FRPM and EL 2019-20; Graduation Rate 2018-19
16   Note: EL=English Learners; FRPM=Free/Reduced-Price Meals; Grad Rate=4 Year Adjusted Cohort
17   Graduation Rate.
18

19   **Socio-Economic Profile**
20   Data from the Census Bureau contribute to RHCCD's socio-economic profile. Census Bureau
21   indicators of socio-economic status include median household income and percentages of
22   persons living below the federal poverty line, owner-occupied housing units, and persons 25
23   years of age, or above, who have attained at least a Bachelor's degree (see Table I-7 below).
24   Figures vary among RHCCD communities in relation to figures for Los Angeles County and the
25   state of California. Although five of the seven communities (Pico Rivera, Santa Fe Springs,
26   South Whittier, West Whittier-Los Nietos, and Whittier) are above the county's median
27   household income ($64,251), five communities (El Monte, Pico Rivera, Santa Fe Springs, South

1 El Monte, and South Whittier) fall below the state median income ($71,228). El Monte and
2 South El Monte are above the county percentage of persons living in poverty (16.0%) and well
3 above the statewide percentage of persons living in poverty (14.3%), El Monte is also below the
4 county in owner-occupied housing (41.2%). Both El Monte and South El Monte are substantially
5 below the state percentage (54.6%) of owner-occupied housing. Each of the seven communities
6 is well below the Los Angeles County and state figures for persons with Bachelor's degrees
7 (32.7% and 33.9% respectively).

8

9 **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	$47,121	20.8%	41.2%	11.9%
Pico Rivera	$65,666	10.0%	67.3%	14.3%
Santa Fe Springs	$65,518	13.3%	65.0%	19.1%
South El Monte	$48,944	17.5%	47.6%	11.0%
South Whittier CDP	$67,923	11.2%	66.0%	15.6%
West Whittier - Los Nietos CDP	$72,041	8.8%	71.6%	16.7%
Whittier	$73,517	10.8%	56.9%	26.7%
Los Angeles County	$64,251	16.0%	45.8%	32.7%
California	$71,228	14.3%	54.6%	33.9%

10 Source: United States Census Bureau, 2018 American Community Survey Five-year Estimates
11

12 Labor Market Profile
13 Two trends significantly affect labor market information for the RHCCD service area. First, as
14 with the rest of the state, this area is seeing the effects of the COVID-19 pandemic in its
15 unemployment data. Second, similar to much of Los Angeles County, this area has transitioned
16 from its twentieth-century economic base of agriculture, petroleum, and manufacturing to a
17 twenty-first century economy based on the service and retail sectors--sectors more affected by
18 the COVID-19 pandemic. This is evidenced in the area's overall unemployment rate, which
19 approaches that of Los Angeles County's (Table I-8). Two communities, El Monte and Pico
20 Rivera, also have unemployment rates above that of the county.
21
22

14

Table I-8: Labor Force Data for Cities and Census Designated Places (CDP) in RHCCD Service Area
2 **Communities (October 2020 Preliminary)**

| | Labor Force | Employment | Unemployment | |
			Number	Rate
Los Angeles County	**5,089,800**	**4,476,400**	**613,400**	**12.1%**
El Monte	51,900	45,400	6,500	12.5%
Pico Rivera	30,600	26,500	4,000	13.2%
Santa Fe Springs	7,900	7,300	600	7.4%
South El Monte	9,300	8,200	1,100	11.7%
South Whittier	27,400	24,600	2,800	10.3%
West Whittier-Los Nietos	12,100	11,100	1,000	8.3%
Whittier	43,500	38,500	5,100	11.6%
RHCCD TOTAL	**182,700**	**161,600**	**21,100**	**11.5%**

3   Source: State of California, Employment Development Department
4   Note: These data are not seasonally adjusted.
5

6   The Rio Hondo campus is located at the junction of two distinct regions within Los Angeles
7   County. To the north is the San Gabriel Valley; to the south are communities associated with the
8   Gateway cities of southeast Los Angeles County. Although the data and analyses pre-date the
9   effects of the COVID-19 pandemic, governmental and quasi-governmental agencies, as well as a
10   regional university, have conducted economic analyses for the San Gabriel Valley and the
11   Gateway Cities as recently as 2020. These analyses provide a foundational understanding of the
12   labor market as it existed prior to the pandemic.
13

14   Published in 2020 by the Los Angeles Economic Development Corporation (LAEDC), the *San*
15   *Gabriel Valley Economic Forecast and Regional Overview* presented data on a 30-city area,
16   including the RHCCD cities of El Monte and South El Monte. Between 2012 and 2020, the
17   health services industry emerged as the foremost source of jobs in the San Gabriel Valley (SGV).
18   Professional and business services, leisure and hospitality, education, and retail trade round out
19   the largest four job sectors of the valley. Overall, 12 of 14 industry sectors forecasted job growth
20   for 2020. Some of the largest job gains during the period for the SGV were forecasted for health
21   services, leisure and hospitality, and education.
22

23   Similarly, in 2015, the Sol Price School of Public Policy at the University of Southern California
24   Center for Economic Development produced *Gateway Cities Region: Comprehensive Economic*
25   *Development Strategy* for the Gateway Cities Council of Governments. This report captured
26   economic and employment conditions in the three RHCCD cities south of the campus (Pico
27   Rivera, Santa Fe Springs, and Whittier), as well as neighboring cities in the Gateway Region.
28   More than half of the jobs in these cities were in the service sector, with 20% in the education
29   and health services industry sector.
30

31   Produced in 2016, the *2014-2024 Los Angeles County Projection Highlights*, the California
32   Employment Development Department (EDD) projected growth of 535,700 nonfarm jobs in the
33   county. Nearly 75% of the growth was identified in three sectors:

- educational services, health care, and social assistance (208,800 jobs)
- leisure and hospitality (110,300)
- professional and business services (81,200)

The EDD also predicted that the occupations with the most job openings will be 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 assistants
- teacher assistants
- licensed practical and licensed vocational nurses

With the exception of producers and directors and teacher assistants, five of these occupations are in fields in which Rio Hondo College offers an Associate's degree and/or certificate.

Sites

Since its inception the College has expanded with four off-site centers. In 1997, the College acquired the Santa Fe Springs Training Center (SFTC)—the primary instructional site for the Fire Academy, Fire Technology, and Emergency Medical Technician programs. In addition to the SFSTC, the College operates three other sites – South Whittier Educational Center (SWEC), the Educational Center at Pico Rivera, and the El Monte Educational Center (EMEC).

The broad purpose of these sites is to provide access to a college education and offer general education courses and non-credit instruction to the community. Today, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and at its four off-site locations.

Table I-9 presents the five-year enrollment trends as measured by FTES for the sites and the main campus. These data indicate the relative size of the sites as well as the overall historical growth patterns.

1   **Table I-9: FTES by Location in Descending Order by Five-Year Average**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change	Average Change	Years
SFSTC	95.05	176.45	305.51	384.32	287.95	203.0%	50.7%	4
Pico Rivera		127.90	189.83	223.28	233.02	82.2%	27.4%	3
South Whittier	81.91	138.58	183.02	179.72	158.41	93.4%	23.4%	4
El Monte	90.84	126.60	166.46	151.79	148.92	63.9%	16.0%	4
Web/Online	1,512.93	1,071.63	1,470.22	1,671.20	1,806.00	19.4%	4.8%	4
RHC Total	12,140.56	11,146.00	12,852.84	12,513.90	12,459.21	2.6%	0.7%	4
RHC Main	9,588.83	8,866.56	9,697.93	9,278.89	9,232.73	-3.7%	-0.9%	4
Off Campus	771.01	638.28	839.87	624.69	592.19	-23.2%	-5.8%	4

2   Source: RHC Information Technology Services

3

4   ## Specialized Programmatic Accreditation

5   The College has several programs that are accredited by program specific agencies. Table I-XX
6   presents a list of the programs at the College that hold specialized accreditation.

7   Table I-10

Program	Accrediting Agency	Action Summary
Child Development Center	National Association for the Education of Young Children	Received accredited status (action occurred November 2020)
Police Academy	Peace Officer Standards & Training (P.O.S.T.)	Basic course certification Review of the Rio Hondo College Police Academy (visit occurred July 2021)
Fire Academy	Office of the State Fire Marshal Statewide Training and Education Advisory Committee	Continuance of accredited regional training program in the state fire training system (action occurred April 2017)
Emergency Medical Technician	Emergency Medical Services Authority of Los Angeles County	Emergency Medical Technician training program re-approval (action occurred March 2018)
Associate Degree in Nursing (RN) Program	California Board of Registered Nursing	Continue approval of Rio Hondo College Associate Degree Nursing Program (action occurred in 2016)

Licensed Vocational Nurse (LVN)	California Board of Psychiatric Technicians and Licensed Vocational Nurses	Continuance of full approval of Rio Hondo College Vocational Nursing Program through Nov. 14, 2021
Certified Nursing Assistant (CNA)	California Department of Public Health: Nurse Assistant Training Program (NATP)	Approval of program through June 30, 2022
Home Health Aide (HHA)	California Department of Public Health	Approval of program through June 30, 2022
Automotive	Automotive Technician Training Standards (ATTS)	Approval of program through August 1, 2023
Automotive/ Honda PACT	The Association of Technology Management and Applied Engineering (ATMAE)	Approval of program through 2024
Automotive	Automatic Transmission Service Group (ATSG)	Approval of program through September 30, 2021
Automotive	ASE Education Foundation Automotive	Approval of program through August 1, 2023
Honda PACT	ASE Education Foundation Honda PACT	Approval of program through August 1, 2023

1

2

B. Presentation of Student Achievement Data and Institution-set Standards

Pass Rates and Employment

Rio Hondo College (RHC) students continue to do well in licensure pass rates. Rio Hondo College nursing students continued to post pass rates above 90% for national certification exams (see Table I-11). In 2019-2020, 69% of Emergency Medical Technical (EMT) students passed the certification exam, above the institution-set standard for this measure.

Table I-11: RHC Pass Rates for Licensure and Certification

	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
NREMT Examination – Emergency Medical Technician	61%	72%	69%	67%	68%	73%
NCLEX Examination – Registered Nursing	97%	93%	99%	96%	85%	87%
NCLEX Examination – Licensed Vocational Nursing	96%	95%	93%	95%	85%	87%
CA State Certification Examination – Certified Nursing Assistant	-	-	98%	-	85%	87%

Sources: California Board of Registered Nursing, Los Angeles County Health Services, California Board of Vocational Nursing and Psychiatric Technicians
*Note. Certified Nursing Assistant exam pass rates were not reported for previous years because pass rates were not part of the ACCJC report until 2019-2020

The overall pattern of employment indicates that students tend to gain employment. Employment rates for most career and technical education (CTE) students was consistently near or above 80% (see Table I-12).

Table I-12 RHC Employment Rates for CTE Students

	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
Associate Degree Nursing	89%	84%	95%	89%	91%	95%
Automotive Technology	87%	81%	78%	82%	80%	81%
Child Development	76%	83%	83%	81%	83%	86%
Environmental Technology	100%	63%	89%	84%	80%	99%
Human Services	83%	100%	92%	92%	93%	95%
Licensed Vocational Nursing	89%	80%	90%	86%	88%	92%

Source: MIS Perkins Core Indicator Report

Student Outcomes

Persistence and course completion rates comprise all students enrolled at RHC, including those students in the Public Safety Advanced In-Service Training (PSAIST) courses. The PSAIST

student population tends to have different demographics and educational goals than the general education student population at RHC. PSAIST students tend to be male, older, incumbent workers, and may only be required to take one course to satisfy work requirements. Therefore, some of the differences in persistence and course completion rates by various demographics could be partially explained by the inclusion of PSAIST students in the denominator. For example, this may result in lower persistence rates but higher course completion rates for male and older students.

Persistence

Overall, two-semester persistence rates, or those students retained from fall to spring, for all RHC students remained relatively stable when comparing the 2015-2016 and 2019-2020 cohorts (65% to 63%) (see Table I-13).

Table I-13. Persistence of Students from Fall Term to Spring Term - Overall

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Persistence of students from Fall to Spring	65%	64%	65%	66%	63%	65%

Source: Student Success Metrics (SSM)

Persistence rates appeared somewhat higher for female students compared to male students. Over the span of five years, from 2015-2016 to 2019-2020, on average, there was a nine-percentage point difference between female and male students (see Table I-14). As mentioned above, this may in part be explained by the inclusion of PSAIST students.

Table I-14. Persistence of Students from Fall Term to Spring Term by Gender

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Female	70%	70%	71%	71%	68%	70%
Male	62%	60%	62%	63%	60%	61%
All Masked Values*	30%	51%	48%	42%	43%	43%

Source: SSM

*Note. "All Masked Values" in this chart includes subgroups: Non-Binary, Multiple Values Reported, and Unknown/Non-Respondent. According to the SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

RHC students who are less than 20 years old posted the highest two-semester persistence rates (consistently above 78%). Persistence rates for students in the 20- to 24-year group were also high, around 69% to 72% (see Table I-15). Persistence rates of 25- to 49-year-old students, ranged from roughly 44% to 59%. Persistence rates for the oldest group of students (50 years or older), also ranged from 43% to 62% across the years reported.

Table I-15. Persistence of Students from Fall Term to Spring Term by Age

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
19 or less	80%	79%	80%	80%	79%	80%
20 to 24	72%	69%	68%	70%	70%	70%
25 to 29	58%	57%	58%	58%	59%	58%
30 to 34	52%	51%	56%	56%	52%	53%
35 to 39	47%	53%	55%	58%	47%	52%
40 to 49	44%	50%	54%	53%	44%	49%
50 and Older	50%	58%	62%	58%	43%	54%

Source: SSM

Two-semester persistence rates ranged from 44% to 76% for all racial/ethnic groups, except for the category "All Masked Values" (see Table I-16). The two-semester persistence rate for Hispanic students, RHC's largest racial/ethnic group, was consistently near or slightly above 70%.

Table I-16. Persistence of Students from Fall Term to Spring Term by Race/Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
American Indian/Alaska Native	54%	56%	56%	58%	63%	57%
Asian	67%	72%	72%	75%	60%	69%
Black or African American	44%	55%	56%	53%	44%	50%
Filipino	53%	70%	75%	76%	57%	66%
Hispanic	71%	69%	71%	70%	69%	70%
Pacific Islander or Hawaiian Native	54%	62%	52%	75%	42%	57%
White	53%	49%	54%	56%	51%	53%
Two or More Races	65%	66%	56%	62%	68%	63%
All Masked Values*	20%	22%	28%	35%	25%	26%

Source: SSM
*Note. According to the SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

The two-semester persistence rates for RHC students who received a Pell Grant stayed consistently between 72% to 74%. Whereas RHC students who have never received a Pell Grant posted two-semester persistence rates ranging from 56% to 61% (see Table I-17).

1 **Table I-17. Persistence of Students from Fall Term to Spring Term by SES**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Received Pell Grant	74%	72%	73%	72%	72%	73%
Never Received Pell Grant	57%	58%	60%	61%	56%	58%

2 Source: SSM

3

4 Success

5 Overall, RHC course completion rates (students passing a course with a "C" or better) over the
6 past five years have remained relatively stable, with a multi-year average of 72%. Course
7 completion rates showed an increase from 2018-2019 to 2019-2020, which saw an increase of
8 six percentage points to 76% (see Table I-18). Many students received "Excused Withdrawal"
9 grades in spring 2020 as a result of the COVID-19 pandemic. Those grades were excluded from
10 the denominator of success rates and are likely a contributing factor in higher course success
11 rates in 2019-2020 than in prior years.

12

13 **Table I-18. RHC Course Completion Rate - Overall**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
Course Completion Rate	69%	71%	72%	70%	76%	72%	72%	74%

14 Source: SSM

15

16 Male students and students in the "All Masked Values" category appeared to have higher success
17 rates than female students. Looking back over the last five years, female course completion rates
18 were 67% for the academic year 2015-2016 compared to 73% for 2019-2020, while rates were
19 71% and 78% for male students and 73% and 79% for students in the "All Masked Values"
20 category (see Table I-19).

21

22 **Table I-19. RHC Course Completion Rate by Gender**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Female	67%	68%	69%	67%	73%	69%
Male	71%	73%	75%	73%	78%	74%
Nonbinary	-	-	-	-	100%	-
All Masked Values*	73%	74%	78%	82%	79%	77%

23 Source: SSM
24 *Note. "All Masked Values" in this chart includes subgroups: Non-Binary, Multiple Values Reported, and
25 Unknown/Non-Respondent. According to SSM, groups with fewer than ten people or missing information are
26 summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression
27 purposes in accordance with FERPA.

28

29 RHC's course completion rates generally display a positive relationship with age group; as age
30 increases, so does the success rate (see Table I-20). In 2019-2020, the two youngest age groups

1 (19 or less and 20 to 24) recorded course completion rates of 70% and 74%, respectively. In
2 comparison, the two oldest age groups (40 to 49 and 50 and older) recorded course completion
3 rates of 90% and 92%, respectively.
4
5 **Table I-20. RHC Course Completion Rate by Age**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
19 or less	63%	65%	65%	61%	70%	65%
20 to 24	67%	68%	69%	68%	74%	69%
25 to 29	72%	73%	74%	75%	80%	75%
30 to 34	79%	81%	82%	80%	84%	81%
35 to 39	82%	84%	86%	86%	88%	85%
40 to 49	85%	88%	89%	88%	90%	88%
50 and Older	89%	90%	90%	91%	92%	90%

6 Source: SSM
7
8 Course completion rates for almost all racial/ethnic groups increased from 2015-2016 to 2019-
9 2020 (see Table I-21). Hispanic students increased by three percentage points from 2015-2016 to
10 2017-2018 (from 66% to 69%). In 2018-2019 their course completion rates had declined by two
11 percentage points to 67%, however course completion rates showed an increase by six
12 percentage points in the following year (2019-2020). Asian and White students increased by six
13 percentage points over the five-year period as did Black or African American students. Course
14 completion rates for smaller racial/ethnic groups, such as Native Americans and those of
15 multiple ethnicities exhibited greater variation.
16
17 **Table I-21. RHC Course Completion Rate by Race/Ethnicity**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
American Indian/Alaska Native	69%	77%	67%	72%	74%	72%
Asian	81%	82%	82%	81%	87%	83%
Black or African American	74%	77%	76%	76%	80%	77%
Filipino	83%	84%	84%	81%	88%	84%
Hispanic	66%	68%	69%	67%	73%	69%
Pacific Islander or Hawaiian Native	79%	87%	82%	95%	86%	86%
White	82%	85%	85%	85%	88%	85%
Two or More Races	63%	72%	73%	74%	81%	73%
All Masked Values*	96%	96%	98%	98%	93%	96%

18 Source: SSM
19 *Note. According to SSM, groups with fewer than ten people or missing information are summed together and
20 displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance
21 with FERPA.
22
23 Course completion rates for RHC students who received a Pell Grant showed an increase of
24 seven percentage points from 2015-2016 to 2019-2020. Course completion rates for RHC

1 students who have never received a Pell Grant showed an increase of five percentage points (see
2 Table I-22).
3
4
5 **Table I-12. RHC Course Completion Rate by SES**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Received Pell Grant	66%	67%	68%	66%	73%	68%
Never Received Pell Grant	74%	75%	76%	75%	79%	76%

6 Source: SSM
7
8 With the implementation of AB 705 in fall 2019, the RHC dramatically reduced its offerings in
9 basic skills math and English. Consistent with the Guided Pathways model, RHC monitors the
10 percentage of students who enroll in at least one credit course who successfully complete transfer
11 level math and English requirements in their first year. As described in Table I-23, the
12 percentage of students successfully completing English increased by 14 percentage points while
13 those completing math increased by 11 percentage points. Those students completing both
14 subjects by the end of their first year increased by nine percentage points.
15
16 Although RHC completed an initial evaluation of AB 705 in spring 2020, the results are deemed
17 somewhat preliminary as only one semester of data was available before the pandemic. As more
18 data become available, RHC will monitor success rates of students placed into the various forms
19 of transfer level math and English courses.
20
21 **Table I-13. RHC Students Successfully Completing Transfer Level Math and English**
22 **Courses Within Their First Year of Study**

SUBJECT	2015-16	2016-17	2017-18	2018-19	2019-20	Multi-Year Average
Transfer English	13%	18%	20%	21%	27%	20%
Transfer Math	2%	4%	5%	8%	13%	6%
Both	1%	3%	4%	6%	10%	5%

23 Source: SSM
24 *Note. Data from SSM includes all students who completed transfer-level math and English courses in their first
25 academic year
26
27 More than 80% of students have been successful in CTE courses. These success rates have
28 increased slightly over the five-year span (see Table I-24).
29
30 **Table I-24. RHC Course Completion Rate: CTE Courses - Overall**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Course Completion Rate: CTE Courses	85%	86%	88%	88%	89%	87%

31 Source. RHC Banner/Cognos
32

Although there did not appear to be large differences in CTE course completion rates by gender, there was a pattern of narrowing over time between female and male RHC students—from a five-percentage point difference in 2015-2016 to a two-percentage point difference in 2019-2020 (see Table I-25).

Table I-25. RHC Course Completion Rate: CTE Courses by Gender

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
Female	81%	82%	85%	84%	88%	84%
Male	86%	88%	89%	89%	90%	88%
Non-binary or Not reported*	97%	95%	96%	95%	94%	95%

Source. RHC Banner/Cognos
*Note. Groups with fewer than ten people or missing information are summed together and displayed in the "Non-binary or Not reported" category

Awards

Across four of the five years, RHC awarded more degrees than certificates (Table I-26). Except for 2017-2018, the percentage of degrees was nearly 70% or higher of the total awards. During the period, the number of degrees awarded increased by 85% while certificates increased by 174%.

Table I-26. RHC Certificate/Degree Completion

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
Certificate/ Degree completion: Certificate	457	297	2,376	1,016	1,253	1,080	1,093	1,240
Certificate/ Degree completion: Associate Degree	1,314	1,543	1,821	2,390	2,422	1,898	2,200	2,480
Certificate/ Degree completion: Bachelor's Degree	-	-	-	11	11	11	12	15

Source. RHC Banner/Cognos
*Note. RHC began awarding B.S. degrees in 2018-2019 so the average is based on two years (2018-2019 and 2019-2020)

The largest number of Associate degrees, including AA, AS, and ADT, (N=2,422) was awarded in 2019-2020, and the largest number of certificates (N=2,376) was in 2017-2018 (see Table I-27).

Table I-27. RHC Certificate/Degree Completion by Awards

25

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Bachelor's Degree (BS)	-	-	-	11	11
Associate's Degree for Transfer (ADT)	476	556	622	777	916
Associate's Degree (AA/AS)	838	987	1,199	1,613	1,506
Chancellor's Office Approve Certificate 16+ Units	303	208	1,582	787	1,032
Chancellor's Office Approve Certificate 12-15 Units	108	33	733	159	196
Local Certificate	46	56	61	0	2
Noncredit Certificate	0	0	0	70	23
Total Awards	1,771	1,840	4,197	3,417	3,686

Source. RHC Banner/Cognos

Transfer

RHC saw an average of 976 students transfer to four-year institutions in the past five years (see Table I-28). Each year, the majority transferred to the California State University (CSU) system (see Table I-29). CSU and University of California (UC) transfer both generally posted gains during the five-year period. Transfers to in-state private institutions have generally declined over the years. Transfers to out-of-state institutions have also declined over the years, except for 2019-2020. During the period, the number of CSU transfers increased by 41% and the number of UC transfers increased by 38%. As shown in Table I-30, the most common CSU campuses where students transferred were CSU Los Angeles, CSU Fullerton, and CSU Long Beach while the most common UC campuses where students transferred were UC Los Angeles, UC Irvine, and UC Riverside.

Table I-28. RHC Student Transfer to a Four-Year Institution

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
Transfer Count	853	980	970	984	1,094	976	1,265	1,290

Source. CCCCO Datamart, CSU Analytic Studies Division, and UC System Infocenter

Table I-29. RHC Student Transfer by Sector

Transfer Sector	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CSU System	532	670	671	670	750
UC System	78	98	110	110	108
In-State Private	112	101	87	76	90
Out-of-State	131	111	102	128	146
Total	853	980	970	984	1,094

Source. CCCCO Datamart, CSU Analytic Studies Division, and UC System Infocenter

Table I-30. RHC Student Transfer to CSU and UC Campuses

CSU	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Los Angeles	176	234	264	218	235
Fullerton	96	115	85	116	111
Long Beach	78	99	94	109	142
Pomona	66	108	103	109	107
Dominguez Hills	62	74	73	73	93
Northridge	22	4	9	7	6
San Francisco	6	10	7	7	12
UC	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Los Angeles	22	25	28	27	21
Irvine	17	29	24	18	28
Riverside	7	12	23	17	17
San Diego	6	12	5	16	11
Berkeley	10	6	7	8	8
Davis	6	6	6	9	10
Santa Cruz	2	2	14	6	7
Santa Barbara	6	5	3	7	4
Merced	2	1	0	2	2

Source. CSU Analytic Studies Division and UC System Infocenter

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.

Since that time, the College has advanced its implementation of the ACCJC institution-set standards by developing aspirational standards in addition to the institutional standards and integrating both sets of standards with its annual planning and program review processes. This integration is achieved by displaying the institutional and aspirational standards submitted each year in the ACCJC Annual Report, on various data visualizations that are part of the annual planning and program review processes, and by asking programs each year to examine their performance in relation to the ACCJC standards.

The process for evaluating and revising the institutional and aspirational standards has remained largely unchanged since the College's last comprehensive visit. 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. The IEC reviews the report, considers the appropriateness of current levels, makes recommendations to adjust the standards and forwards the report to other shared governance groups and to the annual Institutional Planning Retreat. Prior year performance against the standards is reviewed at the institutional level during the Institutional Planning Retreat and

1   provides retreat participants with the information needed to align institutional objectives with the
2   institution-set standards.
3
4   Progress on institutional and aspirational standards at the program level is reviewed annually
5   through the annual planning and resource allocation process. As well, those programs scheduled
6   to undergo program review, do a more in-depth review of their performance relative to the
7   standards during the program review process. Table I-31 presents the ACCJC Institution Set
8   Standards for 2019-2020.
9
10 **Table I-31. 2019-2020 RHC Institution-Set Standards**

Standard	Institution-set Standard	Aspirational Standard	Actual Performance
Successful Course Completion	72%	74%	76%
Certificate Completion	1,093	1,240	1,253
Associate Degree Completion	2,200	2,480	2,422
Bachelor Degree Completion	12	15	11
Transfer	1,265	1,290	1,094

11 Sources: Institutional Planning Retreat Documents April 2021.
12
13
14

C. Organization of the Self Evaluation Process

Work on the 2022 self-evaluation began in earnest in fall 2019. In collaboration with a newly appointed Superintendent/President, the Vice President of Academic Affairs, and a newly elected Academic Senate President, the Accreditation Liaison Officer developed a plan to begin work on the self-study. First, a broad-based accreditation structure was developed, inclusive of faculty, administrators, classified staff, and students. At Rio Hondo College, the organization for accreditation 2022 reflected a three-level structure, which included the Accreditation Leadership Team (ALT), the Accreditation Steering Committee (ASC), and Standards Teams (see table I-32).

Table I-32. Organizational Structure of Accreditation Rio Hondo College

Rio Hondo College Accreditation Organizational Structure	
Leadership	Accreditation Leadership Team
Oversight	Accreditation Steering Committee
Initial Response	Standards Teams

At the highest level, the Accreditation Leadership Team, assisted in guiding the development of the ISER and functioned to keep the Superintendent/President informed as to the progress of the ISER. The Leadership Team worked collaboratively with the Accreditation Steering Committee, and other stakeholders, to review and discuss elements of the ISER and ensure that the ISER reflected an institution-wide perspective. The ALT included the ASC chairs and was organized and led by the VPAA and Senate President. The Accreditation Liaison Officer and the faculty writer/editor for the ISER also were members of the ALT (see table XX for a full list of committee and team members). The ALT met monthly to discuss any issues and challenges in developing the ISER.

At the second level, the ASC functioned to recruit standards team leaders, monitor the development of the ISER, and coordinate and produce drafts of the ISER in conjunction with the Accreditation Leadership Team and other stakeholders. The ASC was chaired by the ALO, the faculty writer/editor, and the CSEA President. In keeping with the participatory/shared governance model of the College, the ASC kept the College's main participatory/shared governance body, the Planning and Fiscal Council, informed as to the progress of the ISER. The ASC also met monthly.

At the third, and perhaps most important level, standards teams were organized to develop the initial responses to the standards and gather supporting evidence for the ISER. The standards teams were organized to address each accreditation standard. Each standard team consisted of, at a minimum, representatives from each of the following areas: administration/management/confidential, faculty, classified staff, and students. Each accreditation standard, with the exception of Standard II, had a co-organizer model, with one administrator/manager/confidential, one faculty member, and one classified serving as the co-organizers. Standard II had three teams, one for IIA, IIB, and IIC. Although only one member from each of the Standard II Teams was required to serve on the Steering Committee, in actuality, each of the three Standard II leaders attended the meetings of the Steering

Committee. In total, there were a total of 18 co-organizers for the standards with each standard team establishing their own meeting schedule and timelines in accordance with the overall due dates set forth by the Accreditation Liaison Officer, Faculty Writer/Editor, and the ALT.

After the accreditation structure was finalized, the Accreditation Leadership Team, the Academic Senate President, and the CSEA President solicited faculty and staff members to serve as standards co-organizers. 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 Accreditation Writer/Editor was selected.

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. The standards team co-organizers 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 deposited in a SharePoint site. Table I-32 describes the structure and membership of the Institutional Self-Evaluation participants.

Table I-32.

Accreditation Self Evaluation 2022

Accreditation Leadership Co-Chairs: Don Miller, Vice President Academic Affairs, and Kevin Smith/Dorali Pichardo-Diaz, President of Academic Senate

Accreditation Steering Committee Co-Chairs: Marie Eckstrom, Caroline Durdella, Sandra Rivera

Accreditation Liaison Officer (ALO): Caroline Durdella, Dean, Institutional Research and Planning (IRP)

Writer / Editor: Marie Eckstrom, Faculty, English/Reading

Administrative Support: Renee Gallegos (M/C), Angie Tomasich (M/C), James Sass (C), Sarah Cote (C), Connie Tan (C), Vivian Miu (C), and Isai Orozco (C)

Standard	I. Institutional Effectiveness	II.A Student Learning, Instruction	II.B Student Learning, Library and Learning Support	II.C Student Learning, Student Support Services	III. Resources	IV. Leadership & Governance
Organizers	**Alice Mecom**, Dean Communications and Languages	**Vann Priest**, Dean, Mathematics, Sciences & Engineering	**Mike Garabedian**, Dean, Library	**Loy Nashua**, Dean, Student Affairs & Student Financial Services	**Mark Yokoyama**, Dean, Public Safety	**Mike Slavich**, Dean, Career & Technical Education
	Rodolfo Rios, Faculty, Computer Information TechSystems	**Brian Brutlag**, Faculty, Sociology	**Francisco Suarez**, Assistant Dean, Adult Education	**Julio Flores**, Faculty, Counseling	**Janet J. Cha**, Faculty, Accounting	**Adam Wetsman**, Dean, Behavioral & Social Sciences
	Ruben Agus, Classified, GAD/GIS Specialist	**Kathy Burdett**, Classified, Articulation Specialist	**Claudia Rivas**, Classified, Librarian; **Kathy Gomez**, Classified, Senior Instructional Assistant	**Deborah Lopez**, Classified, FKCE/YESS Program Specialist	**Jeannie Liu**, Faculty, Accounting; **John Salgado**, Classified, Research Data Technician	**Laura Verdugo**, Classified, CARE Specialist
Members	Charlene Nakama (M/C)	Melanie Fierro (F)	Cecilia Rocha (M/C)	Lisa M. Chavez (M/C)	Gary Van Voorhis (M/C)	Rebecca Green (F)
	Markelle Stansell (M/C)	Rebecca Green (F)	Regina Mendoza (C)	Joyce Hsaio (C)	Yolanda Emerson (M/C)	Markelle Stansell (M/C)
	Emily De Luna (S)	Kevin Smith (F)	DT Maxwell (S)	Diego R. Silva (F)	Stephen Kibui (M/C)	Jason Reyes (S)
		Dawne Cisneros (S)		Eric Hart (S)	Mohamed Rassmy (M/C)	

| | | | | Felix G. Sarao (M/C) | |

1

Standard	I. Institutional Effectiveness	II.A Student Learning, Instruction	II.B Student Learning, Library and Learning Support	II.C Student Learning, Student Support Services	III. Resources	IV. Leadership & Governance
					Cynthia Nuñez (M/C)	
					Lizette Perez (M/C)	
					Angel Obregon (M/C)	
					Mario Gaspar (M/C)	
					Alonda Luna (S)	

2

1   In fall 2020, the timeline to guide the accreditation self-evaluation process was finalized (see
2   Table I-33). The finalized timeline included quarterly progress reports to the Board of Trustees.
3   Since then, the ALT and the ASC have met regularly, generally about once per month. The ASC
4   co-chairs were responsible for ensuring that the accreditation process was progressing according
5   to established timelines, setting meeting agendas, providing updates to the Board of Trustees,
6   communicating to the campus community about the process, and troubleshooting during the self-
7   evaluation process.

8   Beginning in spring 2021, information from the Standards Committees began being forwarded to
9   the Accreditation Liaison Officer and the Accreditation Writer/Editor, who began the process of
10 formalizing the information into drafts of the *Institutional Self Evaluation Report.* As the writing
11 process began, extensive dialogue between the ALO, the writer/editor, and each of the standards
12 team co-organizers occurred in order to clarify any ambiguous information and to supplement
13 the information that was provided.

14 As the report was completed, it went through an extensive vetting process. Beginning in spring
15 2021, portions of the ISER were read by members of the Accreditation Steering Committee, as
16 well as by ALT, the Institutional Effectiveness Committee, Outcomes Committee, Planning and
17 Fiscal Council (PFC, the main participatory/shared governance committee on campus),
18 Academic Senate, and the Board of Trustees. A campus-wide opportunity for review and input,
19 via an electronic feedback form, was also provided during fall 2021. As recommendations for
20 improvement came in, they were incorporated into the report. All told, over 50 of the campus
21 community have directly contributed to this self-evaluation report (see Table I-32). Rio Hondo
22 College is proud of the work that has been accomplished.

23
24

1   **Table I-33.**

2   **Accreditation 2022**

3   **ISER Development Timeline Fall 20/Winter 21**

Fall 2020			Winter 2021		
Task	**Due Date**	**Owner**	**Task**	**Due Date**	**Owner**
Identify QFE Topics	November 24, 2020	Durdella Eckstrom	**Draft Standard II**	January 29, 2021	Vann Priest Brian Brutlag Kathy Burdett
Quarterly Report -- BOT	December 9, 2020	Durdella Eckstrom	**Update Introductory Material**	January 15, 2021	Durdella
Draft Standard I	December 18, 2020	Alice Mecom Rudy Rios Ruben Agus	**Draft Standard IV**	January 22, 2021	Mike Slavich Adam Wetsman Laura Verdugo
Draft Standard III	December 18, 2020	Mark Yokoyama Janet Cha/Jeannie Liu John Salgado	**Draft Introductory Material**	January 29, 2021	Durdella
Monthly Standard IV Meeting w BOT Subcommittee *	December 2020 TBD	Board Committee Mike Slavich Adam Wetsman Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss	**All Standard Report BOT Study Session**	January 27, 2021	

4

5

6

1

Accreditation 2022
2
ISER Development Timeline Spring 21/Summer 21

Spring 2021			Summer 2021		
Task	Due Date	Owner	Task	Due Date	Owner
Monthly Standard IV Meeting w BOT Subcommittee *	February 2021 TBD	Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss			Dreyfuss
Complete First Draft ISER	March 2021	Standards Team Leads	**Initial Drafts QFEs**	July 30, 2021	Durdella Eckstrom
Monthly Standard IV Meeting w BOT Subcommittee *	March 2021 TBD	Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss	**Cabinet Review of ISER**	August 9, 2021	Dreyfuss
Quarterly Report -- BOT	April 22, 2021	Durdella Eckstrom			
Update all organizational charts	August 25, 2021	President's Office			
Monthly Standard IV Meeting w BOT Subcommittee *	May 2021 TBD	Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss			

3

4

5

6

7

1

Accreditation 2022
ISER Development Timeline Fall 21/Spring 22

2

Fall 2021			Winter/Spring 2022		
Task	**Due Date**	**Owner**	**Task**	**Due Date**	**Owner**
Flex Day Review Highlights Standards I – IV and QFEs	August 20, 2021	Durdella Eckstrom	**Notification of Public of Team Visit**	February 1, 2022	Durdella President's Office
Review of ISER by College Leadership Groups and Campus-wide online input	September 15-30, 2021	Senate CSEA MCC RHCFA Durdella/Eckstrom	**ACCJC Team Visit**	March 14, 2022	ALL
BOT Final Review of ISER Two Standards	October 13, 2021	Durdella Eckstrom Standards Leads			
BOT Final Review of ISER Two Standards	November 10, 2021	Durdella Eckstrom Standards Leads			
Revise and Finalize ISER Send to Graphic Design	November/December 2021	Durdella Eckstrom			
Submit ISER to ACCJC	December 15, 2021	Durdella			
Finalize and Freeze Evidence	December 15, 2021	Durdella			

3

4

36

1 **D. Organizational Information**

2

Rio Hondo College Organizational Chart

3
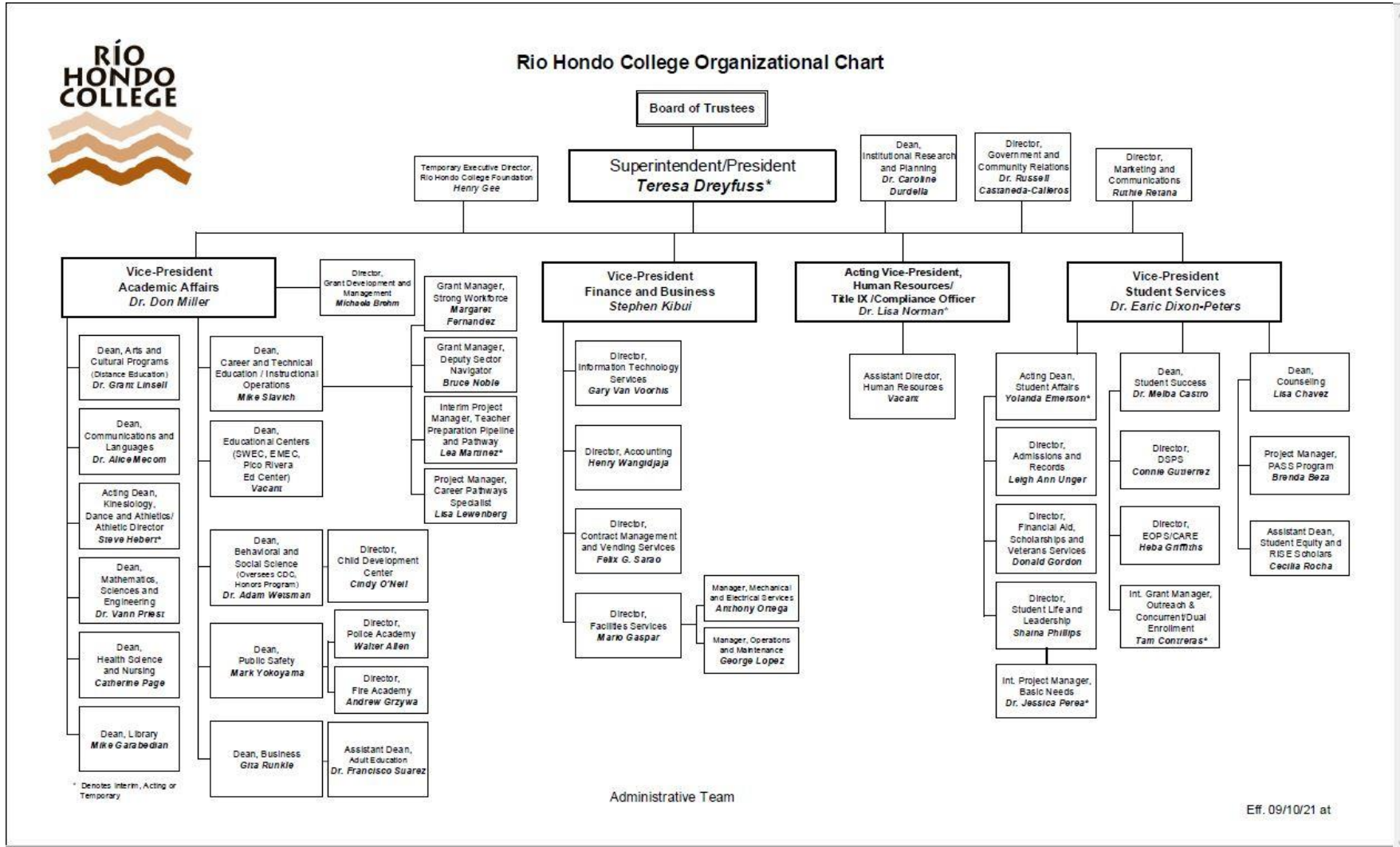
E. Certification of Continued Compliance with Eligibility Requirements

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 state of California, the Board of Governors of the California Community Colleges, and Board of Trustees of the Rio Hondo Community College District. Rio Hondo College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Evidence of Meeting the Eligibility Requirement
ER.1.01: WASC Accredited Institution Certificate

2. Operational Status

Rio Hondo College is operational with students actively pursuing degrees and certificates through Rio Hondo's ongoing course offerings during the fall, spring, and summer sessions. According to the CCCCO Datamart, in 2020-2021, the College educated an annual headcount of 23,871 students and 12,202 FTES.

Evidence of Meeting the Eligibility Requirement
ER.2.01: ISER Introduction Fig. I-1, Five Year Enrollment History Rio Hondo College

3. Degrees

The majority of Rio Hondo College educational offerings, as listed in the College catalog, are within programs that lead to degrees for students. The College catalog lists the degrees the College offers and identifies the courses required for completion of degrees and certificates. A significant number of Rio Hondo's students are enrolled in courses that lead to a degree. In 2019-2020, the College awarded 11 Baccalaureate degrees, 1,479 Associate degrees, 904 transfer degrees, and 1,216 certificates. The number of degrees and certificates granted each year is publicly available through the California Community Colleges Data Mart as well as the Rio Hondo College Office of Institutional Research and Planning.

Evidence of Meeting the Eligibility Requirement
I.A.1.XXX: Rio Hondo College Catalogue 20-21, pp. 55-258

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, as described in

Board Policy 2430: Delegation of Authority. The current Superintendent/President is Teresa Dreyfuss who was re-hired in July 2020. The Superintendent/President may not serve as the chair of the Board of Trustees.

Evidence of Meeting the Eligibility Requirement
ER.04.01: CEO Biographical Sketch

5. Financial Accountability

Rio Hondo College annually undergoes and makes available an external financial audit conducted by an independent certified public accounting firm. The firm provides a presentation to the Board of Trustees in public session and explains any findings or recommendations of the audit. The most recent three Audited Financial Statements are available for review (see Standard III.D.5) in the Office of the Vice President of Finance and Business.   Additionally, the College adheres to board-approved policies and administrative procedures governing allocation of funds to support educational programs and services and follows Title IV eligibility requirements.

Evidence of Meeting the Eligibility Requirement
III.D.5.XXX: Most Recent Three Audited Financial Statements
III.D.5.XXX: Past and Current Adopted Budget
III.D.5.XXX: ISER Standard III.D. 15 Financial Aid Cohort Default Rates

F. Certification of Continued Institutional Compliance with Commission Policies

Rio Hondo College certifies that it continues to operate in compliance with the federal regulations noted below: Commission Policies on Rights and Responsibilities of the Commission and Member institutions; Institutional Degrees and Credits, Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising; Student Recruitment and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV. The policies noted above are discussed throughout the *Self Evaluation Report.*

1. Public Notification of and Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The Accreditation Liaison Officer (ALO) announced at the August 11, 2021 Board of Trustees meeting that the accreditation peer review team would be visiting the College during the week of March 14, 2022. The College also posted the date of the evaluation team visit on the College's accreditation webpage. Finally, the College maintains an active link to the ACCJC Third Party Comment form on its Accreditation webpage. The College has actively engaged the Board of Trustees in open session with updates on the progress of the Institutional Self Evaluation Report and the Board approved the 2022 Rio Hondo College ISER on November 10, 2021.

2. Standards of Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Standard I.B concerns student performance and achievement at Rio Hondo College and presents evidence that the College regularly reviews student achievement data. As stated in Standard I.B, the College's annual planning and program review processes integrate the evaluation of student achievement relative to ACCJC standards with institutional planning. Resource requests are also linked to identified needs as they relate to performance standards. The ACCJC institutional and aspirational standards are presented by the Office of Institutional Research and Planning (IRP) on the IRP website and are an integral part of program planning and review data sets. Progress toward meeting standards is reported to the broader campus community at least annually at the Institutional Planning Retreat. Finally, each year the Institutional Effectiveness Committee considers institutional performance on the standards and reviews and recommends the institutional and aspirational standards for the coming year. For programs that require licensure, the licensure examination pass rates for program completers are made available on the College's Accreditation website.

3. Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9

Credit hour assignments and degree program lengths are within the standards set forth by California regulations as outlined in the Program and Course Approval Handbook (PCAH). College C-ID and transfer degrees are in alignment with four-year institutions as stated on the Transfer Center webpage. The College catalog and curriculum documents comply with units, hours, rigor, and adherence to California Community College Chancellor's Office standards of practice, as documented in Standard II.A.5. Clock hour conversions correspond to Department of Education formulas, policies, and procedures, as described in Standard II.A.9. Degrees and credits comply with Commission policies, standards of practice for the California Community Colleges, and standards for institutions of higher education more generally. Fees for all programs are noted on the college website and are detailed in Standard I.C.6.

4. Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Evidence of the College's transfer policies is described in Standard II.A.10. As well, the College website and catalog accurately publish information on transfer policies, acceptance of transfer units, advanced placement, and other testing results.

5. Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

Administrative Procedure 4105: Distance Education and the Distance Education Addendum to the Course Outline of Record set forth the procedures and practices for defining, developing, and validating distance-education coursework that is consistent with the California Community Colleges Online Education Initiative and U.S. Department of Education definition of online education, as described in Standard II.A.7. The College Distance Education Committee and Office of Distance Education, in conjunction with the Information Technology Department, assures that the technological needs of students and faculty are met in order to sustain distance education courses, as described in Standard III.C.1 and evidenced by the Distance Education website.

The Distance Education office provides technical support to the campus community for the learning management system (Canvas) and associated or embedded applications. Other support necessary for distance education is provided by the Information Technology Department. Examples of this support include but are not limited to campus hardware, user

accounts, data storage/management, security, and software. The Information Technology Department works with the Distance Education office to provide secure transmission of student records from the student information system to the learning management system and to maintain the background systems necessary for proper storage of student and faculty records.

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

6. Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The College Complaints and Grievances website and the Rio Hondo College catalog describe the procedures associated with student complaints. Student complaint files are available through the Office of Student Affairs in accordance with the procedures described in AP 5530 Student Rights and Grievances.

7. Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

The Rio Hondo College website and catalog provide accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies and procedures. The ACCJC accreditation status of the institution is published on the College accreditation webpage, and programmatic accreditation is published on the College's Accreditation website.

8. Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Rio Hondo College complies with this policy. The College performs an annual external audit as required by the OMB Circular A-133. The last audit for 2019-2020 included student financial aid and other applicable federal programs. There were no audit findings or internal

control issues identified. The 2017 official cohort default rate was 8.6%, which is below the national average of 9.7%, and below the 30% default rate threshold for sanction. Information on the College's default rates are available online at the Federal Student Aid website, a division of U.S. Department of Education. The College does not have any contracts or agreements with non-accredited organizations for the delivery of credit-based instructional programs.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

Standard I A.1. Mission

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
The Rio Hondo College Mission Statement clearly describes the educational commitment of the College to academia and the community as a degree-granting institution, committed to student success through equity and social justice (I.A.01).

Analysis and Evaluation
The College meets this standard.

The current Rio Hondo College Mission Statement was revised through a participatory/shared process beginning in February 2020 and adopted by the Board of Trustees on July 8, 2020 (I.A.02, I.A.03, I.A.04). The current Mission Statement reads as follows:

> Rio Hondo College is an educational and community partner committed to advancing social justice and equity as an antiracist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals (RHC Mission Statement 2020).

The Rio Hondo College Mission Statement identifies our educational purpose of providing students skills for academic success, career success, and life-long learning, with specific reference to the awards it offers and its service to students in the surrounding communities. The

College Mission Statement affirms our commitment to student learning in its reference to investing in all students' goals, with the intent of advancing social justice and equity.

Standard I A.2. Mission

The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Rio Hondo College uses an accessible system of data, specifically Tableau data visualizations posted to the web and accessible to everyone, and regular analysis to support ongoing assessment of its effectiveness as an institution in achieving its mission (I.A.05). At the program level, data are used annually to assess program performance and identify areas of improvement through annual planning, program review, and resource allocation processes. Institutionally, data are analyzed in reference to institutional goals and objectives, as well as through California Community College Chancellor's Office (CCCCO) initiatives, such as the Vision for Success and the Student Equity and Achievement Plan, to identify college-wide areas of strength and areas for improvement.

Analysis and Evaluation

The College meets this standard.

As specified and outlined in the College's Educational Master Plan, regular data analysis and evaluation occur as part of the College's comprehensive integrated planning process. Briefly, all College academic and operational programs, units, and areas submit annual plans, and the more comprehensive and detailed program reviews are submitted on a six-year cycle. Analysis for these plans inherently consider our goals and progress towards them, as established through initiatives from the California Community College Chancellor's Office (CCCCO), such as Vision for Success, Student Equity and Achievement, Guided Pathways, as well as our College's mission (I.A.06, I.A.07, I.A.08).

With the College mission always at the forefront of planning and actions, the College has established institutional targets for future student attainment of degrees, certificates, and transfer rates, in accordance with the Vision for Success, as well as the ACCJC institution-set and aspirational standards. Through the Student Equity and Achievement Plan, disproportionately impacted groups have been identified; and goals, objectives, activities, and metrics to evaluate College progress in achieving equity in student learning and success are regularly monitored (I.A.06, I.A.07, I.A.08). Further, during annual planning, program review, and resource allocation, programs are required to link their specific objectives and resource requests to institutional goals and objectives, which are data-based performance targets (I.A.09). The processes require that every instructional and operational College program assess its progress toward meeting its specific mission, institutional standards of performance, as well as their contribution to achieving the College mission and the ACCJC Institutional Standards. Resource requests emanate from analysis of strengths, weaknesses, and identified areas for improvement.

Thus, systematic assessment of the College mission is at the core of the College's comprehensive planning process, which is orchestrated through long-, mid-, and short-range planning.

For instructional programs, data analysis as part of annual planning, program review, and resource allocation is facilitated by examination of data through Tableau, the College's platform for making data visualizations accessible and meaningful, provided by the Office of Institutional Research and Planning. Instructional data visualizations include all of the achievement outcomes and institutional standards reported annually to the ACCJC, as well as disaggregation of data based on instructional modality, gender, ethnicity, and special population status, such as Veterans, Foster Youth, Disabled Students & Services (DSPS), among others (I.A.10, I.A.11). To assist in completing thoughtful program analyses, templates and guiding help-text questions and prompts set expectations that are aligned with the College's goals and objectives, institution-set standards established for the ACCJC, Vision for Success, and Student Equity and Achievement. All planning is executed through Taskstream, the College's planning software (I.A.10, I.A.11).

In addition, the Office of Institutional Research and Planning (IRP) fulfills special requests for data and data analysis initiated through their online Internal Research Request portal. Non-instructional and operational programs provide their own data to assess the effectiveness of their operations with respect to students' needs or other College operations. Relevant data may include program outcomes, internal records, or user/client surveys. Data analysis is expected to identify program progress, find opportunities for program improvement, reflect on data trends, and identify resource needs (I.A.12). As an example, the Office of Institutional Research and Planning has identified client and service outcomes that reflect their scope of work. For each outcome, a minimum acceptable standard has been set and described. Measures have been established and the methods and frequency of distribution have been recorded. The primary data collection methods for IRP outcomes are client surveys and document analysis. The data collection is done on an annual basis, according to the assessment timeline, and reported annually in the annual program plan. The assessment results help to determine the annual objectives and associated resource requests made by the program.

Standard I A.3. Mission
The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
The Rio Hondo College mission is central to all College programs through planning and resource allocation efforts; the mission guides decision making, continuing development of programs and services, and the establishment and revisions of The College's standards of performance.

Analysis and Evaluation
The College meets this standard.

The College's programs and services are consistent with and reflect the College mission and the mission of the California Community Colleges. As outlined in the Rio Hondo College Mission Statement, the College seeks to facilitate students' attainment of degrees, certificates, and transfer to four-year institutions. All components of the College planning process, including resource allocation and plans for improvement, are intrinsically linked to the College mission (I.A.1, I.A.13).

The Rio Hondo College Comprehensive Integrated Planning Model organically integrates master planning; initiatives from the California Community College Chancellor's Office (CCCCO); local Board of Trustees' Goals; and annual planning, program review, and resource allocation processes (I.A.13). No process or initiative stands alone, for all goals, objectives, activities, outcomes, and evaluations link to one another in an interconnected network through Taskstream, culminating in a concerted effort toward accomplishment and improvement.

An integral component of the College's comprehensive integrating planning process is the Educational Master Plan (EMP), which "sets the direction for the implementation of the programs that are essential to fulfilling the District's mission-based commitment" (I.A.13). As outlined in this document, the College's Mission Statement "drives overall college planning and resource allocations" (I.A.13). Rio Hondo College Comprehensive Integrated Planning Model, informs Educational and Facilities Master Plans and the overall Strategic Plan. Thus, the Educational Master Plan is a mission-driven, long-term plan that serves as the "cornerstone of all planning" and sets the direction for programs and services over a 10-year period (I.A.13).

Through the comprehensive integrated planning process, systematic assessment of the College mission occurs yearly through annual planning, program review, and resource allocation processes (I.A.14). And as the College mission is guided by long- and mid-term initiatives such as the EMP and the CCCCO Vision for Success and Student Equity and Achievement plans, regular revisions are necessary (I.A.15). Therefore, annual planning and program review afford all programs the opportunity to regularly assess the extent to which their individual program missions reflect the overall mission of the College and its informing initiatives.

Resource allocation requests emanate from annual program planning and program review and are intrinsically linked to institutional goals and objectives, which are, in turn, linked to the mission of the College and its underlying initiatives (I.A.14, I.A.15, I.A.16). The institutional goals and objectives are reviewed annually to ensure their appropriateness with respect to the College's mission (I.A.16).

Every functional aspect of the College is responsible to ensure it faithfully operates under the auspices of the College mission and its underlying structures and initiatives.

Standard I A.4. Mission

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The Rio Hondo College Mission Statement is widely published. It appears in all major conference rooms and offices on campus and in College publications, such as the website, the Educational Master Plan, the College Catalog, and the annual report to the community, titled "In Service to Our Community." It is reviewed by the College and the Board of Trustees every three years, in accordance with the schedule set forth in the College's Comprehensive Integrated Planning Model (I.A.17, I.A.18, I.A.19).

Analysis and Evaluation

The College meets this standard.

The current Rio Hondo College Mission Statement was revised in a collaborative process including all constituencies beginning in February 2020, and adopted by the Board of Trustees on July 8, 2020. In accordance with the College's new, comprehensive integrated planning model, approved by the Planning and Fiscal Council in spring 2020, the Mission Statement will be reviewed and revised as necessary by the College and Board of Trustees every three years (EMP 4).

Conclusions on Standard I.A. Mission

The College continuously strives to fulfill its role as a California Community College by reviewing and revising its Mission Statement on a regular basis. Each review includes defining the College's broad educational purposes, the intended student population, the credentials it offers, and its commitment to student learning and achievement. The College meets standard I.A. because its mission meets the criteria with respect to the College's purpose, population, awards, and commitment to student success. The College mission is the prime driver of plans, programs, and services, as well as its measurement standard, through identified performance standards, data analysis, evaluation, and assessment of the College's goals and objectives. In essence, the College's mission informs institutional effectiveness. The College Mission Statement is at the center of comprehensive integrated planning, and more specifically, annual planning, program review, and resource allocation processes. Resource allocation is based on analysis of these plans in terms of meeting the mission of the College. Lastly, the College mission is widely publicized, approved by the Board of Trustees, and regularly revised.

Improvement Plan(s)

Not Applicable.

Evidence List

I.A.01: Rio Hondo College Mission Statement, website
I.A.02: Mission Statement Retreat Spring 2020, document packet
I.A.03: Minutes from the Board of Trustees, Mission Statement Presentation, July 2020
I.A.04: Minutes from the Board of Trustees, Board Meeting Minutes, Action Item Mission Statement, July 2020
I.A.05: Office of Institutional Research Program Review and Planning Data Visualizations

I.A.06: EMP: Rio Hondo College Vision for Success Goals and Targets, p. 8
I.A.07: EMP: Student Equity and Achievement Plan Activities and Metrics, pp. 10 -11
I.A.08: Institutional Planning Retreat, 2019, 2020, ACCJC Institutional Standards
I.A.09: Institutional Goals and Objectives
I.A.10: Office of Institutional Research Program Planning Guide, Data Analysis, pp. x-y
I.A.11: Office of Institutional Research Program Review Guide, Data Analysis, pp. x-y
I.A.12: Sample Data Analysis and Outcomes Sections of Annual Plans Fall 19, Fall 20
I.A.13: EMP, Comprehensive Planning Model, pp. 1-13   https://www.riohondo.edu/irp/wp-content/uploads/sites/35/2020/09/RHC_EMP_2020-2030.pdf
I.A.14: Visual Representation of the Annual Planning, Program Review, and Resource Allocation Process
I.A.15: EMP: Comprehensive Planning Model Detail, p. 4
I.A.16: Office of Institutional Research and Planning Planning Guide, Objectives and Resource Requests
I.A.17: College Catalogue, Mission, p. 8
I.A.18: EMP: Mission, Vision, and Values p. 5
I.A.19: In Service to Our Community, Annual Report

B. Assuring Academic Quality and Institutional Effectiveness

Standard I B.1. Academic Quality

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
The College demonstrates sustained, substantive, and collegial dialogue regarding outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through the integration of outcomes assessment practice with the College annual planning and program review processes. Dialogue concerning these matters is also demonstrated through participatory/shared governance committees, such as the Outcomes Committee, the Student Equity Committee, the Institutional Effectiveness Committee, and the Planning and Fiscal Council. Institutional dialogue also occurs at the annual institutional planning retreat.

Analysis and Evaluation
The College meets this standard.

Sustained, substantive, and collegial dialogue regarding student learning and achievement and equity occurs in multiple ways.

At the institutional level, dialogue regarding progress toward institution-set standards and performance targets for the California Community College Chancellor's Office (CCCCO) initiatives, such as the Vision for Success and the Student Equity and Achievement Plan

1 outcomes, occurs annually through the Institutional Effectiveness Committee (IEC). Each year
2 these committees examine achievement outcomes, such as those reported in the ACCJC annual
3 report and performance targets set for CCCCO initiatives, dialogue about the College's progress,
4 and suggest revisions to local institution-set standards as appropriate (I.B.01).
5
6 The Student Equity (SE) Committee also examines progress toward meeting the targets set forth
7 in the Student Equity and Achievement Plan of 2019-2022. Annually, the SE Committee
8 reviews the five CCCCO equity metrics and the College's identified Disproportionately
9 Impacted (DI) groups. This review ensures that funding and program plans tie back to reducing
10 the equity gaps identified in the Student Equity plan. In subsequent meetings, the committee
11 reviews institutional data disaggregated by Disproportionately Impacted groups (DI) to measure
12 growth over time. Additionally, each December the SE Committee prepares a Student Equity and
13 Achievement (SEA) Annual Report to assess progress (I.B.02, I.B.03). The SEA Annual Report
14 includes programmatic success stories and challenges that are shared with campus administrators
15 and other constituency groups (I.B.04). In 2021, the SE Committee will lead a new equity gap
16 study in preparation for the Student Equity Plan of 2022-2025. This study will help measure
17 progress in closing equity gaps over the last three years and will determine if the DI groups
18 remain the same or have changed.
19
20 College performance and outcomes are further discussed at the annual Institutional Planning
21 Retreat (I.B.05). Each year, during the planning retreat, College performance on ACCJC
22 Standards are presented and discussed in terms of general performance as well as areas for
23 improvement[1]. They are then further elaborated in discussions regarding institutional goals and
24 objectives. Planning retreat participants are given the opportunity to provide input on strategies
25 to ameliorate achievement gaps. These strategies are then reviewed by IEC and may be
26 incorporated into institutional goals, objectives, and activities in the following year.
27
28 Finally, presentations to the Board of Trustees culminate this institutional-level dialogue
29 concerning student learning, achievement, and equity (I.B.04, I.B.06, I.B.07).
30
31 Institutional-level dialogue regarding student learning outcomes occurs through the Outcomes
32 Committee as well as on Flex Day, division and department meetings, and during the College's
33 program planning and program review processes (I.B.08, I.B.09). The Outcomes Committee is
34 charged with reviewing and evaluating Institutional Level Outcomes (ILOs). This occurs once
35 every three years in accordance with the comprehensive integrating planning model.
36 Recommendations from the Outcomes Committee regarding ILOs are forwarded to the
37 Academic Senate and the Planning and Fiscal Council for further dialogue and discussion.
38
39 Program outcomes are evaluated through the program review process (I.B.10, I.B.11). All
40 academic and operational College programs participate in program review once every six years,
41 at which time serious consideration is given to their program-level outcomes, and the degree to
42 which they have been achieved, by the program participants, as well as the program review
43 committee of peers. Robust dialogue amongst the group yields commendations for work well

---

[1] The exception to this was Spring 2020 at the start of the pandemic. This was due to a lag in the CCCCO updating the data used for calculating the standards. In the absence of updated data, the Institutional Effectiveness Committee recommended rolling over the standards from the previous year.

done, in addition to program- and institutional-level recommendations for improvement. The program review process culminates in institutional and programmatic recommendations for improvement and are presented to the Academic Senate, the Institutional Effectiveness Committee, the Planning and Fiscal Council, and the Board of Trustees (I.B.11, I.B. 12). These recommendations are also considered at the College annual Institutional Planning Retreat (I.B.05).

Dialogue regarding student learning and achievement outcomes occurs at department and division meetings and by means of each academic program review and annual plan (I.B.46, I.B.47). Program reviews and annual plans require each program to gather outcomes data, dialogue about the results, recommend actions for improvement, and request resources needed to support areas identified for improvement. To ensure robust dialogue, instructional achievement data are provided by the Office of Institutional Research and Planning (IRP) through Tableau, our data visualizations, and are disaggregated by various categories such as gender, ethnicity, and special populations, as well as instructional modality to assist and augment outcomes discussions. The Office of Institutional Research and Planning also fulfills specialized requests through their online research request form to assist programs in outcomes assessment and analysis. In addition, the ACCJC institution-set and aspirational standards are provided by IRP so that programs can gage their performance relative to the standards (I.A.05).

Evidence of dialogue concerning course-level outcomes are recorded in each program's annual plans' Closing the Loop forms (I.B.15).

Non-instructional programs report their dialogue, results, and recommended actions for improvement directly into the Annual Program Plan template in Taskstream. (I.B.16)

Standard I B.2. Academic Quality

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
Rio Hondo College defines learning outcomes and assesses them at the course, program, support service, and institutional levels. Student Learning Outcomes (SLOs) and corresponding assessments are documented in Taskstream, the College's planning software system. Program outcomes are published in the College catalog.

Analysis and Evaluation
The College meets this standard.

The College defines and assesses student learning outcomes for its courses, programs, and the institution (I.B.15, I.B.17, I.B.18, I.B.20, I.B.21).

Course-level outcomes are defined by department faculty, recorded in the Taskstream platform, and assessed in accordance with each department's course outcomes assessment timeline (COAT) (I.B.13). At a minimum, each outcome is assessed once every six years so that all

outcomes are assessed within the program's six-year program review cycle. Review and revision of course-level outcomes is connected to the College curriculum cycle and, for existing courses, occurs when those courses are revised, at the minimum every five years; however, programs may more frequently revise their outcomes and do more frequently review their outcomes. New courses are required to define course-level learning outcomes as part of the course approval process (I.B.23).

Results from outcomes assessments are reported in the course outcomes workspace in Taskstream. Departments use these results, at least annually, to dialogue and create actionable improvement plans, which are recorded on Closing the Loop forms (I.B.14). Course Level Outcomes (CLOs) are mapped in Taskstream to the appropriate Program Level Outcomes (PLOs) and Institutional Level Outcomes (ILOs) (I.B.24, I.B.25). This mapping enables the reporting, assessment, and dialogue regarding the achievement of PLOs and ILOs. Program outcomes are assessed during the program review cycle and Institutional Level Outcomes are assessed once every three years in accordance with the College's comprehensive integrated planning model. The results are reported in an outcomes report and posted to the Institutional Research and Planning channel on AccessRio (I.B.41)

Student support and learning services outcomes defined by service areas are recorded in Taskstream. Assessments of these outcomes occur during the annual planning and sexennial program review processes. Learning and support services are required to define and assess at least one program outcome per year and report results during the annual program planning process (I.B.44). Program review requires that each support and learning services program examine the results of all of their outcomes and make a holistic assessment of areas of strengths and plans for improvement (I.B.45).

As evidenced by the College catalog, Taskstream database, and the planning process documents, student learning outcomes are defined and assessed for all instructional programs and student support and learning services programs.

Standard I B.3. Academic Quality

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
Rio Hondo College identifies and adopts achievement standards in compliance with ACCJC annual reporting requirements, reviews its performance relative to those standards, and publishes the information so that it is accessible to the public. Through the annual planning and sexennial program review processes, instructional programs examine and respond to their achievement data in relation to the ACCJC institutional and aspirational standards.

Analysis and Evaluation
The College meets this standard.

Each year, the Institutional Effectiveness Committee (IEC) establishes the institution-set and aspirational standards that align with the College mission as required by the ACCJC and reports progress in achieving those standards to the Commission in accordance with the reporting deadlines set forth by the Commission (I.A.05, I.A.08, I.B.01, I.B.27).

As part of that process, the IEC engages in an annual review and examines the degree to which the institution is making progress toward its ACCJC institution-set and aspirational standards, dialogues about the appropriateness of the standards with respect to the College mission, and makes recommendations for improvement (I.B.01). Institutional performance relative to the standards is presented and discussed at the annual Institutional Planning Retreat, where modifications of institutional goals and objectives are suggested as appropriate (I.A.08). They are then reviewed by the Institutional Effectiveness Committee and then forwarded to the Planning and Fiscal Council for discussion and adoption prior to submission in the ACCJC annual report (I.B.27). Once the standards are agreed upon, the Office of Institutional Research and Planning incorporates the standards into its annual planning and program review data visualizations (I.A.05).

At the program level, the ACCJC standards are incorporated into the annual planning and program review processes through data visualizations provided by the Office of Institutional Research and Planning (I.A.05). These benchmarks are used by programs to compare their actual success rates relative to the benchmarks, and they also evaluate via aggregated and disaggregated metrics. Programs report their performance relative to the ACCJC standards in either their annual plan, program review, or both depending on where they fall in the program review cycle (I.A.12, I.B.29).

Standard I B.4. Academic Quality

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
Assessment and achievement data are incorporated into all institutional planning processes and linked to resource allocation in a broad institutional effort to continuously improve student learning and achievement.

Analysis and Evaluation
The College meets this standard.

The College incorporates achievement and outcomes data into all of its planning processes. At the institutional level, the College's comprehensive integrated planning model ensures performance standards for CCCCO initiatives, such as Student Equity and Vision for Success, are incorporated into institutional and/or strategic plan goals and objectives (I.A.06). Additionally, achievement data and ACCJC performance standards are integral to the annual planning and program review processes, for they are included in the Tableau data visualizations so that programs can compare their performance to the ACCJC standards (I.A.05). This is evidenced in the Taskstream platform in the Data Analysis section of the planning and program

review templates, as well as the data visualizations provided by the Office of Institutional Research and Planning. The College further strives to engage all of its programs in meaningful analysis by thematically organizing its achievement data visualizations and posing critical questions and prompts essential to the understanding of program-level and institutional-level performances (I.A.07, I.A.08).

Course and program outcomes assessment data are also essential components of the College's annual planning and program review processes. Results from course assessments are incorporated into the annual plans utilizing Closing the Loop documents, while instructional program assessment occurs through their program reviews (I.B.15, I.B.29). Because annual planning and program review are directly connected to resource allocation, it is expected that resource requests will emanate from analyses of outcomes assessments and performances relative to achievement standards. During annual planning and program review, programs are asked to develop action plans and resource requests based on their findings in regard to student learning needs and achievement standards (I.A.16).

Noninstructional programs participate in outcomes assessment through the College's annual planning process as well. These programs assess their observable and measurable outcomes according to their own established timelines. The outcomes are expected to be clearly derived from the programs' missions and be statements about what a client (e.g. faculty, staff, students) will experience, receive, or understand (e.g. feel safe, receive access, have information) as a result of a given service. The reporting must include a description of the method of evaluation and minimum acceptable standards as well and their ideal standards, tabulations or description of the results, themes of success, areas for improvement, and associated recommendations for the future. Specific action steps must be identified to move the recommendations forward, including requests for resources (I.A.16).

The College's annual planning, program review, and resource allocation processes are the primary means by which the College organizes itself to support gains in student learning and achievement. As currently designed, the resource request process stems from needs and priorities identified through programmatic and institutional dialogue, evaluation, and planning regarding student learning and achievement.

Standard I B.5. Institutional Effectiveness

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
Rio Hondo College assesses the degree to which it accomplishes its mission through its annual planning, program review, and resource allocation processes. These processes rely upon qualitative and quantitative learning outcomes and achievement data. Achievement data is disaggregated by demographic characteristics, modes of delivery, and special populations.

Analysis and Evaluation

The College meets this standard.

At Rio Hondo College, all instructional and noninstructional programs undergo yearly program planning and every six years, program review (I.A.14, I.B.48, I.B.49). With both the College and program missions at the forefront of their planning and evaluation, programs review their goals and objectives, which are, in turn, mapped to the College's institutional goals and objectives. Program review requires programs to identify their long-term direction or goals, and as part of the College planning process, programs are required to map their individual objectives to institutional goals and objectives. In this way, the individual effort and contributions of each program are directly connected to the College's achievement of its goals and objectives, and ultimately its mission (I.A.16).

Annual planning and program review processes include the review and analysis of outcomes assessments and achievement data, both qualitative and quantitative (I.B.29). For instructional programs, Closing the Loop forms allow for substantive qualitative and quantitative analysis and improvement recommendations for course-level outcomes (I.B.15). Tableau data visualizations provide quantitative data related to student achievement outcomes, prompting robust dialogue (I.A.05). These data are viewable in both aggregated and disaggregated formats. Disaggregation is by student demographic characteristics and instructional modality. This allows programs to examine performance historically and by comparison to both institutional standards and performance targets, by various subpopulations of students, and to similar or like disciplines or departments.   Both the annual planning and program review processes require programs to examine data, both qualitative and/or quantitative, in relation to program performance (I.A.10, I.A.11, I.B.29).   During program review, course-level outcomes data, which is mapped to program outcomes, are reported and programs analyze performance for all program outcomes. The analysis is used to identify actions to be taken and/or the future direction of the program.

Institutionally, the College examines its performance and effectiveness through its program review process, the annual review and evaluation of the institutional performance standards set for the ACCJC Annual Report, Vision for Success, and Student Equity Plan (I.A.09, I.A.14). These reviews occur through participatory/shared governance committees, such as the IEC, the Planning and Fiscal Council, and the Institutional Planning Retreat (I.A.06, I.A.07, I.A.08)

Standard I B.6. Institutional Effectiveness

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
Through its comprehensive integrating planning model and the annual planning, program review, and resource allocation processes, the College makes regular use of disaggregated data for subpopulations of students, assesses performance gaps, and allocates resources accordingly.

Analysis and Evaluation

The College meets this standard.

Institutionally, the College's comprehensive integrating planning model is the mechanism by which institutional-level priorities with respect to disproportionately impacted students are monitored and prioritized (I.A.13, I.A.15). The California Community College Chancellor's Office initiatives, such as the Student Equity Plan and Vision for Success, include local goals and performance targets for mediating performance gaps (I.B.50). These initiatives are data-based and require the College to analyze and disaggregate data in order to assess performance and set performance targets. The College incorporates these plans in its Institutional Goals and Objectives, which are linked to individual program objectives in the Taskstream platform (I.A.05).

At the program level, the College regularly uses disaggregated quantitative data to support its annual planning and program review processes. Disaggregated data are an important part of the College annual planning and program review processes and are provided to instructional programs in the form of data visualizations produced by the Office of Institutional Research and Planning (I.A.05). The data visualizations allow for analysis of success rates and completion for various subpopulations of students. Subpopulations include ethnicity, gender, age, and special populations, such as Veteran, Foster Youth, and students registered with Disabled Student Programs & Services. When achievement gaps are identified, resource requests to address those gaps are made through the resource allocation component of the program planning and review processes. Resources such as personnel, technology, supplies, and facilities are requested based on analysis and evidence of needs as they relate to performance gaps (I.A.16). Resource requests are also mapped to institutional goals and objectives in the Taskstream platform. Resource requests are generated at the program level, then prioritized within the planning unit, and then within the planning area (I.A.30). After prioritization occurs at the area level, resource requests move to participatory/shared governance committees, i.e. resource allocation committees for deliberation with guided rubrics, which contain the criteria for supporting and prioritizing the requests (I.B.31, I.B.32).

Standard I B.7. Institutional Effectiveness

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College has established board policies across all areas of the institution to facilitate the effectiveness of its instructional programs, student learning and support services, resource management, and governance processes. These policies are systematically reviewed and evaluated by the Policies and Procedures Committee (PPC). In addition, the annual planning, program review, and resource allocation processes ensure the regular review and evaluation of College practices in support of institutional effectiveness.

Analysis and Evaluation

The College meets this standard.

Throughout each academic year, selected board policies (BPs) and administrative procedures (APs) are systematically reviewed, evaluated, and improved through the Policy and Procedures Council (PPC) (I.B.51), which reports to the Planning and Fiscal Council. The PPC meets regularly, reviews BPs and APs, makes recommendations for revisions to the Planning and Fiscal Council, and then to the Board of Trustees (I.B.33, I.B.34, I.B.35, I.B.36). Specific policies germane to this standard include the following.

- BP 3225 – Institutional Effectiveness (I.B.52)
- BP 3250 – Institutional Planning (I.B.53)
- BP 4020 – Program, Curriculum, and Course Development (I.B.54)
- BP 4040 – Library and Learning Support Services (I.B.55)
- BP 5050 – Student Success and Support Programs (I.B.56)
- BP 5120 – Transfer Center (I.B.57)
- BP 5130 – Financial Aid (I.B.58)
- BP 5140 – Disabled Student Programs and Services (I.B.59)
- BP 5300 – Student Equity (I.B.60)
- BP 6200 – Budget Preparation (I.B.61)
- BP 6300 – Fiscal Management (I.B.62)

The College engages in a robust institutional planning process. The process is data based and systematically evaluates the effectiveness of all College programs and services. The annual planning and program review processes culminate in the creation of program and institutional recommendations, which are discussed in several participatory/shared governance committees, such as the Institutional Effectiveness Committee, the Planning and Fiscal Council, the Academic Senate, and at the annual Institutional Planning Retreat (I.A.08, I.B.12, I.B.38, I.B.39). Institutional recommendations include those developed to improve institutional practices with respect to the annual planning, program review, and resource allocation processes, as well as outcomes assessment. Recommendations regarding these practices are also reviewed at the Academic Senate.

With respect to shared governance processes, evaluation of shared governance committees occurs every three years, using qualitative and descriptive data, in accordance with the comprehensive, integrated planning schedule (I.A.13, I.B.40).

Standard I B.8. Institutional Effectiveness
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The institution communicates the results of its assessment and evaluation activities through presentations of program and institutional recommendations generated from its annual planning and program review process, annual reviews of progress toward meeting performance targets set

for the ACCJC and CCCCO initiatives such as Vision for Success and the Student Equity and Achievement Plan, through shared governance committees, and through publication of data visualizations that allows for ongoing assessment of performance relative to ACCJC performance standards (I.A.05, I.A.08, I.B.01, I.B.05, I.B.06, I.B.07, I.B.12, I.B.29).

Analysis and Evaluation
The College meets this standard.

Institutional performance with respect to assessment and evaluation is shared in multiple ways and in multiple venues. Specifically, program reviews and recommendations generated from program review in the form of Executive Summaries are shared with the individual programs, the Institutional Effectiveness Committee, the Planning and Fiscal Council, the Academic Senate, and the annual planning retreat, and are published on the website of the Office of Institutional Research and Planning (I.B.12, I.B.38, I.B.39, I.B.42, I.B.43). Additionally, institutional performance with respect to ACCJC performance targets, Vision for Success, and the Student Equity and Achievement plan targets are presented during Flex Day and annually at the Institutional Planning Retreat, Institutional Effectiveness Committee, and to the Board of Trustees (I.A.08, I.B.05, I.B.06, I.B.07, I.B.44). Finally, data visualizations, which incorporate ACCJC institutional performance standards, are published on the IRP website and communicate to College constituencies and the public institutional strengths and weaknesses relative to the performance standards (I.A.05, I.A.08).

At the annual Institutional Planning Retreat, the College's performance relative to the institution-set standards is reviewed and recommendations are forwarded to the Institutional Effectiveness Committee for consideration and incorporation into the planning and resource allocation process for the following year.

Standard I B.9. Institutional Effectiveness

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
The College has an established comprehensive integrated planning model which ensures systematic integrated evaluation, planning, and resource allocation in support of its mission and improvement of institutional effectiveness. The comprehensive integrated planning model incorporates, long-, mid-, and short-range planning efforts in support of high-quality educational programs and services.

Analysis and Evaluation
The College meets this standard.

The College has a Comprehensive Integrated Planning Process which incorporates long- and mid-range planning, as well as annual planning, evaluation, and resource allocation (I.A.13, I.A.15). The comprehensive integrated planning process incorporates the College mission as the driving influence of all other institutional planning efforts. Further, long-range plans such as the Educational and Facilities Master Plans and the Technology Plan guide program development and the facilities and technological requirements needed to support those programs (I.A.13, I.A.15). Mid-range plans such as those required by the CCCCO are also incorporated and integrated into the College-wide planning efforts through objectives and performance targets, which are then linked to resource allocation through institutional goals and objectives (I.A.13).

College planning processes are created, managed, and housed in the Office of Institutional Research and Planning with the support of the Institutional Effectiveness Committee, which reports to the Planning and Fiscal Council. Program planning and evaluation occur for all College programs and services, including those housed in instruction, student services, facilities, Information Technology (IT), and Human Resources (I.B.45).

Conclusions Standard I B. Academic Quality and Institutional Effectiveness
Rio Hondo College meets Standard I.B. The College has established a comprehensive and integrated planning process, centered on its mission, incorporates long- and mid-range plans, evaluates progress and effectiveness, and connects planning and evaluation to resource allocation. Academic quality is systematically assessed and evaluated through annual planning, program review, resource allocation, and outcomes assessment. Through these annual activities, substantial and frequent dialogue occurs both programmatically and institutionally; outcomes are assessed; standards for academic achievement are set; and data are evaluated institutionally, programmatically, by modality, and are disaggregated for specific populations of students. Data are also used to inform effectiveness of College policies and practices. Our evaluative process, along with results, are communicated broadly and publicly shared.

Improvement Plan(s)
While instructional outcomes assessment is systematic, outcomes assessment for non-instructional areas is not. The College will seek to improve and systematize its non-instructional outcomes assessment process.

Evidence List
I.B.01: IEC Meeting Agendas and Minutes 2019, 2020, Discussion and Recommendation of ACCJC Institutional Standards, Vision for Success Targets
I.B.02: Student Equity Committee Meeting Agendas and Minutes, Discussion and Recommendations of SEA Plan Targets
I.B.03: Student Equity and Achievement Plan Annual Report
I.B.04: Presentation to the Board of Trustees Student Equity and Achievement Plan Progress Update
I.B.05: Institutional Planning Retreat Agendas, 2019, 2020
I.B.06: Presentations to the Board of Trustees Vision for Success
I.B.07: Presentation to the Board of Trustees Student Success Scorecard

I.B.08: Outcomes Committee Meeting Minutes Discussion and Recommendations Regarding Achievement of ILOs

I.B.09: Institutional Learning Outcomes Report

I.B.10: Program Learning Outcomes Report

I.B.11: Examples Program Review Executive Summary

I.B.12: Program Review Institutional Recommendations 2019, 2020

I.B.13: Examples Course Outcomes Assessment Timelines (COATs)

I.B.14: Examples Instructional Program Plans

I.B.15: Examples Closing the Loop Documents

I.B.16: Examples Noninstructional Program Plans

I.B.17: Rio Hondo Catalog Outcomes pp. xx - xx

I.B.18: Rio Hondo Course Outcomes Spreadsheet (Taskstream)

I.B.19: Examples Course Level Outcomes Assessments from Instructional Program Plans

I.B.20: Examples Program Level Outcomes Assessment Report (Taskstream)

I.B.21: Institutional Level Outcomes Assessment Report (Taskstream)

I.B.22: Outcomes Committee ILO Report

I.B.23: Outcomes Assessment Cycle

I.B.24: Course Level Outcomes Mapping to Program Level Outcomes

I.B.25: Course Level Outcomes Mapping to Institutional Level Outcomes

I.B.26: Comprehensive, Integrated Planning Model Detail p. X EMP

I.B.27: ACCJC Annual Reports

I.B.28: Planning and Fiscal Council Minutes ACCJC Standards

I.B.29: Example Program Reviews

I.B.30: Visual, Resource Allocation Process

I.B.31: Rubrics, Staffing Committees

I.B.32: Resource Committee pages, *Organization and Governance Manual*

I.B.33: Policies and Procedures Council Roster

I.B.34: Policies and Procedures Council Cycle of Review

I.B.35: Planning and Fiscal Council Minutes for BP/AP Review and Recommendation

I.B.36: Board of Trustees Minutes for BP Review and Adoption

I.B.37: Academic Senate Minutes – Program Review Institutional Recommendations

I.B.38: Planning and Fiscal Council Minutes – Program Review Institutional Recommendations

I.B.39: Publishing of Program Review and Program Plans AccessRio

I.B.40: Sample Executive Summaries Program Review

I.B.41: Institutional Effectiveness Committee Minutes, Institutional Recommendations Program Review

I.B.42: Flex Presentation Spring 2020

I.B.43: Institutional Research and Planning Program Plan Guide pp. xx -xx

I.B.44: Institutional Research and Planning Program Plan Guide pp. xx -xx, Noninstructional Outcomes Assessment

I.B.45: Institutional Research and Planning Program Review Guide pp. xx -xx, Outcomes Assessment

I.B.46: Example Outcomes Assessment Reports, English

I.B.47: Division Meeting Agendas Fall Flex

I.B.48: Examples Annual Planning Calendars

I.B.49: Examples Program Review Cycles

C.   Institutional Integrity

Standard I C.1. Institutional Integrity

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
Rio Hondo College makes available to the public its accreditation status through the College website, specifically a page devoted to accreditation (I.C.1). It also publishes a print and electronic version of its College catalog and an electronic version of the class schedule, with precise, accurate, and current information (I.C.2, I.C.3). These publications, along with the College website, include general information including the official name, address(es), telephone number(s) and website URL 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; learning outcomes, and names of governing board members (I.C.4). Also included in these publications and on the website are requirements for admission, student fees and other financial obligations, and information on degrees, certificates, graduation, and transfer (I.C.5). 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 (I.C.6).

Analysis and Evaluation
The College meets this standard.

The institution makes its accredited status available to the public and informs the public about Commission actions through its website. The institution has a dedicated page for accreditation so that the information related to its status can be easily located by students and members of the public (I.C.1).

The primary means by which the College ensures the clarity, accuracy, and integrity of information is through the annual publication, both electronically and in print format, of the College catalog. The College catalog includes information on the College mission, program and institutional learning outcomes, all of its educational programs and services, and other important policies as referenced above. Additionally, the Rio Hondo College Mission Statement is published on the College homepage and on the President's Office dedicated webpage (I.C.1, I.C.8). In addition to the College catalog, educational programs and support services are widely advertised on the College website, on social media, and on instructor syllabi (I.C.9, I.C.10).

Standard I C.2. Institutional Integrity

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (ER 20).

Evidence of Meeting the Standard
As referenced above in the Evidence of Meeting the Standard section I.C.1, the College annually reviews, updates, and publishes, both in electronic and print form, its catalog. Electronic publication of the catalog ensures that it is available to current and prospective students as well as members of the public (I.C.2, I.C.11).

Analysis and Evaluation
The College meets this standard.

The College has an established calendar and process for updating its catalog on an annual basis (I.C.12). Every spring semester, the Catalog Committee is convened by the Office of Instructional Operations in order to review the information in the catalog and make the appropriate revisions, deletions, and additions to ensure that all catalog requirements are updated to reflect the criteria that will be in place for the upcoming academic year (I.C.11, I.C.13). Each section of the catalog is assigned to appropriate representatives with expertise in and knowledge of their assigned areas. The Catalog Committee is composed of deans, directors, the curriculum chair, the articulation officer, the registrar, coordinators (including the Outcomes Coordinator), and faculty (I.C.14). This process culminates in the annual publication of the catalog in both print and online formats.

Standard I C.3. Institutional Integrity

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (ER 19).

Evidence of Meeting the Standard
Rio Hondo College conducts an annual institutional planning process in support of its mission and comprehensive integrated planning model (I.B.48). The institutional planning process assesses progress toward achieving the College's stated goals and performance targets and allows the College to make decisions regarding improvement through a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (I.A.5, I.A.13). At the institutional level, the process includes strategic planning, program planning and program review, integration of learning and achievement outcomes in the annual planning and program review processes, and resource allocation as a means to improve institutional effectiveness and institutional structures (I.A.13, I.A.15). College performance relative to achievement standards is accessible to current and prospective students and the public through the Office of Institutional Research and Planning (IRP) website (I.A.05). Matters of academic

quality are also communicated through annual planning; program review; resource allocation documents; and presentations made to the Board of Trustees, shared governance and Academic Senate committees, and at the annual institutional planning retreat (I.A.5, I.B.03, I.B.04, I.B.06, I.B.07, I.B.09, I.C.45, I.C.46).

Analysis and Evaluation
The College meets this standard.

As part of the College's comprehensive integrated planning model and the annual program planning, review, and resource allocation processes, the College documents and makes student achievement outcomes available to its constituencies and the public (I.A.08, I.C.45). These data and performance standards are published on the IRP website and in the Educational Master Plan (I.A.05).

Data visualizations published by IRP and used for program planning and program review incorporate the ACCJC institution set standards (I.A.05). Any current or potential student, program staff, or member of the public can access success rates at the course, discipline, and program level and compare them to our ACCJC institution set standard. During annual planning and program review, programs are asked to compare their performance to the ACCJC standards, to their own history, and to like programs within their division (I.A.10, I.A.11).

Course and program-level learning outcomes are available through the Taskstream platform and are made available to appropriate constituencies through the annual planning and program review and outcomes assessment processes (I.B.19, I.B.20, I.B.49)). Shared governance and Academic Senate committees such as the Outcomes Committee, the Institutional Effectiveness Committee, the Program Review Committee, various resource allocation committees, and the Planning and Fiscal Council also have access to learning outcomes data through the Office of Institutional Research and Planning and the Taskstream platform.

Standard I C.4. Institutional Integrity

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The College publishes information regarding its degrees and certificates and expected learning outcomes on its website and in the College catalog, which is published in both print and electronic format (I.C.15).

Analysis and Evaluation
The College meets this standard.

The College describes its certificates and degrees in terms of purpose, content, course requirements, and expected learning outcomes in its College catalog (I.C.16). The College

catalog is accessible to current and prospective students, as well as members of the public, in both print and electronic formats (I.C.02). Print copies are available for purchase at the College bookstore.

Additionally, and in accordance with implementation of the Guided Pathways model, the College's certificates and degrees are presented on the re-designed College website according to Areas of Interest and described via mapped pathways (I.C.17). The mapped pathways include required courses and electives and provide students with an estimate of the number of courses and semesters they may need to complete their pathway (I.C.18). Additionally, degrees and certificates are also linked to labor market information, job market trends, and salaries (I.C.19).

Standard I C.5. Institutional Integrity

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
Through its Policies and Procedures Council (PPC), the College systematically reviews all Board Policies (BPs) and Administrative Procedures (APs)(I.B.34). Board Policies are submitted to the Board of Trustees for final approval; APs are submitted as information items to the Board of Trustees (I.B.36). Other College publications are reviewed by the appropriate programs with the respective expertise and/or in their respective shared governance committees to ensure integrity.

Analysis and Evaluation
The College meets this standard.

The College systematically reviews and updates its Board Policies and Administrative Procedures through its Policy and Procedure Council (PPC) (I.B.34). College policies and procedures are on a six-year revision rotation, ensuring each policy and procedure is reviewed and updated in accordance with the College's established cycle (I.B.34). Flexibility exists in the review process so that policies may be reviewed and updated out of schedule should the need arise. Board Policies (BPs) and Administrative Procedures (APs) are available on the College website and include the latest review date on the document (I.C.48). Following review and revision by the PPC, revised policies are forwarded to the Planning and Fiscal Council (PFC) for discussion, after which they are either submitted to the Board of Trustees for approval or sent back to PPC for further revision.

The College annually reviews and publishes updates to its catalog, the primary vehicle for communicating information about its mission, programs, and services to students and the public (I.C.12). The review process for the Catalog incorporates reviews and updates by the respective programs and committees, such as the Curriculum Committee, charged with developing and implementing changes to curriculum and programs, as well as a review for conformance with applicable BPs and APs.

Consistency and integrity of publications, both online and print, is coordinated by the lead office or administrator charged with responsibility for particular areas and includes appropriate staff and constituencies with expertise in the subject. For example, the Office of Instructional Operations coordinates the publication process for the catalog, both print and electronic, to ensure consistency and integrity of information between print and online versions (I.C.20). Additionally, staff and constituent groups vet the governance manual prior to publication to ensure consistency and integrity. The website updates for BPs and APs as well as the governance manual are then coordinated by the Superintendent/President's office, also, to ensure consistency and integrity (I.C.21).

Standard I C.6. Institutional Integrity

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
The College publishes information regarding the total cost of attendance on its website and in the catalog.

Analysis and Evaluation
The College meets this standard.

The College annually updates and informs current and future students about the cost of attending Rio Hondo College. This is accomplished through the Admissions website, the College catalog, the financial aid website, and through annual reporting to the federal government through the Integrated Post-secondary Education Data System (IPEDS) (I.C.23, I.C.24). Estimated costs include tuition, fees (such as enrollment fees, health fees, GoRio, ASB, parking, etc.), books, supplies, transportation, room and board, and personal expenses. Additionally, costs of completing career technical programs are also estimated for students and can be found on the Career Technical Education division website (I.C.25a).

Standard I C.7. Institutional Integrity

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
The College has a long-established Board Policy regarding academic freedom, BP 4030: Academic Freedom, which is published on its website (I.C.25, I.C.26). Academic freedom is an important part of instruction at the College and is further emphasized in the Faculty Handbook (I.C.27).

Analysis and Evaluation

The College meets this standard.

The College has a long-established Board Policy (BP) on academic freedom and responsibility, BP 4030: Academic Freedom, which sets forth its philosophy and underscores the importance of the institutional commitment to academic freedom and responsibility. Specifically, the Philosophy statement presented in BP 4030 states the following.

> The maintenance of freedom of speech, publication, religion, and assembly (each of which is a component of intellectual freedom) is the breath of life in a democratic society. The need is greatest in fields and institutions of higher learning, where the use of reason and the cultivation of the highest forms of human expression are the basic methods for maintaining those freedoms. Society has come to rely upon colleges and universities as a principal means of acquiring new knowledge and new techniques, of conveying the fruits of past and present learning to the community, and of transmitting these results to generations to come. Without freedom to explore, to criticize existing institutions, to exchange ideas, and to advocate solutions to human problems, faculty members, staff and students cannot perform their work, cannot maintain their self-respect. Society suffers correspondingly (I.C.25).

The College further emphasizes the importance of academic freedom and responsibility by including said policy regarding academic freedom in the Faculty Handbook (I.C.27).

Standard I C.8. Institutional Integrity

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

Through its Board Policies and Administrative Procedures, the catalog, and the College website, the College publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies and procedures are applicable to all constituencies and include specific policies and procedures dealing with student conduct, academic honesty, and the consequences for dishonesty.

Analysis and Evaluation

The College meets this standard.

The College establishes and publishes policies and procedures that promote honesty, integrity, and a workplace free from discrimination and harassment for all of its constituents. For example, BP 3050 outlines the Institutional Code of Ethics, and BP 2715 outlines the Code of Ethics for the Board of Trustees (I.C.28, I.C.29). Board Policies 3410 and 3430 outline policies

1 of Nondiscrimination and Sexual Harassment (I.C.30, I.C.31). Additionally, at the time of
2 hiring, employees must sign a Code of Ethics acknowledgement (I.C.32).
3
4 With regard to students, BP 5500 outlines the Student Code of Conduct and defines elements of
5 academic dishonesty and behavioral violations of the Code at the College (I.C.33). The full
6 description and procedures associated with the Student Code of Conduct are posted on the
7 Student Affairs webpage and are linked to the appropriate Board Policies (I.C.34). With regard
8 to consequences for academic dishonesty, BP 5520: Student Discipline Procedures, describe the
9 disciplinary actions used to address instances of academic dishonesty and behavioral violations
10 (I.C.35).
11

12 **Standard I C.9. Institutional Integrity**
13
14 Faculty distinguish between personal conviction and professionally accepted views in a
15 discipline. They present data and information fairly and objectively.
16
17 **Evidence of Meeting the Standard**
18 Board Policy 4030: Academic Freedom ensures that faculty can express their views freely while
19 distinguishing personal conviction and professionally accepted viewpoints within a discipline
20 and that information is presented fairly and objectively.
21
22 **Analysis and Evaluation**
23 The College meets this standard.
24
25 The College has protections in place for students and faculty with respect to academic freedom,
26 personal convictions, and presenting information fairly and objectively (I.C.25). These are
27 described in BP 4030: Academic Freedom, which includes a discussion of policy, philosophy,
28 and guidelines. Section III, Guidelines, includes several subsections specific to this standard.
29 Specifically, section III.C states the following:
30
31 Faculty members are entitled to freedom in the classroom in discussing their subjects that
32 may include related controversial issues. Faculty should help the students develop
33 techniques for considering controversial questions– techniques that they will habitually
34 use in later life. The handling of a controversial question in a college should be free from
35 assumption that there is one correct answer to be taught authoritatively to the student (BP
36 40430, section III).
37
38 Section III.E also states, "Faculty members will avoid exploiting the students for private
39 advantage and will protect the students' academic freedom."
40
41 Further, Section III.F states, "Campus members should at all times attempt to be accurate, should
42 exercise judiciousness, should show respect for the opinions of others, and should indicate when
43 they are not speaking for the College."
44
45
46 **Standard I C.10. Institutional Integrity**

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

Evidence of Meeting the Standard

Board Policy 2715: Code of Ethics/Standards of Practice, Board Policy 3050: Institutional Code of Ethics, and BP/AP 5500: Standards of Student Conduct outline the College's commitment to ethical standards of behavior amongst its Board of Trustees, employees, and students.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College meets this standard by following its Board Policy 3050: Institutional Code of Ethics, which clearly states (I.C.28):

> "The employees of Rio Hondo Community College District are committed to providing a high-quality learning environment to help our students successfully achieve their educational goals and objectives. Accordingly, employees have an interest and commitment to ethical behavior. Ethical persons are those who abide by principles and exemplify virtues as understood within a given moral framework. Many believe that virtue is intrinsically rewarding. At the very least, that one be perceived as ethical is instrumental in establishing credibility and trust. To support Rio Hondo's "commitment to ethical behavior", college employees adhere to standards of ethical and professional behavior related to their duties, and have responsibilities to the institution and to individuals they serve."

This policy further outlines the standards of ethical and professional behavior and engagement between employees and students. The BP draws attention to further detailed policies and procedures related to non-discrimination (BP/AP 3410), the prevention of sexual harassment (BP/AP 3430), and academic freedom (BP/AP 4030) (I.C.30, I.C.31, I.C.31, I.C.25). It also highlights the connection between employee groups (classified staff, administrators, and faculty) and the codes of ethics of their related professional organizations. The Board of Trustees itself is subject to its own detailed Code of Ethics (BP 2715) (I.C.29). The Vision, Mission, and Values of the College, the Institutional Code of Ethics, and Faculty Responsibilities, are also found in the Faculty Handbook (I.C.36).

Students of the College are also held to high standards of behavior and conduct while on campus or participating in off-campus or online College courses/activities. Student rights and responsibilities are clearly outlined in the College catalog and on the College website. Standards of student conduct are also detailed in Board Policy and Administrative Procedures 5500 and further highlighted in pages 19-21 of the 2021-22 college catalog (I.C.37).

Standard I C.11. Institutional Integrity

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
Not applicable. Rio Hondo College does not operate in foreign locations.

Analysis and Evaluation
The College has not established, nor does it maintain, any operations based in foreign locations.

Standard I C.12. Institutional Integrity

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
The Rio Hondo College Board of Trustees and Superintendent/President, through BP 3200: Accreditation, provide assurance that the College adheres to the Eligibility Requirements and Accreditation Standards and Policies of the Commission, publicly discloses information required by the Commission to carry out its accrediting responsibilities, and complies with institutional reporting requirements, team visits, and prior approval of substantive changes (I.C.38, I.C.38a). The College responds in a timely manner to meet requirements or provides required information when directed by the Commission. The accreditation status and official correspondence with the Commission is published on the College's Accreditation webpage (I.C.01).

Analysis and Evaluation
The College meets this standard.

Rio Hondo has a designated Accreditation Liaison Officer who works with the President's Office and the broader college community to ensure the College follows all Commission requirements, policies, and guidelines (I.C.39). The College Accreditation webpage is the primary means of communication and public disclosure on matters of accreditation for the College and is accessible to anyone at any time (I.C.01). The Accreditation webpage includes easily accessible sections for Commission correspondence, as well as College reports. The website is maintained and updated by the Superintendent/President's Office. Additionally, the Accreditation webpage includes a link to the Commission Complaint Process website so that members of the public are aware of the process and are able to contact the Commission if needed.

1
2
3 **Standard I C.13. Institutional Integrity**
4

5 The institution advocates and demonstrates honesty and integrity in its relationships with
6 external agencies, including compliance with regulations and statutes. It describes itself in
7 consistent terms to all of its accrediting agencies and communicates any changes in its accredited
8 status to the Commission, students, and the public. (ER 21)
9
10 **Evidence of Meeting the Standard**
11 Through BP 3200: Accreditation the Rio Hondo College Board of Trustees and
12 Superintendent/President provide assurance that the College adheres to the Eligibility
13 Requirements and Accreditation Standards and Policies of the Commission, describes itself in
14 identical terms to all its accrediting agencies, communicates any changes in its status, and agrees
15 to disclose information required by the Commission to carry out its accrediting responsibilities.
16 By means of this Board Policy, the College makes a commitment to comply with Commission
17 requests, directives, decisions, and policies by making complete, accurate, and honest disclosures
18 to its external agencies.
19
20 **Analysis and Evaluation**
21 The College meets this standard.
22
23 The College is a fully accredited by the ACCJC and maintains regular contact with the
24 Commission on matters relating to institutional accreditation, academic quality, and compliance.
25 Communications and reports are published on the College Accreditation website and are
26 maintained by the Superintendent/President's Office in collaboration with the Accreditation
27 Liaison Officer (I.C.01). Required reports to the Commission are accurate and timely (I.C.38a).
28
29 The College maintains good working relationships with external agencies responsible for
30 programmatic accreditation, such as the California Board of Registered Nurses and the Peace
31 Officer Standards and Training boards, as described in the List of Accredited Programs, and
32 regulatory bodies, such as the California Community College Chancellor's Office, the U.S.
33 Department of Education, and the National Science Foundation. Examples of compliance with
34 regulations and statutes include implementation of AB 705 and temporary emergency orders
35 related to COVID-19, specifically dealing with remote/online instruction and student withdrawal
36 policies, as well as on-time reporting of expenditures and effectiveness of categorical programs
37 such as Strong Workforce and the Student Equity and Achievement programs (I.C.40, I.C.41,
38 I.C.42, I.C.47). Compliance and cooperation with federal agencies include on-time reporting of
39 IPEDS information, filing required annual program reports (APRs) and expenditures for
40 federally funded grants, such as NSF, Title V, and Trio (I.C.40, I.C.41, I.C.42).
41
42 **Standard I C.14. Institutional Integrity**
43

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College ensures it is committed to high quality education, student achievement, and student learning above other financial objectives and external interests through its annual planning, program review, and resource allocation processes, as well as the integrity of its budget and external audit reports.

Analysis and Evaluation

The College meets this standard.

The College engages in an annual, systematic review and evaluation of its programs and services, which is linked to its resource allocation process. The annual planning and program review processes incorporate performance standards for student learning and achievement (I.A.05, I.A.13). The College expects that all of its programs and services develop resource requests in accordance with their self-assessment and evaluation of performance relative to institutional and program standards. Resource requests are ranked by participatory/shared governance committees in accordance with institutional priorities, goals, and performance objectives (I.B.50). These expectations ensure that the institution is committed to high quality education above all other interests.

Additionally, the College has an established budget cycle and calendar, which includes presentations of to the Board of Trustees of the tentative budget and the adopted budget (I.C.43). Ranked resource requests are presented at the annual planning retreat (I.B.50). These presentations ensure transparency and inclusion of constituencies in the budget development process, thus ensuring the commitment to high quality education through the allocation of resources to institutional priorities.

Conclusions on Standard I C. Institutional Integrity

The College meets this standard by demonstrating a commitment to achieving its mission through its culture of planning, evaluation, and resource allocation based on standards of performance that are accessible to the public. The College further demonstrates its achievement of this standard through integrity in its dealings with external agencies and members of the public through communication, disclosures, and compliance with Commission expectations. The administration, faculty, staff, and governing board members act in accordance with applicable Board Policies and Administrative Procedures specific to honesty, ethics, freedom, and fairness.

Improvement Plan(s)

Not Applicable

Evidence List

I.C.1: Rio Hondo College Accreditation Web Page

1   I.C.47: Submissions to ACCJC and CCCCO - COVID Compliance, Remote/Distance Education

2   I.C.48: Board Policies and Administrative Procedures Web Page

3

4

5

6

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

Standard II A.1 Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

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

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

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

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

Suggested new fields of study emanate from faculty, CTE advisory committees, and/or interactions with four-year institutions and are vetted through the College's comprehensive curricular and planning processes.

The Distance Education program goals align with the Vision, Mission, and Values statements of the College. At Rio Hondo College, Distance Education (DE) goals focus on assisting faculty to gain the knowledge and expertise of DE learning strategies and technology, especially the learning management system and the constellation of associated applications, to assist them in the online classroom environment. Instructors learn to apply technology to their programs while maintaining equity and inclusion in the online environment. The Distance Education program focuses on the on the following.

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

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

Regarding student attainment of academic outcomes, all courses contain student learning outcomes (SLOs), which are linked to its program learning outcomes (PLOs), the institutional learning outcomes (ILOs), and the mission of the College. Earning course credit ensures that the

specified student learning outcomes are achieved. Outcomes are evaluated as part of the annual planning process.

Attesting to student attainment of learning outcomes and degrees is the increase in number of degrees and certificates awarded over the last six years as referenced in the Presentation of Achievement Outcomes section of this report. Additionally, this section also presents the number of transfers and licensure examination pass rates.

Standard II A.2 Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

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

Course Outlines of Record (CORs) include course descriptions, needs, justifications, and goals; entering and exiting skills; course content; course objectives; methods of instruction, materials, assignments, and methods of evaluation. Student learning outcomes are housed in Taskstream, the College planning platform, to which faculty have access.

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

> The annual planning process at Rio Hondo College demonstrates the relationship between the long-term strategic plan of the college and the ongoing work on campus. The process allows staff, faculty, and administrators to demonstrate their contributions to the

institution's progress and identify how their contributions will continue throughout the next year. The data generated provides a basis for assessment of institutional progress and allows the college to make informed decisions about the allocation of resources. Campus programs are asked to complete an annual program plan.

Annual academic plans include discussions of the program's mission statement; program description; and outcomes, including outcomes timelines, data, and Closing the Loop, a form documenting a dialogue about the results of the outcome data and plans for improvement.

The Overview Statement also indicates the purpose of program review.

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

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

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

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

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

The College also regularly engages faculty in training opportunities related to student engagement, student success, instructional methodologies, campus climate, and antiracist work, among others.

Standard II A.3. Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

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

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

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

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

Standard II A.4. Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

Rio Hondo College offers pre-collegiate courses that provide the skills necessary to advance and succeed in college-level programs. There are pre-collegiate courses as well that provide technical preparation for individuals to attain entry-level work without completing studies which would

qualify for either a certificate, a degree, or transfer. Credit courses numbered 0 through 39 are non-degree applicable. Courses numbered 040 through 099 are degree applicable, non-transferable courses.

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

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

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

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

Standard II A.5. Instructional Programs

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

Evidence of Meeting the Standard
The College's curricular processes and instructional training ensure that its courses, degrees, certificates, and programs conform to the common standards and practices of American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that a minimum of 60 or 120

semester credits or equivalent are required for the associates and baccalaureate degrees respectively.

Analysis and Evaluation

The College meets this standard.

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

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

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

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

Standard II A.6. Instructional Programs

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

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

Additional data is available through the counseling department when students, with the assistance of their counselors, develop educational plans. Counseling faculty contact academic deans when necessary to express an increased demand for specific courses. The College acknowledges that this process is informal, but the Guided Pathways initiative and the development of Student Success Teams will make this a much more efficacious process. Students can access the Guided Pathways website and consider sample educational plans for nearly all degrees and certificates, which are sorted according to Areas of Interest. For those who are not yet sure about their educational goals, the website provides a pathway for undecided students. The Student Success Teams that are part of each Area of Interest are a crucial component of the Guided Pathways efforts on campus. Each team consists of a dean, one or more counselors, classified staff, faculty, and a peer student success coach. During the fall semester, coaches prioritize first-year students; completers are prioritized in the spring.

Standard II A.7. Instructional Programs

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

Evidence of Meeting the Standard

Rio Hondo College faculty use a variety of teaching methodologies and the institution provides a wide array of learning support services to meet the needs of its diverse student body, with the ultimate goal of student success in course completion and transfer or career entry, postgraduation. Programming ranges from service to high school students in dual enrollment and career pathway courses, to vocational skills and training, to university transfer programs, or continuing lifelong learning. The College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity and success for all students. Through the program review process

and via quantitative and qualitative assessments, the College regularly and systematically evaluates the effectiveness of its delivery modes through disaggregated equity measures and uses results of assessments to plan, improve, and/or augment improvements in instructional programs (delivery modes, teaching methodologies, and materials) and student support services.

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

Analysis and Evaluation

The College meets this standard.

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

Currently, all courses have a Canvas course shell in which faculty can provide essential and supplemental materials, offering a variety of modalities to serve students with differing learning styles.

Delivery modes, methodologies, and materials are assessed during program review and outcomes assessment. Outcomes indicating program improvements are recorded in the Closing the Loop documents and uploaded into Taskstream.

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

Prior to the pandemic, the Distance Education program offered asynchronous online and hybrid courses, as well as offering Canvas enhanced course shells for faculty teaching on-ground. Since Spring 2020 many more courses have been converted for online instruction in both asynchronous and synchronous modalities.

The Distance Education coordinators and staff support all faculty with appropriate training and ongoing professional development to further enhance online and hybrid delivery by providing orientation and support services for both faculty and students through their website. In addition, many faculty members attend the various trainings offered, such as accessibility training and online teaching conferences.

Administrative Procedure 4105: Distance Education details the faculty certification, accessibility, and quality standards of instruction expected of faculty engaging in online teaching.

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

Through contractually obligated professional development Flex hours faculty must complete, faculty are encouraged to continuously reflect upon and implement new teaching methods, materials, and approaches that address the current needs of their students.

Standard II A.8. Instructional Programs

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

Evidence of Meeting the Standard
Not applicable. The College does not use any department-wide and/or program examinations.

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

Standard II A.9. Instructional Programs

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

Evidence of Meeting the Standard
The College awards degrees and certificates based on standards outlined in Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degrees. These documents clearly align with Title 5 regulations and the California Community Colleges Program and Course Approval Handbook. The standards are also printed in the College catalog.

Analysis and Evaluation
The College meets this standard.

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

Learning outcomes are housed in the Taskstream software; course outlines of record are in CurricUNET. Every course outline lists the entering and exiting skills, the units awarded upon

successful completion, and the hours of work associated with the course. The Curriculum Committee maintains a handbook/manual on the curriculum website; the documents wherein describe the curricular development process and requirements.

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

Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education states the attainment of course credit, degrees, and certificates,

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

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

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

Standard II A.10. Instructional Programs

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses

are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
The College makes its transfer-of-credit policies clearly stated and available in the College catalog, through web pages, and Board Policy 4050: Articulation in order to facilitate the mobility of students without penalty.

Analysis and Evaluation
The College meets this standard.

The Rio Hondo College catalog comprehensively outlines and explains the processes for transfer to public and independent four-year institutions.

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

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

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

For courses that require evaluation beyond the scope of what the evaluators are responsible for, course substitutions are initiated and sent to the appropriate discipline faculty experts. For ~~our~~ local (non-transfer) degrees, the course substitution forms are sent to the discipline faculty for requests for major coursework to ensure that the transferring course is comparable to Rio Hondo's course in scope, depth, content, and outcomes, while requests for general education evaluation are sent to the articulation officer for review. For general education requests, the articulation officer considers the requirements of Title 5 section 55063 (minimum requirements for the Associate Degree) along with RHC's AP 4025: Philosophy and Criteria for Associate Degree and General Education when reviewing transferred courses toward the College's degree requirements. Rio Hondo's transfer degrees (ADTs) are different from local degrees in that the College is required to consider the learning outcomes of the California Community College Chancellor's Office, Transfer Model Curricula (TMC's) along with the outcomes of C-ID descriptors for the major coursework along with the learning outcomes presented in EO 1100: CSU General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC) standards for general education. All transferred coursework that

is requested to be used in fulfillment of degree requirements are reviewed with the appropriate criteria in mind and then either approved or denied based on whether the learning outcomes are met by that outside course or courses.

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

Articulation agreements with private, independent, and out-of-state regionally accredited institutions are also developed on an ongoing basis and housed on the RHC Articulation Webpage.

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

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

Standard II A.11. Instructional Programs

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

Evidence of Meeting the Standard

Rio Hondo College addresses communication competency, technology competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives through course-level outcomes assessment. Course level outcomes are mapped to program-level and institutional-level outcomes.

Analysis and Evaluation
The College meets this standard.

Rio Hondo College has established Program Learning Outcomes (PLOs) for its degree programs in communications competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College Institutional Learning Outcomes (ILOs) include statements addressing competency in communication and technology, critical thinking, quantitative reasoning, creativity, diversity, and civic responsibility. The ILOs were developed though a collaborative process and are aligned to the College Mission Statement. Course-level outcomes and student support services outcomes are mapped to the ILOs. The College Comprehensive Planning Process addresses and assesses student achievement related to the ILOs.

All program-level outcomes (PLOs) are listed in the College Catalog, pages 259-80.

Every course-level student learning outcome is mapped to a program-level outcome, which, in turn, is mapped to an institutional-level outcome. Every degree/course is mapped to various institutional-level outcomes. The mapping is in Taskstream.

ILOs meet the guidelines in the standard.

Standard II A.12. Instructional Programs

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

Evidence of Meeting the Standard
The College requires of its associate and baccalaureate degrees a component of general education based on a carefully considered philosophy that situates graduates in the modern world and is clearly stated in the College catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level, including a

student's preparation for and acceptance of responsible participation in society, skills for lifelong learning and application of learning, and a broad understanding of the development of knowledge, practice, and interpretative approaches in the arts and humanities, sciences, mathematics, and social science.

Analysis and Evaluation
The College meets this standard.

As stated in the Rio Hondo College Catalog:

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

In addition, the catalog also states:

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

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

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

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

Standard II A.13. Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

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

Associate degrees for transfer (AA-T and AS-T) were developed in response to Senate Bill 1440 (Padilla 2010) and subsequent revisions to the California Education Code that required California Community Colleges to develop and offer ADTs that would fulfill the lower division component of a California State University baccalaureate major (§ 66746(a)). Education code prohibits a California community college from imposing any additional "local" course requirements beyond those stipulated in legislation, and, as such, the Curriculum Committee is careful to follow the specified ADT submission requirements and criteria of the CCC

Chancellor's Office. In the case of these transfer degrees, an inter-segmentally developed
Transfer Model Curriculum (TMC) defines the major or area of emphasis.

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

Standard II A.14. Instructional Programs

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

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

Analysis and Evaluation
The College meets this standard.

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

The College comprehensive planning processes, which include annual program plans and
sexennial program reviews, further ensure that courses, certificates, and degrees receive regular
updates and peer reviews. The College Outcomes Committee and the Curriculum Committee
also ensure that outcomes, courses, certificates, and degrees are up to date. In addition, in
compliance with Ed Code, "every vocational or occupational program . . . shall be reviewed
every two years."

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

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

As referenced in the section on Presentation of Student Achievement Data and Institution-Set Standards, evaluating students' preparedness is determined by a variety of sources: achievement of student learning outcomes, course pass rates, and pass rates from external agencies. The Nursing Program does publish the passing rates for those students taking the required tests for Registered Nurse (RN), Vocational Nurse (VN), and Certified Nurse Assistant (CNA). For programs that receive Perkins funding, student progress is examined annually, which includes technical skill attainment, completion rates, persistence and transfer, employment, nontraditional participation, and nontraditional completion rates. Although this data is not specific to the quality of the CTE programs' graduates for employment purposes, the data can be used to examine the effectiveness of the career-technical education offerings and programs.

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

Standard II A.15. Instructional Programs

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

Evidence of Meeting the Standard

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

Analysis and Evaluation
The College meets this standard.

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

Standard II A.16. Instructional Programs

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

Evidence of Meeting the Standard
The College's comprehensive planning model outlines the processes whereby all instructional programs evaluate themselves and strive to improve in quality. This includes annual program plans, sexennial program reviews, and regular curricular revision and updates.

Analysis and Evaluation
The College meets this standard.

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

The Dean of Institutional Research and Planning, the faculty program review co-chair, and participants in each year's program review peer committees evaluate the quality of submitted program reviews in terms of data analysis and outcomes assessment and suggest improvements

to the submissions as well as program-level and institutional-level recommendations directed toward student success and achievement.

Conclusions on Standard II A. Instructional Programs

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

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

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

The institution consistently and over time reviews all aspects of its curriculum and programming to meet the needs of its diverse student body. Policies are clearly outlined for student learning outcomes, student success, and student achievement within the academic programs of the College. The College follows all state and national standards and regulatory processes for designing and offering curriculum to the students and preparing them to meet their individual educational goals. As indicated in response to the standard, the College focus is the student preparation for and acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, workforce education, and social sciences.

Improvement Plan(s)

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

Evidence List
A1

1   https://www.riohondo.edu/wp-content/uploads/2020/07/DegreesCertificatesGuidelines.pdf
2   https://www.riohondo.edu/president/wp-
3   content/uploads/sites/27/2014/04/AP4020_ProgramCurriculumDevelopment.pdf
4   https://www.riohondo.edu/academic-senate/wp-content/uploads/sites/49/2014/08/Narrative-
5   Instructions-for-State-Proposal.pdf
6   https://www.riohondo.edu/president/about-us/vision-mission-and-value-statement/
7   https://www.riohondo.edu/transfer-center/general-education-transfer-patterns/
8   https://www.riohondo.edu/president/wp-
9   content/uploads/sites/27/2014/04/AP4020_ProgramCurriculumDevelopment.pdf)
10   A2
11   https://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2014/07/III.A.02-AP-7217-
12   Faculty-Employment-of-Contract.pdf
13   Board Policy 4020 and Administrative Procedure 4020: Program, Curriculum and Course
14   Development
15   https://www.riohondo.edu/president/wp-
16   content/uploads/sites/27/2014/04/BP4020_Program_Curriculum.pdf
17   (CBA, Section 5.3.8)
18   https://view.flipdocs.com/?ID=10006268_210279
19
20   A3
21   (ILO CTL 04-07-21 FINAL.pdf)
22   •   Program-Level Outcomes
23   o   https://www.riohondo.edu/slo/program-level-outcomes/
24   o   2020-2021 RHC Catalog, pp. 259-280
25   o   https://www.riohondo.edu/wp-content/uploads/2020/07/ProgramLevelOutcomes.pdf
26   •   Course-Level Outcomes
27   o   https://www.taskstream.com/Main/homeCIP/default.asp
28   o   Detailed report generated by Alyson Cartagena: Fall 2019 CTL and COAT Inventory 12-
29   17-20.xlsx
30   o   https://www.riohondo.edu/slo/student-level-outcomes-course-level-outcomes-slos-clos/
31   o   Timeline: https://www.riohondo.edu/slo/outcomes-timelines-and-cycles
32   •   Course Outlines
33   o   Available on CurriQunet
34   o   http://riohondo.curricunet.com/Account/Logon
35   •   Course Syllabi
36   o   P Drive
37   o   smb://pr880-home/public$/Academic Affairs/Syllabi/
38   ¬   Outcomes are not included in the course outlines of record (CORs).
39   (COAT)
40
41
42   A4
43
44   •   Chart of the Course Numbering System in the RHC College Catalog, p. 281
45   https://www.riohondo.edu/wp-content/uploads/2020/07/CoursesOfInstruction.pdf

- RHC College Catalog, pp. 471-481 https://www.riohondo.edu/wp-content/uploads/2020/07/CoursesOfInstruction.pdf
- Need examples from CurriQnet.

A5
- Program, Curriculum, and Course Development https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4020_Program_Curriculum.pdf
- Program and Curriculum Development https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4020_ProgramCurriculumDevelopment.pdf
- Philosophy and Criteria for Associate Degrees and General Education https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4025_CriteriaASDegree11409.pdf
- Philosophy and Criteria for Associate Degrees and General Education https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4025_PhilosophyCriteriaAA.pdf
- Graduation Requirements for Degrees and Certificates https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4100_GradRequireDegreesCerts11409.pdf
- Graduation Requirements https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/06/AP-4100-Graduation-Requirements_app_51414.pdf
- Standards of Scholarship https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4220_StandardsofScholarship11409.pdf
- Standards of Scholarship https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4220_StandardsofScholarship.pdf
- Bachelor of Science Degree in Automotive Technology, RHC Catalog, pp. 250-258. https://www.riohondo.edu/wp-content/uploads/2020/07/DegreeCertificatePrograms.pdf
- Grading Symbols https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4230_GradingSymbols11409.pdf
- Grading and Academic Record Symbols https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4230_GradingSymbols.pdf
- Curriculum Committee https://www.riohondo.edu/academic-senate/curriculum-documents/
- Red Book http://www.riohondo.edu/academic-senate/wp-content/uploads/sites/49/2014/10/Red-Notebook-2008-09.pdf
- Red Book Appendix http://www.riohondo.edu/academic-senate/wp-content/uploads/sites/49/2014/10/The-Red-Notebook-Appendix-2008.pdf
- Academic Guidelines, RHC Catalog pp. 40-54. https://www.riohondo.edu/wp-content/uploads/2020/07/AcademicGuidelines.pdf
- Degree and Certificate Guidelines, RHC Catalog pp. 55-58. https://www.riohondo.edu/wp-content/uploads/2020/07/DegreesCertificatesGuidelines.pdf
- Transfer, RHC Catalog, pp. 59-64. https://www.riohondo.edu/wp-content/uploads/2020/07/Transfer.pdf
- Degree and Certificate Programs, pp. 65-258. https://www.riohondo.edu/wp-content/uploads/2020/07/DegreeCertificatePrograms.pdf
- ☐ Information on the curriculum process and the associated forms are found on the committee's website. Faculty can consult the outdated, yet utile, Red Book and its appendix.

◻   The Board of Trustees adopts policies based on state law and regulations in support of curriculum development, standards of scholarship, guidelines for degrees and certificates, and graduation, degree, and certificate requirements.
◻   The college awards Associates Degrees and Associate Degrees for Transfer, both requiring 60 units. Requirements for the degree can be found in Degree and Certificate Guidelines, Transfer, and Degree and Certificate Programs sections of the catalog.

A6
Course Schedule Frequency- Catalog Pages
Guided Pathways Mapping Website: https://pathways.riohondo.edu

A7
https://www.riohondo.edu/staff-development/pre-approved-flex-activities/
https://www.riohondo.edu/ssi/student -equity/
https://www.riohondo.edu/canvas-orientation/tools-for-success/
https://www.riohondo.edu/canvas-orientation/where-to-get-help/

A9
PCAH https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16
Catalog pages 55-58
https://www.dropbox.com/s/03tadyo89i2415d/RHC%202020-21%20Course%20Catalog%20-%20071520.pdf?dl=0

A10
https://www.riohondo.edu/wp-content/uploads/2020/07/Transfer.pdf
https://www.riohondo.edu/wp-content/uploads/2020/07/AcademicGuidelines.pdf
https://www.riohondo.edu/wp-content/uploads/2020/07/ProgramLevelOutcomes.pdf
https://www.riohondo.edu/wp-content/uploads/sites/28/2014/07/II.A.166_2013-14-College-Catalog-CLEP-AP-Credit.pdf
https://www.riohondo.edu/transfer-center/associate-degree-for-transfer/
https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4050_Articulation.pdf
https://www.riohondo.edu/academic-senate/guided-pathways-committee/
https://pathways.riohondo.edu/
https://www.riohondo.edu/career-and-technical-education/cooperative-work-experience-2/student-and-faculty-handbooks/
(RHC Catalog 59-64) https://www.riohondo.edu/wp-content/uploads/2020/07/Transfer.pdf
. https://www.riohondo.edu/transfer-center/associate-degree-for-transfer/
 https://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP4050_Articulation.pdf
Title 5 section 55063
AP 4025: Philosophy and Criteria for Associate Degree and General Education
the CCCCO Transfer Model Curricula (TMC's)

1   C-ID

2   EO 1100: CSU General Education Breadth Requirements

3   the IGETC standards

4   ASSIST,

5   Articulation Webpage.

6   Auto Technology B.S. Transfer Agreements .

7   Rio Hondo College CTE Course Articulation.

8

9

10   A11

11   Degree/Course Outcomes mapped to ILOs in Taskstream

12   Program level Outcomes from catalog.

13   Counseling Advising Sheets

14   BP/AP 4025

15   Catalog page 55: AA/AS Degree Concept Statement

16   Table 2-3 from last ISER Pg 132- Table Mapping GE SLOs to Standard Language

17   Table mapping standard language to ILOs *NOTE: May not need both of these tables

18   https://www.riohondo.edu/slo/ilo/

19   All program-level outcomes (PLOs) are listed in the College Catalog, pages 259-80.

20   The mapping is in Taskstream.

21

22   ILOs meet the guidelines in the standard.

23

24

25   A12

26   https://www.riohondo.edu/wp-content/uploads/2020/07/DegreesCertificatesGuidelines.pdf

27   https://www.riohondo.edu/wp-content/uploads/2020/07/CoursesOfInstruction.pdf

28   https://www.riohondo.edu/wp-content/uploads/2020/07/ProgramLevelOutcomes.pdf

29   https://www.riohondo.edu/president/wp-

30   content/uploads/sites/27/2014/04/BP4025_CriteriaASDegree11409.pdf

31   May also need hiring procedures, course SLO data through task stream

32   (RGC Catalog "The A.A. or A.S Degree Concept, pg. 55). https://www.riohondo.edu/wp-

33   content/uploads/2020/07/DegreesCertificatesGuidelines.pdf

34   (RGC Catalog, pg. 254) https://www.dropbox.com/s/03tadyo89i2415d/RHC%202020-

35   21%20Course%20Catalog%20-%20071520.pdf?dl=0

36   Curriculum Committee webpage.

37   title 5 section 55063: Minimum Requirements for the Associate Degree

38   AP 4025: Philosophy and Criteria for Associate Degree and General Education.

39   in CSU Executive Order 1100: CSU General Education Breadth Requirements

40   the IGETC Standards

41

42   A13

43   https://www.riohondo.edu/wp-content/uploads/2020/07/DegreeCertificatePrograms.pdf

44   https://www.riohondo.edu/wp-content/uploads/2020/07/CoursesOfInstruction.pdf

45   https://pathways.riohondo.edu/area-of-interest/behavioral-and-social-sciences/

46   https://www.riohondo.edu/wp-content/uploads/2020/07/ProgramLevelOutcomes.pdfv

1   https://www.riohondo.edu/wp-content/uploads/2020/07/ProgramLevelOutcomes.pdf
2   https://www.riohondo.edu/president/wp-
3   content/uploads/sites/27/2014/04/BP4020_Program_Curriculum.pdf
4
5
6   A14
7   Examples of advisory minutes that discuss Instructional Improvement
8   Examples of advisory minutes that discuss whether graduates meet industry requirements
9   Nursing pass rates
10   Perkins core Indicators
11   (page 10 of the College Catalog).
12   The Nursing Program does publish the passing rates for those students taking the required tests
13   for Registered Nurse (RN), Vocational Nurse (VN), and Certified Nurse Assistant (CNA).
14   Additionally, some agencies report pass rates for the tests administered by external agencies.
15   Pass rates for our nursing programs are typically 95-100% ,
16
17   A15
18   https://www.riohondo.edu/president/wp-
19   content/uploads/sites/27/2014/04/AP4021_VocationalProgDisc.pdf
20
21   A16
22   https://www.riohondo.edu/academic-senate/curriculum-documents/
23
24
25
26
27

1   B. Library and Learning Support Services
2

3   Standard II B.1. Library and Learning Support Services

4   The institution supports student learning and achievement by providing library and other learning
5   support services to students and to personnel responsible for student learning and support. These
6   services are sufficient in quantity, currency, depth, and variety to support educational programs,
7   regardless of location or means of delivery, including distance education and correspondence
8   education. Learning support services include, but are not limited to, library collections, tutoring,
9   learning centers, computer laboratories, learning technology, and ongoing instruction for users of
10   library and other learning support services. (ER 17)
11

12   **Evidence of Meeting the Standard**
13   Driven by the College Mission Statement commitment "to advance social justice and equity,"
14   and informed by student needs and the demands of its educational programs, Rio Hondo College
15   library and learning support services are diverse, wide-ranging, appropriate, and purposeful.
16   Access to library and learning support services via remote modalities for nontraditional and
17   distance learners is readily available regardless of location or means of delivery. As well, all
18   patrons, whether students or employees have access to library and learning support services.
19

20   **Analysis and Evaluation**
21   The College meets this standard.

22

23   *Library*
24   The Rio Hondo College Library, which occupies nearly the entire second floor of the Learning
25   Resource Center (LRC), provides appropriate resources, services, and instruction to students,
26   staff, and faculty at its main location at the Rio Hondo campus, the College's three educational
27   centers, and online. (II.B.01, II.B.02, II.B.1.3, II.B.1.4, II.B.1.5, II.B.1.6, II.B.1.7, II.B.1.8)

28   Currently, the Library's collection comprises 87,954 print titles and 1,898 owned electronic
29   books, and in spring 2021 the Library began to provide access to more than 200,000 e-book titles
30   via a subscription platform. This platform allows most of these resources to be accessed by
31   multiple, simultaneous users 24 hours per day, 365 days a year. Additionally, at the time of this
32   writing, the Library has approximately 664 print books on reserve, and in summer 2020
33   implemented an online form designed to facilitate the acquisition of reserve titles, to provide
34   equitable access to required readings (and especially expensive textbooks). The College Library
35   subscribes to 112 print journals and newspapers and 109 databases that affords patrons access to
36   23,314 full-text journals, newspapers, and popular magazines, as well as 51,000 streaming
37   videos that augment a DVD collection of 396 titles. Collection development is undertaken by
38   librarians who work with faculty in the academic divisions with which they liaise, and at
39   semiannual database renewal meetings, to acquire print and electronic resources that reflect the
40   College curriculum, and which are sufficient in quantity, currency, depth, and variety to support

student learning and achievement. (II.B.1.23, II.B.1.24, II.B.1.25, II.B.1.26, II.B.1.27, II.B.1.28, II.B.1.29, II.B.1.30, II.B.1.31)

Over the past five years, RHC librarians have sought to assist and educate students who seek research assistance by augmenting traditional research consultation appointments and drop-in research help at the reference desk with email reference, online chat, "text-a-librarian," and video conferencing and telephonic research help. Additionally, RHC librarians regularly author course-, discipline-, and subject-specific online research guides (i.e., LibGuides), provide customized research instruction sessions for faculty members who request these services, and lead hour-long workshops each semester which address various research and information literacy-related subjects. (II.B.1.5, II.B.1.6, II.B.1.7, II.B.1.8)

Learning Support Services Centers
The Learning Assistance Center (LAC) and the Writer's Resource Center (WRC) located in the Learning Resource Center and the Math Science Center (MSC) located in the Science Building are Rio Hondo College's three main learning support centers. Services offered by each center are available on campus, but also online through RHC's website and Canvas (the College's learning management system). (II.B.1.1, II.B.1.2, II.B.1.3, II.B.1.9)

Learning Assistance Center services, available to all RHC students, include peer and group tutoring, online tutoring, research assistance, topical supplementary materials, test analyses, and study skills workshops (e.g., teaching effective search strategies and how to use subscription databases). Tutors are faculty-, departmental-, and/or counselor-recommended, and need to have a 3.0 GPA overall, received a "B" or better in the course(s) for which they tutor, complete a tutor training class, and exhibit tutoring effectiveness when observed by LAC employees. The Gateway Tutoring program, a classroom-embedded tutor program funded by a grant from the Student Equity and Achievement program, continues to be based out of the LAC, through which eight English, four math, and 46 General Education courses are provided embedded tutors to assist students with course material. (II.B.1.1, II.B.1.2, II.B.1.10, II.B.1.11, II.B.1.12, II.B.3.7, II.B.3.8)

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

The Math Science Center provides tutoring to all RHC students enrolled in any math or science course as well as math-focused workshops and supplemental instruction. Tutoring is normally located in rooms S-103 and S-300 but is also available online. The MSC offers one-hour workshops on specific math topics that provide students with the opportunity to master course material. Supplemental Instruction, funded by the Title V program (i.e., Enlace) and the Student

Equity and Achievement program, is available through the MSC in math, chemistry, and English. As in the LAC, tutors are faculty and/or counselor-recommended, received a "B" or better in the course(s) for which they tutor, complete a tutor training class, and exhibit tutoring effectiveness when observed by MSC faculty and staff. (II.B.1.13, II.B.3.7, II.B.3.8)

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

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

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

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

The three satellite Rio Hondo College educational centers in the campus-adjacent cities of El Monte, Santa Fe Springs, and Pico Rivera offer potential and continuing RHC students access to library and academic workshops and orientations, educational supplies, and academic counseling services. (II.B.1.1, II.B.1.2, II.B.1.3, II.B.1.4, II.B.1.5, II.B.1.6, II.B.1.7, II.B.1.8, II.B.1.14, II.B.1.15, II.B.1.16, II.B.1.17, II.B.1.18. II.B.1.19)

Computer Laboratories and Learning Technology
Rio Hondo College offers computer access to students at various locations on the main campus and at the College's three educational centers. Computer labs in the Library, the LAC, the MSC, and at all of the centers mentioned above (as well as others, e.g., the First Year Success Center, ESL/Foreign Language Lab, and Transfer Center) offer some desktop computers for the purposes of student learning and support. All RHC students have access to standard software applications like Microsoft Office 365 and Adobe Creative Cloud at terminals in computer labs, as well as to discipline-specific software applications on computers in discipline-focused computer labs. This software is also accessible to students working from home on RHC laptops. Seeing a need to increase accessibility, especially in the wake of the COVID-19 pandemic (and recognizing not all applications are cross-platform software) the College has invested heavily in the acquisition of different types of portable computers and Wi-Fi technology. In total, RHC has, at the time of this writing, 550 Chromebooks and 800 mobile hotspots available to all students to checkout, as well as 100 PC laptops and 50 MacBooks available to students taking courses in the Arts, Business, and Career and Technological Education divisions. (II.B.1.19, II.B.1.20, II.B.1.21)

1 *Alternate Media and Related Resources*
2 The Disabled Students Program & Services (DSPS) program provides appropriate and approved
3 individualized academic accommodations to students who need them. After a thorough,
4 complete, and interactive assessment with a DSPS counselor, students receive academic
5 accommodations to support their differing abilities and learning styles. Such accommodations
6 may include but are not limited to extended test time, priority registration, peer note-taker
7 assistance, and high-tech and/or alternate media. Students who require high-tech
8 accommodations (i.e., applications/software and hardware) to support their learning needs can
9 meet with a DSPS high-tech specialist for specialized training. Disabled Students Program &
10 Services currently offers Read Write Gold, Kurzweil, Sonocent Note Taker, and E-Text. All
11 software is installed on computers in the DSPS computer lab and is accessible during regular
12 business hours; the software can also be installed onto students' personal computers or tablets for
13 at-home use. The DSPS program also offers educational assistance via a course focused on
14 software/hardware, EDEV 025, intended to support students' academic goals. (II.B.1.22)
15

16 **Standard II B.2. Library and Learning Support Services**
17

18 Relying on appropriate expertise of faculty, including librarians, and other learning support
19 services professionals, the institution selects and maintains educational equipment and materials
20 to support student learning and enhance the achievement of the mission.
21

22 **Evidence of Meeting the Standard**
23 Collegial collaboration fostered by Rio Hondo College's participatory/shared governance
24 processes and annual planning, program review, and resource allocation structures ensure that
25 the selection, acquisition, and maintenance of library and learning support resources are the
26 result of faculty, classified staff, and administrative professionals bringing their expertise to bear
27 upon this crucial work. Such experts select and recommend high- and low-tech educational
28 equipment and materials regularly in order to enhance the achievement of RHC's mission,
29 specifically by advancing the institutional vision of "an evolving community-focused institution
30 that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and
31 educational goals."
32

33 **Analysis and Evaluation**
34 The College meets this standard.

35 The selection of all educational equipment and materials at Rio Hondo College ultimately is the
36 result of deliberate and ongoing processes in which faculty, classified staff, and administrators
37 are involved. To a large extent, these processes are embedded in the participatory/shared
38 governance processes and structures described more fully in Standard IV; it will suffice to say
39 here that the acquisition of educational resources occurs through, as the *Organizational Structure*
40 *& Governance Manual* affirms it, "policies and procedures, via a structure of councils,
41 committees, and task forces" in which employees from all areas of the College participate. As
42 such, in a "spirit of cooperation, collaboration, and collegiality," appropriate faculty and
43 classified staff members work with administrators regularly and strategically to bring their

expertise and experience to bear upon the selection and maintenance of educational equipment and materials. (II.B.2.1)

Collection development of print and electronic resources at RHC Library is a collaborative process managed by librarians who not only make materials selections based upon their expertise, but also solicit recommendations from faculty members. In the 2020–2021 academic year, Library team members designed entirely new online forms and developed processes by which faculty members can order books for reserve as well as request books; established a calendar system that ensures once per semester librarians attend a division meeting for the areas with which they liaise to remind faculty when and how to order books; and established biannual meetings to which all faculty members and classified staff are invited to review databases prior to renewals deadlines and listen to recommendations for new resources. (II.B.2.2, II.B.2.3)

Librarians and the Dean of the Library also participate on faculty committees that relate directly to educational resource acquisitions, including the Curriculum Committee (and Curriculum Technical Review), Enterprise Services Advisory Committee, and the Open Educational Resource Committee. Finally, in the 2020–2021 academic year, librarians reviewed and revised the institution's collection development policy in order to affirm the policy is in line with the Library's mission, and to ensure curriculum-informed resources at the Library are sufficient in quantity, currency, depth, and variety to support RHC's educational programs. The RHC Library Collection Development Policy outlines librarians' collection-related responsibilities, including not only selecting new materials, but also regularly evaluating usage, weeding and deaccessioning no-longer-relevant resources, and determining which parts of the collection require additional materials. (II.B.2.4, II.B.2.5, II.B.2.6).

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

they and also look to the California Community College High Tech Center Training Unity to
choose adaptive software, assistive computer technology, and alternate media. (II.B.2.7)

Educational equipment in the computer laboratories on RHC's main campus as well as its three
Educational Centers is maintained by professionals in the College's Department of Information
Technology and Services (ITS). The professionals in the learning centers and academic and
learning support services programs use quantitative data from regular assessment methods as
well the expertise of ITS personnel for recommendations in the acquisition of high-tech
equipment and applications/software to support student learning. (II.B.2.8, II.B.2.9)

Standard II B.3. Library and Learning Support Services

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

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

Analysis and Evaluation
The College meets this standard.

Library and learning support services at Rio Hondo College are evaluated regularly as part of the
planning process, and more specifically the program review process, as delineated in section I.B.
of this self-evaluation report. At RHC, programs are evaluated comprehensively every sixth year
as part of the review process, which comprises a methodical self-study/analysis, dialogue, and
learning outcomes assessment that looks to a program's strategic goals and identified student
needs in order to build upon strengths and identify areas that might be improved. (II.B.3.1,
II.3B.3.2, II.B.3.3, II.B.3.4, II.B.3.5, II.B.3.6)

The program review process is just one of the ways by which meaningful data about the
utilization of and demand for the College's library and learning support services are regularly
collected, evaluated, and used to improve learning. These data, collected via statistics and reports
as well as surveys administered to students and employees are collocated in annual program and
unit plans, where their evaluations are used as evidence to support decisions about resource
allocation, staffing and scheduling, and modifications to existing services. Further, librarians
record all reference interactions/transactions, assess learning following library workshops and
orientations, and (at the semiannual database renewal meetings mentioned in section II.B.1) look
to patron usage statistics to shape collection development decisions about both print and
electronic resources. Finally, in Spring 2021 RHC Library acquired SpringShare's LibWizard

application in order to develop more efficient and accessible student learning surveys; reexamined and revamped the types of statistics librarians and classified staff collect (and the methods and frequency by which they are collected); and worked with the Office of Institutional Research and Planning to develop new surveys to assess students' and faculty members' impressions of RHC Library services and resources—tools that librarians in Fall 2020 determined needed to be deployed with more regularity. (II.B.3.1, II.B.3.2, II.B.3.3, II.B.3.7, II.B.3.8, II.B.3.9, II.B.3.10, II.B.3.11, II.B.3.12, II.B.3.13, II.B.3.14, II.B.3.15, II.B.3.16, II.B.3.17, II.B.3.18, II.B.3.19, II.B.3.20, B.II.3.21, II.B.3.22, II.B.3.23)

Standard II B.4. Library and Learning Support Services

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

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

Analysis and Evaluation
The College meets this standard.

Rio Hondo College Board Policies and Administrative Procedures govern the contracts/agreements with all external organizations with which the College collaborates and those vendors that provide library and learning support services and resources to assure their adequacy, security, maintenance, and reliability. The College's learning support professionals expertly decide upon such collaborations and external providers of services and resources, and therefore "greenlight" associated contracts/agreements; their regular evaluation is an element of program review but can also inhere as part of the agreements themselves. (II.B.4.8, II.B.4.9, II.B.2.9, II.B.1.21, II.B.1.22, [program reviews as mentioned above])

Rio Hondo College Board Policy (BP) 6340: Contracts, Administrative Procedure (AP) 6340: Bids and Contracts, AP 6365: Accessibility of Information Technology, and AP 6370: Vendors respectively describe the management and control of formal agreements between the College and

other institutions, and between the College and other sources for library and learning support services for instructional programs. As delineated in Standard III.C, various processes, policies, and procedures relate to the appropriate use of technology, and ensure technology services and resources are secure, maintained, and reliable. However, in the main, all are guided by the above-referenced board policies and administrative procedures, which are the overarching policies and procedures that require agreements to be formalized, and that the externally provided, learning support resources and services described in such agreements be accessible, utilized, secure, maintained, and reliable. (II.B.4.1, II.B.4.2, II.B.4.3, II.B.4.4)

Again, RHC relies on the expertise of faculty, classified staff, and administrative library and learning support services professionals to ensure resources and services meet the institution's mission and intended purposes and that these resources and services are easily accessible and utilized well. Reliance on expertise of library and learning support professionals supports resources and services as well as the selection of learning support software, services, and equipment provided by external vendors and institutions. As noted in section II.B.2 above, the selection of external resources and services is informed by discussions among appropriate faculty and classified staff members working with administrators and enabled by the College's participatory/shared governance structures; the ultimate acquisition of such resources takes place with professionals in the Department of Information Technology and Services (ITS) and Office of Disabled Students Programs and Services (DSPS) serving on the Enterprise Systems Advisory and Instructional Technology Committees, for example, in part to ensure accessibility and utilization. (II.B.2.9, II.B.4.5, II.B.4.6, II.B.4.7)

As described in previous sections of this report, the regular evaluation of resources and services is a constitutive part of the program review process at the College; and just as the selection of external resources and services is undertaken in the same way that directly provided resources and services are implemented, so too does the evaluation of outside learning support software, services, and equipment. Evaluation of external resources includes assessments described in contractual obligations and those undertaken by external vendors and extra-institutional collaborators and partners. (II.B.1.21, II.B.1.22, II.B.2.9

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

Improvement Plan(s)

Not applicable.

Evidence List

II.B.1.1 - Library Flyer - LRC (resources and support)

II.B.1.2 - 2020-Student-Services-Handout

II.B.1.3 - 2014_19EMEC_Student_Faculty Handout

II.B.1.4 - EMEC lab (staff and hours)

II.B.1.5 - Lib Workshops (online wkshps) F19 & F20

II.B.1.6 - Library Chat (info and resources)

II.B.1.7 - Library Technology Reservations (technology request)

II.B.1.8 - Writers Resource Center_Services_Contacts2019_2020

II.B.1.9 - Logging into Canvas -RHC college login

II.B.1.10 - Online Library Databases - Research Guides at Rio Hondo College

II.B.1.11 - LAC Tutoring Center

II.B.1.12 - Library Workshops (recordings) F2020

II.B.1.13 - Math Science Center tutoring

II.B.1.14 - Lib Instruction & Room Use Stats 2013-2020

II.B.1.15 - Library - reference questions Statistics_2017-2018

II.B.1.16 - Library Reference Stats June 2019-January 2021

II.B.1.17 - Library Statistics (reference questions) 2018-2019

II.B.1.18 - WRC Video (essay writing help)

II.B.1.19 - Writers Resource Center - Attendance Summary Report

II.B.1.20 - Reading Lab (visits) 2015-2019 Usage Reports

II.B.1.20 - RHCDistLab15_20cumlRprt

II.B.1.21 - Library Program Review 2017-18

II.B.1.22 - DSPS Program Review

II.B.1.23 - Library Services Platform Report - Number of Titles by Material Type

II.B.1.24 - Library Services Platform Report - Electronic Titles

II.B.1.25 - Library Services Platform Report - Reserves Totals

II.B.1.26 - July 2020 Totals

II.B.1.27 - Alma Report Ebsco Ebooks

II.B.1.28 - Alma Report Gale Reference Ebooks

II.B.1.29 - Alma Report Proquest Ebooks

II.B.1.30 - O'Reilly for Higher Ed Streaming Film Total

II.B.1.31 - Films on Demand Flier with Streaming Film Total

II.B.2.10-Stats Per Student

II.B.2.1-Final Library Program Plan 2020

II.B.2.2-Collection Age Report

II.B.2.3-C&L Division presentation (1)

II.B.2.4-RHC-Curriculum-By-Laws-Adopted-9-25-19

II.B.2.5-Collection Development Guidelines

II.B.2.6-CNet Status Flow Chart (1)

II.B.2.7-3-13-20 updated agd

II.B.2.8-RHC_EMP_2020-2030

II.B.2.9-Technology-Plan-2014-FINAL

1   II.B.3.1 Program Review
2   II.B.3.10 Appointment Attendance Report
3   II.B.3.11 Writers Resource Center Report
4   II.B.3.12 IRP Writers Resource Center Report Fall 2017
5   II.B.3.13 RHC Library Information Flyer
6   II.B.3.14 Student Services Library Flyer
7   II.B.3.15 COVID Library Information and Resources
8   II.B.3.16 Writers Resource Center Usage Report 2015-2020Report
9   II.B.3.17 Library Instruction and Room Usage Report 2013-2015
10   II.B.3.18 Library Workshops SLO Assessment
11   II.B.3.19 Library Statistics Report 2017
12   II.B.3.2 Program Outcomes
13   II.B.3.20 Library Statistics Report 2018-2019
14   II.B.3.21 Library Statistics Report 2017-2018
15   II.B.3.21 Pert Stats Report 2017 – 2020
16   II.B.3.22 Ref Stats Report June 2019-January 2021
17   II.B.3.23 Reserves Alphabetical Report Spring 2020
18   II.B.3.3 Library Workshops 2018-2019
19   II.B.3.4 Library Program Outcomes
20   II.B.3.5 Library Drop-In Workshop Guidelines
21   II.B.3.6 Library Workshops 2014-2018
22   II.B.3.7 LAC Tutoring Attendance 2015-2020
23   II.B.3.8 LAC Reading Center Usage Report 2015-2019
24   II.B.3.9 Group Study Room Usage Report
25   II.B.4.1 - RHCCD Board Policy 6340
26   II.B.4.2 - RHCCD Administraive Procedure 6340
27   II.B.4.3 - RHCCD Administrative Policy 6365
28   II.B.4.4 - RHCCD Administrative Procedure 6370
29   II.B.4.5 - ITS Technology Training
30   II.B.4.6 - ITS Helpdesk
31   II.B.4.7 - Organizaitonal Structure and Governance Manual
32   II.B.4.8 - LAC and Gateway Tutor Orientation, Including Evaluation Processes
33   II.B.4.9 - LAC Program Plan 2020
34
35

36

C.   Student Support Services

Standard II C.1. Student Support Services

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

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

Analysis and Evaluation
The College meets this standard.

The primary means by which the College assures the quality of student support services and distance education is through the annual planning and sexennial program review processes. Within these processes, both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are assessed (II.C.1.001: Institutional Program Planning and Review in Taskstream). Further, all student support programs, such as CalWORKs, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), and Student Support Services (SSS)/TRiO programs, also submit required federal or state annual program reports. The College provides online student support services to students enrolled in distance education. Quality of the distance education program is monitored through examination of student success rates in distance education courses during the annual planning and sexennial program review processes. Individual instructional departments analyze distance education success rates compared to other modalities during annual planning and program review.

The quality of student support services is also addressed through the Student Services Program Leadership Council (SSPLC), the Student Services Deans and Directors (SSDD) meetings, and the combined Joint Deans and Directors meetings with administrators from Academic Affairs. These forums provide the opportunity to identify and address issues and challenges in providing quality student support services outside of the annual program planning and review process (II.C.1.003: Governance Manual-Governance Committee Review Process p.10; II.B.1.004: Student Services Program Leadership Council p. 54; II.C.1.005: SSDD; II.C.1.006: Deans and Joint Deans; II.C.1.007: FLEX web page; II.C.1.008: Leadership Academy Application; II.C.1.008; Climate Survey 2016, II.C.1.008). Finally, the College conducts climate studies which examine student satisfaction with various offices on campus (climate studies conducted in 2016 and 2020) as well as studies addressing housing and food insecurity (surveys done 2018 and 2021). Results from these surveys inform annual planning and program review processes for

the specific units as well as institutional conversations concerning the quality of support services (Board presentations, IEC minutes, PFC minutes, Flex presentations, and departmental minutes).

Support for student learning occurs regardless of location, such as the South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), Pico Educational Center, high school site offerings, online courses, the Early College Academy (ECA), and the Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs[2]. Counselor liaisons are assigned to each academic division and to the training center, and placement and counseling services are offered at the two educational centers as well. Additionally, the Divisions of Career and Technical Education (CTE), Public Safety, and Health Sciences and Nursing have assigned counselors who motivate students and assist with retention efforts. The Veterans Service Center, EOP&S, and DSPS, also offer tutoring assistance. The number of counselor contacts has also been examined and enhanced through these student support programs.

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

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

Standard II C.2. Student Support Services

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

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

---

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

Analysis and Evaluation

The College meets this standard.

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

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

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

Standard II C.3. Student Support Services

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

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

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

Standard II C.4. Student Support Services

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation
The College meets this standard.

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

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

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

In accordance with the College's mission of academic success, student athletes are provided with priority registration so they can fulfill their full-time status obligation as student athletes and graduate and/or transfer in a timely manner. Every student must carry at least 12 units, nine of which must be academic, and maintain a minimum 2.0 Grade Point Average (GPA) during their

first year as a student athlete. An Eligibility Specialist assures that student athletes are in compliance with CCCAA requirements before allowing them to compete in any sports. Academic progress checks are conducted every week to ensure student athletes are in good standing and are not at risk of failing or becoming ineligible to participate in any competition.

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

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

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

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

Standard II C.5. Student Support Services

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

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

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

Students are also informed about academic procedures, deadlines, and other important information by trained staff in the Career Center, Transfer Center, and Admissions & Records, among others. The Career Center provides students the opportunity to engage in career exploration activities, research jobs, and explore the programs offered by the College. The

Transfer Center keeps students apprised of important deadlines and next steps for students preparing to transfer and those in the process of transferring. Transfer application workshops are offered to students who are actively applying to transfer. Students can also participate in campus visits to four-year universities and participate in transfer fairs.

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

Counseling discipline faculty have established a set of Counselor Competencies that inform the content of New Counselor Training. The competencies focus on the following themes: course and program advising, personal counseling, promotion of student equity, interpersonal skills, and professional development. New counselors are paired with veteran counselors to serve as trainers/mentors.   New counselors will demonstrate proficiency of counselor competencies before independently providing counseling/advising. Counseling faculty, counselor/coordinators, the Articulation Office, the Dean of Counseling and other managers who oversee counselors regularly attend Region 8 or other CCCCO sponsored events as they relate to the counseling and advising functions. On-going training is provided to all counselors during department meetings, the Annual Counselor Retreat, and other ad hoc events such as implementation of default placement rules per AB 705. Part- and full-time counselors are evaluated as outlined in the faculty contract.

Standard II C.6. Student Support Services

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

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

Analysis and Evaluation
The College meets this standard.

Board Policy 5010: Admissions and Concurrent Enrollment as well as AP 5010: Admissions specify the admissions policies and procedures of Rio Hondo College. Admissions policies and procedures are in alignment with those expected of a California Community College.

Admissions pathways for the BA Automotive degree are published on the program website. These policies and procedures are adhered to by Admission and Records, which is under the purview of the Vice President for Student Services and published online and in print format in the College Catalog. The College catalog not only delineates admissions policies but also identifies and defines clear pathways and requirements for students to complete degrees, certificates, and transfer to a four-year university.

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

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

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

Standard II C.7. Student Support Services

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

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

Analysis and Evaluation

The College meets this standard.

The College uses Multiple Measures Assessment (MMA), which was implemented in fall 2019, to make placement recommendations for students in transfer-level English and Math/Quantitative Reasoning (QR) courses. The use of multiple measures assessment has eliminated the use of placement tests and prerequisite courses. Depending on the MMA placement recommendation, students have the opportunity to enroll in transfer-level English or Math/QR courses alone or transfer-level courses in these disciplines with a corequisite support course (II.C.002: RHC Placement Questionnaire, II.C.003: ENG101Pathway Chart, II.C.004: MathPathwaysChard20May2019). The preliminary evaluation of the College's implementation of AB 705 indicates that the policy goal of increasing the number of students taking and passing transfer-level English and Math/QR courses has been accomplished (II.C.005: AB705_Implementation_Fall 2019). Further evaluation of the success of the AB 705 implementation and of MMA for placement will take place when sufficient data has been gathered to conduct the evaluation.

Standard II C.8. Student Support Services

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

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

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

The District is compliant with FERPA for the release of all records and other information that falls under the auspices of FERPA. The College publishes information on the policies related to release of records in the College Catalog and the Admissions and Records Website (V, VI).

Conclusions on Standard II C. Student Support Services

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

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

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

Improvement Plan(s)

Not applicable.

Evidence List

II.C.1.001: Institutional Program Planning and Review in Taskstream - https://www.riohondo.edu/irp/

II.C.1.002: Participatory/Shared Governance - https://www.riohondo.edu/president/governance-manual/

II.C.1.003: Governance Manual, Governance Committee Review Process, p. 10 - https://www.riohondo.edu/president/governance-manual/

II.C.1.004: Governance Manual, Student Services Leadership Program Council, page 54 - https://www.riohondo.edu/president/wp-content/uploads/sites/27/2018/03/Governance-Manual-2018.pdf

II.C.1.005: Student Services Deans and Directors – _____

II.C.1.006: Joint Deans and Directors - _____

II.C.1.007: Staff Development/Flex Webpage - https://www.riohondo.edu/staff-development/

II.C.1.008: Climate Survey Report

II.C.2____: 2016 Student Climate Survey

II.C.____: Program Review

II.C.____: Guardian Scholars student online survey

II.C.____: Guardian Scholars Flyer

II.C.____: Veterans Services Center, services provided presentation to Academic Senate

II.C.2____:

II.C.3.001: CalWORKs - https://www.riohondo.edu/calworks/

II.C.3.002: Disabled Students Program and Services - https://www.riohondo.edu/dsps

II.C.3.003: Dreamers/AB 540 Students - https://www.riohondo.edu/dreamers/

II.C.3.004: Extended Opportunity Program Services/The Cooperative Agencies Resources for Education - https://www.riohondo.edu/eops/

II.C.3.005: Guardian Scholars - https://www.riohondo.edu/guardian-scholars/

II.C.3.006: Rise Scholars - https://www.riohondo.edu/rise/

II.C.007: Student Life - https://www.riohondo.edu/student-life/student-government/

II.C.3.008: TRIO/PASS Program - https://www.riohondo.edu/trio/

II.C.3.009: Tutoring - https://www.riohondo.edu/tutoring/

II.C5 __: Counseling Center, Counseling Discipline, & Career Center Program Plan; Transfer Center Program Review (or Counseling Division Area Plan)

II.C5 __: CCCCO Data Mart report on Counseling/Advising Services provided

II.C5 __: Link to GE Advising Sheets

II.C5 __: Counseling Center website resources

II.C5 __: Map of Counseling Services across the College

II.C5 __: Snapshot of Student Success Dashboard

II.C5 __: Sample flyers of Career Center, Transfer Center events/services

II.C5 __: Sample Course Outline of Record & SLOs

II.C5 __: Counselor Competencies

II.C5 __: AB705 training PPTs

II.C.6____: 2016 Student Climate Survey

II.C.____: Open CCCApply page:
https://www.opencccapply.net/gateway/apply?cccMisCode=881
II.C.____: Admissions and Records, "Getting Started" page: https://www.riohondo.edu/get-started/
II.C.____: Multiple Measures Assessment Project (MMAP)
II.C.____: AB 705
II.C.6____: Guided Pathways Project: https://www.caguidedpathways.org
II.C.7.001: RHC CCCApply Website - https://www.riohondo.edu/get-started/first-time-student/apply/
II.C.002: RHC Placement Questionnaire
II.C.003: ENG101Pathway Chart
II.C.004: MathPathwaysChart20May20191
II.C.7.005: AB705_Implementation_Fall 2019
II.C.8.I. AP3310 - Records Retention and Destruction
II. BP3310 – Records Retention and Destruction 21809
III. EDC 76210 – Student Records
IV. FERPA Notification Postsecondary
V. Course Catalog - https://www.riohondo.edu/college-catalog/
II.C.8.VI. Student Record Rights - https://www.riohondo.edu/admissions/records

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

Standard III A.1. Human Resources

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide for and support its programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
Providing quality programs, activities, and services to our students is at the forefront of the College's mission. To ensure the integrity and quality of College programs and services, the College relies on board policies and administrative procedures designed to ensure the employment of highly qualified and diverse administrators, faculty, and staff (III.A 01, III.A 02, III.A 03). Employment selection policies and procedures are administrated and regulated by the Office of Human Resources. Job descriptions and announcements state the education and experience qualifications for all personnel. Board policies, administrative procedures, and announcements are publicly available.

Analysis and Evaluation
The College meets this standard.

Employment of highly skilled personnel to support College programs and services is embedded in program planning and program review (III.A 04), which is driven by institutional needs and goals. District staffing decisions are made on the basis of recommendations resulting from the planning/review processes and staffing committees in the context of strategic planning and budget analysis. To ensure position announcements are directly related to providing quality services to students and supporting our institutional programs and services, the essential job duties, minimum qualifications, degree(s), essential and preferred job skills, and experience are reviewed on all job descriptions prior to announcing any position. All job descriptions must accurately reflect and support the College's mission, goals, and the needs of students. If deficiencies or improvements are identified, changes are negotiated with the respective bargaining group prior to the job announcement. Necessary and desired qualifications, as well as

all required materials for any applicant are clearly noted on the job announcement (III.A 06). Job descriptions are also posted on the Human Resources web page (III.A 07).

Employment selection policies and procedures are developed and vetted through the College's Policy and Procedure Council (PPC), which consists of members of each stakeholder group including administration, faculty, classified staff, and Associated Student Representatives (ASR). The PPC holds bi-monthly meetings in an open forum. The outcomes of PPC meetings are distributed to the constituent groups for input, presented at PFC, and forwarded as a recommendation to the Superintendent/President, prior to the Board of Trustees adoption in the case of policies (BPs) and review as information items in the case of procedures (APs).

New or legally required changes to the College's employment policies and administrative procedures are recommended by the Community College League of California (CCLC). The CCLC provides the College with updates to policies and procedures which are legally required, legally advised, and/or suggested as good practices for Colleges. The recommendations of the League strive to ensure board policies and administrative procedures are current, fair, and equitable. Having CCLC provide updated recommendations allows the College to regularly review, update, and establish any policy or procedure to accurately reflect the College's mission.

In addition to having applicants verify their degree(s), training, and experience when applying for a position, they must also provide evidence that they can meet the College's high expectations by addressing supplemental questions, which require candidates to demonstrate their understanding of and sensitivity to the College's diverse student population. The supplemental questions also require applicants to explain how their expertise and experience connect to and align with job duties, responsibilities, and ability to meet the College's needs and expectations. Applicants must clearly indicate how they can maintain and improve the quality of our programs and services. Human Resources verifies that applicants possess the required education, degree, experience, skills, and qualifications. Applicants are further vetted by selection committees comprised of constituent groups in accordance with hiring procedures. The selection committee examines applicants' education, degree(s), experience, as well as other desired criteria through the screening and interview process.

All individuals serving on selection committees are properly trained and oriented on all state and federal employment laws as well as Board Policy 7120: Recruitment and Selection (III.A 08, III.A 09). Board Policy 7120 mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Candidates must possess the ability to support the integrity and quality of the College's programs and services to ensure a successful student learning environment.

The College meets Standard III A.1 because it employs administrators, faculty, and staff who are qualified to support the institutional mission and goals of the College. The Office of Human Resources manages and monitors employment processes by clearly indicating the minimum and desired qualifications and experience needed of applicants for job openings. Job duties are reviewed prior to positions being advertised to ensure that they accurately reflect the level and scope of responsibility of the position. Job announcements describe the College; its students and strengths; the College's strong commitment to equal employment opportunities; basic functions

of the position; minimum qualifications or equivalencies; essential duties; supervisory responsibilities, if any; other job-related duties; job-related and essential qualifications; foreign degrees, if applicable; license, certificates or credentials needed; desired qualifications; working conditions; position descriptions and detailed instruction on the application procedure; and required materials such as a cover letter, resume, and unofficial transcripts. These criteria assist selection committees in the selection process and facilitate the consideration and hiring of highly qualified and diverse candidates.

Background and reference checks are also meticulously conducted. The Office of Human Resources verifies applicants' original transcripts, certificates/licenses, and letters of employment, among other documents, to ensure selected candidates meet the job announcement criteria. During the onboarding process and orientation, newly hired personnel are provided with the College's mission statement and a copy of their job description to establish an understanding of the College commitment to its student programs and services and how their position contributes to student success and the mission of the College.

Standard III A.2. Human Resources

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Rio Hondo College complies with CA Education Code §87400, Employment of Academic Positions and the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook (III.A 10) in establishing the minimum qualifications and appropriate degree(s) a faculty member must possess to meet the criteria for an academic position. In addition to the minimum qualifications established in the Education Code, the College has also established high-level qualifications in the areas of teaching skill level, academic discipline knowledge, curriculum, and assessment of learning outcomes. All employed faculty pass a rigorous vetting process to ensure they can support the mission of the institution.

Analysis and Evaluation
The College meets this standard.

All faculty job announcements indicate the required minimum qualifications needed to qualify for a position, as well as the desired and/or preferred qualifications (III.A 06). Applicants are required to submit their resumé, educational transcripts, responses to supplemental questions, and teaching portfolios, if applicable. Some applicants who do not meet the minimum qualifications for service may be vetted into the qualified applicant pool if they possess qualifications that are at least equivalent to the minimum qualifications as established by the department or program, Academic Senate, and the Board of Trustees (III.A 11, III.A 12). Any equivalencies established and approved are published in the job announcement. A list of

minimum degree qualifications and equivalencies by discipline can be found in the Office of Human Resource's web page (III.A 13).

The College also has clear written personnel selection policies and procedures geared towards hiring qualified faculty who can satisfactorily contribute to the College's mission and goals. All vetted job announcements indicate the required and desired and/or preferred qualifications for any new hire. These criteria include the appropriate degree(s) or equivalency if established; professional experience; discipline expertise; level of assignment; teaching skills; scholarly activities; and potential contributions to the institution's mission. The Office of Human Resources also assures that faculty job announcements properly reflect and include the importance of developing, reviewing, updating curriculum, and assessing learning.

The Office of Human Resources thoroughly assesses applicants to determine whether a pool of applicants meets the minimum qualifications and verifies that complete applications have been submitted. Applications are then forwarded to the Division Selection Committee, comprised of the division dean and a minimum of three faculty members selected by the department or program faculty (III.A 02). The department or program selection committee screens the applications to determine whom to invite for an in-person interview. During the interviews, applicants respond to rigorous questions pertaining to their discipline, often participate in a writing exercise, and deliver a teaching demonstration. All activities associated with the selection process are aimed to determine a candidate's expertise, subject knowledge, teaching skills, sensitivity and understanding of the College's diverse student population, cultural proficiency, scholarly activities, and potential contributions to the mission of the College. The Superintendent/President and appropriate Vice President participate in the final interviews and the Superintendent/President makes a hiring recommendation and forwards the recommendation to the Board of Trustees for final approval.

The three-tier selection process for full-time faculty (discipline level, vice president level, and superintendent/president level) ensures that top qualified applicants are considered, interviewed, and employed. The selection process, at all levels, ensures that faculty can fully satisfy all essential functions and responsibilities required of their assignment.

Part-time faculty also undergo a rigorous hiring process similar to full-time faculty. Selection committees for part-time faculty consist of the division dean and the academic department's faculty members or other content experts. Candidates are required to undergo the same interview process as a full-time faculty candidates with the exception of an interview with the President/Superintendent and the appropriate vice president.

All hired faculty are expected to participate in curriculum development and assess student learning in accordance with the faculty contractual agreement (III.A 14). Performance evaluations aim to assure faculty continuously conduct learning assessments, meet objectives, and fulfil their essential job duties. Those interested in teaching an online or hybrid class must be certified to assure they meet the standards established by their peers and the institution. All new hires are employed because they possess the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and their potential to contribute to the mission of the institution.

Standard III A.3. Human Resources

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Rio Hondo College has policies and procedures in place to ensure all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to support the mission and values of the College and to sustain institutional effectiveness and academic quality.

Analysis and Evaluation

The College meets this standard.

The College strives to demonstrate its commitment to attracting qualified candidates who contribute to the success of the institution and sustain the high quality of its learning programs and services. In so doing, the College has established policies and procedures to ensure all administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties that support the mission and values of the College. In addition to board policies and administrative procedures, all job announcements clearly highlight the College's strengths and emphasize the diverse population it serves. (III.A 15, III.A 06).

In seeking to attract a diverse pool of highly qualified candidates, the College creates job announcements for wide distribution based on the knowledge, skills, and abilities outlined in the respective job descriptions. Position announcements clearly indicate the minimum and desired qualifications for positions, and job descriptions are reviewed prior to posting to ensure their currency and relevancy in the knowledge, skills, and abilities required as well as areas of responsibility (III.A 16). Revisions to job descriptions are thoroughly reviewed, in consultation with the classified union if applicable, and submitted for the approval of the Board of Trustees. Hiring policies require that all job announcements detail the knowledge, skills, abilities, training, and experience required to perform the duties of the job (III.A 17). In addition to the minimum qualifications, job announcements are posted with required supplemental questions. Through the supplemental questions and the other required application materials, applicants are encouraged to elaborate on their qualifications and highlight their experience as it relates to the key responsibilities of the position. Supplemental questions provide selection committee members with greater detail and allows for further review of the knowledge, skills and abilities of applicants.

The Office of Human Resources is responsible for reviewing all applications to ensure candidates possess the minimum qualifications. Transcripts are thoroughly reviewed if a degree is required for the position. Members of the selection committee also closely screen those applicants who possess the minimum qualifications. After a thorough review, through the screening and interview process, the most qualified applicants for hire are recommended.

Rio Hondo College has policies and procedures in place to ensure administrators, classified, and confidential employees possess the qualifications to perform the duties of their jobs and are capable of upholding the quality of programs and services offered. The College highlights its core strengths and mission in its initial recruitment efforts, such as in job announcements, in order to attract qualified employees who share the mission and vision of the College and to uphold the quality of education and services provided.

Standard III A.4. Human Resources

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
Rio Hondo Community College District complies with Title 5 §53406, which requires that all degrees and units used to satisfy minimum qualifications must be from United States accredited institutions. The District has established practices to ensure this requirement is readily accessible to prospective employees and is met by each faculty, administrator, and other staff upon hire. With regard to foreign transcripts, the College has a procedure in place to ensure equivalence.

Analysis and Evaluation
The College meets this standard.

In the Minimum Qualifications/Education and Experience section of College job announcements the following statement appears: "All degrees required to meet minimum qualifications must be granted by an accredited college or university in the United States. See Foreign Transcripts section below for degrees granted from a country other than the United States" (III.A 06). The Foreign Transcripts section states: "Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an Evaluation Service prior to the closing date. Certification must be attached with copies of transcripts" (III.A 06). The College makes information for foreign transcript evaluation services easily and readily accessible through the Human Resources website.

Applicants may submit unofficial transcripts that indicate the required degree(s) has/have been granted or conferred with their application. However, official transcripts are required upon hire. Transcripts submitted with the application are reviewed by designated Office of Human Resources staff to verify that the required degree(s) has/have been conferred (or will be conferred before date of hire) and are from an accredited United States institution or verified by a certified verification and equivalency agency. To further highlight the importance of this process, the screening and verification process of candidate qualifications is a component of the job description of a specific human resources employee (III.A 18). The accreditation status of the institution listed on the candidate's transcript is researched through the proper accrediting agencies (III.A 19). The Office of Human Resources stores unofficial/official transcripts and equivalency evaluations in the respective employee's personnel file.

Rio Hondo's Office of Human Resources verifies that degrees from qualified applicants are received from a United States accredited institution or from an equivalent foreign institution. It is required that faculty and management applicants submit educational transcripts and other related qualification documents, such as certificates and licenses.

Standard III A.5. Human Resources

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
The District evaluates all employees at regular intervals according to written procedures and contractual agreements. Evaluation criteria and forms address performance, institutional responsibilities, duties, expectations, and areas of concern, if any. Staff development opportunities are provided and strongly encouraged to address areas needing improvement. Evaluations are timely, and in accordance with contractual timelines, documented, and placed in the employee's personnel folder.

Analysis and Evaluation
The College meets this standard.

Assessment and evaluation of employee performance are a core part of College operations. The District has established written criteria for evaluating all personnel through collective bargaining agreements (III.A 14, III.A 20), board policies, and administrative procedures (III.A 21, III.A 22, III.A 23). Evaluations are systematic and occur at prescribed intervals. Performance evaluations aim to assess and address employee effectiveness and identify areas for improvement.

For example, the primary aim of faculty evaluations is to improve professional effectiveness. The faculty evaluation criteria and procedure is located in article nine (9) of the California Faculty Association Contractual Bargaining Agreement (III.A 14). Article nine lays out the timeline for evaluating tenured, probationary, and part-time faculty. All notifications and paperwork pertaining to the evaluation of faculty are distributed and managed by the Office of Human Resources (III.A 24). Academic administrators who are responsible for evaluating faculty receive training on the process, timelines, criteria, and best practices. Non tenured an part-time faculty are rated satisfactory or non-satisfactory (III.A 25, III.A 26, III.A 27). Every faculty evaluation contains a Student Instructional Survey Report (III.A 28), based on questionnaires given to students in order to access the faculty's effectiveness. Probationary full-time faculty who receive a satisfactory evaluation in their first four academic years will be granted tenure by the Board of Trustees. Part-time unit members receive an administrative evaluation in the first semester of employment. Thereafter, they are evaluated every three semesters or at the discretion of the respective administrator. Tenured faculty are evaluated by

their peers every four years. Peer reviewers are selected by the faculty member and approved by their academic administrator (III.A 29).

Classified evaluations are processed in accordance with Article 15 of the contractual bargaining agreement between the District and California State Employee Association (III.A 20). New employees are evaluated at the end of the fourth (4th) month of employment and again at the end of the ninth (9th) month. Subsequent evaluations of all employees will be made annually or more frequently as needed to document performance. Each evaluation reflects the combined judgment and review of both the employee's immediate supervisor and the administrative officer immediately associated with the employee being rated. Any evaluation (III.A 30) of less than "Average" includes recommendations for correction. At an employee's request, a reevaluation can be performed within sixty days of said request to measure improvement. Any employee who has reason to question any aspect of the performance rating has the right to request a review of the evaluation by the Executive Director of Human Resources or supervisor/manager at the next highest level. Confidential employees are evaluated on the same timeline as classified employees and are evaluated using the Confidential Evaluation (III.A 31, III.A 32) by their direct supervisor.

Administrators are evaluated based on Board Policy 7255: Administrative Evaluation (III.A 21). Evaluations are performed by the administrator's direct supervisor using the Management Performance Appraisal (III.A 33, III.A 34), which evaluates job performance, effectiveness, efficiency, planning, communications, adaptability, leadership, development of subordinates, participation, and job knowledge.

Personnel who receive a "Needs Improvement" in their evaluation are provided with a performance improvement plan along with goals for improvement, resources to improve, and a staff development plan. The goal of all evaluations is to recognize effective work, encourage improvement, and align individual employee performance goals with the goals and mission of the College. Actions taken following evaluations are formal, timely, and documented. All completed evaluations are placed in the employee personnel file located in the Office of Human Resources.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)
[Skip Standard III.A.6. Continue responses with Standard III.A.7)

Standard III A.7. Human Resources
The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Rio Hondo College maintains a sufficient number of qualified faculty to sustain the quality of its educational programs and services. Through its institutional planning and resource allocation process, the District discerns needs from constituent groups to prioritize and allocate resources, including faculty positions and ensures the College maintains a sufficient number of qualified faculty. (III.A 04). The annual planning and resource allocation processes at Rio Hondo College demonstrate the relationship between long-term planning and annual operations to maintain high quality educational programs and services.

Analysis and Evaluation

The College meets this standard.

One way the College ensures that it maintains a sufficient number of qualified faculty is through careful monitoring of its Faculty Obligation Number (FON), which is set by the California Community College Chancellor's Office. The College tracks full-time faculty staffing to ensure the FON is met or exceeded. The College analyzes faculty staffing numbers and plans staffing for the upcoming year, in part, based upon the FON.

Additionally, and more importantly, the institutional planning process provides the foundation for examining needs for faculty positions. The institutional planning process includes a bottom-up component that begins with programs. Faculty within programs examine student performance data and develop resource needs, including faculty positions, in alignment with student learning needs. These needs are then submitted to the division dean who reviews the requests in consultation with program faculty and forwards the division priorities to the area manager, in this case the Vice President of Academic Affairs. The Vice President of Academic Affairs reviews the faculty resource requests with the deans and submits a prioritized list to the institutional shared governance faculty hiring committee for a final prioritization. The prioritized list is then submitted to the Superintendent/President (III.A 35). Consideration to allocate funding for these positions is based upon budgetary resources and state staffing requirements for faculty.

The College maintains a sufficient number of qualified full-time faculty and an appropriate number of part-time faculty to maintain the quality of educational programs and services offered. Through the annual planning process, Rio Hondo College secures input from all constituent groups with the goal of aligning faculty resource requests to student learning needs, academic quality, and the mission and values statements of the College.

Standard III A.8. Human Resources

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College employment policies and practices provide part-time faculty with orientation, oversight, evaluation, and professional development. The College integrates part-time faculty into the life of the institution through a variety of activities and events as noted below.

Analysis and Evaluation
The College meets this standard.

Rio Hondo College offers part-time faculty an orientation to integrate them into the campus community. After part-time faculty have completed their onboarding process with the Office of Human Resources, they are then contacted by their respective division dean to schedule a comprehensive and in-depth orientation. During the orientation, faculty are provided with vital information such as attendance expectations, keys, parking pass, mailbox, campus map, email account, division meeting schedule, academic calendar, and the Faculty Handbook (III.A 36). The division dean also discusses student learning outcomes, student success, instructions for accessing class rosters, the learning management system, and student resources. Most importantly, part-time faculty are provided a template to help them develop their class syllabus (III.A 37) and a guide on Teaching Tips for Student Centered Learning (III.A 38). During the orientation, every dean strives to acquaint new adjunct faculty into the daily operations of their department and the campus community in order to ease their transition and allow them to flourish.

The division dean has direct oversight of part-time faculty. It is the dean's responsibility to make sure that part-time faculty have access to all materials necessary for their success. Should faculty need anything for their classrooms, they are advised to make a request to their deans.

Part-time faculty are also evaluated by their division dean in accordance with article nine of the contractual bargaining agreement with the District and the Rio Hondo College Faculty Association (RHCFA) (III.A 14, III.A 20). Part-time faculty evaluation includes one administrative visitation in the first semester of employment. Thereafter, part-time faculty members receive an evaluation every three semesters or at the discretion of the respective administrator. Student surveys are also part of the evaluation process. Information and forms pertaining to evaluations can be found in standard III. A 5.

Throughout the academic year, multiple staff development opportunities are announced to all staff by the Staff Development Coordinator. Professional development is always offered to all staff regardless of their classification or association (III.A 39). Board Policy 7160: Professional Development addresses the desire to continue to provide professional development consistent with the mission of the College and based on evolving pedagogy, technology, and learning needs (III.A 40). For over 15 years, Rio Hondo has offered "R & R" events that invite all staff to spend relaxed, yet focused time using tools such as journal writing, the arts, and individual and small group reflection to encourage introspection, collegiality, and a renewed sense of purpose to bring back to the College. Paid stipends are provided to all part-time faculty when available to develop their skills (III.A 41). In addition, the Rio Hondo College Leadership Academy provides staff from all employee groups an opportunity to learn and work together to enhance their ability to lead from any position on campus. This program requires an intensive ten-month commitment that offers over 60 hours of engaging professional development for individual participants and

culminates in the implementation of a Campus Improvement Project. Since its inception, seven part-time faculty have completed the rigorous program (III.A 42).

Every faculty member completes FLEX hours based on their teaching load. During FLEX Day, multiple workshops are offered to enhance learning opportunities related to academics, students, and instructional improvement. Part-time faculty are strongly encouraged to participate (III.A 43). FLEX Day ends with a division meeting led by the division dean with all division constituents, including part-time faculty.

Part-time faculty are also provided with many opportunities to participate in events and become part of the Rio Hondo community. For example, there is a part-time faculty representative on the Academic Senate. Part-time faculty are also welcome to participate in staff development opportunities and are invited to join in many different activities and events throughout the year. They are also represented by a part-time faculty member at the bargaining table between the District and the Faculty Association. Part-time faculty are also strongly encouraged to participate in the Academic Senate, Faculty Association, student club advising, and division meetings. The College is committed to cultivating part-time faculty and creating opportunities for these faculty to learn and grow professionally.

Standard III A.9. Human Resources

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College ensures this through its annual program planning and resource allocation processes which link planning and resource allocation to student learning and achievement. Classified job announcements specify the required and desired employment qualifications to ensure the College continues to develop and support its educational programs and services.

Analysis and Evaluation
The College meets this standard.

To ensure enough staff, the College evaluates staffing needs each year through its planning and resource allocation processes (III.A 44). Administrators, along with faculty and staff, complete an in-depth analysis of their departments, which consists of enrollment data and trends, student achievements, and equity gaps in order to identify strengths and opportunities to inform objectives and resource requests. The process allows departments to demonstrate their contributions to the institution's progress and helps formulate staffing, technology, facilities, and other resource requests that contribute to the growth of the department and the institution during the next year (III.A 04). The data generated assists administration in making informed decisions about the allocation of resources.

An essential purpose of program review is to determine long-term program goals that support the College's mission and effectiveness and how staff will contribute to these goals. Program plans contain staffing requests which are linked to each department's objectives. All staff requests are then compiled and presented in shared governance staffing committees that prioritize them based on rationale, needs, anticipated impact, contributions to students, student success and equity gaps, and budget analysis. Final decisions for staff allocations are made by the President/Superintendent and the vice presidents using the same criteria.

To ensure staff with appropriate qualifications are hired, the College adheres to its established policies and procedures in place for hiring. Board Policy 7120: Recruitment and Selection (III.A 08) mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Staff must possess the ability to support the District programs and services to ensure a successful student learning environment. Adherence to this policy yields highly qualified staff.

Prior to advertisement of any vacant or new position, job descriptions are reviewed by the hiring administrator to ensure the roles, responsibilities, and desired qualifications for the position fulfill the requirements of the position and the missions of the program and the College. All job descriptions include the basic and essential functions of the position; the minimum qualifications needed to qualify for the position; and the knowledge, experience, and education needed for the position. If changes are made to a classified job description, they are negotiated with classified union prior to announcing the vacancy. All job announcements are comprehensive and accurately describe the duties and qualifications necessary to fulfill the job requirements. The recruitment and hiring of staff is coordinated by the Office of Human Resources and overseen by the Executive Director of Human Resources. The District clearly and publicly publishes criteria and minimum qualifications for all job opportunities in employment announcements, which are widely distributed and posted in electronic and print forms.

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Annual program plans allow for requests for staff to be linked to student success. Classified job announcements specify the required and desired employment qualifications to ensure the College continues to develop and support its programs and services.

Standard III A.10. Human Resources

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard
The District evaluates and adjusts the number of administrators necessary to achieve its mission and purposes through the annual program planning and resource allocation processes and as deemed necessary by the Superintendent/President. The planning and resource allocation processes assure the College maintains a sufficient number of administrators with appropriate preparation and expertise. Current administrative job descriptions are maintained by the Office

of Human Resources for all current employees and potential candidates to review.
Administrative job descriptions contain important and essential duties, knowledge, skills,
certifications and/or licenses, and experience required to support the institution's mission and
sustain and improve academic quality.

Analysis and Evaluation
The College meets this standard.

As stated in previous standards of this section, the College engages in an extensive annual
program planning and resource allocation processes that utilize data analysis to assess the
institutional effectiveness of all programs/areas/units and allows for informed, strategic decision
making with respect to all staffing decisions, including administrators (III.A 04). It is through
these processes that the District determines if there are a sufficient number of administrators to
achieve its mission and purposes. A component of the planning and resource allocation
processes includes the request for new or additional administrative positions (III.A 04). Requests
for additional administrators require the proposed position title, identification of the program the
administrator will serve, job description, reason for the request, and the anticipated contributions
it will have on the institution.

Every administrative position has a corresponding job description that delineates the
qualifications, essential responsibilities, knowledge, and skills required for competent
administrative leadership in the respective program/area/unit (III.A 46). Job descriptions are
regularly reviewed and analyzed to ensure currency and relevancy and that they describe the
roles and responsibilities of the position and comply with state and federal mandates. Position
analysis, which is a step in all administrator recruitments (III.A 01), allows for necessary
changes to the existing job description to assure it meets the current needs of the District. All job
descriptions require Board approval upon implementation or amendment. The job description is
used to craft job announcements that attract fully qualified applicants. All applicants are screened
by the Office of Human Resources to ensure the minimum qualifications are met (see Standard
III.A 3 for more information on this process). Detailed job descriptions result in hiring and
obtaining an effective administrative team dedicated to serve and support the institution's
mission and purposes. Job descriptions, board policies, and administrative procedures ensure a
district-wide fair and equitable hiring process that results in hiring administrators with
appropriate preparation and expertise.

When an administrative position becomes vacant, the position is filled in accordance with
Administrative Procedure 5025: Employment Procedures for Administrators (III.A 01), which
establishes the guidelines for opening an administrative position, the composition of the selection
committee, and steps in the recruitment process. An administrative position may be filled on an
interim basis and in accordance with Title V regulations. This option allows for continuity in
administrative positions while a full and open recruitment takes place. Candidates selected to fill
administrative vacancies must meet the minimum qualifications for the position in which they
serve. All administrative appointments are approved by the Board of Trustees.

The District regularly evaluates and adjusts the number of administrators necessary to achieve its
mission and purposes through the annual program planning process and as deemed necessary by

the Board of Trustees. The College uses its annual planning process to assure it hires a sufficient number of administrators with appropriate preparation and expertise. Current administrative job descriptions are posted on the office of Human Resources webpage for all current employees and potential candidates to review. Administrative job descriptions contain important and essential duties, knowledge, skills, certification and/or license, and experience required to support the institution's mission and purposes.

Standard III A.11. Human Resources

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
Rio Hondo College establishes, publishes, and adheres to fair and equitable written personnel policies and procedures. These policies and procedures are readily available for review. All written Board Policies and Administrative Procedures are developed through participatory/shared governance and/or negotiation processes (as applicable) and aim to provide equal treatment and opportunities in accordance with applicable laws. Personnel policies and procedures are posted on the College website to advise employees of the College's commitment toward a fair and equitable environment free from discrimination and harassment.

Analysis and Evaluation
The College meets this standard.

The personnel board policies (BPs) and administrative procedures (APs) are developed through a thoughtful and deliberate process designed to assure that they are fair, equitable, and non-discriminatory. As a starting point, the College uses the recommended template from Community College League of California (CCLC) that vets its policies and procedures with legal counsel before publishing them. Consistent with the process for reviewing and revising board policies and administrative procedures, updates or additions to the Human Resources' 7000 series are then reviewed, developed, and vetted through the Policies and Procedures Committee (PPC), as part of the College's participatory/shared governance process. Following review by the PPC, the policies and procedures are forwarded to the Planning and Fiscal Council and then to the Superintendent/President. Board policies are approved by the Board of Trustees and administrative procedures are sent to the Board as information items. The BPs and APs are then posted on the College web site (III.A 47) as well as the Human Resource web page.

The Vice President of Human Resources leads the development and updating/revision of personnel BPs and APs. In addition, the Vice President is also charged with ensuring existing BPs and APs are consistently applied and fairly administered. Revisions recommended by the Vice President of Human Resources are then presented to the Policy and Procedure Council (PPC), consisting of representatives from constituents, for input. Negotiable matters are referred to the respective bargaining unit and properly negotiated. Negotiated articles and procedures are then incorporated into the appropriate contractual bargaining agreement (III.A 14, III.A 20).

Contractual bargaining agreements are published on the Human Resources web page and printed copies are distributed upon request. During the onboarding process, new employees are provided with information and references to personnel board policies, administrative procedures, and the appropriate contractual bargaining agreement so that they are aware of roles and responsibilities as well as institutional expectations (III.A 48). Union representatives also provide new personnel with vital personnel information during the new hire orientation.

The College strives to provide a fair, equitable, non-discriminatory, and harassment-free working environment. Board Policy 3410: Nondiscrimination aims to assure all personnel are treated with dignity and respect (III.A 49). On an annual basis, the District provides notice of its policy against unlawful discrimination to students and current employees in an effort to bring awareness of its commitment to an equitable and just work environment (III.A 50). Grievance forms are posted and readily available on the Human Resources internal "P" (public) drive for those who wish to lodge a grievance.

Employees have the right to file grievances without the fear of retaliation if they believe they have been subjected to unfair treatment or discrimination. Although the Vice President of Human Resources is responsible for assuring consistent compliance with fair and equitable board policies and administrative procedures as they pertain to personnel, the entire College community is dedicated and committed to providing an equal and unbiased working environment.

Standard III A.12. Human Resources

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The District's Mission Statement and Values Statement are at the forefront of all policies and practices it adopts. The District creates and maintains appropriate programs, practices, and services in support of its diverse personnel. By collecting and regularly assessing recruitment and employment data, the District is able to affirm that its employment record in equity and diversity is consistent with its mission.

Analysis and Evaluation
The College meets this standard.

Rio Hondo's Mission Statement, Values Statement, Board Policies, and Administrative Procedures establish the standards that sustain programs, practices, and services for its diverse employees (III.A 51). Board Policies and Administrative Procedures in support of this standard include BP and AP 3410: Nondiscrimination, BP 3420: Equal Employment Opportunity, BP and AP 3430: Prohibition of Harassment, AP 3435: Discrimination and Harassment, BP 7100: Commitment to Diversity, and BP 7120: Recruitment and Selection. Collectively, these BPs and APs promote the District's commitment to diversity, nondiscrimination, and prohibition against

any forms of harassment (III.A 49, III.A 52, III.A 44, III.A 53, III.A 54, III.A 55, III.A 56, III.A 08).

The District continuously facilitates various cultural events, workshops, trainings, open dialogue spaces, etc., that promote awareness and appreciation of diversity, equity, and inclusion. Some examples include the following (III.A 57).

- Rio Hondo College Leadership Academy: a ten-month cohort experience, featuring a "Strengths Based" leadership curriculum, placing emphasis on valuing diversity.
- Rio Hondo IDEA: Intergroup Dialogue Exploring Anti-Racism; A six-week program consisting of 8-10 faculty and staff who facilitate dialogue to discuss race, systemic racism, and white privilege, among other topics. The group explores how racism affects the College environment and its communities. It also explores opportunities on how to practice antiracist strategies throughout the campus.
- Café Con Libros is hosted by the Student Equity team and attended by staff. One book is selected each semester to read and discuss with the focus on equity and diversity.
- Black Lives Matter/Anti-Racist Conversations.
- Black Lives Matter Campus Conversation: What actions can I/we take to make Rio Hondo an anti-racist institution?
- Juneteenth – A Conversation for Our Times.
- A Conversation on White Privilege.
- Racial Equity: Why Seeing Color, Seeing People, and Valuing Differences Matters
- Campus Guest Speakers.
- Student Equity presents: Men of Color in the Community College with Dr. Frank Harris III.
- ASRHC, Cultural Diversity and R.I.S.E present: Latinx Celebration: Paving Your Way with Dr. Juan Carlos.
- Arts and Cultural Programs presents: A lecture that examines the interracial alliances and coalitions that have been successful in the past and the prospects for Black-Brown solidarity for the future with Dr. Melina Abdullah.
- RIO Talks presents: Activism Never Sleeps, with Dr. Angela Williamson.
- Asian/Asian American & Pacific Islander Celebration featuring Yoshio Nakamura.
- FLEX Day Breakouts.
- Examining Classroom Practices through an Equity Lens.
- Still we RISE: Promoting Equity for our Formerly-Incarcerated Students Outside the Classroom.
- Textbooks Every Student Can Access and Afford: Promoting Equity and Social Justice through Use of Open Educational Resources.
- Demystifying Student Equity Research at Rio Hondo: Legislative Mandates and Our Plan.

The Equal Employment Opportunity Advisory Committee and the Office of Human Resources coordinate ongoing implicit bias training available to all staff (III.A 58). The trainings generally focus on topics of cultural competency, implicit bias, how to avoid bias in the hiring process, and

how to recognize and address micro-aggressions. While the training is optional for all staff, it is required of staff members wishing to participate in the hiring process by serving on a selection committee.

As required by the District's Equal Employment Opportunity (EEO) Plan 2018-2021, the District "annually collect[s] employee demographic data and . . . monitor[s] applicants for employment on an ongoing basis . . . to provide data needed for the analyses required by this plan and to determine whether any monitored group is underrepresented" (III.A 59). In the event the data indicates a monitored group has been adversely impacted, the EEO plan provides measures to address the areas of concern. The data gathered is also shared with the Board of Trustees on an annual basis (BOT meeting of April 14, 2021).

As an added tool for assessment, the Office of Human Resources compiles an annual Personnel Diversity Report that is presented to the Board of Trustees. The report is used to measure compliance with the District's mission statement, Title V, Fair Employment Housing Act, and California Education Code (III.A 60). The report's five-year comparison of the diversity data collected demonstrates that the District has continued meeting its commitment to recruitment, hiring, and retaining employees of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.

Standard III A.13. Human Resources

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The District upholds a code of professional ethics for all its personnel. The Institutional Code of Ethics is further strengthened through the District's adopted Board Policies and Procedures which detail expectations and consequences for violating standards.

Analysis and Evaluation
The College meets this standard.

Board Policy 3050: Institutional Code of Ethics (III.A 61) outlines the College's expectations of professional ethics. This policy applies to the entire institution and is publicly posted on the District's page dedicated to board policies and administrative procedures (III.A 62).

In addition, Board Policy 7360: Discipline and Dismissals: Academic Employees governs issues of employee discipline, including dismissal of academic personnel (III.A 63). It states that contract or regular employees may be dismissed or penalized for one or more of the grounds set forth in Education Code section 87732.

Board Policy 7365: Discipline and Dismissal: Classified Unit Members governs issues of employee discipline, including dismissal, of classified unit members. It guides how the District handles employee misconduct which is subject to disciplinary action including, but not limited

to, willful or repeated violation of laws or regulations governing the District, or of board policies, procedures, or rules prescribed by the District and immoral conduct. This board policy elaborates on consequences, Skelly hearings, and dismissal for violation of the College code of professional ethics.

Board Policy 3050: Institutional Code of Ethics subjects all employees of the College to Board Policies and Administrative Procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards. Examples of Board Policies and Procedures that call on the District's expectations of ethical behavior include BP/AP 3410: Nondiscrimination (III.A 49, III.A 52), BP 3420:Equal Employment Opportunity (III.A 44), BP/AP 3430: Prohibition of Harassment (III.A 53, III.A 54), BP/AP 3510: Prevention of Workplace Violence and Disruption (III.A 65, III.A 66), BP/AP 3720: Computer and Network Use (III.A 67, III.A 68), BP/AP 3900: Speech: Time, Place and Manner (III.A 69, III.A 70), and BP 7150: Drug/Alcohol Free Workplace (III.A 71). These policies and procedures define unacceptable conduct, reporting requirements, and consequences of violating District policy.

In addition to the District's Institutional Code of Ethics, Board members have their own code of ethics. Board Policy 2715: Code of Ethics/Standard specifically applicable to the Board of Trustees, outlines standards of ethics and expectations for addressing any violations (III.A 72). This policy provides a process for Board members to promptly address any violation by a board member or board members of the Code of Ethics. This BP addresses censorship of board members, and it provides for legal counsel to address any unethical behavior.

Standard III A.14. Human Resources

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
The College offers a wide array of professional development activities, trainings, and experiences for individuals, employee groups, and the campus. The College evaluates professional development through program review and individual workshop evaluations. The Professional Development Committee considers the results of these evaluations in planning future events, programs, and training opportunities.

Analysis and Evaluation
The College meets this standard.

Rio Hondo College's Staff Development/FLEX program aims to provide professional learning opportunities that offer a breadth, depth, and diversity of experiences to the campus. Through a cross representational Staff Development/FLEX Committee that plans, organizes, and evaluates program activities, the College strives to meet the current and emerging professional learning

and growth needs of all employee groups. Evidence of meeting this standard includes the following (III.A 73):

- partnering with Institutional Research and Planning to develop and administer bi-annual professional development needs surveys to drive program offerings;
- monitoring of the completion of FLEX obligations for all full-time faculty;
- ongoing support and processing of self-identified individual, group, department projects via grants process;
- organizing/facilitating support at Student Equity/Guided Pathways Summits and FLEX Days;
- collaborating with Information Technology to offer on going technology training;
- offering annual faculty institutes focused on Active Learning Pedagogy via the "On Course" approach in conjunction with Student Success and Support Program and Basic Skills over the last four years;
- planning and logistical support for California School Employees Association focused professional development days and session;
- supporting for 1-2 new managers to participate in the "Great Dean's" Program;
- sustaining of a nine-month "Leadership Academy" cohort program open to staff, faculty and managers;
- institutionalizing of a 26-hour New Full Time Faculty Success Seminar that includes a "hand-off" to the Student Equity RTLI (Rio Hondo Teaching for Learning) cohort experience;
- supporting the Distance Education office in awarding of @ 150 stipends for Canvas Online Teaching Training Certification in as a result of migration online in Spring 2020;
- offering regular "Reflection & Renewal" retreats and experiences open to all staff;
- curating a weekly "This Week in Staff Development" update capturing on and off campus events;
- co-leading Anti-Racist Black Lives Matter campus wide conversations;
- offering regional professional growth via the SanFACC Mentor program; and
- providing consistent and regular evaluations of all program offerings.

In the most recent (Fall 2019) Program Review for Professional Development, the value and use ascribed to program offerings based on participant evaluation feedback consistently reached 90% or higher. The Staff Development Committee reviews the results of workshop evaluations as well as evaluation of Flex offerings to shape future offerings for the professional development program. Finally, the College is continuing its work to integrate professional development across Student Equity and Guided Pathways with the work of the Staff Development committee. The staff development coordinator meets with the faculty equity coordinator to share professional development ideas related to the College's diversity, equity, and inclusion initiatives. Additionally, coordinators work together to assist one another in recruiting efforts for classroom-based diversity, equity, and inclusion professional development opportunities.

Standard III A.15. Human Resources

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
Rio Hondo College has clear policies to ensure the confidentiality and security of all personnel files. Personnel have the legal right to inspect their personnel files.

Analysis and Evaluation
The College meets this standard.

Personnel files are maintained in confidence by the Office of Human Resources and are available for inspection. Only the employee, the employee's authorized representative, and/or appropriate management may inspect personnel files. Faculty can access their personnel file as outlined in Article 10 of the Rio Hondo College Faculty Association Collective Bargaining Agreement (III.A 14). Personnel file access for classified staff is outlined in Article 15 of the California School Employees Association Collective Bargaining Agreement (III.A 20). For all other groups, access to their personnel file is outlined in Board Policy 7145: Personnel Files (III.A 74).

The Office of Human Resources has a locked, designated file cabinet for personnel files. Medical files are maintained in a locked office accessed only by authorized employees who maintain these files. Access to personnel files for inspection is limited to the employee, the employee's authorized representative, and appropriate management or other designated employees of the District as necessary in the administration of routine District business.

Employees may review their personnel records by appointment only and during normal business hours. The review of personnel files must be in the presence of an authorized HR representative. Employees are notified in writing of any derogatory material placed in their personnel files. Employees are given notice and may comment in writing within ten working days of receiving such notice. Any comments received from employees are attached to the derogatory material and placed in their personnel file (III.A 14, III.A 20).

Personnel files are confidential and permanent records. After one year, Rio Hondo College scans and keeps digital personnel records of temporary faculty and staff in Laserfische, a secure document management system. Also, when employees are terminated, their personnel files are scanned and permanently maintained in electronic format. Only authorized Human Resources employees can upload, download, and retrieve information from the system. The system is password protected and backed up daily.

The College also uses Los Angeles County Office of Education Human Resources Information Systems (HRS) to maintain digital personnel information. Access is limited only to Human Resources and Payroll authorized employees. The security levels to access information vary depending on the employee's job classification. Authorization to access information in this system is approved by the Vice President of Human Resources and submitted to the Los Angeles County Office of Education.

Conclusions on Standard III.A. Human Resources

The College has policies and procedures in place to assure that it hires highly qualified full- and part-time personnel that at a minimum meet the qualifications established for each position. The College is committed to fair and equitable employment practices, which is evidenced in job postings, board policies, and various training provided to hiring committees, including implicit bias training. Job descriptions, job postings, and hiring processes are published in print and electronic format. Hiring procedures are followed and personnel are evaluated in accordance with collective bargaining agreements. Although each year the FON fluctuates in correspondence with state apportionment levels, COLAs, and deficit reductions, the institution regularly assesses its FON obligation and uses its institutional planning process to determine the priorities for hiring faculty, staff, and administrators.

Improvement Plan(s)

The evaluation procedure and evaluation tool for administrators and confidential employees are currently being reviewed. The College will complete the review of the administrative evaluation tools and procedures as part of its improvement plan.

Evidence List

B. Physical Resources

Standard III B.1. Physical Resources

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard
Rio Hondo College ensures that all facilities are safe and sufficient for students, staff, and administrators. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections, remedying any deficiencies, and providing a variety of safety trainings for maintenance and operations staff. The District regularly evaluates its physical resources through the College's institutional processes including annual planning and program review, the Facilities Master Plan and Educational Master Plan, as well as the Five-Year Capital Outlay Plan. The College assesses and plans for campus safety through the work of the District Safety and Emergency Preparedness Committees and its Active Shooter Plan.

Analysis and Evaluation
The College meets this standard.

The District's facilities are constructed to meet the Division of the State Architect (DSA) standards including the Federal Americans with Disabilities Act (ADA), which assures facilities are accessible and structurally safe. These standards ensure facilities are compliant with respect to state standards for fire and seismic safety. Building improvements or modifications are completed according to applicable codes, standards for accessibility, and the approval process as applicable with appropriate jurisdictional authorities.

Proper planning for buildings, maintenance, and replacement of physical resources is critical in supporting the educational and learning needs of students, as well as supporting a positive working environment for staff. Toward this end, buildings are planned, designed, and built in accordance with the Educational and Facilities Master Plans which provide data analysis to help in understanding projected program growth and corresponding facility needs. Data analysis from these plans form the basis for designing and building facilities with sufficient capacity to support College programs and the number and type of courses offered. Both the Educational Master Plan and the Facilities Master Plan are reviewed and updated on a ten-year schedule.

The District also determines the sufficiency of its classrooms, laboratories, and other facilities by regularly reviewing and updating its space allocation and utilization reports provided through the California Community College Space Inventory Report and Five-Year Capital Outlay Plan (III.B.01). These reports provide an opportunity to review and adjust facility plans midway through the ten-year educational and facilities master plan cycles.

Building maintenance falls within the purview of the College's Facilities department, specifically Facilities Maintenance and Operations. The District has a repair work orders system hosted by School Dude where departments open a ticket for certain repairs, maintenance, safety concerns,

1 and campus events. The work-ordering system is easily accessible on the District website,
2 specifically the department of Facilities. Work orders are classified by priority and a
3 confirmation email is then sent to the requestor. The Director of Facilities Services assigns staff
4 to fulfill the work order requests based upon priority.
5
6 The Facilities Department staff maintain the College's facilities in accordance with the
7 California Occupational Health and Safety Act (Cal/OSHA). District staff provide custodial,
8 maintenance, and grounds services in order to ensure that paths, hallways, classrooms, and
9 offices clean, safe, and accessible. Pedestrian crosswalks are well marked at all intersections.
10
11 The District places great value on maintaining a safe working and learning environment for
12 students and staff. The Superintendent/President directs and oversees the implementation of
13 facilities plans and works with appropriate staff to mediate any health and safety issues that may
14 arise. The Facilities Committee (III.B.05, III.B.06) and the Safety Committee (III.B.07, III.B.08]
15 meet twice a semester to discuss safety issues and remedies.
16
17 Rio Hondo College ensures that all facilities are safe and sufficient for students, staff, and
18 administrators. The safety and sufficiency of facilities is assured through institutional processes
19 and planning, e.g. the Educational and Facilities Master Plans, the Five-Year Capital Outlay
20 Plan, Annual Planning, and Program Review. The College adheres to recognized standards for
21 maintenance put forth through organizations such as the DSA and OSHA as well as applicable
22 laws stated in the ADA. The College also evaluates and updates campus safety through the work
23 of the District Safety Committee and Emergency Preparedness Committee and has an active
24 shooter plan.
25
26 **Standard III B.2. Physical Resources**
27
28 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical
29 resources, including facilities, equipment, land, and other assets, in a manner that assures
30 effective utilization and the continuing quality necessary to support its programs and services
31 and achieve its mission.
32
33 **Evidence of Meeting the Standard**
34 The District assures effective utilization and the quality of its physical resources through its
35 facilities planning, evaluation, and assessment processes, as well as a preventative maintenance
36 schedule. Evaluation and assessment of facilities includes the annual program planning and
37 program review processes, the Educational Master Plan, the Facilities Master Plan, Five-Year
38 Capital Outlay Plan, and Five-Year Scheduled Maintenance Plan. The preventive maintenance
39 schedule and work order system are designed to address short-term issues in a timely manner and
40 proactively maintain the quality and integrity of systems and facilities.
41
42 **Analysis and Evaluation**
43 The College meets this standard.
44
45 At Rio Hondo College, long-range, effective utilization of physical resources starts with an
46 evaluation and assessment of the needs of educational programs and services. The evaluation and

assessment of programmatic needs, as well as facilities' needs, are integrated with the College's comprehensive and integrated planning process. In the comprehensive and integrated planning process, the Educational Master Plan serves as the basis for the Facilities Master Plan (Educational Master Plan; III.B-3 2013 Facilities Master Plan; III.B-23). The overall purpose of the Facilities Master Plan is to translate priorities for student learning and success into recommendations for facility development. As captured in the Educational Master Plan and Facilities Master Plan, ensuring effective utilization is the result of data analysis of projected programmatic growth and facilities assessments.

Effective utilization in the short term is assured through the annual program planning process. In this process, individual programs identify facilities issues related to instructional and support services programs. These issues are then considered further by the unit administrator and forwarded to the area administrator if prioritized. The four area administrators are the Vice Presidents of Academic Affairs, Finance and Business, Student Services and the Superintendent/President. Issues identified and prioritized by the area administrator in the annual process are forwarded to the Facilities Committee for institutional prioritization. The recommendations from the Facilities Committee are forwarded to the Planning and Fiscal Council, the College's main participatory/shared governance body, and then to the Superintendent/President. Ultimately, short-term needs are prioritized in a shared process that takes into consideration long-term priorities and needs. For more immediate needs, the District also assures effective utilization through a facility request form, which is available online through 25 Live.

The District has a centralized facilities department charged with ensuring the ongoing maintenance of the District's physical resources. This includes maintenance, upgrades, and preservation of facilities, equipment, land, and other physical assets. The facilities department is also responsible for the District's preventive maintenance program, which has an allocated budget. The preventative maintenance program proactively evaluates the condition of mechanical equipment and establishes a baseline for meeting manufacturer recommendations for maintenance, service, and/or replacement. Recommendations for maintenance, service, and/or replacement are integrated with the facilities budget and maintenance schedule (III.B.10 Facilities Maintenance Schedule). Third party licensing, certifying, and testing agencies also help the facilities department to ensure that local, state, federal, and educational codes are met, thus ensuring quality.

The facilities department is managed by a facilities director, a manager in charge of custodial and grounds, and a manager of mechanical and electrical services. The department plays a critical role in maintaining the safety and quality of buildings and grounds including maintenance and repair, custodial support, safe transmission of power and utility infrastructure, and grounds operations. Among other responsibilities, the facilities department schedules and inspects buildings and building systems to assure compliance with applicable fire, safety, and health codes and regulations. Facilities personnel also participate in safety, facilities, and planning committees to understand and support the needs of the District.

At Rio Hondo College, facility planning and decision-making processes include faculty, staff, and students through participatory/shared governance. The District's commitment to effective

use and quality of physical resources is demonstrated through its evaluation, assessment, and comprehensive planning processes as well as the priorities of the facilities department and the preventive maintenance schedule.

Standard III B.3. Physical Resources

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District assures the feasibility and effectiveness of its physical resources through its comprehensive integrated planning process, the Facilities Master Plan, annual updates to the Five-Year Capital Outlay Plan, and annual updates to the Five-Year Scheduled Maintenance Plan. In addition, the District contracts with third parties for more extensive facilities reviews. These reviews provide detailed information for planning and improvement purposes.

Analysis and Evaluation

The College meets this standard.

The District Facilities Department works diligently to assure that its physical resources meet the needs of students, faculty, and staff. The cornerstone of physical resource planning is the Educational Master Plan, which provides a basis for the Facilities Master Plan. The Educational Master Plan examines current enrollment trends and projects future enrollment trends. The Facilities Master Plan takes into consideration current and future enrollment trends, particularly anticipated enrollment growth and develops recommendations for physical resources that will meet the long-term needs of the College.

While the Educational and Facilities Master Plans are long-term plans that set the future direction of the College with respect to physical resources, the Five-Year Capital Outlay Plan and the corresponding annual updates to that plan as well as the annual updates to the Five-Year Scheduled Maintenance Plan are the mechanisms by which the College maintains its existing physical infrastructure in the short term. As mentioned in III.B.1, the District regularly reviews these reports and uses these plans to determine the sufficiency of its classrooms, laboratories, and other facilities. The annual review process provides the College with the opportunity to review and adjust facilities plans midway through the ten-year educational and facilities master plan cycles.

With regard to equipment, the District uses the ESCAPE system, which houses information about all of the fixed assets of the College including equipment, buildings, and land. This system allows the District to assess the lifespan of equipment and facilities. Information in the ESCAPE system is reviewed annually as part of the annual audit process, which occurs in October of each year. The ESCAPE system is continually updated as new equipment and facilities are added or are removed from the College's inventory.

The District also uses a third-party system, SchoolDude, to facilitate its work order process. Routine work orders for preventative maintenance are generated from this platform, thus providing assurance of regular and ongoing maintenance of facilities and related equipment. The SchoolDude system also allows the District to quantify the workload placed on the Facilities Department staff by tracking the number of calls for service, personnel hours spent, and wait times for service. The Facilities Department reviews staffing levels regularly and works to maintain a staffing level sufficient to meet the ongoing maintenance needs of the physical resources of the District.

The Facilities Department contracts with third parties to assist with complex mechanical repairs and to perform predictive maintenance on new and aging equipment. The third parties provide facilities a preventative maintenance contract through which the third-party vendors routinely and regularly inspect equipment. Examples of this type of service include highly specialized repairs and maintenance such as high-voltage electrical and other campus-wide systems such as leak detection and those associated with the campus central plant.

Through the institutional Program Review process, each program conducts a self study that includes an assessment of facilities and equipment needs for that area. Program reviews describe how each department views the future of its program and helps identify facility and equipment needs. The District Information Technology Systems Department is responsible for implementation and maintenance of all technology equipment.

Guided by the Facilities Master Plan and the Five-Year Scheduled Maintenance Plan, the District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as new construction and modernization. The Five-Year Scheduled Maintenance Plan helps determine what an item and/or project will cost and when it should be replaced or repaired.

Standard III B.4. Physical Resources

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
Long-range capital planning relies on the Facilities Master Plan, Five-Year Capital Outlay Plan annual updates, and program review. These plans allow for informed decision making with respect to capital improvements and results in facilities that meet the institutional goals of the District. Additionally, total cost of ownership is also assessed annually through the ESCAPE system and considered as appropriate in the annual updates to the Five-Year Capital Outlay Plan.

The District plans, builds, maintains, upgrades, and replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The District files updates to the Five-Year Capital Outlay Plan annually with the State Chancellor's Office to help determine the level of state funding available to support capital projects. It also lists planned future projects and details how projected facilities will be used.

Analysis and Evaluation

The College meets this standard.

The District develops annual and long-range plans for capital expenditures directly linked to the needs and compatible with both short- and long-range planning processes. The District regularly updates the Five-Year Capital Outlay Plan. In addition, the Educational Master Plan, program reviews, and the annual assessment of physical resources housed in the ESCAPE system are taken into consideration in identifying facilities needs and the associated cost of ownership.

The District works with the State Chancellor's Office for ongoing planning and development and to identify long- and mid-range needs utilizing the information provided in the Five-Year Capital Outlay and Scheduled Maintenance Plans, as well as updates to its space inventory. The District updates and revises these plans as needs are identified, modified, and re-prioritized for submission to the state on an annual basis. The District uploads all of the information to the State Chancellor's Office through the Fusion website and continually updates it. Priorities are identified in terms of urgent needs identified through the annual review processes mentioned above and long-range needs identified in the Educational and Facilities Master Plans.

The Five-Year Capital Outlay Plan includes both local and state funded projects. The Board of Trustees approves the plan, which is due every year at the State Chancellor's office by July 31. The District submits potential state funded projects as an Initial Project Proposal (IPP) to the State Chancellor's Office, and once approved, the District submits them as a Final Project Proposal (FPP) to the state to request funding.

As new capital projects are constructed to meet the needs of the District, the District's Construction Management Company and the Finance staff evaluate the total cost of ownership. The total cost of ownership model includes the cost to design, build, maintain, and operate the facility. Routine maintenance, minor repairs, major modernizations, preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology, and life cycle costs are all considered.

Long-range capital planning, relying on the Facilities Master Plan, annual updates to the Five-Year Capital Outlay Plan, and program planning and review requests, allows for informed decision making and results in facilities that meet the institutional goals of the District. The District plans, builds, maintains, upgrades, and replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The District files annual updates to the Five-Year Capital Outlay Plan with the State Chancellor's Office to helps determine the level of state funding received for capital projects. The College also lists planned future projects and how projected facilities will be used.

Conclusions on Standard III.B. Physical Resources

Rio Hondo College utilizes long-, mid-, and short-range planning to assess, adjust, and project physical resource needs of the College. Long-range plans, such as the Educational Master Plan and the Facilities Master Plan, are tied to current and projected enrollment trends and student needs while mid-range planning, such as the College's Strategic Plan and Program Review, is tied to institutional goals and objectives. The Five-Year Capital Outlay Plan provides the

foundation for ongoing maintenance of physical resources in relation to institutional priorities identified through long-, mid-, and short-range planning activities of the College.

Improvement Plan(s)

Not Applicable.

Evidence List

C.   Technology Resources

Standard III C.1. Technology Resources

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
Rio Hondo College uses technology as an integral part of its operations in both the classroom and for operational management, and the technology efforts of the College are appropriate to meet this standard.

Analysis and Evaluation
The College meets this standard.

Technology resources at Rio Hondo College consist of servers, networks, software, audiovisual systems, and outside vendors to support classroom instruction, academic programs, student services, and institutional operations in service to the College's mission. Rio Hondo technology is primarily managed by the Information Technology Services Department (ITS) which is staffed by seventeen employees who provide software, hardware, network, audiovisual, help desk, and training support to the Rio Hondo community. The ITS is guided in its management of technology through its technology plans, the College's annual planning process, and by the Enterprise Systems Advisory Committee, which meets monthly during the academic year to discuss technology related topics and the status of various technology project and initiatives. (III.C.1-1, III.C.1-2, III.C.1-3, III.C.1-4)

The College uses the Ellucian Banner student information system to manage the primary educational activities of student application, registration, scheduling, grading, student payment, and financial aid. Students, faculty, and staff connect to these systems via the College's portal, AccessRio. Over 38,000 students apply and register for class each year using the core student systems, and financial aid is disbursed to over 12,000 students annually via the Banner student information system. (III.C.1-5)

Primary student access to Rio Hondo College systems is managed via the student portal, AccessRio. AccessRio is used by students, faculty, and staff for registration, course management, payment, and connection to various services, such as education planning, counseling appointments, orientation, library services, etc. Students are also given student Gmail accounts and have access to the Microsoft Office suite as part of their enrollment. Fifteen locations on campus provide student computing services. Nearly 1,300 computers are available on the Rio Hondo campus and at one of its education centers for student use. Rio Hondo College also maintains nearly 150 classrooms equipped with projection and sound systems linked to in-class computers, the broader College network, and the Internet.

Connecting its various systems together, Rio Hondo College maintains approximately 150 servers and 145 network switches with approximately 8,000 managed network ports. The

buildings of the main campus are connected via a backbone fiber network that delivers 10 gigabits of throughput among the main buildings and one gigabit throughput to the desktop. The College's wireless network consists of 210 access points spread throughout the main campus. The College has redundant ten-gigabit connections to the Internet, and there are one-gigabit circuits in a redundant loop between the main campus and the College's four education centers. Each education center also provides independent Wi-Fi service at each location. (III.C.1-6, III.C.1-7, III.C.1-8, III.C.1-9)

The ITS Department offers help desk support to faculty, staff, and students via telephone and the Internet, and technology training is provided to staff and faculty both in-person and online in the technologies used and supported by the College.

Finally, Rio Hondo College is one of the fifteen California community colleges offering a baccalaureate degree. Special considerations have been made to the Banner student information system to accommodate a four-year degree. No other technological changes have been necessary to accommodate this degree.

Standard III C.2. Technology Resources

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
Rio Hondo College has established replacement plans, an annual technology/computer refresh budget, and mechanisms through its planning processes to maintain its technology assets to support the needs and requirements of the College in fulfilling its mission. Rio Hondo College meets this standard.

Analysis and Evaluation
The College meets this standard.

Rio Hondo College, acting through its Enterprise Systems Advisory Committee, has established replacement time frames for many of the College's technology assets. These assets are then replaced according to this cycle, subject to available funds in the annual computer refresh budget (III.C.2-1).

Technology requests are also part of the College's annual and master planning process. Part of the annual planning process, which is described in detail in sections I.A.2, I.A.3, I.B.1, I.B.4, I.B.5, and I.B.6, involves technology requests from the approximate 110 programs and 35 units of the college. These requests percolate into the Area Plans of the Superintendent/President and vice presidents and are reviewed annually by the Technology Committee. The Technology Committee is a participatory/shared governance committee with a broad College constituency that ranks technology requests, and based on available funding each year, authorizes the purchase of the approved requests. (III.C.2-2)

The College's technology master plans of the past decade have highlighted the importance of ongoing technology refresh programs to maintain the College's digital infrastructure. Previous technology master plans have emphasized technology replacement as a guiding principal. (III.C.2-3, III.C.1-1, III.C.1.-2)

In 2004, voters in the Rio Hondo Community College District approved Measure A, which granted the College the right to sell $200 million in bonds for a series of construction projects and other campus upgrades. Included in these upgrades were nearly fifteen million dollars in technology improvements. While much of this money has already been spent, the retrofit and remodel of the College L-Tower is still ongoing and will be completed in 2022. Part of this upgrade will involve replacing all the technology resources in this building.

Ongoing Technology Investments
In 2018, the College allocated $1.95 million to upgrade the College's network switches and wireless network to improve speed and service to Rio Hondo's constituents. This project also included server and storage upgrades as well as firewall and other security system enhancements.

In 2018 and 2019, the Corporation for Networking Initiatives in California (CENIC) upgraded Rio Hondo's main campus Internet circuit from one gigabit per second to ten gigabits per second and also assisted installing the College's four remote locations with gigabit Internet circuits and connecting these locations to the main Rio Hondo campus.

In 2020 and 2021, the College continued to make server and storage upgrades and contract with a third-party vendors to provide 24/7 security monitoring services to help protect the College's digital assets from ransomware and other forms of cyberattack.

In 2020, twenty-one classrooms in the Administration of Justice (AJ) Building and Nursing Program were upgraded with new projection, sound, and digital support systems. In addition, audiovisual improvements were made to the AJ Annex, and a new public address system was installed at the Firing Range. Finally, between 2018 and 2020, approximately 275 desktop machines were upgraded as part of ongoing technology refresh efforts.

During the pandemic in 2020 and 2021, Rio Hondo upgraded its technology loaner program, managed by the Library, and made over 1,000 Chromebooks and 800 hotspots available to students to support their needs while studying online.

Standard III C.3. Technology Resources

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Rio Hondo College recognizes the importance of protecting its information systems and the information they contain. Through backups, disaster recovery, security protections, cloud-based outsourcing, and other security mechanisms, the College strives to protect it constituents and the information they have entrusted to the College. For these reasons Rio Hondo College meets this standard.

Analysis and Evaluation

The College meets this standard.

Rio Hondo College actively manages its technology assets to ensure reliability, safety, and security in its managed locations.

Buildings on the Rio Hondo main campus are inter-connected with redundant fiber connections and multiple switch paths among facilities. The College's wide area network has redundant circuits, and there are multiple network paths between the main campus and its four education centers. The College uses features of its storage infrastructure to take multiple snapshots of critical servers throughout the day, and full backups of the server and storage infrastructure are made each night and then backed up offsite to Wasabi Cloud Storage to prevent data loss from a catastrophic disaster. Since the main Rio Hondo College campus and its satellite education centers are all interconnected, the Information Technology Services Department, located on the main campus, has the same visibility into the technology infrastructure of the education centers as it does to any building on the main campus. Services available on the main campus are available to the centers. (III.C.1-6, III.C.1-9, III.C.3-2)

Board Policy and Administrative Policy 3720: Computer and Network Use define appropriate use of Rio Hondo College's computer systems, and the College's security practices are further defined in its security policy. The College uses multi-factor authentication to protect staff member accounts and uses Microsoft's Advanced Threat Protection and Safe Site as part of its email system to examine messages for malware and dangerous links. The College uses Nessus to scan its servers on a weekly basis for vulnerabilities, and it uses Splunk, a tool to examine system logs for inconsistencies, to indicate behavior that might indicate external malfeasance. The College also uses Arctic Wolf, a security protection firm, to monitor its servers and its internal and external networks for possible intrusions. (III.C.3-3, III.C.3-4, III.C.3-5, III.C.3-6, III.C.3-7)

Over the past six years the College has moved more of its technology services to cloud-based alternatives to derive the security and recoverability benefits that come from the using cloud services. Examples of these migrations include the Canvas Learning Management System, 25 Live facilities scheduling software, and Taskstream planning software. Most new systems implemented by the College in the past half-decade have been cloud-based.

Rio Hondo College uses three systems for emergency notification. Blackboard Connect provides emergency notification via phone, email, and text to all college constituents, regardless of location. On the main Rio Hondo campus, the phone system is integrated with the Singlewire

notification system. Emergency messages can be sent to campus phones and desktop computers.
This system also makes it possible to use any phone on campus to deliver voice messages
instantaneously to all other campus phones through the phone's built-in speakers. Finally, the
campus has an analog public address system capable of delivering voice messages across the
campus in seconds. This is an effective way to deliver quick instructions to anyone on campus
during an emergency.

Standard III C.4. Technology Resources

The institution provides appropriate instruction and support for faculty, staff, students, and
administrators, in the effective use of technology and technology systems related to its programs,
services, and institutional operations.

Evidence of Meeting the Standard
From several departments spread across Rio Hondo's various locations and online, faculty, staff,
and students may avail themselves of training and support on the technologies used by the
College and in society at large.

Analysis and Evaluation
The College meets this standard.

The College provides technology training to faculty, staff, and students related to its educational
and operational systems.

Through its Information Technology Services Department, Rio Hondo College offers training to
faculty and staff one-on-one, in small group settings, and online. Training covers the use of
various Rio Hondo College technologies including Banner Navigation, SARs, Blackboard
Connect, Office 365, Microsoft Windows, WordPress, 25Live Pro, and others. The training
program is designed to meet the needs of faculty and staff as reflected in the College's
Professional Development Department's bi-annual needs assessment. (C.III.4-1, C.III.4-2)

Rio Hondo College has developed a three-course certification process for faculty wishing to
teach online. It has also developed an online training course in accessibility compliance. There
is an online orientation course for students. One-on-one and small group training is also offered
to faculty in the use of Canvas through the Distance Education Department and both the Distance
Education and the Information Technology Systems Departments provide educational material
and "tips and tricks" via their respective websites. (Distance Education, Information Technology
Services)

Several different divisions within the College offer technology training as part of their
curriculum. The Computer Information Technology program, part of the Business Division,
offers programs in various programming languages, office automation tools, networking, and
popular software packages. The Arts Department offers courses in graphic design, digital
photography, and gaming that teach students how to use a broad range of technological tools.
The Career Technical Division provides training in Computer-aided Design (CAD) and Building
Information Management (BIM). (C.III.4-3, C.III.4-4, CIII.4-5)

Rio Hondo provides instructional videos for students in using college email, registering for class, applying for Financial Aid, and other technical topics. The College also offers students personalized instructional support in on-campus computer labs at both its main campus and at each of its education centers. The College's computer labs are staffed with instructional assistants, and students can receive support in how to use classroom and operational software employed throughout the College.

Standard III C.5. Technology Resources

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Policies and procedures are in place to guide the use of technology in the teaching and learning process. These policies cover the acceptable uses of technology in the classroom and on the Rio Hondo campus and its education centers. Further, the policies and procedures cover copyright, Section 508 of the Rehabilitation Act of 1973, and distance education compliance.

Analysis and Evaluation
The College meets this standard.

Rio Hondo College has policies and procedures that guide the use of technology in the teaching and learning process. Board Policy and Administrative Policy 3720: Computer and Network Use define proper computer and network use. The administrative procedure defines authorization and acceptable use procedures, account and password security, and the appropriate use of copyrighted software. It also outlines the legal scaffolding governing computer use at Rio Hondo College and how it fits within state and federal statutory frameworks. (III.C.3-3, III.C.3-4)

Board Policy 5040: Student Records and Directory Information and Administrative Policy 5040: Student Records, Directory Information, and Privacy describe a student's right to privacy for data collected and managed electronically by Rio Hondo College. The policy defines "directory information," which is considered public and the protections available to students under the Family Educational Rights and Privacy Act of 1974 (FERPA). (III.C.5-3, III.C.5-4)

Administrative Procedure 6535: Use of District Equipment defines the procedures the College follows to maintain accessibility compliance to section 508 of the Rehabilitation Act of 1973 when acquiring software, operating systems, and other electronic equipment. Rio Hondo College also has developed an accessibility training course, Accessibility Basics, for faculty delivered through Canvas (III.C.5-5).

Administrative Procedure 4105: Distance Education outlines various procedures required of faculty when teaching online. This includes definitions for regular and effective contact and

course quality standards. Regular contact is defined for instructor-to-student contact as well as student-to-student contact. Additionally, all faculty teaching online are required to be certified by passing the Rio Hondo College certification process. The certification process consists of three Canvas courses. As of fall 2020 approximately 477 faculty have completed the Rio Hondo certification process. Faculty at Rio Hondo College have also developed a peer review distance education process for effective contact to insure compliance with regular and effective contact requirements. (III.C.5-6, III.C.5-7)

Conclusions on Standard III.C. Technology Resources

Rio Hondo College uses technology as an integral part of its operations in both the classroom and for operational management. Technology resources are managed by the Information Technology Services Department (ITS) and are adequate to the institution. The ITS is guided in its management of technology through its technology plans, the College's annual planning process, and by the Enterprise Systems Advisory Committee. Help and professional development related to technology is provided through a help desk and both in-person and online workshops in the technologies used and supported by the College. The College has established replacement plans to maintain its technology assets and to support the needs and requirements of the College in fulfilling its mission. Board Policies define appropriate network and technology use. Interconnectivity ensures the technology infrastructure supports the education centers in the same manner as the main campus.

Improvement Plan(s)
Not Applicable.

Evidence List

III.C.1-1	Technology Plan 2014 FINAL
III.C.1-2	Technology Plan 2021 DRAFT
III.C.1-3	TBD – link to description of annual planning process
III.C.1-4	ESAC Meeting Minutes 2019-2020-Combined
III.C.1-5	RHC Technology Guide v1_0
III.C.1-6	RHC Core Network 1_0
III.C.1-7	RHC Wired Diagram Overview v1_0
III.C.1-8	RHC Wireless Diagram Overview v1_0
III.C.1-9	RHC CENIC Ed Centers Network Diagram-High Level
III.C.2-1	Technology Replacement Standards
III.C.2-2	Technology Committee Sample
III.C.2-3	Technology Plan 2010 FINAL
III.C.3-2	Backup Schedule
III.C.3-3	BP3720_Computer_and_Network_Use
III.C.3-4	AP3720_computernetworkuse_111412-app
III.C.3-5	RHC Security Plan
III.C.3-6	Nessus Report

1	III.C.3-7	Splunk Report
2	III.C.4-1	III.C.4-1-ReasonCodeSummaryReport-2
3	III.C.4-2	III.C.4-2-PD Needs Assessment 2017 summary
4	III.C.4-3	III.C.4-3-RHC 2020-21 Course Catalog – 071520 (Pages 361-365)
5	III.C.4-4	III.C.4-3-RHC 2020-21 Course Catalog – 071520 (Pages 397-399, 446-447, 317-
6	318)	
7	III.C.4-5	III.C.4-3-RHC 2020-21 Course Catalog – 071520 (Page 320)
8	III.C.5-3	BP5040_StudentRecordsDirectoryInfo
9	III.C.5-4	AP5040_Student-Records-Directory-Information-and-Privacy_final_61114
10	III.C.5-5	AP6365_AccessibilityInfoTechnology
11	III.C.5-6	AP4105_DistanceEducation
12	III.C.5-7	Guide for Faculty Peer Review of Online Class
13		
14		
15		
16		
17		

1 D.   Financial Resources

2

3 **Standard III D.1. Financial Resources – Planning**

4 Financial resources are sufficient to support and sustain student learning programs and services
5 and improve institutional effectiveness. The distribution of resources supports the development,
6 maintenance, allocation and reallocation, and enhancement of programs and services. The
7 institution plans and manages its financial affairs with integrity and in a manner that ensures
8 financial stability. (ER 18)

9

10 **Evidence of Meeting the Standard**
11 The District has formalized processes and practices to ensure that available financial resources
12 are used to support student learning programs and services and improve student outcomes and
13 institutional effectiveness. The District has demonstrated sound financial planning and execution
14 by following its prescribed expenditure plan, the adopted budget, allocating resources in
15 accordance with needs identified through planning and program review, and maintaining
16 sufficient reserves in the event of financial emergency. Prudent planning and priority setting has
17 provided institutional financial stability and improvement.

18

19 **Analysis and Evaluation**
20 The College meets this standard.

21

22 Financial stability within the District is achieved through an annual budget process that ensures
23 financial affairs are managed with integrity and in a manner that ensures fiscal responsibility. In
24 accordance with Board Policy and Administrative Procedure 6200: Budget Preparation, the
25 District presents a tentative budget for the upcoming fiscal year in June. The adopted budget is
26 also presented to the Board of Trustees in September as required by Title 5 code of regulations
27 and Education Code. The budget covers District-wide projected expenses including the cost
28 increases for salaries and benefits for current positions. In addition, the District follows Board
29 Policy 6300 and Administrative Procedure 6300: Fiscal Management, which sets a system of
30 internal controls in order to safeguard assets and requires budget reports to the Board of Trustees
31 for review and approval. The District also maintains a strong and stable reserve with the reserve
32 fund balance at just over 26%.

33

34 The District receives most of its financial support from the State of California through its
35 apportionment process under the Student Center Funding Formula (SCFF). Current funding is
36 sufficient to support existing financial commitments. The 2020-2021 general fund budget of
37 $154,537,544 is comprised of $115,397,834 in unrestricted funds and $39,139,712 in restricted
38 funds [III.D.02. 2020-2021 Adopted Budget]

39

40 The District has sufficient cash flow to meet its operational needs and maintain high quality
41 academic programs and services. The level of District reserve is above average; the state
42 recommends five percent of the general operating fund to be a prudent reserve to meet financial
43 emergencies and unforeseen circumstances. For the fiscal year 2019-2020, the District
44 maintained a 26.34% for the unrestricted general fund reserve and a projected 25.67% for the
45 fiscal year 2020-2021. Over the years, the District has never borrowed to supplement the general

fund operations. Furthermore, the District's commitment to high quality academic programs is evidenced by a significantly higher than the minimum compliance standard for the 50% law calculation.

The District also actively seeks support for new academic and student support initiatives through resource development in the form of federal and state grants. For the fiscal year 2020-2021, the District was awarded several federal grants focused on STEM, and TRIO in the amount of $5.0 million over five years [III.D.03.1 Title III Grant Award Notification]. For the fiscal year 2020-2021, the District was the sub-recipient of Department of Education SEED grant for a total of $900,000 over the next three years [III.D.03.2. Sub-recipient award letter for SEED grant]. During the fiscal year 2019-2020, the District was a recipient of NSF-STEM award of $1 million over a 5-year period [III.D.04. NSF-STEM Grant Award Notification].

As part of the District's participatory/shared governance process, the Planning and Fiscal Council (PFC) is responsible for recommending integrated budget priorities, procedures, and processes in accordance with the District's Comprehensive and Integrated Planning Process. The PFC has several subcommittees, such as technology, staffing, and facilities, which review, prioritize, and recommend resource allocations in the corresponding budget categories. Recommendations are based upon needs identified through the annual planning and program review processes. These recommendations flow through the PFC to the Superintendent/ President. [III.D.05. PFC Handbook] The Superintendent/President finalizes the resource allocation recommendations based upon the final budget.

The annual planning and program review processes are the means by which programs request resources linked to needs identified through data analysis and linked to programmatic or institutional goals and objectives: [III.D.17. Program Review Webpage]. In order to be considered for funding, all requests for additional resources must be described and linked to program-, unit-, or institutional-level goals and objectives. Resource requests from annual program planning are comprised of several categories, such as staffing, technology, supplies and equipment, facilities, professional development, and other resource requests. All resource requests made through the annual program planning process are prioritized by participatory/shared governance committees, which are subcommittees of the Planning and Fiscal Council, and then forwarded to the Superintendent/ President for final approval. The District has a long history of prudent fiscal management without a structural deficit, and its financial resources are sufficient to ensure fiscal solvency. The District has an integrated planning and resource allocation process that supports the development and enhancement of its learning programs and services.

Standard III D.2. Financial Resources – Planning

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard
The District's mission, institutional goals, and objectives are the foundation for budget development and financial planning. The District has established policies and procedures to ensure sound financial practices and financial stability, such as regular dissemination of financial information to the campus community and to the Board of Trustees.

Analysis and Evaluation
The College meets this standard.

The District's mission, goals, and strategic plan serve as the basis for budget development and financial planning. Financial planning begins and ends with alignment to the College mission and goals. The Comprehensive and Integrated Planning Process illustrates how the College Mission drives its Strategic Plan, Goals, and Objectives. Each program maps their activities and resource requests to the goals and objectives in the College strategic plan. Planning and resource allocation are directly linked and connected to institutional goals and objectives. Needs identified in the Educational Master Plan, Facilities Master Plan, Strategic Plan, Annual Plans, and Program Reviews are considered in the resource allocation process which allows for input from participatory/shared governance committees which prioritize resource requests.

The District shares budget information with faculty, staff, and administrators. Resource requests are shared via multiple mechanisms including through the participatory/shared resource prioritization committees, the Planning and Fiscal Council, and the Institutional Planning Retreat. Budget information is shared through the presentation of the tentative and adopted budgets, which occurs in June and September respectively.

The District has several policies and procedures in place that ensure sound financial practices and fiscal stability. Board Policy 6200: Budget Preparation [III.D.06. BP 6200] requires that the District's budget development and financial planning comply with Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office, which must support the District's master and educational plans. The corresponding administrative procedure, AP 6200: Budget Preparation, also requires the presentation of tentative and final budgets to the Board in public meetings to ensure the timely dissemination of financial information to the campus community and the public. This AP [III.D.07. AP 6200] provides a detailed overview of how the District develops its budget. As described in AP 6200, Title 5 requires the District to approve the tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15 of each year. In addition, the District must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. The District budget is published on the College website [III.D.15. 2020-2021 Adopted Budget].

Board Policy 6300: Fiscal Management [III.D.08. BP 6300] requires the District to practice sound financial principles; maintain effective operations and internal controls; communicate fiscal objectives, procedures, and constraints; and present quarterly financial status reports to the Board. Board Policy 6400: Audits [III.D.09. BP 6400] requires that an outside certified public accountancy firm conducts an audit of all funds on an annual basis.

In addition, the District manages funds received from federal government resources and from local and private sources according to the respective funding agency's fiscal requirements. Due to the state of California's annual appropriation process, the volatility of state revenues, and other unknown economic factors, the District uses a conservative resource projection model. As part of the budget development process, each year, the Superintendent/President presents a detailed report to the Board of Trustees outlining anticipated financial projections, budget details, facilities construction and deferred maintenance plans, salary and benefit impacts, long-term obligations, and other factors that could affect District budget resources. In this manner, the Board gains an overview of the current and anticipated financial impacts facing the District.

The District's mission and strategic plans are the foundation for budget development and financial planning integrated with the District's annual and long-term planning processes. The District has established policies and procedures to ensure sound financial practices and financial stability. The District regularly disseminates financial information to the campus community and to the Board of Trustees. There is a direct link between planning and the budget development processes. Input from various committees presents the opportunity to address needs identified in the Educational Master Plan, Technology Plan, Facilities Master Plan, annual plans, and program reviews. The District shares budget information to faculty, staff, and administrators.

Standard III D.3. Financial Resources – Planning

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
The District has a defined process for financial planning and budget development. Specific board policies and corresponding administrative procedures provide the basis for the budget development process for financial planning. The budget calendar outlines the processes including the involvement of all constituency groups in the various stages of financial planning and budget development. Constituencies participate in institutional planning and resource allocation through the annual planning and program review processes in addition to serving on participatory/shared governance resource allocation committees.

Analysis and Evaluation
The College meets this standard.

The District follows an established process for financial planning and budget development which is rooted in board policies, administrative procedures, and the College's annual planning, program review and resource allocation processes. Specifically, Board Policy 6200: Budget Preparation requires the Superintendent/President to present a budget to the Board of Trustees prepared in accordance with Title 5 and the California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual on an annual basis (III.D.06. BP 6200 and III.D.10. CCCCO Budget and Accounting Manual). The presentation and review of budget proposals

complies with state law and regulations. Administrative Procedure 6200: Budget Preparation also requires budget planning to support institutional goals and is linked to the strategic plan [III.D.07. AP 6200].

The District Budget Calendar includes a presentation of the tentative and adopted budgets. The tentative budget is presented to the Board no later than July 1, and the adopted budget no later than September 15 each year [III.D.11. Budget Development Calendar].
In addition, the Planning Fiscal Council (PFC) is the District's participatory/shared governance committee charged with integrating the financial resources with the Education Master Plan and/or Strategic Plan and program reviews in order to accomplish the District's strategic goals and mission. The PFC Handbook [III.D.05. PFC Handbook] and the *Organizational Structure and Governance Manual* establish the roles and responsibilities of each of the committees and constituent representation (faculty, classified staff, students, and administration) in the District's established participatory/shared governance process as it relates to budget development. The Vice President of Finance and Business develops budget assumptions based upon information received from the Governor's Office as it relates to California Community Colleges. These assumptions are used to develop a tentative budget to be approved each year at the June Board of Trustees meeting, so the District can operate from July until the adoption of the final budget in the September Board meeting. Once the Budget has been adopted by the Board of Trustees, the District also conducts a Budget Town Hall to provide the campus community with information on the budget for the coming year.

At Rio Hondo College, the budget development process is integrated with the College annual planning and program review processes and linked to programmatic and institutional goals. Resources requests are processed through participatory/shared governance channels, providing the opportunity for all stakeholders to participate in budget development. The tentative and adopted budgets are made available to all constituencies.

Standard III D.4. Financial Resources - Fiscal Responsibility and Stability

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
Institutional planning is based upon the needs of the District as identified through examination of external and internal data. Resource needs are identified through the annual planning and program review processes. They are prioritized through participatory/shared governance committees and are funded based upon projected available resources. In this way, planning and resource allocation reflect a realistic assessment of financial resource availability. The District consistently prepares fiscally prudent budgets based upon realistic assessments of projected state revenue.

Analysis and Evaluation

The College meets this standard.

The District's budget is developed based on a realistic assessment of financial resources. Board Policy and Administrative Procedure 6200: Budget Preparation require that the annual budget support the District's Educational Master Plan [III.D.06. BP 6200]; [III.D.07. AP 6200]. The budget development process for the next fiscal year begins early in the current year so that a tentative budget is available for the new fiscal year. Each year the evaluation of expenditures for prior and current fiscal years are used in the budget development process as analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. In addition, the official budget process also begins with the release of the governor's annual budget in January for the following fiscal year. Using this information, the Office of Finance and Business determines the total projected revenue for the upcoming year. The tentative budget is presented to the Board of Trustees no later than July 1, and the adopted budget is presented no later than September 15.

Realistic revenue and expenditure assumptions are the foundation of the District's financial planning. Assumptions related to revenue and expenditures are informed by projections of future events based on the most current economic information from the state. As discussed in III.D.3, the District engages in a resource allocation process that is linked to needs identified through annual planning and program review and prioritized with the assistance of participatory/shared governance committees. Resource requests must be linked to institutional or programmatic goals. Resource requests are integrated with budget development through prioritization. Specifically, resource requests are prioritized through the participatory/shared governance process and then funded in accordance with the funds available in the adopted budget.

Standard III D.5. Financial Resources - Fiscal Responsibility and Stability

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District assures its financial integrity and the responsible use of its financial resources through appropriate control mechanisms. Information needed for sound financial decision making is disseminated to constituencies through the participatory/shared governance process, to the Board of Trustees, and the public. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Board of Trustees reviews the annual audit at a regular public board meeting.

Analysis and Evaluation

The College meets this standard.

The District's financial management system utilizes the Chart of Accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor's Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control function that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in by the American Institute of Certified Public Accountants (AICPA) and Government Standards Accounting Board (GASB). [III.D.12. Audited Financial Statements]

The District also uses controls in its requisition and purchase order process. These controls monitor proposed expenditures submitted by departments. The District can only make purchases if authorized signatures are in place.

Departmental managers are responsible for the financial transactions of their assigned area. Departmental managers and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month's activity, encumbrances, and available account balances.

The Los Angeles County Office of Education PeopleSoft System is used to process financial and purchasing transactions. The system has built-in internal controls that require multiple levels of approval before requisitions are turned into purchase orders. Furthermore, all journal entries and budget transfers are reviewed and approved by the Director of Accounting before being entered into the PeopleSoft System. The Books and Accounting records of the District are maintained pursuant to the California Community Colleges Budget and Accounting Manual (BAM). The Vice President of Finance and Business also maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department.

For those purchases that require a contract between the District and a vendor, the Superintendent/ President delegates approval of contracts to the Vice President of Finance and Business. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place.

The District ensures that it disseminates financial information in a dependable and timely manner. In accordance with board policy, quarterly financial reports (CCFS 311Q) are provided to the Board of Trustees before submission to the State Chancellor's Office. This report is submitted to the California Community College Chancellor's Office in addition to the annual Community College Financial Status Report (CCFS-311). [III.D.13. CCFS 311 Annual Financial & Budget Report (2019-20)].

With respect to improving internal control systems, the District's external Auditors conduct an annual audit to evaluate the fiscal status of the District. This audit includes an examination of internal controls in accordance with Generally Accepted Auditing Standards (GAAS) and Governmental Accounting Standards Board (GASB). The external audit report is presented to the Board of Trustees and transmitted to various regulatory agencies including the State Chancellor's Office.

Standard III D.6. Financial Resources - Fiscal Responsibility and Stability

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District has consistently received unmodified audit opinions on its financial statements from its external auditors every year. Although the District has received audit findings in some years, these were not material and did not alter the unmodified audit opinion. The operational budget is linked to annual planning and resource allocation, which requires that resource needs be linked to institutional goals and objectives. This demonstrates that the operational budget supports the mission and goals of the District. The linkage between planning and resource allocation ensure that the budget reflects spending priorities tied to institutional priorities including student learning.

Analysis and Evaluation

The College meets this standard.

The District follows the Generally Accepted Accounting Principles (GAAPs) and consistently meets standards for quality audits. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. As required by California Education Code Title 5, the California Code of Regulations, and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133. An independent auditor audits the District's annual audit. These ongoing financial analyses and audits further ensure the accuracy and credibility of the annual budget document.

As well, the budget represents a detailed operational budget and spending plan across departments. The budget is linked to institutional goals and objectives, which support the mission of the District. The budget also serves as a reflection of the District's spending priorities as they relate to planning and student learning programs and services.

The soundness of the District's financial documents and statements is evidenced through consistent receipt of unmodified audit opinions during the annual evaluation by external auditors. Additionally, the District ensures it allocates and uses resources to support student learning programs and services by linking resource requests, and ultimately the adopted budget, to its annual planning and program review process.

Standard III D.7. Financial Resources - Fiscal Responsibility and Stability

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
Board Policy 6400: Audits [III.D.09. BP 6400] mandates that an annual independent audit of all funds be conducted in accordance with the regulations of Title 5 [III.D.09. BP 6400]. The District engages with an independent certified public accounting firm to perform an annual audit of the District. The scope of the annual fiscal audit includes all funds within the District and the District's internal controls over financial reporting and compliance. The final audit is presented to the Governing Board in December or January each year. Audit findings are communicated at the Board meetings and are posted online [III.D.14. Board Agenda 18-19 Audit Report].

Analysis and Evaluation
The College meets this standard.

The District engages an independent certified public accounting firm to perform the annual financial and performance audits. As discussed above in Standard III.D.6 and is required by California Education Code Title 5, the California Code of Regulations, and federal audit guidelines, the District contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133. The District's financial documents and statements consistently receive unmodified audit opinions from its external auditors.

For the General Obligation Bond, the audit reports are presented the Citizens' Bond Oversight Committee (COC) [III.D.15. COC Agenda Audit Report]. The District's audits have consistently been identified by the external auditors as unmodified. The audits are posted to the District website. Any audit findings are reviewed in detail along with the respective area for a comprehensive and timely response including a plan of action. In addition to sharing the audit reports and findings with all internal constituencies, the District also submits electronic copies of the audit report to various governmental institutions including the Los Angeles County Office of Education, the California Community College Chancellor's Office (CCCCO), the State

Department of Finance, the State Department of Social Services, the Federal Audit Clearing House, the State Controller's Office, as well as with the Accrediting Commission for Community and Junior Colleges (ACCJC).

The District has consistently earned unmodified audit opinions on its financial statements. In the years when the District had received audit findings, these were not material, did not impact the unmodified audit opinion, and did not result in any negative financial implications for the District. The District monitors its financial practices and implements corrective actions when necessary in order to avoid any material audit findings. No audit recommendations or findings have been repeated.

Standard III D.8. Financial Resources - Fiscal Responsibility and Stability

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness through its annual external audit process and through internal accounting procedures.

Analysis and Evaluation
The College meets this standard.

Annual external audits serve as the primary source for evaluating the internal control processes, which use audit findings and feedback to improve the internal control systems. No internal control issues have been noted in the District's annual audits. The District's internal controls are also monitored and evaluated by the Los Angeles County Office of Education (LACOE). All of the District's financial transactions are approved by LACOE, including holding the College's cash balances for general operations. Further, with clear separation of duties and financial input restricted to District authorized personnel, the District has a demonstrated history of strong internal control systems.

Auditing consists of the annual fiscal audit as well as the bond audit. The District engages an independent certified public accounting firm to perform the audits of its financial, special funds, and internal control systems. In addition, the annual fiscal audit includes the Rio Hondo College Foundation.

For the annual financial and performance audit for the General Obligation Bond, the Citizens' Oversight Committee (COC), as required by California's Proposition 39, is in part responsible for assuring accountability for the use of these public funds. The COC's role is to review and report on District spending of taxpayers' money for construction and to provide a public accounting of the District's compliance with legal requirements.

The District's external audits have not identified any deficiencies in internal controls that would be considered material weaknesses or significant deficiencies. The District's audits have consistently been identified by the external auditors as "unmodified." In addition, staff in the Accounting Office assess internal controls regularly and make changes and tighten controls when necessary. To that end, the District has written an accounting procedures manual. This Accounting Procedures Manual is reviewed annually and changes are made when needed. [III.D.16. Accounting Manual]

Standard III D.9. Financial Resources - Fiscal Responsibility and Stability

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The District maintains sufficient cash reserves to meet all of its financial obligations, currently equivalent to four months of operations. The District's cash flow and reserves are sufficient to maintain stability. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

Analysis and Evaluation
The College meets this standard.

Prudent budgeting, proactively addressing liabilities, and conservative spending strategies have helped the District to maintain a healthy cash flow and reserves, even during the Great Recession of 2008. The District has not borrowed cash against general fund operations.
The District maintains sufficient cash and reserves to meet all of its financial obligations, including emergency needs. The June 30, 2020, report from the County Treasury showed a total cash balance of $30.4 million and $13.8 million for the General Fund unrestricted and restricted respectively [III.D.13. Annual Financial and Budget Report CCFS 311]. The District monthly General Fund payroll including mandated benefits and health and welfare averages about $8 million.

The District recognizes promised obligations and liabilities and accounts appropriately. Board Policy 6250: Budget Management requires maintaining the District's unrestricted general reserve to be at least 5% [III.D.21. BP 6250]. A prudent reserve is defined by the California Community College Chancellor's Office (CCCCO) Fiscal Policy guidelines as 5%. The 2020-2021 Adopted Budget showed the unrestricted general reserve at $23.9 million, which is 26% of budgeted unrestricted general fund expenditures [III.D.15. 2020-21 Adopted Budget].
The most significant long-term liability for the District is participation in CalPERS and CalSTRS retirement systems. Based on estimates from California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS), the District's CalPERS and CalSTRS employer costs are projected to increase. In order to mediate risk associated with increased risk associated with pension contributions, the District has established

a Pension Rate Stabilization Trust Fund in the amount of $6.3 million as of June 30, 2020. [III.D.15. Pension Fund/Budget page. K-1]

Significant risk management strategies such as comprehensive liability insurance and participation in the Joint Power Authority for property and Workers Compensation [III.D.18.1. JPA Audited FS; III.D.18.2. West San Gabriel Valley JPA] are also in place to meet unforeseen risks and circumstances.

The District maintains sufficient cash reserves to meet all of its financial obligations, currently equivalent to four months of operations. The District has sufficient cash flow and reserves to maintain stability during times of crisis or unforeseen circumstances. The District implements strategies for risk management and makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary. Contingency plans include sufficient cash balances to maintain stability and support instructional activities. Both liquid cash and reserve levels (26%) are adequate to maintain District operations for three months of total operations including salaries and benefits.

Standard III D.10. Financial Resources - Fiscal Responsibility and Stability

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
The District exercises effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, as well as institutional investments and assets through a variety of mechanisms including cost center management, as well as internal controls and through the use of external audits.

Analysis and Evaluation
The College meets this standard.

The District practices effective oversight of all finances. Board Policy 6200: Budget Preparation requires that the District adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods [III.D.06. BP 6200]. Financial oversight occurs at the department/cost center levels and extends up the management oversight chain. The District implements workflow processes within the PeopleSoft Software, where all expenditures must have sufficient documentation and approvals by cost center managers. The Director of Accounting approves all expenditures to ensure budget availability. Expenditure requests without sufficient documentation and/or budget are not processed; rather, they are denied and returned to the originator for deletion or request for budget transfers. Further reviews of accounting transactions are performed by the Los Angeles County Office of Education for all the District's financial transactions before warrants are released by the County Treasurer. Grant requirements are monitored by the designated grant manager and the Accounting Department. The District's Accounting Department has a dedicated team of experienced grant

accountants who serve programs that receive grants or categorical funds. The grant accounting team works closely with the cost center mangers to review grant and categorical requirements to ensure expenditures are made per the guidelines in each agreement. The team monitors the budget and actual expenditures for each grant to provide safeguards against the overspending grant funds.

The Los Angeles County Treasurer holds the majority of District's funds and invests on behalf of the District in compliance with the county's investment policy as specified by BP/AP 6320: Investments.

The District's Purchasing and Vendor Management Department reviews and executes all contracts for the District. Contracts are presented to the Board each month for review and approval. Purchasing processes are conducted pursuant to Board Policy and Administrative Procedure 6330: Purchasing [III.D.19. BP 6330; III.D.20. AP 6330].

The Director of Financial Aid and the Director of Accounting monitor financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations [III.D.12. Audit Report 2019-20]. The District continues to monitor disbursements to ensure compliance with federal regulations.

Finally, Board Policy 6250: Budget Management states that the Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual [III.D.21. BP 6250]. An independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the District is maintaining high standards of internal controls and fiscal oversight.

The District practices effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, as well as institutional investments and assets. External audits and internal control processes confirm that the District practices effective oversight of finances in compliance with state and federal regulations and requirements. The District has not received any modified opinions for its financial statements.

Standard III D.11. Financial Resources – Liabilities
The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
Through Board policies, integrated planning and resource allocation, and the standards set forth by the Governmental Accounting Standards Board (GASB), the District ensures that sufficient

financial resources are available to meet short- and long-term obligations, commitments, and operational needs, thus, ensuring financial solvency.

Analysis and Evaluation
The College meets this standard.

The District links its institutional plans through its Comprehensive and Integrated Master Planning Process that was previously described in standard I. B. The Educational Master Plan, Facilities Master Plan, Five-Year Capital Outlay Plan, Five-Year Scheduled Maintenance Plan, and Local Bond Funding for Capital Improvement provide a foundation for the strategic plan and shape annual planning and resource allocation priorities. The approved budget reflects both short-range objectives, such as the priorities that emerge from annual planning and resource allocation, and long-range objectives, such as those that shape the strategic plan. As described below, funds are allocated to maintain long-term financial health and stability.

When developing the annual budget, the District uses its budget assumptions for both revenue and expenses. This includes factoring in the previous year's base budget and any step and column increases for faculty, management, and staff. Other expenses that are not under District control as well as operational fixed costs are then budgeted. Developing the budget based upon the revenue and expense assumptions and projections allows the District to plan prudently, allocate available funds, and after obligations and fixed costs have been considered, to prioritize identified resource requests in the annual planning and resource allocation processes. The District's budget development process allows for projecting expenses and fixed costs several years into the future and assessing the impact of increased expenses on District reserve funds prior to allocating resources to prioritized annual planning requests. The District currently exceeds the 5% minimum reserve recommendation from the District's own Board Policy.

Additionally, in accordance with the Governmental Accounting Standards Board Statement 75, which requires government employers to measure and report liabilities associated with post-employment benefits, the District has established an irrevocable trust to begin funding the outstanding obligation over the required period. The set aside funds for retiree health benefits is in an irrevocable trust fund. As of June 30, 2020, the trust had an ending balance of $59.6 million [III.D.15. OPEB Balance page K-1]. The District has also set aside funds to address the increases in employer contributions rates for STRS and PERS, which had an ending balance of $6.3 million at June 30, 2020 [III.D. 15. PARS Balance page K-3]. These two funds, designed to offset increases in the District's long-term liabilities, demonstrate the District's commitment to identifying and planning for its long-term liabilities, financial health, and stability. As well, they assist the District in maintaining its bond rating in the event the District chooses to go out for another general obligation bond.

The District's strong commitment to planning for long- and short-term liabilities is evidence by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. In terms of cash flow, and as discussed above in Standard III.D.1, the District has sufficient cash on hand for four months of operations as well as a 26% reserve to meet unforeseen emergencies with great financial impact.

The District is also self-insured through membership in three joint powers authorities: Southern California Community College Districts (SCCCD), the Alliance of Schools for Cooperative Insurance Programs (ASCIP), and the West San Gabriel Valley Benefits (WSGVB).

The District's budget development process, Comprehensive and Integrated Planning Process, adherence to Board Policies and Administrative Procedures, and internal controls are safeguards to the District's financial assets and protect the future financial health and stability of the District. By conducting cashflow forecasts and financial projections, the District ensures that there is sufficient reserve to fund operational activities and maintain short-term and long-term solvency.

Standard III D.12. Financial Resources – Liabilities
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The District plans and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB liability is prepared pursuant to Government Accounting Standards Board (GASB) standards and guidelines. The OPEB actuarial study is current and was completed in September 2020. The District continues to fund the OPEB liability on an annual basis.

Analysis and Evaluation
The College meets this standard.

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The District provides post-employment healthcare benefits in accordance with District employment contracts to all contract employees with at least 15 years of service who retired from the District, and their eligible dependents, until attaining age 65. When the retiree reaches age 65, all post-employment benefits cease. The District contributes 100% of benefit premium costs incurred by retirees and one dependent.

The District is compliant with Government Accounting Standards Board (GASB) statements 74 and 75, and contracts for bi-annual actuarial studies. With information from the actuarial studies, the District invests in Futuris Public Entity Investment Trust for OPEB funds. The trust is audited annually in accordance with GASB and American Institute of Certified Public Accountants (AICPA) practices. On June 30, 2020, the OPEB Trust Fund had an ending fund balance of $59.6 million. According to the most recent actuarial Irrevocable Trust Study June 30, 2019, the estimated accumulated liability is $57.9 million. This amount is called the "Total OPEB Liability." The District has set aside funds to cover retiree health liabilities in a GASB 75 qualifying trust. The Fiduciary Net Position of this trust as of June 30, 2019, was $52.5 million.

This leaves a Net OPEB Liability (NOL) of $5.4 million. The OPEB Expense, for the fiscal year ending June 30, 2019, was $2.5 million.

Unpaid compensated absences are accrued at year end in the District's General Fund Liability Account. District classified, management, and confidential employees can only carryover vacation balances for one year; any unused vacation is forfeited. Board Policy 7340: Leaves [III.D.22. BP 7340] authorizes vacation leave accumulation consistent with respective collective bargaining agreements. Compensatory time is permitted, but employees are encouraged to use the compensatory time when taking leave to help minimize the District's liability. Employees whose vacation leave balances approach the maximum accrual limit work with their supervisors to develop and implement a plan to reduce their leave balances.

Standard III D.13. Financial Resources – Liabilities
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt. During annual budget development, the District assesses short-term and long-term debts, if any, and allocates resources to meet debt service requirements. Designated balances in the Debt Service Fund serve to mitigate to General Obligation Bond.

Analysis and Evaluation
The College meets this standard.

The District has long-term debt related to its General Obligation Bond. The General Obligation Bond debt service is managed collaboratively by the District and the Los Angeles County Assessor's Office through the levy of local property taxes as approved by voters. As respective tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because General Obligation bond debt repayment is supported by District taxpayers through *ad valorem* taxes, repayment schedules pose no adverse impact to the District's financial stability.

Standard III D.14. Financial Resources – Liabilities
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The District's annual external audit report assures the integrity of all financial resources, demonstrating consistency with the intended purpose of the funding sources. The processes, safeguards, and effective internal controls are in place to ensure that all financial resources of the District including auxiliary activities, long-term debt instruments, fund-raising efforts, and grants are used with integrity and in a manner consistent with the intended purpose of the funding

source. The bond expenditures are consistent with the bond language authorization, as confirmed by the external audit report.

Analysis and Evaluation
The College meets this standard.

The District has policies and procedures in place to ensure that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding sources. [III.D.23. BP 6323] Board Policy 6323: Debt Management provides a framework for debt management. It requires the District implement internal controls to ensure that the proceeds of the debt issuance will be directed to the intended use upon completion of the issuance. The Board has established an independent Citizen Oversight Committee (COC) that includes members from various sectors of the community. The purpose of this committee is to review the proper expenditures of the Bond proceeds and to inform students and the public that their tax dollars are spent for College building programs as originally intended. The COC meets on a quarterly basis.

Board Policy 5400: Associated Students Organization [III.D.24. BP 5400] provides the framework and guidelines for establishing auxiliary organizations. This board policy requires any auxiliary organization to comply with Education Code provisions in conducting its business, including the performance of an annual independent audit.

The Rio Hondo College Foundation is a separate, nonprofit a 501c (3) organization. The Foundation's mission is to receive and manage philanthropic gifts made on behalf of the District for the purpose of raising awareness and resources for the students. The Foundation maintains a separate board that monitors the financial activity of the Foundation. The Foundation maintains assets of approximately $2.8 million. All expenditures are approved by the Executive Director of Foundation. The Foundation is audited annually by an independent auditor. The Foundation has obtained unmodified audit opinions [III.D.25. Foundation Audit Report 6-30-19].

Grant and categorical programs are handled with integrity and follow compliance practices and Generally Accepted Accounting Principles (GAAPs). Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended in coordination with Accounting Office and by following GAAPs. The Accounting staff assists in developing the program budget, monitoring revenue receipts and expenditures, generating reports, and assisting with state and federal audits. In order to ensure the integrity of the grant programs, the grant accountant carefully reviews periodic reports submitted by the program managers reconciled against the general ledger. External auditors conduct annual audits of the grant programs and report their findings and recommendations, if any, to the Board of Trustees. The District has received unmodified audit opinions with respect to State and Federal compliance.

All financial transactions involving the Rio Hondo College Associated Students (ASRHC) require ASRHC Board approval and a review from the Director of Student Life and Leadership. Any funds raised are spent on its intended purpose and require the same levels of approval as any other District transaction. The financial transactions for ASRHC are part of the District's annual audit to ensure the integrity of all funds. [III.D.12. Audit report].

Standard III D.15. Financial Resources – Liabilities
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
The District's Cohort Default Rate (CDR) provides clear evidence that the rates for student loan default fall within federal requirement guidelines. The District has established processes for monitoring and managing student loan default rates and adheres to these processes in order to maintain compliance with federal regulations.

Analysis and Evaluation
The College meets this standard.

According to Board Policy 5130: Financial Aid, [III.D.26. BP 5130] all financial aid programs must adhere to guidelines, procedures, and standards issued by the funding agency and incorporate federal, state, and other applicable regulatory requirements. The District's financial aid office and Accounting Office work collaboratively to ensure compliance with federal requirements, including Title IV of the Higher Education Act, by putting adequate internal control mechanisms in place. The District has followed federal guidance in creating default prevention and management plans. These plans include requirements that students who apply for loans must complete an initial counseling session to understand how student loans and master promissory notes work, which includes rights and responsibilities; complete exit counseling once they stop attending at least half time; and information about their satisfactory academic progress via email at the end of each semester.

The District's financial aid office's web page also provides clear and useful information regarding financial aid and student loans and includes frequently asked questions [III.D.27. Financial Aid]. The information provided on the web page not only assists students with obtaining student loans, but also helps the District reduce the loan default rates. The current federal guideline for the student loan default (Official Cohort Default Rate) rate is 30 percent.

The District's default rates for the past three available years are as follows:

Cohort Year	Default Rate
2017	8.6%
2016	15.3%
2015	18.4%

The District's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the three most recent consecutive fiscal years, or if the most recent CDR is greater than 40%. [III.D.28. CDR_2015_3Yr_Official_Ltr-092418; III.D.29. CDR_2016_3Yr_Official_Ltr-092319; III.D.30. CDR_2017_3yr_Official_Ltr-092820; Cohort

Default Rates]. The Financial Aid Director reviews the contents of the draft for accuracy. Any suggested corrections are submitted to correct the report which may result in lowering the final official CDR. The 2017 Cohort Default Rate is 8.6%, which falls well within government guidelines and is the most recent data.

In addition, as part of the annual audit, the external auditors select Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management.

Standard III D.16. Financial Resources - Contractual Agreements
Contractual agreements with external entities are consistent with the mission and goals of the institution, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
Contracting practices and agreements follow board policies and administrative procedures, and they support the District's mission, goals, and priorities. District policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and the annual planning and program review processes.

Analysis and Evaluation
The College meets this standard.

Board Policy and Administrative Procedure 6100: Delegation of Authority require that no contract shall constitute an enforceable obligation against the District unless it has been approved or ratified by the Board of Trustees [III.D.31. BP 6100; III.D.32. AP 6100]. Board Policy 6340: Contracts outlines that all contracts are presented in detail to the Board of Trustees for ratification the following month after they have been fully executed [III.D.33. BP 6340]. Board Policy and Administrative Procedure 6150: Designation of Authorized Signatures require that only personnel authorized according to the District's signature list may contractually execute a contract [III.D.34. BP 6150; III.D.35. AP 6150]. The authorized signatures shall be filed with the Los Angeles County Office of Education.

Appropriate measures are in place to protect the District's and taxpayers' interests. Contractual agreements with external entities for services exist to directly support the College mission and goals, as well as for services that directly support effective operations. All applicable contracting regulatory codes are followed including Public Contract Code, Education Code, Business and Professions codes, Labor Code, and Government Code, as well as insurance and bonding requirements. All technology purchases are subject to the Accessible Technology Initiative per Sections 504 and 508 of the federal code requirements. Board Policy 6340: Contracts and Administrative Procedure 6340: Bids and Contracts necessitate a process open to public scrutiny when it comes to obligating the District resources. The Board approves or ratifies all contracts entered into by the District. Designated administrators and budget managers are responsible for contractors utilized in their areas and for properly following all program guidelines. The Vice President of Finance and Business and the Director of Contracts Management and Vendor

Services review and monitor performance of all contracts with external entities to assure compliance with terms and conditions and satisfactory performance. Contracts routinely contain clauses that allow for termination of the contractual relationship for cause or convenience. Local, state, and federal compliance requirements are closely monitored.

In order to mitigate risk and maintain the quality of the educational programs, services, and operations, the District secures insurance as required by the law and Board Policy 6540: Audits. [III.D.36. BP 6540] This policy requires the insurance to include, but is not limited to, the liabilities described in Education Code section 72506. Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant. If grants or federally funded contracts require three quotes, proposals, or the formal bid process, this requirement would override the District's process and would be followed to maintain compliance with the funding source.

Finally, the District has not received any audit findings or recommendations regarding contracts, nor has the District been part of any litigation or court process to enforce any contract. In addition, there have been no audit exceptions cited for contractual agreements with external agencies.

Conclusions on Standard III.D. Financial Resources
Rio Hondo College conducts its financial matters with prudence and integrity. Planning and resource allocation are integrated and budget development reflects considerable attention to long-term obligations and their budget impact. Budget control and internal controls are in place either through software systems such as PeopleSoft, internal practices, and the controls of the Los Angeles County Office of Education. The College reserve far exceeds minimum standards and the operational cashflow is sufficient to meet three months of expenses. The College has funded its post-employment benefits (OPEB) obligations. The District maintains liability and property damage insurance. The College annually submits to external audits, and the audits regularly receive unmodified opinions. Audit results are posted on the College website.

Oversight of financial aid and the Rio Hondo College Foundation are sufficient and loan default rates are far below federal guidelines. Budget awareness and transparency occurs through annual planning and resource allocation, the Planning and Fiscal Council, and presentations to the Board of Trustees in accordance with Board Policies and Administrative Procedures.

Improvement Plan(s)
Not Applicable

Evidence List

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

Standard IV A.1. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard
By means of board polices and administrative procedures, the Board of Trustees and the Office of the Superintendent/President work together to create an institutional environment that facilitates empowerment, innovation, and excellence among all constituency groups. Established participatory/shared governance processes, institutional planning, and ad hoc committees allow faculty members, administrators, classified staff, and students to initiate and improve College practices, programs, and services.

Analysis and Evaluation
The College meets this standard.

Faculty members, classified staff, administrators, and students have multiple opportunities to participate in and initiate improvements in the practices, programs, and services of the College. Their involvement is solicited and valued as integral to the participatory/shared governance process, which, alongside student learning, is the heart of the institution. The three primary mechanisms through which this is achieved are Board Policies (BPs) and administrative procedures (APs) (IV.A.01: Board Policies and Administrative Procedures Website), the College model of shared decision-making practices and processes, and the Comprehensive, Integrated Planning Model.

Board Policies and Administrative Procedures germane to this standard include BP and AP 2510: Participation in Local Decision-Making, (IV.A.02: Board Policy 2510, IV.A.03: Administrative Procedure 2510) and BP and AP 3250: Institutional Planning, (IV. A.04: Board Policy 3250,

180

IV.A.005: Administrative Procedure 3250). Board Policy and Administrative Procedure 2510, "Participation in Local Decision-Making," (IV.A.06: Board Policy 2510, IV.A.07) are the cornerstones of inclusive decision making at the College. They identify the constituencies and delineate the roles and responsibilities of each in local decision making processes. They also specify the domains of responsibility of the faculty related to academic and professional matters. Board Policy and Administrative Procedure 3250 Institutional Planning specify that the Superintendent/President ensures a "broad-based, comprehensive, systematic, and integrated system of planning" and that the processes serve all the District's constituencies.

Specifically, BP and AP 2510 not only create opportunities for participation in decision making but also enable shared contributions to institutional innovation because they necessitate the creation of a shared decision-making structure, which is described in detail in the College's *Organizational Structures and Governance Manual* (IV.A.08: RHC Organizational Structures and Governance Manual). This document identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process. The manual is on a two-year revision cycle, the process of which is described therein, and it is also an inclusive process that allows for maximum input from the entire College community. The College governance and decision-making structure is the backbone of inclusive decision making at the College and an engine of institutional innovation, change, and improvement. Two specific examples of innovation that demonstrate the inclusivity and flexibility of the College governance and decision-making structure are the development and implementation of Student Success Teams (IV.A.09: Student Success Teams Packet) in support of Guided Pathways as well as Major Declaration Day (IV.A.10: Major Declaration Day Packet).

Finally, the comprehensive, integrated planning and program review processes are also broad based and inclusive. Participation in institutional planning occurs at the program, unit, and area levels, where involvement is encouraged and fostered through team planning efforts. At the program level, everyone who chooses to participate has a voice. Annual program plans and every sixth-year program reviews inform unit plans; unit plans inform area plans; and area plans inform the annually revised goals and objectives and institution-set standards for the College. The culminating planning activity is the annual spring Institutional Planning Retreat (IV.A.11: Planning Process Document), where a broad swath of campus leaders review, discuss, and analyze the goals and objectives from the previous year and provide input on the revision of goals and objectives for the next year(s).

To illustrate, beginning in early spring 2020, and continuing into the 2020-2021 academic year, the College engaged in a broad-based planning effort in support of developing its Strategic Plan IV.A.12: Strategic Plan Packet, which is an essential component of the College's new Comprehensive, Integrated Planning Model IV.A.13: Integrated Planning Model. Development of the Strategic Plan included two planning retreats staffed by ad hoc committees, which included members of College constituencies and the Institutional Effectiveness Committee (IV.A.014: IEC Committee member list). The ad hoc groups developed a set of themes and crafted them into goals, objectives, and activities, which were then reviewed by the Institutional Effectiveness Committee and forwarded to the Institutional Planning Retreat participants for review and input. The input was synthesized and a final recommendation moved through to the

College's main participatory/shared governance committee, the Planning and Fiscal Council, for review and input before a recommendation was made to the Superintendent/President IV.A.015: PFC Agenda showing the Strategic Plan

Standard IV A.2. Decision-Making Roles and Processes
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
The Board of Trustees is responsible for setting board policies that frame District governance. Several board policies and administrative procedures describe faculty, classified staff, administrator, and student roles in College governance. The College's *Organizational Structures and Governance Manual* and corresponding shared governance structures specify the manner through which individuals may bring forward ideas and work collaboratively toward institutional change and improvement.

Analysis and Evaluation
The College meets this standard.

Although there are several board policies and administrative procedures delineating the roles of various constituencies in processes such as curriculum, planning, and decision making, the College governance apparatus relies heavily on Board Policy and Administrative Procedure 2510: Participation in Local Decision-Making (IV.A.002 and IV.A.003). In addition, the College's system of participatory/shared governance committees and corresponding shared decision-making model, described in detail in the *Organizational Structures and Governance Manual,* assure stable, reliable, and inclusive decision-making practices and processes (as detailed in Standard IV.A.1). This policy also identifies students as a constituency and describes their participation in the College governance process. In fact, BP 2510 states the following:

> The Associated Students of Rio Hondo College (ASRHC) shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the ASRHC will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made by the ASRHC.

Board Policy and Administrative Procedure 2510: Board Policies and Administrative Procedures are foundational to the College's participatory/shared decision-making efforts because they identify and authorize the participation of all constituencies in College decision making and ensure the inclusion of student voices as appropriate.

While BP and AP 2510 identify and authorize constituencies and frame roles in the decision-making process, decision making at the College is specifically delineated in the *Organizational Structure and Governance Manual* (IV.A.008). This manual specifies the means to ensure widespread participation in the planning and decision-making process and a listing, description, and function of councils and committees, whose memberships consist of faculty members, classified staff, administrators, and in most cases, students. Crucially, students are included as part of the College's Planning and Fiscal Council (IV.A.16: PFC Committee List). Thus, the student voice is included in critical components of the College's decision-making structure.

Standard IV A.3. Decision-Making Roles and Processes
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
At Rio Hondo College, administrators, faculty, classified staff, and students are active participants in institutional decision making and have a clear and substantive voice in policies, planning, and budget as established in board policies and administrative procedures and evidenced by committee membership rosters, minutes, and documents supporting the prioritization of resource requests.

Analysis and Evaluation
The College meets this standard.

As stated in Standards IV.A.1 and IV.A.2, the College establishes the roles and responsibilities of all of its constituent groups, including administrators, faculty, classified staff, and students through Board Policy and Administrative Procedure 2510: Participation in Local Decision Making, (IV.A.002 and IV.A.003). This BP and its corresponding AP, along with the College governance structure, ensure that all constituencies are represented and can substantively engage in policies, planning, and budget, related to their areas of expertise.

For example, College policies and procedures are reviewed and revised by the newly established Policies and Procedures Council (PPC), a subcommittee of the Planning and Fiscal Council (IV.A.17: PPC Committee List). The PPC has representation from the College constituent groups and is charged with reviewing College policies and procedures on a six-year cycle. In accordance with the representative committee model, the members of the PPC are expected to consult with and receive feedback from their constituent groups (administrators, faculty, classified staff, and students) who may be impacted by revisions made to the board policies and administrative procedures under review. Changes impacting faculty are brought by the faculty PPC representatives to the Academic Senate, and changes impacting administration are brought by the administrative representatives of PPC to the impacted administrators for feedback and input. Additionally, once a recommendation has been developed by PPC (IV.A.018: PPC Agenda for BP XXXX), it goes to the Planning and Fiscal Council for review and discussion (IV.A.019: PFC Agenda for BP XXXX), and then as a recommendation to the Superintendent/President. Board Policies go to the Board of Trustees for final adoption

(IV.A.20: Board Agenda for BP XXXX) and Administrative Procedures go the Board of Trustees as information items.

College planning and resource allocation are fully integrated processes that are both programmatic and institutional in scope and allow for substantive dialogue among all constituent groups regarding College performance and prioritization of resources. The annual planning and resource allocation process, as described in Standard I, starts with programs, then moves to units, and then to areas, such as Academic Affairs, Student Services, Finance and Business, or the President's Office (reference the same evidence as used in Standard I). The final stage in the process is at the institutional level. (need evidence)

Because the process starts with programs, constituencies, including faculty and administrators, are afforded the opportunity to exercise a substantive voice in both planning and resource allocation. At the program level, faculty use outcomes and achievement data to analyze their performance with respect to institutional standards and make plans for the coming year (IV.A.21: provide sample plan). The plans for the coming year include identifying objectives with corresponding resource requests to facilitate improvements or to sustain progress within their respective programs (IV.A.22; provide sample resource list or request). These plans and resource requests then move to the unit level, where division administrators/managers review plans and the resource requests with faculty and dialogue with them about priorities (IV.A.23: provide list of priorities). From the unit administrator/manager, the plans and resource requests move to the area level, which in the instructional area is Academic Affairs and is headed by the Vice President of Academic Affairs. The Vice President of Academic Affairs engages the instructional deans in dialogue about priorities for all academic programs (IV.A.24: provide sample prioritization). Once prioritized at the area level, the plans and the resource requests move to the institutional level and are further prioritized by the College participatory/shared governance committees established for this purpose (IV.A.25: provide list of committees). These committees include representatives from the faculty and administration. The College resource allocation process is by nature a dialogue among constituent groups inclusive of administrators, faculty, and classified staff, and allows for contributions from multiple perspectives at the program and unit/division levels as well as in the participatory/shared governance committees that prioritize resource request for the entire institution. The same process described above for Academic Affairs is used in Student Services, Finance and Business, and the President's Office. Student perspectives are integrated through the Planning and Fiscal Council, which is the College's main participatory/shared governance body. Institutionally, performance with respect to institutional standards is discussed at the Institutional Planning Retreat as well as the annual prioritized resource requests (IV.A.26: provide agenda for Institutional Planning Retreat).

Ultimately, it is the Planning and Fiscal Council, the College's primary participatory/shared governance body, that receives planning and resource priorities from the various participatory/shared governance committees, reviews them, and makes recommendations to the Superintendent/President regarding resource priorities for the coming year.

Standard IV A.4. Decision-Making Roles and Processes

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The College Board Policies, Administrative Procedures, and established processes, such as program review, assure that both faculty and administrators have responsibility for recommendations regarding curriculum and student learning programs and services.

Analysis and Evaluation
The College meets this standard.

Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development (IV.A.27 and IV.A.28) identify program and curriculum development as faculty-driven processes under the purview of the Academic Senate. Course development and revision, as well as new program development, are initiated by faculty and submitted for review and approval to the Curriculum Committee (IV.A.29: Curriculum Agenda). On the administrative side, the Dean of Career Technical Education and Instructional Operations represents administration on the Curriculum Committee in the review, revision, and approval of courses and programs.

Administrative Procedure 4021: Program Discontinuance establishes the procedures by which declining programs are identified and reviewed for possible discontinuance (IV.A.30: Administrative Procedure 4021). Both faculty and administration are identified as participants and collaborators in this process.

At Rio Hondo College, instructional program review is also a collaborative process among faculty and administration. The Program Review Committee is co-chaired by a faculty member and the Dean of Institutional Research and Planning and populated with representatives of all constituent College groups (IV.A.31: Program Review Committee list). Completing the instructional program review is the responsibility of the faculty. As part of that process, faculty review course, degree, and certificate offerings. Both program faculty and their administrators participate in the program review meeting, during which they collaborate in answering any questions the committee may pose or offer clarifications where needed. Each year, the program review process culminates in program-specific and institutional recommendations, which are brought to the Institutional Effectiveness Committee, the Academic Senate, the Institutional Planning Retreat, and the Planning and Fiscal Council (IV.A.32: Provide sample of recommendations brought forward, copy of agendized item).

Standard IV A.5. Decision-Making Roles and Processes
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College ensures consideration of relevant perspectives and decision making aligned with expertise through its board policies, administrative procedures, and governance structure. Timely action is achieved through annually published calendars for key processes such as curriculum, annual planning, resource allocation, and program review processes.

Analysis and Evaluation

The College meets this standard.

As mentioned in previous standards, Board Policy and Administrative Procedure 2510: Participation in Local Decision-Making identify College constituencies and specify their importance in the participatory/shared decision-making process of the College IV.A.02 and IV.A.03). This Board Policy and Administrative Procedure lay the foundation for the College governance structure.

As described in the College's *Organizational Structure and Governance Manual*, the participatory/shared governance decision-making structure is an apparatus of committees that utilizes a representative approach (IV.A.08). Committee membership is based on committee charge and includes not only members from each of the constituencies but also those administrators, managers, and faculty who possess expertise in the target area. Often, those with specific expertise serve in a chair or co-chair capacity. For example, the Institutional Effectiveness Committee is a shared governance committee co-chaired by a faculty member and the Dean of Institutional Research and Planning (IV.A.33: Institutional Effectiveness Committee - Pg. 29, 2020-2022 Governance Manual). The Dean of Institutional Research and Planning has administrative oversight over the annual planning, resource allocation, and program review processes. Another example is the Policies and Procedures Council, which is chaired by the Vice President Academic Affairs along with an Academic Senate designee (IV.A.34: Policy and Procedure - Pg. 34, 2020-2022 Governance Manual). In like manner, this council includes members from all of the constituencies and the three College Vice Presidents because the policies and procedures under review by this council directly impact each of these administrative areas and their functions. Additionally, policies and procedures which impact the units reporting to the Superintendent/President, such as Human Resources, Government and Community Relations, Marketing and Communications, and Institutional Research and Planning are forwarded to the respective administrators of those areas for input during the revision process.

Timely action is facilitated by the annual workflow of activity in the areas of planning, resource allocation, and curriculum. Each year, the College publishes calendars associated with its curriculum process as well as its annual planning, resource allocation, and program review processes (IV.A.35: Copy of these calendars). Publication of the annual calendar assures timely participation by the constituencies as well as continuity in these processes and stability in the activities associated with institutional change. For example, the annual planning, resource allocation, and program review calendars, ensure that resource needs are connected to performance and that resources are prioritized on an annual schedule. This annual calendar stipulates that resource needs begin with programs, progress to units or divisions, and then to the areas of the Vice Presidents or President. From the area level, resource requests move to the institutional level for prioritization through participatory/shared governance committees specific

to resource allocation. The results are reviewed institutionally at the Institutional Planning
Retreat and by the Planning and Fiscal Council (IV.A.36: Planning Retreat Agenda). Resource
priorities are then sent to the Superintendent/President and finally to the Board of Trustees as
information items (IV.A.37: Board Agenda showing this information item).

Standard IV A.6. Decision-Making Roles and Processes
The processes for decision making and the resulting decisions are documented and widely
communicated across the institution.

Evidence of Meeting the Standard
Processes for decision making are documented and communicated widely across the institution
through governance handbooks and models of decision making. Decisions are communicated
through the representative decision-making model, committee minutes, Board of Trustees
meeting minutes, reports made at the Institutional Planning Retreat, web-based platforms, and
the College website.

Analysis and Evaluation
The College meets this standard.

The *Organizational Structure and Governance Manual* describes in detail the decision-making
processes at the College (IV.A.08). Each of the shared governance committees is described in
this document, including their charge and membership as well as the reporting relationship of the
committee in the participatory/shared governance committee structure. The manual also includes
a visual representation of the decision-making model of the College (IV.A.38: Page 16 of the
Governance Manual). The governance structure is a central component of the College's
operations and is appropriately considered in the domain of the Superintendent/President's
Office. The manual is updated every two years, published on the College's website, and
accessible to anyone (IV.A.39: Link to the RHC Website Governance Manual Page).

The College communicates the results of its decisions in a variety of ways. Fundamentally, the
College uses a representative participatory/shared governance model. This means that
committee members represent their constituencies on participatory/shared governance
committees and are expected to bring forward constituency concerns regarding potential
decisions as well as communicate committee activities and decisions to their constituencies.

Agendas and minutes are another way the College ensures committee activities and decision
making are communicated broadly. Each shared governance committee is required to post its
committee roster, agendas, and minutes on the College website or within the web-based
platform, BoardDocs (IV.A.40: Public Link to BoardDocs agendas). Publishing of this
information ensures the representative process is optimized because it enables anyone at the
College to follow committee progress and resulting decisions on particular issues.

The Board of Trustees also uses the College website and BoardDocs to communicate to the
College and members of the public about their activities and decisions. Board agendas, minutes,
and supplemental materials are published on Board Docs in accordance with legal requirements,

such as the Brown Act (IV.A.40: Public Link to BoardDocs agendas). Once published within Board Docs, all College staff receives email notification that a Board item (agenda, minutes, etc.) has been published and is available for viewing (IV.A.41: Sample email notification). Additionally, access to Board Docs and the Board's agendas and minutes are made accessible to the general public through publication on the College's website, specifically the Board of Trustees page (IV.A.42: Link to the Board of Trustees Webpage). Utilization of a web-based platform to publish Board agendas and minutes and the College website to make the agendas and minutes accessible to the general public ensure the dissemination of critical decisions is widespread.

Finally, results from annual planning, program review, and resource allocation are communicated through presentations at the annual Institutional Planning Retreat as well as the Planning and Fiscal Council (IV.A.43: 2021 Annual Institutional Planning Retreat presentation). Once annual planning, program review, and resource allocation processes have been completed, a report is sent to the Board as an information item (IV.A.32).

Standard IV A.7. Decision-Making Roles and Processes
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The College regularly evaluates its governance and decision-making processes, revises its governance manual, and updates its Board Policies and Administrative Procedures.

Analysis and Evaluation
The College meets this standard.

In Fall 2019, the College established a three-year evaluation cycle for its governance committees and decision-making processes. This process is outlined in the *Organizational Structure and Governance Manual*.

Results from the governance evaluation are discussed within the governance committees as well as in the Planning and Fiscal Council, the primary participatory/shared governance body at the College. Recommendations for changes to committee leadership, representatives, functions, and by extension to the governance structure, are processed through the Planning and Fiscal Council and updates process to the governance manual, which is published on the College website (IV.A.44: use one of the latest Request for Revision form).

Board Policies and Administrative Procedures are systematically reviewed and evaluated through the College's Policies and Procedures Committee (PPC). All policies and procedures are on a six-year review and evaluation cycle, ensuring they are reviewed and revised regularly. The review process also has flexibility built in to ensure policies and procedures can be reviewed out of cycle, should the need arise. Revised policies and procedures go to the Planning and Fiscal

Council for further discussion. Board policies go to the Board of Trustees for final approval and administrative procedures are presented as information items (IV.A.) All Board policies and administrative procedures are published and available to the general public on the College website, specifically on the Board of Trustees web page (IV.A.001: Board Policies and Administrative Procedures Website).

Conclusions on Standard IV.A. Decision Making Roles and Processes
The College meets this standard.

The College has board policies and administrative procedures that identify, define, and demonstrate commitment to the roles and responsibilities of the Board, the Superintendent/President, and the College community in participatory/shared decision making and assurance of academic quality. Board policies and administrative procedures are foundational to the College governance structure, which support and ensure inclusive practice and the continuity of College decision making. Further, these policies, procedures, and practices are regularly evaluated and communicated so that the College and the community at large are informed.

Improvement Plan(s)
Not Applicable

Evidence List
IV.A.01: Board Policies and Administrative Procedures Website
IV.A.02: Board Policy 2510
IV.A.03: Administrative Procedure 2510
IV.A.04: Board Policy 3250
IV.A.05: Administrative Procedure 3250
IV.A.06: Board Policy 2510
IV.A.07: Administrative Procedure 2510
IV.A.08: RHC Organizational Structures and Governance Manual
IV.A.09: Student Success Teams Packet
IV.A.10: Major Declaration Day Packet (Markelle is working on it)
IV.A.11: Planning Process Document
IV.A.12: Strategic Plan Packet
IV.A.13: Integrated Planning Model
IV.A.14: IEC Committee member list
IV.A.15: PFC Agenda showing the Strategic Plan
IV.A.16: PFC Committee List
IV.A.17: PPC Committee List
IV.A.18: PPC Agenda for BP xxxx
IV.A.19: PFC Agenda for BP xxxx
IV.A.20: Board Agenda for BP xxx
IV.A.21: provide sample plan
IV.A.22; provide sample resource list or request

1   IV.A.23: provide list of priorities
2   IV.A.24: provide sample prioritization
3   IV.A.25: provide list of committees
4   IV.A.26: provide agenda for Institutional Planning Retreat
5   IV.A.27: Board Policy 4020
6   IV.A.28: Administrative Procedure 4020
7   IV.A.29: Curriculum Agenda
8   IV.A.30: Administrative Procedure 4021
9   IV.A.31: Program Review Committee list
10 IV.A.32: Provide sample of recommendations brought forward, copy of agendized item
11 IV.A.33: Institutional Effectiveness Committee - Pg. 29, 2020-2022 Governance Manual
12 IV.A.34: Policy and Procedure - Pg. 34, 2020-2022 Governance Manual
13 IV.A.35: Copy of these calendars
14 IV.A.36: Planning Retreat Agenda
15 IV.A.37: Board Agenda showing this information item
16 IV.A.38: Page 16 of the Governance Manual
17 IV.A.39: Link to the RHC Website Governance Manual Page
18 IV.A.40: Public Link to BoardDocs agendas
19 IV.A.41: Sample email notification
20 IV.A.42: Link to the Board of Trustees Webpage
21 IV.A.43: 2021 Annual Institutional Planning Retreat presentation
22
23
24
25
26
27

B. Chief Executive Officer

Standard IV B.1. Chief Executive Officer

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
The Superintendent/President of Rio Hondo College has primary responsibility for critical processes which are essential to the quality of the institution. These responsibilities are evidenced through the job description for the CEO, board policies and administrative procedures, reporting relationships, and communication with respect to the College's key institutional effectiveness processes.

Analysis and Evaluation
The College meets this standard.

The Superintendent/President job description specifies that the CEO has primary responsibility and authority for "institutional effectiveness that is grounded in student success . . . effective planning, data driven decisions, budget prioritization, [and] on-going assessment of student learning and outcomes." In addition, the CEO "establishes effective organizational structures that [attract] qualified individuals . . . and promote[s] a supportive and nurturing environment." (IV.B.01: 2019 Superintendent/President Position Description).

The College's board policies (BPs) and Administrative Procedures (APs) further underscore the critical role and responsibility of the CEO in ensuring quality. These are outlined below.

BP 3225 Institutional Effectiveness (IV.B.02)
BP/AP 3250 Institutional Planning (IV.B.03 & IV.B.04)
BP/AP 6200 Budget Preparation (IV.B.05 & IV.B.06)
BP/AP 6250 Budget Management (IV.B.07 & IV.B.08)
BP/AP 6300 Fiscal Management (IV.B.09 & IV.B.10)
BP/AP 6400 Audits (IV.B.11 & IV. B.12)
BP 7120 Recruitment and Selection (IV.B.13)
BP 7160 Professional Development (IV.B.14)

Board Policies 3250, 6200, 6300, 6400, and 7120 specify the Superintendent/President as the responsible party in the critical processes connected to institutional planning; budget preparation and fiscal management; and the recruitment, selection, and development of employees. While BPs 3225 and 6250 do not directly specify the Superintendent/President as the employee with primary responsibility, it is implied as the Board of Trustees delegates the management of the College to the Superintendent/President. Codifying the role and responsibilities of the Superintendent/President through the CEO job description, board policies, and administrative procedures ensure the Superintendent/President's primary responsibility and accountability is to carry out the mission of the College on behalf of the Board of Trustees.

Moreover, the organizational structure (IV.B.15: RHC Organizational Chart) of the College directly supports this standard, ensuring the Superintendent/President exercises effective leadership in the areas of budgeting and fiscal management; recruitment, selection and development of employees; and the effectiveness of the institution. The Vice Presidents of Academic Affairs, Student Services, and Finance and Business, as well as the Vice President of Human Resources and the Dean of Institutional Research and Planning, report directly to the Superintendent/President. Within the organizational structure, these positions are responsible for carrying out the functions of budgeting and fiscal management; recruitment, selection and development of employees; and institutional planning and assessment of effectiveness. Having these positions report directly to the Superintendent/President ensures the CEO is fully engaged in these operations and ensures accountability and effective leadership for the quality of the institution.

In addition, the Directors of Government and Community Relations and Marketing and Communications also report directly to the Superintendent/President. These positions have primary responsibility for community relationships, monitoring legislation, and ensuring a positive presence of the College in the surrounding community. Reporting directly to the Superintendent/President ensures that the CEO is an active participant in shaping the College's image and reputation as well as establishing and maintaining critical relationships with the community and other legislators.

Finally, the Superintendent/President ensures effective leadership in the area of institutional quality through regular communication with the Board of Trustees and monthly meetings with individual Trustees, College constituencies, and representatives from the College's surrounding communities. Communication with the Board of Trustees is accomplished through presentations to the Board as well as through the Superintendent/President's monthly written report (IV.B.16), "Focus on Rio," (IV.B.17: Focus on Rio) which is distributed to the Board, students, all staff, and emeriti. Communication with the College's surrounding communities is facilitated through presentations (IV.B.18: biennial State of the College presentations to City Councils in the District Fall 21), press releases, (IV.B.19: Press Release dated July 12, 2021) social media presence, and the College's annual report, "In Service to Our Community" (IV.B.20: Annual Report 2020-Rising Together for our Students). Communication with College constituencies is facilitated through institutional activities such as Flex Day (IV.B.21: Flex Day Agenda for Fall 2021), the annual Institutional Planning Retreat (IV.B.22: Planning Retreat Agenda, April 2021), and newsletters such as "Focus on Rio" and "Rio Connections," (IV.B.23: Rio Connections for the week of...) a weekly communiqué to all staff.

The Superintendent/President ensures accountability for institutional effectiveness through presentations to the Board of Trustees about progress in meeting institutional standards. Progress on initiatives such as Vision for Success (IV.B.24: Board Minutes from XXX), the Student Equity and Achievement Plan (IV.B.25: Board Minutes from XXX), and Guided Pathways (IV.B.26: Board Minutes from XXX) are presented to the Board annually as is progress on the Five-Year Capital Outlay Plan.

Standard IV B.2. Chief Executive Officer

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

Evidence of Meeting the Standard
The institution has policies and procedures which provide for the delegation of authority from the Superintendent/President to administrators and others consistent with their roles and responsibilities. The institutional planning processes and governance structures also provide the Superintendent/President with the information needed to ensure the administrative structure reflects the purposes, size, and complexity of the College.

Analysis and Evaluation
The College meets this standard.

As is specified in the College's *Organizational Structures and Governance Manua*l (IV.A.??) and in institutional planning and resource allocation documents, the Superintendent/President proposes and evaluates the administrative structure for the College. In the current structure, the Vice Presidents of Academic Affairs, Student Services, Finance and Business, and Human Resources; and threee administrators, Dean of Institutional Research and Planning (IRP), Director of Marketing and Communications, and Director of Government and Community Relations (GCR) report directly to the Superintendent/President, who delegates authority through them to the divisions and programs they supervise. Thus, not only does the Superintendent/President report directly to the Board of Trustees, the CEO also serves as a liaison between the Board and key governance units and constituencies on campus.

Board Policy and Administrative Procedure 3100: Organizational Structure (IV.B.27, (IV.B.28) require the College to provide an organizational structure. The Office of the Superintendent/President publishes to the website revised editions of the *Organizational Structures and Governance Manual* (IV.A.??). Initiated in 2011, the Manual had been annually updated, but it is currently on a biannual revision cycle, the latest published in March 2021. Prior to the publication of each edition, constituencies review and edit as necessary to include up-to-date information. Proposed changes to the document are considered at President's Council. Final decisions rest with the Superintendent/President. Explanations for proposed changes that are not adopted are provided to the appropriate constituencies by means of the Council/Committee Response to Requested Revision to the Governance Manual form (IV.B.29: Council/Committee Response Form). Once the document is published, it is sent to all staff with a link to its URL address on the College website (IV.B.30: RHC Governance Manual Webpage). If there are intra-cycle changes to the organizational structure, as was done in June 2020, primarily to accommodate changes necessitated by the Covid-19 pandemic, they are communicated to all staff and the uploaded organization chart is revised to reflect the changes and published on the website.

To further comply with this standard, the College utilizes delegation of authority and a representative governance process. The College Governance Flow Chart (IV.B.15: RHC Governance Flow Chart) illustrates the reporting relationships to the Superintendent/President. First, the Superintendent/President oversees the President's Council, comprised of the presidents

of the Academic Senate, Classified School Employees Association (CSEA), and Management/Confidential Council (MCC) as well as the three vice presidents and four principal administrators whose charge is to represent and report back to their constituencies. The Superintendent/President holds monthly meetings with the elected Academic Senate Executive Board and CSEA President and Executive Board, during which time dialogue enhances effective communication. The Superintendent/President also meets monthly with the Management and Confidential Council President and President of Associated Students of Rio Hondo College (ASRHC). And finally, the Superintendent/President is a member of the College Foundation Executive Board.

There are specific College board policies and administrative procedures that stipulate the delegation of authority for various functions of the College. For example, BP 2430: Delegation of Authority (IV.B.31) section II states, "The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of educational centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties." This board policy allows the Superintendent/President to delegate authority and responsibility for key functions, such as institutional planning and effectiveness, to the appropriate administrators. Under this BP, the Superintendent/President delegates authority and supervises progress in the areas of institutional planning and resource allocation to the Dean of Institutional Research and Planning. Administrative Procedure 6100: Delegation of Authority (IV.B.32) specifically stipulates that the Vice President of Finance and Business is the delegated authority to prepare the budget; oversee fiscal management of the District; and contract for purchase, sale, lease, or license real and personal property. This delegated authority is subject to the review and approval of the Superintendent/President as deemed necessary.

Modifications to the structure of the College occur when the Superintendent/President deems it necessary to align staff and resources to existing and changing priorities, as was the case during the Covid-19 pandemic, resulting in a reorganizational structure in June 2020 (IV.B.33: Board Agenda XXX). Normally, however, through the institutional planning and resource allocation processes, programs examine their performance with respect to institutional standards and request resources so that they can continue to meet standards and/or improve performance (IV.B.34: Resource Allocation Taskstream Template). These resource requests include position requests for new/additional faculty, staff, and/or administrators. The requests for new/additional positions to support achievement of performance standards are prioritized institutionally through the participatory/shared governance process and are forwarded to the Superintendent/President as a recommendation from the Planning and Fiscal Council (IV.B.35: PFC Agenda for position prioritization). The Superintendent/President receives the recommendation and finalizes new resource allocations according to available resources and institutional goals, priorities, and performance.

Standard IV B.3. Chief Executive Officer
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The Superintendent/President guides institutional improvement of the teaching and learning environment by overseeing the institutional effectiveness function of the College, which includes all institutional planning activities and the setting of institutional performance targets. Through supervision of the Dean of Institutional Research and Planning, the Superintendent/President accepts ultimate responsibility for all College planning and resource allocation processes and ensures these processes and assessments are aligned with the mission, vision, and values of the College and are collaboratively developed by constituent groups in line with institutional goals and objectives.

Analysis and Evaluation

The College meets this standard.

Board Policy 3225: Institutional Effectiveness and BP 3250: Institutional Planning (IV.B.02, IV.B.04) are the starting points for College planning and effectiveness and direct the planning process in identifying institutional directions as well as priorities and strategies to inform the acquisition and allocation of resources. As stipulated in BP 3250, the duty of the Superintendent/President is to oversee District planning processes. The policy further outlines the task of the Superintendent/President to implement a broad-based, comprehensive, systematic, and integrated system of planning that is supported by institutional effectiveness research.

The day-to-day operations and functions relating to institutional effectiveness and institutional planning fall under the auspices of the Dean of Institutional Research and Planning (IRP), who reports directly to the Superintendent/President of the College. The IRP Dean apprises the Superintendent/President about all aspects of planning, effectiveness, and resource allocation. The Dean of IRP also serves as the co-chair of the Institutional Effectiveness Committee (IEC), a committee that facilitates and evaluates the planning processes, analyzes evidence of institutional effectiveness, and makes recommendations for improvement to the planning process (IV.B.36: 2021 IEC Membership, IV.B.37: 2021 IEC Planning Recommendations to PFC).

The Office of Institutional Research and Planning assists the Superintendent/President in meeting this standard by providing a standard complement of research to the College through Tableau, the College platform for publicly making data visualizations accessible and meaningful. These visualizations incorporate institutional standards so that programs, and the College as a whole, can assess performance, and therefore effectiveness, in meeting or exceeding institutional

standards. Each year, the Office of Institutional Research and Planning, in consultation with the Institutional Effectiveness Committee, reviews the College's performance on the ACCJC Institutional and Aspirational Standards and makes recommendations regarding College standards for the upcoming year (IV.B.38: Tableau Sample of this, IV.B.38a: IEC Minutes Regarding ACCJC Institutional Standards). Adjustments to the standards are incorporated into the data visualizations in support of the upcoming year's planning and assessment of effectiveness. In-depth analysis, such as special disaggregation or help in understanding data, is also provided by IRP when requested (IV.B.38b: Sample). The role of IEC as a representative shared governance body and the annual Institutional Planning Retreat ensure there is collegial, broad-based participation in the College planning and resource allocation processes. Finally, yearly evaluation of planning takes place through feedback from members of the IEC, College constituencies, and the yearly evaluation and assessments of the planning processes which occur at the annual Institutional Planning Retreat (IV.B.39: 2021 Survey Form). The distribution of responsibility in planning helps assure that sound planning leads to good decision-making processes that are integrated into all aspects of the College.

The College planning and resource allocation process is integrated, not separate. Programs identify resource needs as part of the planning process though analysis of data and assessment of performance in relation to institutional standards. These needs are linked to College institutional goals and objectives, which are connected to institutional standards. Once the annual planning process has concluded, resource needs are prioritized by various participatory/shared governance committees and recommendations of resource needs and priorities are made to the Superintendent/President, who finalizes the recommendations in accordance with institutional goals, objectives, and available funds.

The Comprehensive Integrated Planning Model, outlined in the College's Educational Master Plan (IV.B.40: RHC Educational Master Plan), and created by IRP thoroughly explains the College planning process. As specified in the model, annual planning and resource allocation are short-term planning activities, which are shaped by the College mission and mid- and long-range planning through the establishment of goals and standards-based objectives. In this way, planning at the College is both institutional in scope and program based. Institutional goals and objectives are monitored annually and programs are expected to connect performance to broader institutional performance by linking performance and resource needs to broader institutional goals and objectives.

Standard IV B.4. Chief Executive Officer
The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The Superintendent/President assumes the leading role in accreditation processes and demonstrates commitment to ongoing compliance and issues of academic quality through participation in institutional processes and adherence to governance and administrative structures, policies, and procedures directly connected to the accreditation standards. Faculty,

staff, and administrative leaders ensure academic quality and compliance with accreditation standards through participatory/shared governance structures associated with the standards and through collaboration and consultation with the Accreditation Liaison Officer (ALO).

Analysis and Evaluation

The College meets this standard.

The Superintendent/President is the designated leader for accreditation as specified in Board Policy 3200: Accreditation (IV.B.41: Board Policy 3200). By means of this policy, the Board of Trustees designates the Superintendent/President's role and responsibilities with respect to accreditation. These include ensuring compliance with standards, regulations, and requirements; keeping the Board informed as to any and all matters related to the College's accreditation; and assuring that reports are submitted to the Superintendent/President and reviewed by the Board in advance of submission to the Commission (IV.B.42: Board Agenda for XXX).

Leadership in ensuring compliance with standards, requirements, and policies is also evidenced by College structures and processes put into place to support accreditation. First, the Accreditation Liaison Officer reports directly to the Superintendent/President. The ALO meets regularly with the Superintendent/President and communicates matters regarding compliance and reporting. The Superintendent/President is also an active participant in the Accreditation Leadership Team and the Accreditation Steering Committee. Second, the Superintendent/President regularly builds support for and informs the College community on matters related to accreditation through institutional Flex Day presentations (IV.B.43: 2020 Spring Flex Day Agenda, 2020 Fall Flex Day Agenda, 2021 Spring Flex Day Agenda, 2021 Fall Flex Day Agenda) and by working with the Dean of Institutional Research and Planning, who also serves as the ALO, to guide the content of the Institutional Planning Retreat to include material on performance on institutional standards. The Superintendent/President works actively to ensure that the Board is engaged in all aspects of accreditation and is informed about the progress in developing and completing Commission reports, such as the Institutional Self Evaluation Report (ISER) (IV.B.44: Sample of this). Finally, the Superintendent/President also demonstrates commitment to compliance through regular communication and response to Commission inquiries. These include the Annual and Financial Reports, and more recently, responses to Commission requests related to the COVID-19 emergency and substantive change requirements (IV.B.45: Latest Substantive Report).

Standard IV B.5. Chief Executive Officer

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

The District has several board policies, administrative procedures, and institutional governance structures that assure compliance with this standard. Board Policy 2430: Delegation of Authority (IV.B.46: Board Policy 2430) states that all board policies must comply with appropriate federal, state, and local statutes and regulations. Participatory/shared governance procedures are outlined in BP 2410: Policy and Administrative Procedure and AP 2410: Board Policies and Administrative Procedures (IV.B.47: AP 2410) and recognize those principles of governance while affirming the authority and responsibility of the Board of Trustees and Superintendent/President in decision making on behalf of the College.

The Policies and Procedures Council (PPC) (IV.B.48: Sample PPC Agenda), systematically reviews and revises all board policies and administrative procedures on a six-year cycle and forwards recommendations to the Planning and Fiscal Council (PFC) (IV.B.49: Sample PFC Agenda). Once consensus on revision is achieved by the PFC, those policies and procedures are forwarded to the Board for review and discussion (IV.B.50: Board Agenda for same item). The Board of Trustees is integral to the systematic review of policies and contributes to compliance with this standard by reviewing policies to ensure they agree with all relevant statutes and regulations. Ultimately, the Superintendent/President is responsible for monitoring the implementation procedures and practices, ensuring adherence the College's Mission Statement and any applicable federal, state, and local statute and regulations.

The Superintendent/President regularly communicates statutory and compliance expectations to the Board of Trustees in order to assist in informed decision making. The Superintendent/President ensures that all governance decisions are linked to the College mission (IV.B.51: RHC Mission Statement).

Standard IV B.6. Chief Executive Officer

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President uses multiple and regular mechanisms to engage with the community, including business, nonprofits, service and school entities, as well as federal, state, and local elected officials and city councils.

Analysis and Evaluation

The College meets this standard.

The Superintendent/President communicates both directly and indirectly with the communities served by the College, which include business, nonprofits, service and school entities as well as federal, state, and local elected officials and city councils through a variety of mechanisms including meetings, presentations, community forums, legislative advocacy, newsletters, and community reports.

Through the Directors of Government & Community Relations (GCR) and Marketing & Communications, communication is ongoing, regular, and widespread throughout the College service area. Implicit in this communication is effective listening to the community, which enables the Superintendent/President to be informed of changing needs, to become aware of what is working well, and to learn what can be improved. The Superintendent/President hosts regular quarterly meetings with the community through the President's Advisory Committee, comprised of leaders from the surrounding communities in the College service area (IV.B.52: President's Advisory Committee 2014-2020 Agendas). Advisory committee members include educators, business leaders, non-profit executives, faith leaders, and College alumni (IV.B.53: President's Advisory Committee Roster). These meetings, organized with assistance from GCR, focus on sharing information regarding College programs, state and federal guidelines, and upcoming College events. The meetings present opportunities for constructive dialogue among participants to collaborate on ways the College can address community needs.

Appropriate legislative advocacy is also an important aspect of community engagement and communication. Several times each year, the Superintendent/President directs the Director of Government & Community Relations to schedule meetings with federal, state, and local officials in efforts to maintain strong relationships with legislators (IV.B.54). During the meetings, the Superintendent/President informs the participants about College initiatives, explains how they can help the College, solicits support on relevant and appropriate legislation, and fosters mutually beneficial working relationships to benefit students.

The Office of the Superintendent/President also delivers State of the College presentations to the five city councils within the College district on a biennial basis (IV.B.55: State of the College Presentation dates 2016-2021). A State of the College address includes information on demographics, budget, noteworthy trends in higher education, and other appropriate items of interest to the audience. An ancillary benefit that increases community communication is the televised component of the city council meetings, which means the College presentations are available to all members of the community via the public access network. The Superintendent/President regularly delivers similar presentations at several local service organizations, such as the Pico Rivera and Santa Fe Springs Rotary Clubs, Whittier Soroptimist Club, Whittier Host Lions Club, and Whittier Rotary Club.

The Superintendent/President in collaboration with the Director of Government & Community Relations also arranges community forums, which are held in each of the trustee service areas. Community members are invited to the forums and provide the District with their perceptions about community needs and College programs and services. This information informs District planning processes.

The Superintendent/President employs regular and multiple methods of written communication with the entire Rio Hondo campus community, including students, as well as the College's surrounding community. In conjunction with the Director of Marketing & Communications, the Office of the Superintendent/President creates and distributes a brief monthly e-newsletter titled "Focus on Rio" (IV.B.17: Focus on Rio), which summarizes awards, special events, campus activities, and Board actions as well as the Annual Report (IV.B.20: Annual Report 2020), a

compendium of highlights, metrics, accomplishments, and special interest stories of the College. Finally, the Superintendent/President works closely with the Director of Marketing & Communications to prepare press releases highlighting campus events and initiatives to local and regional media contacts (IV.B.19: Press Release dated XXX).

Conclusions on Standard IV.B. CEO
The College meets this standard.

The College has enacted and adheres to its board policies and procedures, governance structures, and planning processes, which are designed to ensure the College's primary concern, to provide academic quality and uncover areas for improvement through careful analysis of data. Moreover, the College has systematic processes in place to ensure that these policies and procedures, structures, and processes are reviewed and revised as necessary to facilitate ongoing academic quality and improvement. Together, they support the Superintendent/President, the Board of Trustees, and the College constituent groups in their collective responsibility for ensuring that the institutional mission is achieved and that student learning is at the forefront of the College's activities.

Although these structures are in place, it is ultimately the leadership of the Superintendent/President that enables the College to stay in compliance with Commission standards, regulations, and requirements. The Superintendent/President leads and is held accountable to the District through these structures.

Improvement Plan(s)
Not Applicable

Evidence List
IV.B.01: 2019 Superintendent/President Position Description
IV.B.01: 2019 RHC Superintendent/President Position Profile FINAL.1.14.19.pdf
IV.B.02; BP 3225 Institutional Effectiveness
IV.B.01: BP 3225 Institutional Effectiveness.pdf
(IV.B.03 & IV.B.04) BP/AP 3250 Institutional Planning
IV.B.03: BP 3250 Institutional Planning.pdf
IV.B.04: AP 3250 College Planning.pdf
(IV.B.05 & IV.B.06) BP/AP 6200 Budget Preparation
IV.B.05: BP 6200 Budget Preparation.pdf
IV.B.06: AP 6200 Budget Preparation.pdf
(IV.B.07 & IV.B.08) BP/AP 6250 Budget Management
IV.B.07: BP 6250 Budget Management.pdf
IV.B.08: AP 6250 Budget Management.pdf
(IV.B.09 & IV.B.10) BP/AP 6300 Fiscal Management
IV.B.09: BP 6300 Fiscal Management.pdf
IV.B.10: AP 6300 Fiscal Management.pdf
(IV.B.11 & IV. B.12) BP/AP 6400 Audits
IV.B.11: BP6400 Audits.pdf

IV.B.12: AP 6400 Audits.pdf
(IV.B.13) BP 7120 Recruitment and Selection
IV.B.13: BP 7120 Recruitment and Selection.pdf
(IV.B.14) BP 7160 Professional Development
IV.B.15: BP 7160 Professional Development.pdf
(IV.B.15: RHC Organizational Chart)
IV.B.15: RHC Organizational Chart 06.24.20.pdf
(IV.B.16: President's Report) Superintendent's Report
(IV.B.17: Focus on Rio)
IV.B.17: RHC Focus On Rio June 2021.pdf
(IV.B.18: Board Presentation dated XXX or biennial State of the College presentations to City
Councils in the District Fall 21)

(IV.B.19: Press Release dated XXX),
IV.B.19: Press Release on $28 Million of Funding COVID Relief

(IV.B.20: Annual Report 2020-Rising Together for our Students)
IV.B.20: RHC Annual Report 2020 Rising Together for Our Students.pdf

(IV.B.21: Flex Day Agenda for Fall 2021)
In progress not yet final

IV.B.22: Planning Retreat Agenda, April 2021
IV.B.22: Planning Retreat Agenda, April 2021

(IV.B.23: Rio Connections for the week of August 6, 2021)
IV.B.23; Rio Connections 08.06.2021

Vision for Success (IV.B.24: Board Presentation from May 2021)
IV.B.24: Vision for Success Presentation 05.12.21

Student Equity and Achievement Plan (IV.B.25: Board Presentation from March 2021)
IV.B.25: Student Equity and Achievement Plan BOT Presentation March 2021

Guided Pathways (IV.B.26: Board Presentation from February 24, 2021)

(IV.B.27) Board Policy 3100
IV.B.27: BP 3100 Organizational Structure

(IV.B.28) Administrative Procedure 3100
IV.B.28: AP 3100 Organizational Structure

(IV.A.??) Organizational Structures and Governance Manual
IV.B. ??: RHC Organizational Structures and Governance Manual 2020-2022

(IV.B.29: Council/Committee Response Form)

(IV.B.30: RHC Governance Manual Webpage)
IV.B.30: RHC Governance Manual Webpage

For example, BP 2430 (IV.B.31)

Administrative Procedure 6100 (IV.B.32), "Delegation of Authority"
IV.B.32: AP 6100 Delegation of Authority
(IV.B.33: Board Agenda June 2020) Reorganizational structure in June 2020.
IV.B.33: Board Agenda June 2020 Reorg & Temp. Admin. Assignments
(IV.B.34: Resource Allocation Form Taskstream Template)
Planning and Fiscal Council (IV.B.35: PFC Agenda for position prioritization) improvement to
the planning process (IV.B.36: 2021 IEC Governance Committee Participants

Membership, IV.B.36a: 2021 IEC Planning Recommendations to PFC)

(IV.B.37: Tableau Sample of this, IV.B.37a: IEC Minutes Regarding ACCJC Institutional
Standards).   is also provided by IRP when requested (IV.B.38: Sample). Disaggregate data

Annual Institutional Planning Retreat (IV.B.39: 2021 Survey Form)

(IV.B.40: RHC Educational Master Plan)
IV.B.40: 2020 RHC Educational Master Plan

Board Policy 3200 (IV.B.41: Board Policy 3200 Accreditation)
IV.B.41: BP 3200 Accreditation

Board in advance of submission to the Commission (IV.B.42: Board Agenda for XXX).

Flex Day presentations (IV.B.42: 2020 Spring Flex Day Agenda, 2020 Fall Flex Day Agenda,
2021 Spring Flex Day Agenda, 2021 Fall Flex Day Agenda)

(ISER) (IV.B.43: Sample of this)

(IV.B.44: Latest Substantive Report)
Board Policy 2430 (IV.B.45: Board Policy 2430), "Delegation of Authority,"
IV.B.45: Board Policy 2430 Delegation of Authority

Administrative Procedure 2410 (IV.B.46: AP 2410), "Board Policies and Administrative
Procedures"
IV.B.46: AP 2410 Board Policies and Administrative Procedures

The Policies and Procedures Committee (PPC) (IV.B.47: Sample PPC Agenda):

 (IV.B.48: Sample PFC Agenda)

(IV.B.49: Board Agenda for Same item)

(IV.B.50: RHC Mission Statement)
IV.B.50: RHC Mission Statement
(IV.B.51: President's Advisory Committee XXXXXX Agenda).

(IV.B.52: President's Advisory Committee Roster).

(IV.B.53: List of Meetings between Superintendent/President and Elected Officials 2015-2021)
and Board Legislative Agenda (Jan. 2021)
IV.B.53: Legislative Mtgs. 2021

State of the College presentations to the five city councils within the College district on a
biennial basis (IV.B.54: State of the College Presentation dates 2015-2021).
Slightly longer annual summer newsletter (IV.B.55: XXXX) summarizing campus activities,
awards, special events,

C.   Governing Board

Standard IV C.1. Governing Board

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
A primary function of the Board of Trustees is to exercise ultimate authority over and responsibility for College policies that assure the academic quality, integrity, and effectiveness of student learning services, the financial stability of the College, and the College Mission Statement. This authority and responsibility is evident through the institution's board policies specific to the Board of Trustees, as outlined below.

Analysis and Evaluation
The College meets this standard.

The Board of Trustees has the authority and responsibility to make informed decisions in those areas to which it is charged by federal and state laws and regulations, namely Program, Curriculum, and Course Development (Board Policy 4020) and Fiscal Management (Board Policy 6300).

The Rio Hondo Community College District is governed by a five-member Board of Trustees (BOT) and a student representative who votes in an advisory capacity.   Trustees are elected to four-year terms to represent regions within the District, as outlined in Board Policy 2100: Board Elections. The foundational policy addressing the authority of the Board of Trustees is Board Policy 2200: Board Duties and Responsibilities, which states: "The Board of Trustees governs on behalf of the citizens of the Rio Hondo Community College District in accordance with the authority granted and duties defined in Education Code Section 70902." This policy ensures the Board's commitment to and authority over the College through its responsibility for the following charges.

- Represent the public interest.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- Hire and evaluate the Superintendent/President.
- Delegate power and authority to the Superintendent/President to effectively lead the District.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate and protect the District (Board Policy 2200).

Board Policy 2410: Board Policies and Administrative Procedures further outlines the Board's authority and responsibility for the institution's polices and their revisions to assure academic

quality and effectiveness within the participatory/shared governance process. This document states that "[t]he Board will regularly review and evaluate board policies to ensure that they are consistent with the mission of the College and are in compliance with requirements established by appropriate external agencies."

Board policies dealing with academic quality include Board Policy 4020: Program, Curriculum and Course Development, which asserts that "[t]he programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency."

Although Board Policy 2510: Participation in Local Decision Making, states that "[t]he Rio Hondo College Board of Trustees is the ultimate decision-maker [sic] in those areas assigned to it by state and federal laws and regulations," it also acknowledges the participatory/shared governance process and purviews, which are more specifically detailed in Administrative Procedure 2510: Participation in Local Decision Making and Administrative Procedure 2410: Board Policies and Administrative Procedures, as well as the *Organizational Structures and Governance Manual*. This is particularly relevant because it outlines the role and responsibility of each constituency in academic quality, with ultimate authority vested in the Board to approve courses, academic programs, and services.

Board Policy 3225: Institutional Effectiveness and Board Policy 3250: Institutional Planning outline the Board's expectation that the College engage in efforts that demonstrate a systematic planning process based upon data and performance with respect to institutional measures of effectiveness. The College regularly presents information on effectiveness to the Board of Trustees in the form of presentations and reports related to the Vision for Success, Student Success Scorecard, and Student Equity and Achievement Plan. All of these initiatives include student performance measures of institutional effectiveness.

In terms of financial stability, Board Policy 6300: Fiscal Management indicates "[a]s required by law that the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District. Other examples of fiscal oversight include the presentation and adoptions of Tentative and Adopted Budgets for fiscal years 2015-2020, as well as the Board's fiscal responsibility regarding the Measure R Bond, reported in The Fiscal Report 2018-2019 of the Rio Hondo College Citizen's Oversight Committee.

Standard IV C.2. Governing Board
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Trustees of the Board make decisions by majority at Board meetings during open session, at which time they act as a collective body, as one voice. Rio Hondo College Trustees have authority only when meeting as a Board and not as individual trustees.

Analysis and Evaluation

The College meets this standard.

Board Policy 2330: Quorum and Voting stipulates the conditions in which a simple majority or unanimous vote is required by the Board. Board Policy 2715: Code of Ethics/Standards of Practice states that the Board shall "[e]xercise authority, not as individuals, only as a Board." Although the student Trustee is considered a member of the Board of Trustees for a one-year term, Board Policy 2015: Student Member of the Board stipulates that the student vote is advisory only and not included "in determining the vote required to carry any measure." In practice, the Board votes on action items and Board members support the decision of the entire Board, irrespective of how they voted.

Standard IV C.3. Governing Board
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
Policies and procedures for selecting and evaluating the Superintendent/President are delineated in Board Policy 2431: Superintendent/President Selection, Administrative Procedure 2431: CEO Selection Process, and Board Policy and Administrative Procedure 2435: Evaluation of Superintendent/President.

Analysis and Evaluation
The College meets this standard.

Board Policy 2431: Superintendent/President Selection Process and Administrative Procedure 2431: CEO Selection Process clearly define and outline the process for selecting a superintendent/president/CEO when a vacancy is anticipated. This process was followed during 2018-19, when the Superintendent/President announced her intention to retire. As well, a search in accordance with these policies and procedures is currently underway for a new Superintendent/President who is expected to begin by July 2022.

With regard to the evaluation of the Superintendent/President, Board Policy 2435: Evaluation of the Superintendent/President states that "[t]he Board of Trustees shall conduct an evaluation of the Superintendent/President at least annually." In addition, Administrative Procedure 2435: Evaluation of Superintendent/President states that the process "consists of an evaluation instrument that includes input from staff, faculty, students, and managers."

In the main, the Board has followed the annual evaluation process for the Superintendent/President. However, during 2018-2019 the College entered a period of transition, which began when the Superintendent/President announced her intention to retire. During this time, the Board and the District searched for a new Superintendent/President who was appointed in August 2019. After the new Superintendent/President was hired July 2019, the evaluation should have taken place in August 2020. However, during July 2020, the Board brought back the previous Superintendent/President to serve until a new, permanent

Superintendent/President could be selected. Prior to this brief transition period, the Board annually evaluated the Superintendent/President.

Standard IV C.4. Governing Board
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
Through Board Policy 2200: Board Duties and Responsibilities and BP 2716: Political Activity the Board assures that it reflects the public interest and defends the institution from undue influence or political pressure.

Analysis and Evaluation
The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities emphasizes the Board's responsibility to the public by specifically stating that the Board "governs on behalf of the citizens of the Rio Hondo Community College District in accordance with the authority granted and duties defined in Education Code Section 70902."

Board Policy 2716: Political Activity addresses possible undue influence or political pressure that the Board could face and underscores the impartial position of the District by prohibiting Trustees from using College resources to endorse any ballot measure or candidate, thereby maintaining the independent position of the College. However, when, if, and/or in the best and "legitimate" interest of the College, "[T]he Board may by resolution express the Board's position on ballot measures."

Board Policy 2710: Conflict of Interest assures that "[m]embers of the Board of Trustees shall not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members." This assurance is evidenced by the filing of Form 700, "Statement of Economic Interests," a one-page document that Trustees sign upon their election to the Board and annually thereafter, verifying their impartiality in the contracts the College enters into.

Additionally, Board Policy 2715: Code of Ethics/Standards of Practice states that Trustees must "[p]revent conflicts of interest and the perception of conflicts of interest" by demonstrating their responsibility to do so, as they "[a]ct only in the best interest of the District, [e]nsure public input into Board of Trustees deliberations, "[s]upport the District mission, and "[e]nsure that students receive the highest quality education."

Standard IV C.5. Governing Board
The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the

1   resources necessary to support them. The governing board has ultimate responsibility for
2   educational quality, legal matters, and financial integrity and stability.
3

4   **Evidence of Meeting the Standard**
5   The Board of Trustees is ultimately responsible for the educational quality, legal matters, and
6   financial integrity of the institution. They approve degrees, curriculum, and articulation
7   agreements and oversee the legal position and fiscal health of the institution in accordance with
8   the California Education Code, the Rio Hondo College Mission, and Board Policies.
9

10   **Analysis and Evaluation**
11   The College meets this standard.
12

13   The overarching policy that guides compliance with this standard is Board Policy 2200: Board
14   Duties and Responsibilities. This policy specifically states that the Board is committed to
15   fulfilling its responsibilities to "[e]stablish policies that define the institutional mission and set
16   prudent, ethical, and legal standards for college operations." Additionally, this policy affirms the
17   Board's responsibility to "monitor institutional performance and educational quality" and
18   "[a]ssure fiscal health and stability of the District in accordance with the authority granted and
19   duties defined in Education Code Section 70902."
20

21   Board Policy 2040: Program, Curriculum, and Course Development ensures that the College's
22   "programs and curricula of the District shall be of high quality, relevant to community and
23   student needs, and evaluated regularly to ensure quality and currency."
24

25   Board Policy 1200: District, Vision, Mission, and Values Statement mandates the College
26   regularly review and update its Vision, Mission, and Values Statements as required by the
27   Western Association of Schools and Colleges (WASC)/Accreditation Commission of
28   Community and Junior Colleges (ACCJC) accreditation standards. As an example, the College
29   undertook a review and revision of its Mission, Vision, and Values statements during Spring
30   2020 and during the 2020-2021 academic year. The reviews and revisions of the Mission,
31   Vision, and Values statements were done in accordance with the College's Comprehensive
32   Planning Process. The Comprehensive Planning Process stipulates that the Mission, Vision, and
33   Values are reviewed every six years to coincide with the College's six-year strategic plan cycle.
34

35   With respect legal matters, Board Policies 1300: Legal Counsel and 2315: Board Meetings:
36   Closed Sessions shape the Board's attention and safeguarding of the District with respect to legal
37   matters. Board Policy 1300 allows the Board to employ attorneys to provide legal services as
38   needed as well as request attorney services through the Superintendent/President on an individual
39   basis provided the services requested are in alignment with Board functions defined in the
40   Education Code. Board Policy 2315 states the Board prudently relies on "[a]dvice of counsel on
41   pending litigation, as defined by law." Legal counsel assists the Board in their responsibilities for
42   matters associated with the College, such as real estate transactions, personnel litigation, and
43   liabilities related to claims against the institution."
44

45

46   **Standard IV C.6. Governing Board**

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

The College meets this standard.

The Board of Trustees maintains a web presence which can be accessed through the College's Homepage where the Board documents, policies, and procedures can be easily accessed. Specifically, there are links to the following items.

- Agenda and Minutes
- Board Code of Ethics
- Board Goals
- Board Policies and Administrative Procedures
- Board Protocols
- CCLC Trustee Handbook
- Meeting Calendar
- Public Comment Card
- Contact the Board of Trustees

Board Policy 2010: Board of Trustees Membership specifies that "[t]he Board of Trustees shall consist of five regular members." In addition, Board Policy 2100: Board Elections specifies the five geographical areas represented by each of the Trustees: Trustee Area 1 (El Monte), Trustee Area 2: (Pico Rivera and West Whittier), Trustee Area 3: (North Whittier and South El Monte), Trustee Area 4: (Los Nietos, North Norwalk, Santa Fe Springs and South Whittier), and Trustee Area 5: (South Whittier and East Whittier).

Board Policy 2200: Board Duties and Responsibilities delineates the purview and responsibilities of the Board of Trustees to the College to perform the following duties and responsibilities.

- Represent the public interest.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- Hire and evaluate the Superintendent/President.
- Delegate power and authority to the Superintendent/President to effectively lead the District.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate and protect the District (BP 2010).

Board Policy 2715: Code of Ethics/Standards of Practice codifies the "high standards of ethical conduct for [the Board] and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support." This policy includes an extensive list of ethical responsibilities and procedures to implement in cases of violation of this policy.

Board Policy 2310: Regular Meetings of the Board details the time, place, and manner of the regular monthly meetings of the Board as well as the situations and conditions where other Board meetings may be convened.

Board Policy 2305: Annual Organizational Meeting outlines the time frame for elections of the officers of the Board. Board Policy 2210: Board of Trustees Officers delineates the specific responsibilities of each of the officers. And Board Policy 2110: Vacancies on the Board of Trustees specifies the procedure(s) to invoke should a vacancy occur. Recently, this policy was invoked after the resignation of the Area 1 Trustee in 2020, and a public election was called for and occurred in March, 2021.

Board Policy 2330: Quorum and Voting stipulates the conditions for establishing a quorum and voting of the Board, as well as the public nature of the proceedings.

Board Policy 2320: Special and Emergency Meetings specifies the conditions under which a meeting may be called by the President of the Board of Trustees within a 24-hour time frame.

Board Policy 2315: Closed Sessions describes the conditions and protocols for confidential meetings.

Board Policy 2355: Decorum outlines the rules of conduct and sanctions for improper conduct for all participants at Board meetings.

Standard IV C.7. Governing Board
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Board of Trustees acts in accordance with its policies, which they review, evaluate, and revise as necessary. The Board adopts policies of intent authorized by law, or deemed necessary for the operations of the College.

Analysis and Evaluation
The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities states that the Board "[d]elegate[s] power and authority to the Superintendent/President to effectively lead the District." Board Policy 2430: Delegation of Authority "delegates to the Superintendent/President . . . all decisions of the

Board requiring administrative action." And Board Policy 2330: Quorum and Voting stipulates the particular situations and votes the Board needs to pass certain items.

In accordance with BP/AP 2410: Board Policies and Administrative Procedures, all Board Policies and Administrative Procedures are updated and/or revised on a six-year cycle, or as needed with the assistance of the Policies and Procedures Committee (PPC), which facilitates the reviews.

Standard IV C.8. Governing Board
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The Board is committed to fulfilling its responsibilities to monitor institutional performance and educational quality. The Board of Trustees, including the Student Member of the Board, regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality.

Analysis and Evaluation
The College meets this standard.

Board Policy 3225: Institutional Effectiveness states: "[t]he Board of Trustees is committed to supporting college goals that measure the effectiveness of the District's operational and educational environment. The Board regularly assesses the District's institutional effectiveness outcomes."

The Comprehensive, Integrated Planning Model calls for each program to assess its progress in relation to institutional goals and objectives. These goals and objectives, and corresponding performance measures, are sourced from the ACCJC Institutional Standards, the Vision for Success, and the Student Equity and Achievement Plan. As described in Standard I, the College requires each program to link improvement actions and resource requests to institutional goals and objectives. This information is in the Taskstream platform. Additionally, the Board has established a Board annual goal in student completion of degrees, certificates, and transfer. The Board meets this standard and monitors its own progress toward meeting this particular Board goal through regular presentations of progress toward meeting Vision for Success goals and the Student Equity and Achievement Plan. Both the Office of Institutional Research and Planning and the Office of the Equity and RISE Scholars annually present measures of success to the Board of Trustees.

Standard IV C.9. Governing Board
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District provides training for new members of the Board of Trustees through orientations. As well, trustees participate in ongoing professional development opportunities as they arise. Existing board policies provide mechanisms for continuity of board membership and staggered terms of office.

Analysis and Evaluation

The College meets this standard.

The College provides a minimum of two opportunities for new trustees to acclimate to the District and to their roles as trustees. The first is an orientation that the College holds for those candidates who are running for office as a trustee. The Candidate Orientations include information about the College's demographic profile and enrollment, key success measures, budget, and academic and student services programs. Elected trustees also participate in a Trustee Orientation after they are elected. The Trustee Orientation includes some of the same information as was presented in the Candidate Orientation. New trustees are also provided with opportunities to receive more in-depth presentations and information about various aspects of the College. Typically, these information sessions are arranged by the Superintendent/President's Office on an as-requested basis.

The College is also a member of the Community College League of California (CCLC), as well as the California Community College Trustees (CCCT) and Association of Community College Trustees (ACCT), all of which sponsor annual conferences and new trustee orientations. In addition, the CCLC Trustee Handbook is provided to trustees to instruct and guide effective trusteeship.

In addition, all trustees participate in ongoing professional development opportunities throughout the year. These opportunities are sponsored by the California Community College Chancellor's Office and the Community College League of California, among others. Board Policy 2740: Board Education assures the Board's "commitment to ongoing development as a Board and to a trustee education program that includes new trustee and student trustee orientation." Regularly scheduled study sessions and attendance at appropriate conferences are among the professional development activities the Board engages in. Board Policy 2015: Student Member of the Board specifies that student trustees will "receive a formal Board orientation upon certification of election and before being seated at the first regular Board meeting, as provided to regular members."

With regard to continuity of board membership, Board Policy 2100: Board Elections states "[t]he term of office of each trustee shall be four years, commencing on the first Board meeting in December following the election. Elections shall be held every two years in odd-numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." And in accord with Board Policy 2100: Board Elections the Superintendent/President recommends boundary adjustments of each Trustee area to the Board, should the decennial federal census indicate its necessity.

Standard IV C.10. Governing Board

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees is committed to assessing and improving its performance through annual self-evaluations. In consultation with the Dean of Institutional Research and Planning the Board establishes the annual evaluation process, which specifies the methods and any survey instruments that are used. Results of the self-evaluations highlight accomplishments, areas for improvement. Goals and objectives are discussed in open session and within the context of College institutional effectiveness measures.

Analysis and Evaluation

The College meets this standard.

Board Policy 2745: Board Self-Evaluation states that "[t]he Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning." The Board reviews its progress in meeting its goals at least annually, reviews the results of the self-evaluation in advance of setting new goals for the coming year, and discusses new goals within the context of College institutional effectiveness measures. The Board then reaches consensus on its goals and adopts them.
As an example, during early 2020-2021, the Board reviewed results from the Board Self-Evaluation Survey during October 2020 and used the results to develop and adopt a new set of goals for the remainder of 2020-2021. As part of the process, the Board recommended improvements to the self-evaluation process, which included a mid-year progress report and a request to create a final report of progress on goals prior to completing the Board Self-Evaluation Survey. These changes were incorporated into the Board self-evaluation process. To measure progress toward achieving their goals, the Board also sets tasks associated with each goal, during the goal development process. The Superintendent/President's Office as well as the Office of Institutional Research and Planning assist the Board in monitoring progress toward their goals, implementing the Self-Evaluation Survey, and compiling and presenting the results of the self-evaluation.

Standard IV C.11. Governing Board

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board has established policies concerning its Code of Ethics and Conflict of Interest. In addition, each board member is required to file Form 700, "Statement of Economic Interests" which discloses economic interests and facilitates the District's effort to ensure impartiality in contracts that are approved by the District.

Analysis and Evaluation

The College meets this standard.

Board Policy 2715: Code of Ethics/Standards of Practice codifies the "high standards of ethical conduct for its members [the Board] and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support." This policy includes an extensive list of ethical responsibilities and procedures to implement in cases of violation of this policy.

Board Policy 2710: Conflict of Interest assures that "[m]embers of the Board of Trustees shall not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members." This assurance is evidenced by the annual filing of Form 700, "Statement of Economic Interests," a one-page document that trustees sign upon their election to the Board and annually thereafter, verifying their impartiality in the contracts the College enters into.

Standard IV C.12. Governing Board

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates responsibility and authority to the Superintendent/President to implement board policies and holds the CEO accountable for the operation of the College.

Analysis and Evaluation

The College meets this standard.

Board Policy 2200: Board Duties and Responsibilities specifically "[d]elegate[s] power and authority to the Superintendent/President to effectively lead the District.
Board Policy 2430: Delegation of Authority states "[t]he Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." In addition, the "Superintendent/President shall act as the professional advisor to the Board in policy formation and keep the Board President or the whole Board informed of news, events, and actions that may concern the Board" (BP 2430).

As previously discussed in Standards IV.B. I and IV.B.2, the Board delegates full authority to the Superintendent/President in a variety of ways including planning, overseeing, and evaluating the administrative structure of the College, as well as holding the Superintendent/President accountable for academic quality and institutional effectiveness through board policies and the annual evaluation of the Superintendent/President.

However, during the research and writing of this ISER, the faculty, as a constituency, brought forward a concern regarding the Board's practice of voting in closed session on the Superintendent/President's recommendations to hire full-time faculty and administrators. Although the Board has the prerogative to vote in closed session on prospective hires, the faculty, as a constituency, feel that this practice is not in alignment with the majority of California Community Colleges hiring practices for faculty and administrators, which is to place these recommendations on the Human Resources Consent Agenda. To that end, the faculty, as a constituency, will follow the College participatory/shared governance practice and ask the Policies and Procedures Committee (PPC) to review the administrative procedures related to hiring practices. The review of cogent administrative procedures is discussed further as an improvement plan at the end of this standard.

Standard IV C.13. Governing Board
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Superintendent /President is responsible for keeping the Board of Trustees regularly informed and updated about the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The College's Accreditation Liaison Officer reports directly to the Superintendent/President and frequently presents formal reports to the Board of Trustees on accreditation matters.

Analysis and Evaluation
The College meets this standard.

Board Policy 3200: Accreditation states, "[t]he Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs that seek special accreditation." Toward that goal, the Superintendent/President shall keep the Board of Trustees informed, updated, and involved in all accreditation matters and act as an "intermediary between the District and the Board in the development of accreditation materials" (BP 3200).

The College accomplishes this through regular interaction between the Board, the Superintendent/President and through formal presentations to the Board by the Accreditation Liaison Officer, who reports directly to the President.

In addition, when the College is engaged in preparing the Institutional Self-Evaluation Report (ISER), the Board establishes a subcommittee of the Board of Trustees, which is sanctioned through Board Policy 2220: Committees of the Board of Trustees. This subcommittee serves as an intermediary between the College and the Board to deal with matters related to the College's accreditation.

Conclusions on Standard IV.C. Governing Board
As is demonstrated by various board policies, administrative procedures, and Board minutes, the Board is responsible for the academic quality and financial stability of the College. The evidence shows the Board works to ensure that the Board and the College adhere to all District policies. The Board engages in professional development and evaluation in order to increase knowledge and ensure accountability. Board Policies and minutes are readily available via the College's website and through Board Docs. Board policy review is systematic and occurs at a minimum once every six years or as necessary depending on circumstances. The Board is informed, at a minimum, annually regarding the College's progress on key student success measures. Curriculum approval which includes the approval of the Board also ensures that all programs align with the College's mission and are of the highest academic quality.

Improvement Plan(s)
The concern of the faculty regarding full-time and administrator hiring will be reviewed by the PPC and proceed through the College's participatory/shared governance process as necessary.

Evidence List
IV C 7
Evidence:
BP/AP Review Cycle timeline (PFC Handbook) The PFC Handbook includes review cycle for each chapter of the Board Policies and Procedures. After local revision and upon first reading, the Board edits as appropriate. Revisions reroute through the review process and return to the Board. As policies and procedures are revised and adopted through the participatory/shared governance process, they are linked to the College website, which is available to the College and the public. In 2019, for the sake of efficiency, the PFC established the Policy Procedure Council (PPC) to assume the responsibility for the review and revision of policies and procedures. Revised policies and procedures are then brought to the PFC for approval. The PPC took on the task of reviewing and aligning hundreds of College Policies with the current corresponding Board policies.
Board Agendas BP/AP Readings and Approvals including major deletion of College Policies 1/15/20

IV C 9
Evidence

Board conferences

New member orientation 2019, 2021

Professional Development & Activities log

Board of Trustees Calendar

Board/CEO Goals & Operations facilitated by Wanden P. Treanor/PPT presentation 2/26/20

IV C 13

Evidence

Board Accreditation training and updates (Special Board meeting/Study Session, 4/22/20; Regular Board meeting 12/9/20; Regular Board meeting 1/13/21)

BP 3225 Institutional Effectiveness Section I provides the language of Board commitment to IVC13.

BP 3250 Institutional Planning Section III sub-section A and sub-section B contains one of the methods the board may use to meet the C 13 objective.

BP 4020 Program, Curriculum and Course Development Section I; ensures quality course offering which meets or exceeds quality standards established under ED Code Sec 70901, 70902 and 7816.Accreditation timeline

H. Quality Focus Essay

Introduction of Projects

The selection of the two Quality Focus Essay (QFE) projects is grounded in the College's internal and external data, standards of performance, and its annual self-examination processes. Program planning and program review occur annually at Rio Hondo College and are the primary means by which the College monitors its effectiveness. Through these processes, programs are asked, among other things, to examine achievement outcomes and to compare program performance over time, to other similar programs, and to standards of performance. At Rio Hondo College, standards of performance include overall institutional performance, program specific standards, identified achievement gaps for historically under-represented students, and the College's ACCJC institution set standards.

During the course of this annual self-examination, as well as a variety of college-wide summits related to student equity, the College has come to understand that its approach to improving its achievement outcomes has tended toward program-specific rather than institutional approaches. Progress with respect to several key achievement metrics has also been slower than the College would like (see Table X in Presentation of Achievement Data).

Additionally, the College examines external data and community demographic trends at regular intervals, such as during strategic planning, as well as during the development of its Educational Master Plan. The most recent examination of community demographic information occurred during 2019-2020, with the development of the College's new Educational Master Plan. This analysis revealed that the College has some unique characteristics. First, the College serves several service area cities with higher poverty rates than that of Los Angeles County and many of the College's feeder high schools also report that more than 50% of their student populations qualify for free or reduced priced meals (see Tables X and Y).

Table QFE-1. Key Population Characteristics Five Service Area Cities (2018)

	El Monte	South El Monte	Pico Rivera	Whittier	Santa Fe Springs	Five city range	Five city average
Population	115,586	20,767	62,888	86,064	17,832	97,754	60,627
Median Age	35.4	34.3	36.3	36.8	36.4	1.4	36
Avg Household Size	3.9	3.9	3.7	3	3.4	.9	3.6
Median Household Income	$43,504	$44,651	$61,586	$69,058	$63,540	$25,554	$56,468

Foreign Born	50%	43%	31%	17%	27%	33	33.6%
Poverty	22.6%	18.7%	10.6%	12.1%	13.9%	12.6%	15.6%
Unemployment	4.1%	4.2%	4.9%	4.5%	4.6%	.8%	4.5%
Travel Time(mins.)	30.7	29.5	30.9	32.7	30.5	3.2	30.9
Veterans	1.4%	2.3%	2.8%	3.5%	2.7%	2.1%	2.5%
Computers	78.9%	76.9%	85.3%	88%	87.9%	11.1%	83.4%
Broadband	68.6%	65.1%	72.7%	78.3%	75.8%	9.7%	72.1%

1
2
3 **Table QFE-2. Unduplicated Headcount of Free or Reduced-Price Meals in Area K12 districts – (2019-20)**

District name	School name	Enrollment	Free or reduced meal count	% Eligible for free or reduced meal
El Monte Union High	Arroyo High	1,906	1,614	85%
Whittier Union High	California High	2,813	2,024	72%
El Monte Union High	El Monte High	1,732	1,642	95%
El Rancho Unified	El Rancho High	2,297	1,514	66%
Whittier Union High	La Serna High	2,566	1,281	50%
El Monte Union High	Mountain View High	1,253	1,160	93%
Whittier Union High	Pioneer High	1,181	988	84%
El Rancho Unified	Ruben Salazar Continuation	128	96	75%
Whittier Union High	Santa Fe High	2,054	1,486	72%
El Monte Union High	South El Monte High	1,198	1,075	90%
Whittier Union High	Whittier High	1,831	1,371	75%

4

1

Finally, the College is located in an area of Los Angeles County where the percentage of Latinx residents exceeds the rate for the county as a whole. This is also reflected in the College's student population (see Tables X and Y below).

Table QFE-3. Ethnic and Racial Composition of Los Angeles County and Five Service Area Communities (2017)

Race/Ethnicity	Los Angeles Co.	El Monte	South El Monte	Whittier	Pico Rivera	Santa Fe Springs	West Whittier-Los Nietos (CDP)	South Whittier (CDP)
Black or African American alone	8%	0.5%	0.1%	1%	0.7%	4%	.8%	.7%
American Indian & Alaska Native alone	0.2%	0.08%	0.01%	0.2%	0.4%	0.4%	1%	.3%
Native Hawaiian & Other Pacific Islander Asian Alone	0.2%	0.5%	0%	0.07%	0.07%	0.03%	.07%	.026%
Asian alone	15%	29%	14%	4%	3%	5%	1%	5%
Two or More Races	2%	0.6%	0.07%	0.9%	0.4%	0.4%	.04%	1%
Hispanic or Latino	49%	65%	82%	68%	89%	79%	89%	78%
White alone, not Hispanic or Latino	26%	4%	4%	25%	6%	10%	8%	14%
Some Other Race Alone	0.3%	0.07%	0.03%	0.8%	0.1%	1%	.06%	.7%

Table QFE-4. Rio Hondo College Race and Ethnicity Breakdown 2014-2015 Academic Year to 2019-2020 Academic Year

	2015	2016	2017	2018	2019	2020
American Indian or Alaskan Native	69 (0.3%)	64 (0.2%)	55 (0.2%)	53 (0.2%)	52 (0.2%)	43 (0.2%)

Asian	2,006 (7.3%)	1,854 (6.8%)	1,861 (7.0%)	1,878 (6.9%)	1,708 (6.2%)	1,658 (6.1%)
Black or African American	543 (2.0%)	520 (1.9%)	437 (1.6%)	482 (1.8%)	453 (1.6%)	409 (1.5%)
Hispanic/Latino	20,561 (74.7%)	20,990 (77.5%)	21,315 (80.5%)	21,864 (80.3%)	22,315 (81.0%)	21,915 (81.0%)
Native Hawaiian or Other Pacific Islander	44 (0.2%)	34 (0.1%)	28 (0.1%)	38 (0.1%)	33 (0.1%)	39 (0.1%)
Two or More Races	268 (1.0%)	273 (1.0%)	292 (1.1%)	290 (1.1%)	281 (1.0%)	275 (1.0%)
Unknown/Non-Respondent	1,319 (4.8%)	990 (3.7%)	511 (1.9%)	808 (3.0%)	976 (3.5%)	1,087 (4.0%)
White	2,713 (9.9%)	2,351 (8.7%)	1,994 (7.5%)	1,816 (6.7%)	1,720 (6.2%)	1,634 (6.0%)
Grand Total	27,523	27,076	26,493	27,229	27,538	27,060

1 *Note: Excludes Advanced In-Service Training Students*
2 Source: CCCCO MIS Data
3
4 Taken together, these realities--slower progress in achieving substantive gains in student
5 performance, program-specific rather than institutional approaches to gains in student
6 achievement, community demographics indicating higher rates of poverty, and the unique status
7 of serving a predominantly Latinx student population--suggest QFE projects that address gains in
8 student achievement from an institutional perspective. More specifically, a comprehensive
9 approach to professional development with two foci: excellence in teaching with emphasis on
10 equity-minded practices and the expansion of the implementation of Open Educational
11 Resources (OER) in the classroom.   Through these two projects, the College seeks to build
12 institutional capacity and individual capabilities in the area of teaching excellence and the use of
13 Open Educational Resources (OER).
14
15 This section outlines the two Quality Focus Essay projects selected by Rio Hondo College--a
16 thematic, comprehensive approach to professional development focused on excellence in
17 teaching and equity-minded instructional practices and the development, expansion, and
18 implementation of open educational resources (OER) across the curriculum. Both projects are
19 aimed at improving student course completion, persistence across terms, and ultimately
20 completion of degrees and certificates.
21
22

221

QFE Project One – Excellence in Teaching

3   *Rationale*

4   Teaching is the primary responsibility of community college instructors, and the minimum
5   qualification for doing so is usually a master's degree in an academic field. But unlike our
6   colleagues in the K through 12 system, instructors in higher education are not required to
7   complete a year-long teacher credentialing program leading to state certification. And although
8   many graduate programs do offer their students teaching experiences, most instructors entering
9   the community college system have little experience or formal training in the theoretical
10   foundations of education; discipline-specific teaching approaches, methods, and strategies; and,
11   most importantly, practical classroom experiences through mentorship.

12   *Concept and Purpose*

13   Rio Hondo College currently has excellent in-place programs addressing several professional
14   development needs such as our Distance Education Certificate for online instruction, Rio
15   Teaching for Learning Institute (RTLI) for part-time faculty, New Faculty Success Seminar for
16   recently hired tenure-track faculty, and a professional development program available to all;
17   however, these programs reach limited audiences. This QFE project would build on the
18   successes of these programs, specifically addressing the transition from subject area expertise to
19   theories and practicalities of classroom teaching. Special emphasis on diverse classroom
20   environments, equity-based practices, culturally relevant pedagogy, enhanced instructor-to-
21   student relationships, and opportunities for mentorship will form the foundation of this enhanced
22   professional development program, which will present an annual program of focused, thematic
23   opportunities for professional enhancement.

24   Thus, the College will be "capacity building" through commitment to developing and
25   strengthening College resources from within toward the continuing goal of student success
26   through excellence in teaching, thus, actualizing our College mission toward "social justice and
27   equity."

28   *Scope of the Project*

29   This project seeks to build on the existing complement of programs by expanding their reach and
30   developing a fully integrated and systematic institutional infrastructure that supports
31   organizational growth and individual capability on these topics. In order to encourage both full-
32   time and adjunct faculty to embrace this professional development focus on excellence in
33   teaching, several tiers of participation will be offered, with some culminating in certificates of
34   achievement or other incentives as may be devised. In order to accommodate all faculty,
35   professional development opportunities should be available through a variety of modes: face-to-
36   face, online, via Zoom, and through individualized study.

Anticipated Impact on Student Learning and Achievement

Evidence from other studies, specifically those in the area of math, indicate that implementing equity-minded practices in the classroom can result in substantial increases in successful course completion rates that hold true for students across ethnic and gender categories and in subsequent coursework. Previous studies indicate that success rates overall for those instructors fully implementing equity-based instructional strategies can improve by roughly nine percentage points and for some groups of students the improvements are more dramatic. Based upon this previous work, the College anticipates that it will be able to increase its successful course completion rates in the range of five to 10 percentage points for those sections of courses taught by instructors participating in the excellence in teaching project by the end of the project period. This is also expected to translate to increases in the overall successful course completion rates in transfer courses and ultimately will lead to increases in achievement outcomes such as transfer and transfer degree completion.

As well, the College anticipates that implementing equity-minded practices will also result in increases in positivity toward teaching and learning and an overall increase in the students' sense of belonging.

Rio Hondo College
Accreditation 2022 – Quality Focus Essay
Project Matrix – Excellence in Teaching

Project Objectives and Performance/Outcome Measures	Responsible Area/Staff	Timeline
Objective 1: Increase student completion		
Outcome Measure 1a: successful completion rates of transfer level math and English courses	VPAA Instructional Deans	Fall 2022 – Spring 2026
Outcome Measure 1b: term to term persistence rates for students identifying transfer as their goal	VPAA Instructional Deans	Fall 2022 – Spring 2026
Outcome Measure 1c: number of ADTs and transfers	VPAA Instructional Deans	Spring/Summer 2026
Activities: Work toward centralized curriculum and shared understanding of equity-focused instructional practices; increase adoption and implementation of these strategies in critical disciplines such as English and math		
Resources: VPAA, Professional Development (PD) Leads (Professional Development Coordinator, RTLI and Aspen Project Coordinators), Instructional Deans, Distance Education team		
Objective 2: Increase implementation of classroom-based, equity-focused instructional practices		
Outcome Measure 2a: number of faculty engaged in professional development for equity-focused teaching strategies	VPAA Instructional Deans PD leads	Fall 2022- Spring 2026
Outcome Measure 2b: number of faculty implementing equity-focused teaching strategies	VPAA Instructional Deans PD leads	Fall 2022- Spring 2026
Outcome Measure 2c: percentage of faculty knowledgeable about equity-focused teaching strategies	VPAA Instructional Deans PD leads	Fall 2022- Spring 2026
Activities: continued coordination and expansion of professional development activities for faculty related to equity-focused teaching strategies		
Resources: funding to support faculty participants and coordination of PD activities		
Objective 3: Increase sense of belonging and positive attitudes toward teaching and learning		
Outcome Measure 3a: scaled measurement of sense of belonging	Instructors	Fall 2023- Spring 2026
Outcome Measure 3b: scaled measurement academic self-efficacy	Instructors	Fall 2023- Spring 2026
Activities: broad-based implementation of equity-focused teaching strategies, measurement of student perceptions of belonging and academic self-efficacy		
Resources: student surveys with assistance from Institutional Research and Planning		

QFE Project Two – Open Educational Resources

Rationale

Higher education is expensive. Even with the financial assistance of grants and fee waivers, students at Rio Hondo College find their educational costs, specifically the increasing prices of textbooks and supplies, to be a barrier to their success. In fact, the average total for these resources amounts to approximately $2,160 annually for full-time students. As previously mentioned, many Rio Hondo College students struggle financially (see Tables X and Y). In the wake of Covid-19, our student population and their families face further financial distress: lost wages, furloughs, and unemployment. These financial burdens, already heavy, are compounded by the absolute necessity and cost for technology and connectivity during periods of remote learning.

Developing, implementing, and expanding the use of Open Educational Resources (OER) can directly alleviate some of the financial stress on students and likely increase successful course completion rates and term-to-term persistence by providing them with free access to the educational opportunities and materials which are vital to their success. Indeed, one of our Rio Hondo College Values specifically states: "Access to education and the opportunity for educational success for all students shall be provided." In addition, broad adoption of OER can have greater impact as faculty work together to produce course-specific, culturally relevant materials, "with particular efforts in regard to those who have been historically and currently underrepresented" (RHC Value).

Concept and Purpose

Rio Hondo College is currently in the development phase of expanding its OER across academic disciplines. This project seeks to extend the use of Open Educational Resources by expanding its development to all academic divisions and by organizing faculty efforts to facilitate transitions to OER. Further, additional faculty, beyond those working to facilitate transitions, will engage in developing course-specific materials in attempt to increase of the library of available materials across the academic disciplines and instructional divisions of the College. One of the many potential benefits from these endeavors may be a substantial increase in the library of available materials for any one course.

Thus, the College will be "capacity building" in the area of OER through a commitment to developing and strengthening these resources internally toward the goal of improving student course and degree completion, and in the process, actualizing our College mission toward "social justice and equity."

Scope of the Project

1   This project seeks to build on the nascent efforts in the area of OER by expanding knowledge of
2   available resources and further developing discipline specific resources and strategies to support
3   broad-based implementation of OER across the disciplines. To encourage both full-time and
4   adjunct faculty to engage in use of OER in their courses, professional development opportunities
5   will be developed and made available through a variety of modes: face-to-face, online, via
6   Zoom, and through individualized study.

7   Keeping in mind the ways in which reducing or eliminating costs associated with commercial
8   textbooks and instructional materials can help bring down barriers to student enrollment, access,
9   and success—and the potential OER have to represent more focused, topical, local, and/or
10 culturally relevant material that aligns with the Rio Hondo's mission and values—activities will
11 include communicating to current and potential students via the College schedule and the
12 bookstore those course sections that utilize OER. Investing in marketing and outreach to current
13 and potential students takes up low- or zero-cost programs, ensuring quality and appropriateness
14 of OER (as is done for commercial textbooks and instructional materials). The College will also
15 seek to increase department-level adoptions and to institutionalize processes by which awareness
16 about and the adoption/creation of OER is encouraged and supported. To these ends, efforts will
17 include selecting OER as a core professional development theme for the campus and offering
18 ongoing, OER-related professional development; training RHC librarians to support faculty in
19 the discovery and/or adoption/creation of OER; updating the curriculum process to include OER;
20 implementing OER as a way to support enrollment management; and providing District funds
21 and resources to support OER institutionalization as needed.

22 While, again, the main or immediate "point" of OER is—as the College Textbook Affordability
23 Act of 2015 (AB 798, Bonilla) has it—"to reduce costs for college students," given the high
24 percentage of RHC students who live at or below the poverty level, the intended impacts of the
25 activities that comprise the OER project are to increase access and the likelihood of success and
26 achievement, by communicating to current and potential students low- or no-cost options to join
27 course sections and programs that utilize OER. Measuring the efficacy of project efforts will
28 perforce include help from the Offices of Institutional Research and Planning with information
29 provided by Instructional Operations (i.e. Scheduling), counselors, student surveys, and focus
30 groups.

31
32   *Anticipated Impact on Student Learning and Achievement*
33
34 The College expects that increasing the number of course sections and programs that utilize
35 OER—and increasing potential and current student awareness about what OER is and which
36 sections and programs utilize low- and no-cost OER—will increase enrollment, retention, and
37 completion of those low-income students for whom instructional materials are cost prohibitive.
38 This project is intended to increase successful course completion in those courses where OER are
39 implemented. As well, the College expects that term-to-term persistence of students will
40 increase as more OER are implemented. Increased implementation is also expected to translate

1   to increases in the overall successful course completion rates and ultimately will lead to increases
2   in achievement outcomes such as transfer and transfer degree completion.
3
4

Project Objectives and Performance/Outcome Measures	Responsible Area/Staff	Timeline
Objective 1: **Institutionalize OER**		
Outcome Measure 1a: # of PD activities offered and participants	• Staff Development Committee	Fall 2021, Spring 2022
Outcome Measure 1b: Incorporation of OER in the curriculum process and in enrollment management plan	• Curriculum Committee • VPAA	Fall 2022
Activities: Select OER as a core professional development theme for the campus; Update or modify the curriculum process to include OER, and implement OER as a way to support enrollment management; Provide budget and resources to support OER institutionalization as needed.		
Resources: CCC (state-level) PD offerings; RHC Staff Development Committee; Curriculum Committee, Enrollment Management Task Force.		
Objective 2: **Increase Department-Level Adoptions**		
Outcome Measure 2a: # of faculty engaged with developing and using OER materials	• Faculty	Fall 2023 – Spring 2024
Outcome Measure 2b: # of CRNs with OER materials	• Faculty	Fall 2023 – Spring 2024
Outcome Measure 2c: # of program plans, reviews, and unit plans identifying OER as a goal	• Faculty • Deans	Fall 2023 – Spring 2024
Activities: Offer ongoing professional development in OER (equity benefits, discovery, and adoption of materials); Train librarians to support faculty with OER; Senate resolution to support faculty use of OER.		
Resources: RTLI; RHC Library; Cal-OER; Vision Resource Center; Curriculum Committee; RHC Staff Development Committee.		
Objective 3: **Increase Student Access and Success**		
Outcome Measure 3a: % of students enrolling and completing OER sections	• Scheduling Office • Counselors	Fall 2022
Outcome Measure 3b: Decrease overall cost to students to complete a course or program	• IRP Office • Bookstore	Fall 2021 – Fall 2024

Outcome Measure 3c: Quality OER materials that support the course and/or program outcomes	• Faculty	Fall 2022
Activities: Clearly communicate OER sections to students (i.e., via the schedule and at the bookstore); Ensure quality and appropriateness of OER materials as is done for commercial textbooks; Marketing and outreach to students for low- or zero-cost programs.		
Resources: Bookstore; Instructional Operations (Scheduling) Office; Curriculum Committee; Marketing/Communications		

1