Academic Senate Agenda

May 7, 2024 1:00 p.m.

Locations: 3600 Workman Mill Road, Room LR128, Whittier, CA/3000 San Gabriel Blvd., Rosemead, CA 91770/ 7226 Hamner Ave, Eastvale, CA 91752/840 East Whittier Blvd, La Habra, CA. 90631/ 18 W Sierra Madre Blvd # A, Sierra Madre, CA 91024/ 214 W Rt 66, Glendora, CA 91740/ 101 The City Dr., Orange, CA 92868/ 1370 Veteran Avenue # 104, Los Angeles, CA 90024/22 W. Live Oak Ave., Arcadia, CA, 91007

1. Call to Order
2. Approval of Minutes from April 16, 2024
3. Public Comment: Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate's discretion, be referred to the Senate Executive Council or placed on the next agenda.
4. Guest Report
   a. None
5. President's Report
   a. Announcement: Commendation of Distinguished Faculty Award, Melissa Rifino-Juarez
   b. Gratitude for Retiring Faculty
      i. Babou, Robin
      ii. Beckman, Richard
      iii. Bethel, Robert
      iv. Clark, Dennyse
      v. Coffman, Daniel
      vi. Cummings, Frances
      vii. De Los Santos, Blanca
      viii. Frala, John
      ix. Hannah, Kathleen
      x. Herzfeld, Shari
      xi. Isaac, Lily
      xii. Korf, William
      xiii. Lynch, Sheila
      xiv. Moe, Sondra
      xv. Rivera, Mary
      xvi. Rodriguez, Jose
      xvii. Sigala, Carol
      xviii. Tang, Suzanne
      xix. Tomory, Steve
      xx. Vu, Nguyen

c. Announcement: Gratitude for the Academic Senate Executive Council
    i. Kelly Lynch, 1st VP
    ii. Aditi Sapra, 2nd VP
    iii. Angelica Martinez, Parliamentarian
    iv. Michael Koger, Secretary
    v. Farrah Nakatani, ASCCC Representative
    vi. Dorali Pichardo Diaz, Past President
    vii. Diana Valladares, RHCFA President
    viii. Elizabeth Ramirez, Curriculum Committee Chair
d. Discussion: Conferring Degrees
    i. Executive Motion: The Academic Senate, on behalf of faculty of Rio Hondo College, recommends that students who have completed the requirements for a degree be conferred that degree with all the rights, privileges, and responsibilities thereunto appertaining.
e. Discussion: AP 7259-Attached

6. Vice President's Report
    a. 1st Vice President, Kelly Lynch
    b. 2nd Vice President, Aditi Sapra

7. New Business
    a. Discussion: Bylaws Update, 2nd Reading-Angelica Martinez-Attached
        i. Selection Committee Process
    b. Discussion: Report Out from Taskforce on AP 1500 RHC Special Awards-Attached
    c. Discussion: Report Out from Taskforce on Faculty and Staff Hiring Aps
        i. AP 7217 Employment Procedures for Full-time Faculty
        ii. AP 7212 Employment Procedures for Classified Personnel
    d. Discussion: Report Out from Chapter 5 BPs
        i. Discussion: BP 5010 Admissions and Concurrent Enrollment-Attached
        ii. Discussion: BP 5030 Fees-Attached
        iii. Discussion: BP 5055 Enrollment Priorities-Attached
        iv. Discussion: BP 5110 Counseling-Attached
        v. Discussion: BP 5120 Transfer Center-Attached
        vi. Discussion: BP 5205 Student Accident Insurance-Attached
        vii. Discussion: BP 5220 Shower Facilities for Homeless Students-Attached
        viii. Discussion: BP 5420 Associated Students Finance-Attached
        ix. Discussion: BP 5500 Standards of Student Conduct-Attached
        x. Discussion: BP 5700 Intercollegiate Athletics-Attached

8. Committee Reports
    a. Senate Committees
        i. Academic Rank, Frank Sotelo
        ii. Curriculum, Elizabeth Ramirez
        iii. Distance Education, Kenn Pierson-Geiger
        iv. Open Educational Resources (OER), Sheila Lynch
        v. Outcomes, Sean Hughes-Attached
        vi. Staff Development/FLEX, Katie O'Brien-Attached
    b. Planning & Fiscal Council Committees
        i. Facilities, Scott Jaeggi

  ii. Institutional Effectiveness (IEC), TBD

  iii. Policy and Procedure Council, Rudy Rios

  iv. Program Review, Marie Eckstrom

  v. Safety, Brian Brutlag

 c. Additional Committees

  i. Enterprise Systems Advisory, Colin Young

  ii. Holistic Support and Academic Skills, Tyler Okamoto

  iii. Online Education Initiative (OEI), TBD

  iv. ASCCC Open Educational Resources Initiative (ASCCC OERI), Sheila Lynch

  v. Student Equity, TBD

  vi. Student Success and Support Services Program (SSSP), Bill Curington

  vii. AI Focus Group, Kenn Pierson Geiger

9. Unfinished Business

 a. None

10. Announcements

11. Adjournment

RÍO HONDO COLLEGE

AP 7259 Employment Procedures for Administrators/Confidential (Not Including the Superintendent/President)

Reference:
Title 5, Section 53021

The Río Hondo Community College District is committed to advancing social justice and equity as an anti-racist institution when hiring qualified administrators and confidential employees. The College's mission, vision, values, institutional goals and the College's Equal Employment Opportunity Plan will guide and inform this process. The hiring process for each opening shall be coordinated by the Office of Human Resources.

<u>**Process for Requesting to Fill a Position**</u>
Prior to initiating a personnel requisition, the hiring administrator shall review the job description. At a minimum the review shall consider if any changes are to be made in the duties, responsibilities, reporting relationships, services or programs supervised, particular skills, knowledge or abilities required, minimum qualifications, and desirable or preferred qualifications. All of the listed skills, knowledge, abilities, and other qualifications must be job related. Any substantive changes (for example, additional duties not outlined in the job description, changes in minimum qualifications, updates to salary ranges, etc.) shall go to Executive Cabinet and then to the Planning and Fiscal Council for recommendations to the Superintendent/ President. The Superintendent/President shall make the final decision on any changes and forward the job description to the Board for approval. If no changes to the current job description are necessary, the position can be opened. Upon approval, the hiring administrator shall initiate a requisition. Requisitions shall be approved by the Superintendent/President.

If the position is a newly created one, the job description shall be reviewed by Executive Cabinet and sent to the Planning and Fiscal Council for recommendations to the Superintendent/President. The Superintendent/President shall make the final decision on any changes and forward the job description to the Board for approval. The Vice President of Finance and Business shall verify and confirm that the position is budgeted and/or if a budget augmentation is required. The Vice President of Human Resources will review the newly created job description for job analysis. The requisition shall be forwarded to the Office of Human Resources to begin recruitment.

When filling a vacant position as "acting" due to a leave, the Superintendent/President will conduct appropriate consultation within the college, such as consultation with Executive Cabinet, the hiring administrator, etc. and then recommend to the Board the appointment of an actual position, for up to six months or until the conclusion of the leave. After six months, the Superintendent/President may exercise discretion, based on work performance, to continue an "acting" as an "interim" position for no more than 18 months or until the conclusion of the leave.

RÍO HONDO COLLEGE

When filling a vacant position as "interim" due to a vacancy, the Superintendent/ President will determine whether to conduct an internal or external recruitment. For internal recruitments, the recruitment period will be at least seven business days.

The Superintendent/President and the appropriate Vice President will review the application materials and select candidates to interview. The selected candidate will serve as an "interim" administrator and may apply for the permanent position. For external recruitments, the District will follow the regular recruitment and hiring procedures.

Recruitment
It is the policy of Río Hondo Community College District to have diverse applicant pools and provide equal employment opportunities. Vacancies for full-time positions will be advertised in and out of the District unless a reduction in force, a reorganization, or business necessity is determined by the Superintendent/ President. Job announcements will be prepared based on the information contained in the job description and information provided by the hiring administrator. Job announcements shall be in accordance with Title 5, Section 53021 and shall be at a minimum, statewide. Records of recruitment efforts shall be retained in the Office of Human Resources. All applicants, whether internal or external, shall be treated equally. At a minimum, recruitments will be open for ten business days based on need and may be extended as needed.

Recruitment may be stopped, postponed, or extended by the Superintendent/ President and the position may be reopened at any step of this process. In addition, applicant pools for external job postings will remain viable for a period of six months after the hire date of the initial recruitment.

Application Process
All application materials shall be submitted online. It is the applicant's responsibility to ensure all required materials are submitted within the designated timelines. A supplemental application form shall be used to gather specialized job-related information for use in the screening process. All applicants shall submit, at a minimum, a cover letter, resume and a copy of transcripts verifying college work completed and degree(s)/certification(s) earned. The Office of Human Resources shall ensure that all deadlines are met for all candidates to ensure equal employment opportunity.

The Vice President of Human Resources, or designee, shall certify that the pool of candidates is acceptably diverse (e.g. race/ethnicity, gender, breadth and depth of experience, etc.) or, if not, that defensible recruitment efforts were made to try to achieve diversity (e.g. expanding/extending the recruitment). If such certification cannot be made, recruitment shall be reopened. When a position is advertised as "Open until filled," applications will be accepted as long as feasible before they must be prepared for review by the Selection Committee. The Office of Human Resources shall screen all applicants to verify that minimum qualifications are met. Screening criteria shall be job-related and based on the job announcement and required application materials.

Those with incomplete applications or those who do not meet the minimum requirements shall be notified by the Office of Human Resources that they are no longer in the pool of applicants.

Selection Committee
The Selection Committee shall serve in an advisory capacity to the Superintendent/President or designee. The committee's role in the selection process shall be to review application materials submitted by qualified candidates, to rank and recommend candidates for the first level interview, to conduct the first level interview, and to recommend candidates for further consideration to the Superintendent/President. The Equal Employment Opportunity Officer or designee will review the committee composition for appropriate diversity and to ensure that the selection committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification to committee membership is required, the Equal Employment Opportunity Officer or designee will consult with the selection Committee Chair. Agents who appoint committee members shall observe the necessity of providing racial/ethnic and gender diversity; the EEO/Staff Diversity Officer shall determine the sufficiency of the committee composition. Each recruitment will include an EEO Committee form that will include the name of the committee member, the constituency group they represent, gender, and ethnicity. EEO/Staff Diversity Officer will assist with the collection of gender and ethnicity data to ensure a diverse committee composition.

Persons serving on a Selection Committee will be required to have completed the EEO training session provided by Human Resources. Training shall be valid for two years. Individuals who have not received this training shall not serve on Selection Committees. Selection Committee members who do not complete tasks assigned to the Committee or who fail to participate in scheduled meetings will be removed from the Committee. The Committee will proceed with the process with existing members unless more than two members are removed. If this occurs, the Chair will consult with the appropriate constituency group to assign replacements prior to the interview process. The Chair and the Human Resources Officer/Equal Employment/Staff Diversity Officer or designee (HRO-EE-SDOD) shall coordinate the schedules of the Selection Committee for all necessary meetings and interviews.

~~The Chair may recommend, but not appoint, faculty, classified, administrators and confidential to serve on the Selection Committee based on the nature and relevancy of the position, through consultation with the Academic Senate, CSEA and MCC. These recommendations need to be provided to Human Resources staff within the first two weeks of posting.~~ Constituency groups shall be provided at least two weeks to gather selection committee members. The Selection Committee may consist of members as follows:

RÍO HONDO COLLEGE

	Vice President	Non-Instructional Deans, Directors, and Supervisors	Instructional Deans Directors, and Supervisors	Confidential
Number of administrators appointed by the Superintendent/ President including the Chair	4	1-2**(Chair will be the hiring administrator or approved designee)	1-2**(Chair will be the hiring administrator or approved designee)	1-2**(Chair will be the hiring administrator or approved designee)
Number of administrators appointed by Management/ Confidential Council	2	3	3	2
Number of Confidential to be appointed by Management/ Confidential Council, if available	1	1	1	2
Number of faculty appointed by the Academic Senate	5	3	4***	2
Number of classified appointed by CSEA	5	3	4	2
Number of students that may be appointed by the Associated Student Body, if available	1 up to 3	1 up to 3	1 up to 3	1 up to 3
Total number of possible committee members	16 - 20	10 – 15	12 – 17	8 – 13

*   The President shall designate one of the committee members to serve as Chair.
** The hiring administrator may appoint an administrator to the Selection Committee in consultation with the area Vice President.
*** If a Division has less than 4 full-time faculty, all full-time faculty members in the Division will be asked to participate.

The following serve specific functions in the selection process and are not voting committee members:

- The HRO-EE-SDOD
- The Superintendent/President may opt to appoint an outside subject matter expert to participate at the orientation stage of the selection process. At the committee's request, the individual may be invited to participate in the interview to provide input and feedback.

The Selection Committee shall screen, either individually or as a group, only the application materials submitted by each qualified candidate. Ratings and decisions shall be based on evidence, or lack of evidence, found in the application materials. Under no circumstances shall a committee member introduce information that is not contained in the application materials and would substantially influence a decision on a candidate. If the candidate successfully competes and is recommended for further consideration to the Superintendent/President or designee, the committee member should advise the Chair of any relevant information so that appropriate reference checks can be made.

All applicants selected for interview must show sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Areas of focus will be as follows: Demonstrated commitment to collaboration and teamwork in the delivery of services to students and community; providing quality education and student services to a diverse student population and community; fostering equity and diversity among individuals, programs and services; creating a positive, safe and pleasant educational/work environments that respects differences of opinions, beliefs and lifestyles; involvement in the communities similar to those serviced by Río Hondo College.

The applicant screening process should allow the committee member to assess the applicant's skills and experience in order to assign an initial rating prior to the consensus meeting. The committee's initial ratings for the applicant will show whether there is a common perspective on that applicant. The ratings are to be used as a starting point for discussion. There may be less need for discussion on candidates whose ratings show a strong convergence of opinion, and more discussion on candidates with mixed reviews. Members may change their ratings as a result of perspectives shared in the discussion based solely on application materials provided. In determining candidates to interview, the decision-making process described below shall be used. All candidates must be rated by the standards established for the position and the relative strength of the pool of applicants. The Chair and HRO-EE-SDOD will ensure discussions regarding applicants are compliant with EEO standards.

Orientation
The Selection Committee members shall participate in an orientation for the particular position being filled. The orientation will include a detailed review of the job announcement and the position's job description. The Superintendent/President or designee will be available to answer questions about the position, to define its role in the institution, and to provide information on specific needs or emphases the committee should be aware of. The purpose is

for the committee members to have a common understanding of the position as they screen and interview. It is also intended to make committee members responsible for the integrity of the process, aware of the need to protect the institution from litigation, and accountable for the decisions made.

The orientation will include screening process, calendar, screening criteria, development of interview questions, the review of methods to be used in rating and evaluating candidates, and training in Equal Employment Opportunity principles. The purpose is for committee members to understand and apply these methods, procedures, and principles throughout the selection process. At the orientation, consensus shall be reached when the committee, as a whole, can support the slate of candidates to be recommended for further consideration. Consensus means that every committee member will support the decision through common consent and will support it as the committee's unanimous decision.

If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidates being considered for an interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus. If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented.

Role of the Chair
The Chair will be responsible for the following: recommending, but not appointing, faculty, classified, administrators and confidential to serve on the Selection Committee through consultation with the Academic Senate, CSEA and MCC. leading committee discussions of candidates, such as facilitating the process to identify qualified candidates to interview, facilitating the process to identify candidates recommended for further consideration; ensuring that each committee member joins the discussion on each candidate; ensuring that committee members are respectful of differing opinions; summarizing and preparing written assessment of candidates on the appropriate form, which will include a job-related reason(s) for not recommending a candidate for further consideration; serve on the final interview committee and reminding committee members of the importance of confidentiality throughout the process so as not to jeopardize the selection process.

Role of the Selection Committee Member
The members of the Selection Committee will be responsible for the following: contributing to developing and reviewing job related selection criteria, assessments and interview questions; reviewing applications prior to scheduled interviews; interviewing all selected candidates; discussing the strengths of all candidates after rankings are completed, and recommending candidates for further consideration to the Superintendent/President or

designee; assisting the Chair of the committee in summarizing and preparing written assessments of each candidate, including a job-related reason(s) for not recommending a candidate for further consideration; adhering to Equal Employment Opportunity principles throughout the process; and maintaining the confidentiality of the selection process. Additionally, committee members are responsible for bringing any concerns about the process, fairness, committee member conduct, or any other matter that may adversely affect the committee's task to the timely attention of the Chair and the HRO-EE-SDOD.

Role of the Human Resources Officer/Equal Employment/Staff Diversity Officer or Designee (HRO-EE-SDOD)
The HRO-EE-SDOD will be responsible for the following: providing guidelines and instructions on equal employment opportunity and staff diversity; ensuring the committee make-up is diverse and monitoring each meeting of the whole committee to ensure that Equal Employment Opportunity principles are applied in each process and decision. In addition, providing expertise and advice on screening, evaluating, interviewing and selecting; providing the orientation to the committee; organizing and scheduling meetings; in consultation with the Chair, developing drafts of job related selection criteria, assessments and questions to bring to the Committee for its consideration, discussion and final determination, for both the screening and interview; ensuring the security of all documents after each meeting; ensuring that documentation is accurate and complete; and ensuring the legality of the process.

Selection Committee Interviews
The Office of Human Resources will notify and schedule the applicants for interviews. Interviews shall be scheduled on succeeding days, if possible. At all times, the Committee should be flexible to accommodate the needs of applicants. The candidate shall be provided the opportunity to review the interview questions privately, without benefit of reference materials, before the start of the interview.

Each member of the Selection Committee shall prepare a written assessment of each applicant interviewed using a form provided by the Office of Human Resources. The Selection Committee shall make a conscientious effort to reach consensus in deciding on candidates to recommend to the Superintendent/President for further consideration. It is imperative that every committee member has the opportunity to voice their views and to speak in support of candidates they think should be recommended. It is also required that every candidate be given fair consideration and that the job-related reason(s) for not recommending as a finalist be stated. It will be a key responsibility of the Chair to facilitate this process.

The intent of this decision-making process is to encourage open, candid discussion of the candidates and to allow the Committee to work its way to consensus. Committee members are responsible for the integrity of the process, should be aware of the need to protect the institution from litigation, and are accountable for the decisions made.

If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidates being considered for final interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus. If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented.

The Selection Committee shall complete their task by recommending not less than three (3) and no more than five (5) of the best qualified candidates for further consideration. (A selection process that produces less than three qualified candidates is acceptable only in extraordinary circumstances. In such cases, the committee must provide a written statement of substantial reasons for their recommendation. The reason(s) must be job-related, and not based on preferring one candidate over another.) The candidates sent forward are to be unranked and considered qualified candidates for the position. The committee chair may submit the written assessment of the recommended candidates to be shared during deliberations at the second/final interview if needed.

The Office of Human Resources shall notify all applicants who were not hired or forwarded for a second level interview.

Recommended Candidates Interviews
The Office of Human Resources shall notify and arrange for second/final level interviews for the candidates recommended by the Selection Committee for further consideration.

The Superintendent/President shall interview the candidates recommended by the committee. The Superintendent/President may select Executive Cabinet members to participate in these interviews. The Chair of the Selection Committee, or designee, shall participate in the interviews as an observer and, at their conclusion, shall provide feedback of the candidates as viewed by the Committee.

After the Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall decide who will perform reference checks for which candidates. The Superintendent/President shall make the final evaluation and recommendation of employment to the Board. The Superintendent/President reserves the right to recommend none of the candidates to the Board.

The Vice President of Human Resources, or designee, shall notify both the successful and unsuccessful candidates by phone. The Office of Human Resource shall contact the successful candidate concerning salary, benefits, and the process for completing the employment process. Salary placement shall be considered final after first day of employment.

Reference Checks

After the Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall determine which of the recommended candidates will have reference checks completed and, in consultation with the Vice President of Human Resources, the manner in which they will be conducted, and by whom. References are not limited to the names provided by the candidate. The hiring administrator may also contact the candidate's current or previous supervisor if they desire. Unless authorized by the Superintendent/President, or designee, no person shall make reference calls on any applicant for the position. In no case shall reference checks be conducted for any applicant prior to the completion of the Selection Committee Interviews.

Completing the Hiring Procedure

The Superintendent/President, or designee, shall complete the paperwork for the hiring of the selected candidate. The hiring administrator will complete the District transmittal form and forward it to the Office of Human Resources for processing. Under no circumstances may a new employee begin work prior to the date set/approved by the Board. The successful candidate's name shall be submitted to the Board for approval of appointment, terms, salary, and conditions of employment.

At this point, all application and recruitment records must be complete.

Board Reviewed: 02/13/1991; 07/09/2003; 04/14/2004; 04/10/2024

RHC ACADEMIC SENATE BYLAWS

TABLE OF CONTENTS

Section 1 - Members

A. Membership shall be appointed by division. Each division shall be responsible for developing guidelines for the allotment and election of its senators. For purposes of Academic Senate representation, the following are considered to be divisions:

- Arts and Cultural Programs
- Behavioral and Social Sciences
- Business
- Career and Technical Education
- Communications and Languages
- Counseling ~~and Student Success~~
- Health Science~~s~~ and Nursing
- Kinesiology, Dance, and Athletics
- Library & Learning Support Services ~~Instructional Support~~
- Mathematics, ~~and~~ Sciences, and Engineering
- ~~Public Safety~~ Administration of Justice and Fire Technology
- Student Affairs and Student Services

B. The number of senators from each division shall be based upon the number of full-time faculty as shown by the following table.

Full-Time Faculty	Senators
1-5	1
6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31-35	7
36-40	8

C. In the first two weeks of every spring semester, the Executive Council will conduct a census of full-time faculty in each division and review the college's organizational structure. This census and organizational review will be used to determine the number of senators allotted to each division in the following academic year. In the event that no full-time faculty is able to serve as a senator, the division may elect a part-time ~~PT~~ faculty representative, although that representative will not be included as part of the divisions full-time~~FT~~ faculty count (see chart above).

D. Part-time Representatives

Two part-time faculty members shall be appointed by the Senate President, with the advice and consent of the Academic Senate Executive Committee, for a term of one year. Every effort will be made to have representatives from different divisions.

E. Vacancies
   1. In the event of a permanent vacancy, the division will hold elections per their respective division guidelines. Election results will be documented in the division meeting minutes and forwarded to the senate president. The newly elected senator will finish off the term of the exiting senator.
   2. In the event of a temporary vacancy, the division will hold elections per their respective division guidelines. Election results will be documented in the division meeting minutes and forwarded to the senate president. Division minutes shall include the expected return date of the senator in question.

Section 2 – Executive Council

A. Officers and Executive Council
   1. The officers of the Senate shall be a President, First Vice-President, Second Vice-President, Secretary, ASCCC Representative, and Parliamentarian. Each of these officers shall be duly elected Senators for the term they will be serving. The term of office shall be one year. An officer is limited to two consecutive terms in any one office. Officers may be elected to additional non-consecutive terms.
   2. The Senate Executive Council shall consist of the officers of the Senate, the ASCCC Representative, the immediate Past President, and the President of the Rio Hondo College Faculty Association. These members are considered voting members. In addition, the curriculum chair shall attend Academic Senate and Executive Committee meetings as a non-voting member.
   3. In the event of a vacancy in the Executive Council, the President may call a special election. The parliamentarian or designee is responsible for coordinating the special election. The timeline will be developed and approved by the senate body to ensure that the position is filled in a timely manner.
B. Duties of Executive Council Members
   1. The President shall call meetings, preside at all meetings, serve as chairperson of the Executive Council, and shall be an ex-officio member of all committees. The President shall, with the advice and consent of a majority of the Executive Council, appoint all committees and their chairpersons. The President shall also serve as co-chair of the Planning and Fiscal Council.
   2. The First Vice-President shall preside in the absence of the President, and shall complete the President's term, if the President is unable to fulfill the term of office. This officer shall also function as a Legislative Liaison whose function is to report to the Senate legislative activities and developments that

might affect higher education. Other committee assignments will be allocated as needed.

3. The Second Vice-President shall preside in the absence of the President and the First Vice-President. This officer shall also function as Associated Students of Rio Hondo College (ASRHC) Liaison whose function is to work with the Executive Branch of the ASRHC. Other committee assignments will be allocated as needed.
4. The Secretary shall prepare and transmit the agenda for each meeting at least 72 hours in advance of each Academic Senate meeting. At the request of the Executive Committee, the Secretary shall prepare a correspondence of the Senate, including correspondence with the administration and with the Rio Hondo College Board of Trustees.
5. The Parliamentarian shall be an authority and rule on parliamentary procedures based on the Robert's Rules of Order (current edition), and conduct the elections of the Senate.
6. The representative to the Academic Senate of the California Community Colleges (ASCCC) shall inform the Senate of state-wide matters and should attend the ASCCC plenary meetings.

C. Other Duties of Executive Council Members

1. The Senate Executive Council members shall serve as members of the Planning and Fiscal Council.
2. The Senate Executive Council shall serve on all hiring committees for Superintendent/President and for Vice-Presidents of the College. In the event that an Executive Council member cannot serve on a hiring committee, the Senate President will appoint a replacement.
3. The Senate Executive Council shall determine how the 2.0 FTE per year of reassigned time provided for Senate duties will be divided among the officers.

Section 3 – Elections

A. General Provisions

1. The Parliamentarian or designee is responsible for coordinating all elections.
2. Publicity of candidacy, or electioneering, shall be limited to a maximum of ten school days prior to any election for Senate divisional representation or for Senate Executive officers. If the Parliamentarian is a candidate for office, the Senate Executive Council will select an elections chairperson to coordinate all election activities, including the distribution and acceptance of nominations, the distribution of ballots, and the counting of ballots.
3. Election of new Senators should be completed by the end of February each year. New Senators will take office at the end of the academic year, immediately following graduation. The senior Senator from each Division will facilitate communications between events in the division and the Senate. Newly elected Senators are encouraged to attend Senate meetings during the interim between their election and the start of their term. The

senior Senator from each division is responsible for ensuring that the division election takes place and that the names of elected Senators are forwarded to the President of the Senate immediately after the election is held. The senior Senator is also responsible for ensuring a smooth transition for newly elected Senators.

B. Election Procedures

1. Officer elections shall be completed in March each year. New Senate officers will take office at the end of the academic year, immediately following graduation. The Executive Council will establish timelines for officer elections. Nominations will take place at a Senate meeting and will be open for one week. At least one week prior to the meeting at which nominations take place, the Parliamentarian or designee will distribute information regarding elections and the elections timeline. Voting will be open for one week following the close of nominations.

2. Voting will be conducted electronically using online survey software. The Parliamentarian (or designee) will email a link for the electronic ballot to each Senator's Rio Hondo College email address one week prior to the last Senate meeting in March. The Parliamentarian (or designee) will create the electronic ballot to include the names of the officer positions, with the candidates listed in randomized order. There will be a form field for "write-in" candidates for each office. Voting will close at noon the day prior to the last Senate meeting in March.

3. A committee under the general direction of the Parliamentarian (or designee) will tally the results of the electronic vote. No candidate for any office may participate in the tallying of the vote.

4. Results of the election will be announced at the last Senate meeting in March. In order to be elected to any office, a candidate must receive 50% plus 1 vote of the votes cast for that office.

5. In the event that no candidate for an office receives the required number of votes, a runoff election shall occur. If there are more than two candidates for an office, none of whom received the required number of votes, a runoff election between the two candidates receiving the most votes will be held at the same meeting the results of the election are announced. The Parliamentarian (or designee) will email an announcement of the runoff election to all Senators prior to the meeting at which the runoff election will be held. The runoff election will be conducted by paper ballot. Senators must be present at the runoff election to cast a vote. The results of the runoff election will be announced at the same meeting the runoff election took place.

Section 4 – Academic Senate Committees

    A. A task force shall be a group formed for a specific assignment or purpose and shall be dissolved upon completion of the task. The charge, composition and reporting structure of these groups will be formulated and approved by the Academic Senate.

Section 5 – Administrative and Confidential Selection Committee Processes

    A. For Administrator, Dean, Director and Confidential hiring committees, faculty in each respective division will create an equitable process to solicit volunteers. The names of the faculty selected to represent the division on these hiring committee, along with alternates, will be forwarded to the Academic Senate President.

Section 65 – Amendments of the Bylaws

    A. Amendments to these bylaws may be proposed by vote of 2/3 of the senate, or by a petition signed by 25% of the faculty. Amendments will be logged in the bylaws and implemented during the following academic year.

- Academic Senate Bylaws revised May 4, 2021
- Academic Senate Bylaws revised September 19, 2017 reflecting a change from Senate Executive Committee to Executive Council in addition to minor language insertions and edits.
- Academic Senate Bylaws revised May 17, 2016 to reflect the changes to the election procedures as proposed and ratified after two readings.
- Academic Senate Bylaws revised May 5, 2015 to update the allocation of Senators by division.
- Academic Senate Bylaws revised March 17, 2015 to update the election procedures in the case of a no candidate receiving the necessary number of votes and to change the duties of the First and Second Vice-Presidents.
- Academic Senate Constitution and Bylaws revised March 19. 2013 with language updates, revisions to election procedures, and revisions to timelines when new Senators take office.
- Academic Senate Bylaws Revised May 4,2010 to (1) update election procedures to conform with the 16-week semester and (2) remove language which prohibited the Faculty Association President from voting.
- Academic Senate Bylaws Revised March 25, 2004 to reflect comments made at the March 9, 2004 meeting where this document passed for 2nd reading.

> **Formatted:** Kern at 18 pt

> **Formatted:** Font color: Auto

> **Formatted:** Font: Bold

GLOSSARY

Academic Senate	An organization formed in accordance with this section whose primary function is, as the representative of the faculty to make recommendations to the administration and the governing board of a school district with respect to academic and professional matters.
Census	A count for official purposes, especially one to count the number of people living in a country and to collect information about them.
Electronic ballot	A virtual ballot; not using paper to cast votes.
Ex-officio member	Is a member of a body (a board, committee, council, etc.) who is part of it by virtue of holding another office.
Motion	A proposal that an organization, board, or committee take a specific action
Parliamentarian / designee	Someone who is an expert on the rules and methods used by a group that makes laws or decisions.
Plenary meeting	Is one at which all the members of a group or organization are present, especially at a conference.
Resolution	A resolution is a main motion that needs to be expressed formally in writing, to attach a special level of importance. Because of the form — beginning with the

word Resolved and following with either a statement of opinion or a statement authorizing or directing some action — such a motion is called a resolution

Robert's Rule of Order	The standard set of rules first published in 1876 by Henry M. Robert to run orderly meetings with maximum fairness to all members.
Runoff election	When an initial vote did not result in a winner because it was tied or too close to call. This kind of election settles the matter, providing a final decision.
Standing committee	A standing committee shall be an ongoing committee of the Academic Senate.
Taskforce	A task force shall be a group formed for a specific assignment or purpose and shall be dissolved upon completion of the task.
"Write-in" candidate	Is a candidate in an election whose name does not appear on the ballot, but from whom voters may vote nonetheless by writing in the person's name. The system is almost totally confined to elections in the United States.

RÍO HONDO COLLEGE

AP 1500 Río Hondo College Special Awards

Fellow of the College Award

Each year, by March 1, a committee composed of the Superintendent/President of the College, the president of the Board of Trustees, the president of the Academic Senate, President of CSEA, and the President of the Associated Students of Rio Hondo College will meet to recommend, if appropriate, to the Board of Trustees an individual or individuals who may be presented with the Fellow of Rio Hondo College Award at the next commencement ceremony, subject to the approval of the Board of Trustees.

This award is reserved for those who have made outstanding contributions to the District (e.g., employees, Board Members, and others) for the progress and development of Rio Hondo College. An appropriate plaque containing the Rio Hondo College seal will be presented to the recipient of the award, and a permanent plaque will be kept at the College honoring each of the "Fellows."

Distinguished Service Award

The Distinguished Service Award will be conferred by vote of the Board of Trustees upon members of the Rio Hondo Community College District who have made outstanding contributions to the community which the Board feels should be recognized. The award may go to political office holders, non-partisan public office holders, or other distinguished members who have made unusual efforts to serve the community. This award is not necessarily restricted to those who have made specific and direct contributions to the College, but to those who have benefited the community, and presumably, indirectly improved Rio Hondo College.

The Distinguished Service Award will be commemorated with an appropriate scroll, permanently mounted with a brief legend indicating that the award is for distinguished service.

The award may be bestowed at any Board meeting either by recommendations of the staff and approval by the Board or motion by a member of the Board and subsequent ratification by the entire Board. A unanimous vote is required for bestowal of the Distinguished Service Award.

Distinguished Faculty Award

This award from faculty to faculty recognizes those who have consistently demonstrated excellence in and outstanding dedication to teaching and/or counseling, their discipline, and service to the college and the larger community.

Eligibility - All current and retired Rio Hondo College faculty are eligible with the exception of current members of the Academic Senate Executive Committee. In addition, former faculty colleagues who are serving as administrators are also eligible.

Nominations - Any current or retired faculty member, or current student may submit nominations. Nominators must complete the nomination form which consists of:

- A description of the nominee's excellence in and dedication to teaching and/or counseling (300 words maximum)
- A description of the nominee's enthusiasm for his/her discipline (300 words maximum)
- A description of the nominee's superb service to the College and the community (300 words maximum)
- Other materials the nominator wishes to submit (e.g., letters of support from students)
- Nominators must submit the nominations to the Academic Senate 1st Vice President by noon on the third Friday in February.
- Selection Process - A subcommittee of the Academic Senate will serve as the selection committee for the award. The Academic Senate Executive Committee Members will select the members of the selection committee. A subcommittee composed of the Superintendent/
President of the College, the President of the Board of Trustees, the President of the Academic Senate, and the President of the Associated Students of Rio Hondo College will affirm the choice of the selection committee, which will then be forwarded to the Board for final approval.
- Award Presentation - The award will be presented at the Board meeting in May. The recipient will receive a small plaque, and a permanent Distinguished Faculty plaque will be prominently displayed on campus.

Classified Employee Award

The Classified Employee Award is established through the Board of Governors along with the System Office and the Foundation for California Community Colleges and will be conferred by vote of the Board of Trustees to recognize outstanding Classified employees throughout the community college system. California Community Colleges and will be conferred by vote of the Board of Trustees to recognize outstanding Classified employees throughout the community college system.

This award honors community college Classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Recipients are nominated by their colleagues and endorsed by the local Board. No later than March 10 each local Board may forward the information for one nominee to the California Community Colleges Chancellor's Office.

The following guidelines are to be used in making the selection of nominees and finalists:

- The nominee should be committed to the fundamental principles of the California Community College mission as well as the mission of the local college District.
- The nominee should be committed to high standards of job performance and exemplify professionalism. The essay response and supporting letters should reflect this commitment.

  - Is motivated and interested in the job
  - Demonstrates high skills, competence, and knowledge on the job
  - Plays a leadership role in employee/management collaboration
  - Promotes collaboration within the work environment
  - Is committed to high standards of performance
  - Exemplifies professionalism at all times
  - Steps up to cooperatively work through problems

- The nominee should be committed to serving the institution through participation in College, professional, and/or community activities. There should be evidence of this participation.

  - Is involved in College and/or District activities
  - Organizes others within the work environment
  - Promotes open communication among work groups
  - Is willing to take the extra step (to be identified)

- The nominee should be committed to serving as a leader beyond the local institution through service in local, statewide, and/or national activities. There should be evidence of activities that reveal leadership through participation in employee organizations, community groups, or participation in state or national organizations.

  - Is involved in professional and/or community volunteerism/activities
  - Organizes others within the community
  - Shows acts of service above and beyond the call of duty (to be identified)

Reference:

Created 1/22/2024

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

**FACULTY: EMPLOYMENT OF CONTRACT
EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY**

AP No. 7217
Page 1 of 11

The Rio Hondo Community College District is committed to advancing social justice and equity as an anti-racist institution when hiring qualified administrators and confidential employees. The College's mission, vision, values, institutional goals and the College's Equal Employment Opportunity Plan will guide and inform this process. The hiring process for each opening shall be coordinated by the Office of Human Resources.

Process for Requesting to Fill a Position
Prior to initiating a personnel requisition, the hiring administrator shall review the job description. At a minimum the review shall consider if any changes are to be made in the duties, responsibilities, reporting relationships, services or programs supervised, particular skills, knowledge or abilities required, minimum qualifications, and desirable or preferred qualifications. All of the listed knowledge, abilities, and other qualifications must be job related. Any substantive changes (for example, additional duties not outlined in the job description, changes in minimum qualifications, updates to salary ranges, etc.) or newly created positions shall go to Executive Cabinet and shall be vetted by RHCFA. Substantive changes and new job descriptions will then go to the Planning and Fiscal Council for consultation and recommendations to the Superintendent/President. The Superintendent/President's final recommendation will be forward to the Board for approval. If no changes to the current job description are necessary, the position can be opened. Upon approval, the hiring administrator shall initiate a requisition. Requisitions shall be approved by the Superintendent/President.

If the position is a newly created one, the job description shall be reviewed by Executive Cabinet and sent to the Planning and Fiscal Council for recommendations to the Superintendent/President. The Superintendent/President shall make the final decision on any changes and forward the job description to the Board for approval. The Vice President of Finance and Business shall verify and confirm that the position is budgeted and/or if a budget augmentation is required. The Vice President of Human Resources will review the newly created job description for job analysis. The requisition shall be forwarded to the Office of Human Resources to begin recruitment.

When filling a vacant position as "acting" due to a leave, the Superintendent/President will conduct appropriate consultation within the college, such as consultation with Executive Cabinet, the hiring administrator, etc. and then recommend to the Board the appointment of an actual position, for up to six months or until the conclusion of the leave. After six months, the Superintendent/President may exercise discretion, based on work performance, to continue an "acting" as an "interim" position for no more than 18 months or until the conclusion of the leave.

When filling a vacant position as "interim" due to a vacancy, the Superintendent/President will determine whether to conduct an internal or external recruitment. For internal recruitments, the recruitment period will be at least seven business days.

~~The Superintendent/President and the appropriate Vice President will review the application materials and select candidates to interview. The selected candidate will serve as an "interim" administrator and may apply for the permanent position. For external recruitments, the District will follow the regular recruitment and hiring procedures.~~

Recruitment

It is the policy of Río Hondo Community College District to have diverse applicant pools and provide equal employment opportunities. Vacancies for positions will be advertised in and out of the District.~~unless a reduction in force, a reorganization, or business necessity is determined by the Superintendent/ President.~~ Job announcements will be prepared based on the information contained in the job description and information provided by the hiring administrator. Job announcements shall be in accordance with Title 5, Section 53021 and shall be at a minimum, statewide. Records of recruitment efforts shall be retained in the Office of Human Resources. All applicants, whether internal or external shall be treated ~~equally~~ equitably. At a minimum, recruitments will be open for ten business days based on need and may be extended as needed.

Recruitment may be stopped, postponed, or extended by the Superintendent/ President and the position may be reopened at any step of this process. In addition, applicant pools for external job postings will remain viable for a period of six months after the hire date of the initial recruitment.

Application Process

All application materials shall be submitted online. It is the applicant's responsibility to ensure all required materials are submitted within the designated timelines. A supplemental application form shall be used to gather specialized job-related information for use in the screening process. All applicants shall submit, at a minimum, a cover letter, resume and a copy of transcripts verifying required college work completed and degree(s)/certification(s) earned. The Office of Human Resources shall ensure that all deadlines are met for all candidates to ensure equal employment opportunity.

~~All applicants shall be given an opportunity to self-identify the candidate's gender, ethnic group identification, and if applicable his or her disability information identify the underrepresented group to which they belong for the purpose of monitoring employment practices. (Title 5, § 53023) This information will remain confidential and stored in the Human Resources Office. The information shall only be used in research or monitoring the effectiveness of the district's equal opportunity program, or any other applicable statue or regulation.~~

The Vice President of Human Resources, or designee, shall certify that the pool of candidates is acceptably diverse in accordance with Title 5 section 53023 (e.g. race/ethnicity, gender, breadth and depth of experience, etc.) or, if not, that defensible recruitment efforts were made to try to achieve diversity (e.g. expanding/extending the recruitment). If such certification cannot be made,

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

**FACULTY: EMPLOYMENT OF CONTRACT
~~EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY~~**

AP No. 7217
Page 3 of 11

recruitment shall be reopened. When a position is advertised as "Open until filled," applications will be accepted as long as feasible before they must be prepared for review by the Selection Committee. The Office of Human Resources shall screen all applicants to verify that minimum qualifications are met. Screening criteria shall be job-related and based on the job announcement and required application materials. Those with incomplete applications or those who do not meet the minimum requirements shall be notified by the Office of Human Resources that they are no longer in the pool of applicants.

Selection Committee
The Selection Committee shall serve in an advisory capacity to the Superintendent/President or designee. The committee's role in the selection process shall be to review application materials submitted by qualified candidates, to rank and recommend candidates for the first level interview, to conduct the first level interview, and to recommend candidates for further consideration to the Superintendent/President or designee. The Human Resources Officer/Equal Employment/Staff Diversity Officer or designee (HRO-EE-SDOD) will review the committee composition for appropriate diversity (This needs to be codified or omitted) and to ensure that the selection committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification to committee membership is required, the HRO-EE-SDOD will consult with the selection Committee Chair. Agents who appoint committee members shall observe the necessity of providing racial/ethnic and gender diversity (include all protected categories); ~~the HRO-EE-SDOD shall determine the sufficiency of the committee composition. Each recruitment will include an EEO Committee form that will include the name of the committee member, the constituency group they represent, gender, and ethnicity. HRO-EE-SDOD will assist with the collection of gender and ethnicity data to ensure a diverse committee composition.~~

Constituency groups shall provide recommendations for committee members back to Human Resources within two weeks of the request for recommendations. If no recommendations are provided, Human Resources will move forward without the recommendation. Persons serving on a Selection Committee will be required to have completed the EEO training session provided by Human Resources who will make every effort to accommodate faculty schedules and provide coverage. Training shall be valid for two years. Individuals who have not received this training shall not serve on Selection Committees. Selection Committee members who do not complete tasks assigned to the Committee or who fail to participate in scheduled meetings will be removed from the Committee. The Committee will proceed with the process with existing members unless more than two members are removed. If this occurs, the Chair will consult with the appropriate constituency group to assign replacements prior to the interview process. The Chair and HRO-EE-SDOD shall coordinate the schedules of the Selection Committee for all necessary meetings and interviews.

The Chair may recommend, but not appoint, faculty, classified, administrators and

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

FACULTY: EMPLOYMENT OF CONTRACT
EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY

AP No. 7217

Page 4 of 11

confidential to serve on the Selection Committee based on the nature and relevancy of the position, through consultation with the Academic Senate, CSEA and ~~MCC~~. These recommendations need to be provided to Human Resources staff within the first two weeks of posting. The Selection Committee may consist of members as follows:

~~following serve specific functions in the selection process and are not voting committee members:~~

- The Manager or Supervisor of the position to be filled. ~~They will also serve as the chair. The Superintendent/President may designate a manager to serve as the chair if the current Manager or Supervisor is not available~~
- The Division Dean,
- A minimum of three Full-Time Rio Hondo faculty members selected by the Division faculty. Two of the three faculty members should teach in the discipline, assuming there are two or more. .
- Two (2) ~~permanent~~ classified employees as determined by CSEA if available.
- ~~Six (6) faculty members will be appointed by the Academic Senate. The majority of the faculty members shall be from the discipline for which the recruitment is being performed. If additional members need to be identified, faculty members shall come from a similar discipline.~~
- ~~One (1) Manager will be appointed by MCC.~~
- ~~One (1) Confidential will be appointed by MCC, if available.~~
- ~~One (1) student will be appointed by the ASRHC, if available.~~
- The Division Selection Committee may, at its discretion, add additional committee members, such as external experts or classified staff.

The following serve specific functions in the selection process and are not voting committee members:

- The HRO-EE-SDOD selected by Human Resources
- The Superintendent/President may opt to appoint an outside subject matter expert to participate at the orientation stage of the selection process. At the committee's request, the individual may be invited to participate in the interview to provide input and feedback.

The Selection Committee shall screen, either individually or as a group, only the application materials submitted by each qualified candidate. Ratings and decisions shall be based on evidence, or lack of evidence, found in the application materials. Under no circumstances shall a committee member introduce information that is not contained in the application materials and would substantially influence a decision on a candidate. If the candidate successfully competes and is recommended for

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

~~FACULTY: EMPLOYMENT OF CONTRACT~~
**EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY**

AP No. 7217

Page 5 of 11

further consideration to the Superintendent/President or designee, the committee member should advise the Chair of any relevant information so that appropriate reference checks can be made.

All applicants selected for interview must show sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Areas of focus will be as follows: Demonstrated commitment to collaboration and teamwork in the delivery of services to students and community; providing quality education and student services to a diverse student population and community; fostering equity and diversity among individuals, programs and services; creating a positive, safe and pleasant educational/work environments that respects differences of opinions, beliefs and lifestyles; involvement in the communities similar to those serviced by Río Hondo College.

The applicant screening process should allow the committee member to assess the applicant's skills and experience in order to assign an initial rating prior to the consensus meeting. The committee's initial ratings for the applicant will show whether there is a common perspective on that applicant. The ratings are to be used as a starting point for discussion. There may be less need for discussion on candidates whose ratings show a strong convergence of opinion, and more discussion on candidates with mixed reviews. Members may change their ratings as a result of perspectives shared in the discussion based solely on application materials provided. In determining candidates to interview, the decision-making process described below shall be used. All candidates must be rated by the standards established for the position and the relative strength of the pool of applicants. The Chair and HRO-EE-SDOD will ensure discussions regarding applicants are compliant with EEO standards.

Orientation

The Selection Committee members shall participate in an orientation for the particular position being filled. The orientation will include a detailed review of the job announcement and the position's job description. The Superintendent/President or designee will be available to answer questions about the position, to define its role in the institution, and to provide information on specific needs or emphases the committee should be aware of. The purpose is for the committee members to have a common understanding of the position as they screen and interview. It is also intended to make committee members responsible for the integrity of the process, aware of the need to protect the institution from litigation, and accountable for the decisions made.

The orientation will include screening process, calendar, screening criteria, development of interview questions, the review of methods to be used in rating and evaluating candidates, and training in Equal Employment Opportunity principles. The purpose is for committee members to understand and apply these methods, procedures, and principles throughout the selection process.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

FACULTY: EMPLOYMENT OF CONTRACT
EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY

AP No. 7217
Page 6 of 11

The Committee shall elect a chair (preferably approved by disciplined faculty), evaluate the applications, identify those to be interviewed, interview candidates, and provide a written recommendation. The Committee shall make a reasonable effort to forward at least two candidates but no more than five that, in its judgment, are qualified for the position and worthy of recommendations.

At the orientation, consensus shall be reached when the committee, as a whole, can support the slate of candidates to be recommended for further consideration. Consensus means that every committee member will support the decision through common consent and will support it as the committee's unanimous decision.

If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidates being considered for an interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus. If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented and the position will be recommenced.

Role of the Chair
The Chair will be responsible for the following: take the strengths and weaknesses of each forwarded candidate from the selection committee to the second level. recommending, but not appointing, faculty, classified, administrators and confidential to serve on the Selection Committee through consultation with the Academic Senate, CSEA and MCC. leading committee discussions of candidates, such as facilitating the process to identify qualified candidates to interview, facilitating the process to identify candidates recommended for further consideration; ensuring that each committee member joins the discussion on each candidate; ensuring that committee members are respectful of differing opinions; summarizing and preparing written assessment of candidates on the appropriate form, which will include a job-related reason(s) for not recommending a candidate for further consideration and reminding committee members of the importance of confidentiality throughout the process so as not to jeopardize the selection process.

Role of the Selection Committee Member
The members of the Selection Committee will be responsible for the following: contributing to developing and reviewing job related selection criteria, assessments and interview questions; reviewing applications prior to scheduled

interviews; interviewing all selected candidates; discussing the strengths of all candidates after rankings are completed, and recommending candidates for further consideration to the Superintendent/President or designee; assisting the Chair of the committee in summarizing and preparing written assessments of each candidate, including a job-related reason(s) for not recommending a candidate for further consideration; adhering to Equal Employment Opportunity principles throughout the process; and maintaining the confidentiality of the selection process. Additionally, committee members are responsible for bringing any concerns about the process, fairness, committee member conduct, or any other matter that may adversely affect the committee's task to the timely attention of the Chair and the HRO-EE-SDOD.

Role of the Human Resources Officer/Equal Employment/Staff Diversity Officer or Designee (HRO-EE-SDOD)
The HRO-EE-SDOD will be responsible for the following: providing guidelines and

instructions on equal employment opportunity and staff diversity; ensuring the committee make-up is diverse and monitoring each meeting of the whole committee to ensure that Equal Employment Opportunity principles are applied in each process and decision. ~~In addition, providing expertise and advice on screening, evaluating, interviewing and selecting; providing the orientation to the committee; organizing and scheduling meetings; in consultation with the Chair, developing drafts of job related selection criteria, assessments and questions to bring to the Committee for its consideration, discussion and final determination, for both the screening and interview; ensuring the security of all documents after each meeting; ensuring that documentation is accurate and complete; and ensuring the legality of the process~~.

Selection Committee Interviews
The Office of Human Resources will notify and schedule the applicants for interviews. Interviews shall be scheduled on ~~succeeding days~~, the same day if possible. At all times, the Committee should be flexible to accommodate needs of applicants and committee members. The candidate shall be provided the opportunity to review the interview questions privately, without benefit of reference materials, before the start of the interview.

Each member of the Selection Committee shall prepare a written assessment of each applicant interviewed using a form provided by the Office of Human Resources. The Selection Committee shall make a conscientious effort to reach consensus in deciding on candidates to recommend to the Superintendent/President for further consideration. It is imperative that every committee member has the opportunity to voice their views and to speak in support of candidates they think should be recommended. It is also required that every candidate be given fair consideration and that the job-related reason(s) for not recommending an applicant as a finalist be stated. It will be a key responsibility of the Chair to facilitate this process.

The intent of this decision-making process is to encourage open, candid discussion of the candidates and to allow the Committee to work its way to consensus. Committee members are responsible for the integrity of the process, should be aware of the need to protect the institution from litigation, and are accountable for the decisions made.

~~If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidate being considered for final interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus..~~ If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented and the position will be recommenced.

The Selection Committee shall complete their task by recommending not less than ~~three (3)~~ two (2) and no more than five (5) of the best qualified candidates for further consideration per position. ~~(A selection process that produces less than three qualified candidates is acceptable only in extraordinary circumstances. In such cases, the committee must provide a written statement of substantial reasons for their recommendation. The reason(s) must be job-related, and not based on preferring one candidate over another.)~~ The candidates sent forward are to be unranked and considered qualified candidates for the position. The committee chair ~~may~~ shall submit the written assessment of the recommended candidates to be shared during deliberations at the second/final interview ~~if needed~~.

The Office of Human Resources shall notify all applicants who were not selected or forwarded for a second level interview.

Recommended Candidates Interviews
The Office of Human Resources shall notify and arrange for second/final level interviews for the candidates recommended by the Selection Committee for further consideration.

The Superintendent/President shall interview the candidates recommended by the committee. ~~The Superintendent/President may select Executive Cabinet members to participate in these interviews~~. The Chair of the Selection Committee, or designee, shall participate in the interviews as an observer and, at their conclusion, shall provide feedback of the candidates as viewed by the Committee.

Ratings and decisions shall be based on evidence, or lack of evidence, found in the application materials. Under no circumstances shall The Superintendent/President introduce information that is not contained in the application materials and would substantially influence a decision on a candidate.

After the Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall decide who will perform reference checks for which candidates. The Superintendent/President shall make the final evaluation and recommendation of employment to the Board. The Superintendent/President reserves the right to recommend none of the candidates to the Board.

The Vice President of Human Resources, or designee, shall notify both the successful and unsuccessful candidates by phone. The Office of Human Resource shall contact the successful candidate concerning salary, benefits, and the process for completing the employment process. Starting salary placement shall be considered final after first day of ~~employment.~~ work.

Reference Checks

After the interviews are completed, Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall determine which of the recommended candidate(s) will have reference checks completed by the hiring administrator and, in consultation with the Vice President of Human Resources, the manner in which they will be conducted, and by whom. ~~References are not limited to the names provided by the candidate. The hiring administrator may also contact the~~

~~candidate's current or previous supervisor if they so desire~~. Only the references provided by the applicant shall be checked. Unless authorized by the Superintendent/President, or designee, no person shall make reference calls on any applicant for the position. In no case shall reference checks be conducted for any applicant prior to the completion of the Selection Committee Interviews.

Completing the Hiring Procedure

The ~~Superintendent/President, or designee,~~ hiring administrator shall complete the paperwork for the hiring of the selected candidate. The hiring administrator will complete the District Transmittal form and forward to the Superintendent/President for approval. Upon approval, the Office of Human Resources will process and submit ~~and forward it to the Office of Human Resources for processing. Under no circumstances may a new employee begin work prior to the date set/approved by the Board. The successful candidate's name shall be submitted~~ to the Board for approval of appointment. ~~consent approval of appointment, terms, salary, and conditions of employment.~~

~~At this point, all application and recruitment records must be complete.~~

I. Employment of faculty shall be in compliance with Board of Trustees policies relating to Title V, Title IX, AB 1725, and other legal requirements. All applicants shall be treated identically whether they are current employees or off-campus applicants.

II. The following procedure shall be followed:

A. Open faculty positions shall be reviewed and approved for announcement of the vacancy after budget verification from the Vice President of Finance and Business.

B. Recruitment shall be in accord with applicable state laws. Applications shall be screened for qualifications by the Office of Human Resources. The Director of Human Resources shall be responsible for analysis of job applicants to determine whether the group is significantly underrepresented. If the applicant pool demonstrates significant underrepresentation of monitored groups, the District shall implement additional measures as described in Title V, § 53006.

C. The Division Dean, together with a minimum of three Rio Hondo faculty members selected by the Division faculty, shall constitute the Division Selection Committee. Two of the three faculty members should teach in the discipline, assuming there are two or more. The Division Selection Committee, may, at its discretion, add additional committee members, such as external experts or classified staff. The Committee shall elect a chair, evaluate the applications, identify those to be interviewed, interview candidates, and provide a written recommendation. The Committee shall make a reasonable effort to forward at least three candidates but no more than five that, in its judgment, are qualified for the position and worthy of recommendations.

D. The Division Dean shall provide the written recommendation(s) of the Division Selection Committee to the Vice President of the applicable area.

E. The Vice President of the applicable area, along with the Division Dean and the Committee Chair (if applicable), shall interview the recommended applicants and forward the best qualified candidate(s) from the name(s) recommended by the Committee to the Superintendent / President for interview.

F. The final evaluation and recommendation to employ shall rest with the Superintendent/ President of the College. Should none of the candidates forwarded by the Division Selection Committee be recommended for employment, the Superintendent / President will communicate to the Division Selection Committee Chair his / her justification.

G. Notification of selection shall be from the Office of Human Resources.

III. Criteria for selecting personnel for certificated positions shall include the following:

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Administrative Procedure**

**FACULTY: EMPLOYMENT OF CONTRACT
EMPLOYMENT PROCEDURES FOR FULL-TIME
FACULTY**

AP No. 7217

Page 11 of 11

A. Possession of the appropriate California community college instructor credential prior to employment by Rio Hondo Community College District, or

B. Academic background: A Master's degree or its equivalent in the subject to be taught, or, vocational background including professional preparation and demonstrated appropriate experience as may be applicable, as specified below:

1. Possession of a Master's degree from an accredited institution in the discipline of assignment, or

2. Possession of a Master's degree from an accredited institution in a discipline reasonably related to assignment and possession of a Bachelor's degree from an accredited institution in the discipline of assignment.

3. For faculty in disciplines where a Master's degree is not generally expected or available, either of the following:

a) Possession of a Bachelor's degree from an accredited institution in a discipline reasonably related to assignment, plus two years of professional experience, plus appropriate certification to practice or licensure if available; or,

b) Possession of an Associate degree from an accredited institution in a discipline reasonably related to the faculty member's assignment, plus six years of professional experience, plus appropriate certification to practice or licensure if available.

C. "Equivalency" to either academic or vocational requirements shall be determined in accordance with BP 7211 (replaces CP 5165 BP 7210).

D. Individual departments may add information on educational requirements placing emphasis on a specific area.

E. Other departmental interests may be shown under "Desirable Qualifications." These are limited to job-related factors

F. All applicants selected for hire must show a sensitivity to an understanding of the national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veterans status of community college students.

IV. SOURCE / REFERENCE:
Title 5 § 53022

EMPLOYMENT PROCEDURES FOR CLASSIFIED PERSONNEL

Board Reviewed:

The Rio Hondo Community College District is committed to advancing social justice and equity as an anti-racist institution when hiring qualified administrators and confidential employees. The College's mission, vision, values, institutional goals and the College's Equal Employment Opportunity Plan will guide and inform this process. The hiring process for each opening shall be coordinated by the Office of Human Resources.

Process for Requesting to Fill a Position
Prior to initiating a personnel requisition, the hiring administrator shall review the job description. At a minimum the review shall consider if any changes are to be made in the duties, responsibilities, reporting relationships, services or programs supervised, particular skills, knowledge or abilities required, minimum qualifications, and desirable or preferred qualifications. All of the listed knowledge, abilities, and other qualifications must be job related. Any substantive changes (for example, additional duties not outlined in the job description, changes in minimum qualifications, updates to salary ranges, etc.) or newly created positions shall go to Executive Cabinet and shall be vetted with CSEA. Substantive changes and new job descriptions will then go to the Planning and Fiscal Council for consultation and recommendations to the Superintendent/President. The Superintendent/President's final recommendation will be forward to the Board for approval. If no changes to the current job description are necessary, the position can be opened. Upon approval, the hiring administrator shall initiate a requisition. Requisitions shall be approved by the Superintendent/President.

~~If the position is a newly created one, the job description shall be reviewed by Executive Cabinet and sent to the Planning and Fiscal Council for recommendations to the Superintendent/President. The Superintendent/President shall make the final decision on any changes and forward the job description to the Board for approval.~~

The Vice President of Finance and Business shall verify and confirm that the position is budgeted and/or if a budget augmentation is required. The Vice President of Human Resources will review the newly created job description for job analysis. The requisition shall be forwarded to the Office of Human Resources to begin recruitment.

~~When filling a vacant position as "acting" due to a leave, the Superintendent/President will conduct appropriate consultation within the college, such as consultation with Executive Cabinet, the hiring administrator, etc. and then recommend to the Board the appointment of an actual position, for up to six months or until the conclusion of the leave. After six months, the Superintendent/President may exercise discretion, based on work performance, to continue an "acting" as an "interim" position for no more than 18 months or until the conclusion of the leave.~~

~~When filling a vacant position as "interim" due to a vacancy, the Superintendent/ President will determine whether to conduct an internal or external recruitment. For internal recruitments, the recruitment period will be at least seven business days.~~

Board Reviewed:

~~The Superintendent/President and the appropriate Vice President will review the application materials and select candidates to interview. The selected candidate will serve as an "interim" administrator and may apply for the permanent position. For external recruitments, the District will follow the regular recruitment and hiring procedures.~~

Recruitment

It is the policy of Río Hondo Community College District to have diverse applicant pools and provide equal employment opportunities. When a new position is created or an existing position becomes vacant, and the District's decision is to fill same position, announcements regarding the position shall be distributed/circulated to all institutional departments and to CSEA at least five (5) working days prior to that position's application deadline for internal CSEA transfers. Transfers will be processed according to the procedures in the CSEA Collective Bargaining Agreement. If no transfers are received, vacancies for positions will be advertised in and out of the District unless a reduction in force, a reorganization, or business necessity is determined by the Superintendent/ President. Job announcements will be prepared based on the information contained in the job description and information provided by the hiring administrator. Job announcements shall be in accordance with Title 5, Section 53021 and shall be at a minimum, statewide. Records of recruitment efforts shall be retained in the Office of Human Resources. All applicants, whether internal or external shall be treated ~~equally~~. equitably At a minimum, recruitments will be open for ten business days based on need and may be extended as needed.

Recruitment may be stopped, postponed, or extended by the Superintendent/ President and the position may be reopened at any step of this process. In addition, applicant pools for external job postings will remain viable for a period of six months after the hire date of the initial recruitment.

Application Process

All application materials shall be submitted online. It is the applicant's responsibility to ensure all required materials are submitted within the designated timelines. A supplemental application form may be used to gather specialized job-related information for use in the screening process. All applicants shall submit, at a minimum, a cover letter, resume and a copy of transcripts verifying required education such as high school diploma and/or college work completed, and degree(s)/certification(s) earned. The Office of Human Resources shall ensure that all deadlines are met for all candidates to ensure equal employment opportunity.

~~All applicants shall be given an opportunity to self-identify the candidate's gender, ethnic group identification, and if applicable his or her disability information identify the underrepresented group to which they belong for the purpose of monitoring~~

employment practices (Title 5, § 53023). This information will remain confidential and stored in the Human Resources Office. The information shall only be used in research or monitoring the effectiveness of the district's equal opportunity program, or any other applicable statue or regulation.

The Vice President of Human Resources, or designee, shall certify that the pool of candidates is acceptably diverse in accordance with Title 5 section 53023 (e.g. race/ethnicity, gender, breadth and depth of experience, etc.) or, if not, that defensible recruitment efforts were made to try to achieve diversity (e.g. expanding/extending the recruitment). If such certification cannot be made, recruitment shall be reopened. When a position is advertised as "Open until filled," applications will be accepted as long as feasible before they must be prepared for review by the Selection Committee. The Office of Human Resources shall screen all applicants to verify that minimum qualifications are met. Screening criteria shall be job-related and based on the job announcement and required application materials. Those with incomplete applications or those who do not meet the minimum requirements shall be notified by the Office of Human Resources that they are no longer in the pool of applicants.

Selection Committee
The Selection Committee shall serve in an advisory capacity to the Superintendent/President or designee. The committee's role in the selection process shall be to review application materials submitted by qualified candidates, to rank and recommend candidates for the first level interview, to conduct the first level interview, and to recommend candidate(s) for hire. further consideration to the Superintendent/President or designee. The Human Resources Officer/Equal Employment/Staff Diversity Officer or designee (HRO-EE-SDOD) will review the committee composition for appropriate diversity (This needs to be codified or omitted) and to ensure that the selection committee members are not applicants or related to any applicant by blood, marriage or domestic partnership. If modification to committee membership is required, the HRO-EE-SDOD will consult with the selection Committee Chair. Agents who appoint committee members shall observe the necessity of providing racial/ethnic and gender diversity (and other protected categories); the HRO-EE-SDOD shall determine the sufficiency of the committee composition. Each recruitment will include an EEO Committee form that will include the name of the committee member, the constituency group they represent, gender, and ethnicity. HRO-EE-SDOD will assist with the collection of gender and ethnicity data to ensure a diverse committee composition.

Constituency groups shall provide recommendations for committee members back to Human Resources within two weeks of the request for recommendations. If no recommendations are provided, Human Resources will move forward without the recommendation. Persons serving on a Selection Committee will be required to have completed the EEO training session provided by Human Resources who will make every effort to accommodate classified employee work schedules and provide coverage. Training shall be valid for two years. Individuals who have not received

this training shall not serve on Selection Committees. Selection Committee members who do not complete tasks assigned to the Committee or who fail to participate in scheduled meetings will be removed from the Committee. The Committee will proceed with the process with existing members unless more than two members are removed. If this occurs, the Chair will consult with the appropriate constituency group to assign replacements if members are removed prior to the interview process. The Chair and the HRO-EE-SDOD shall coordinate the schedules of the Selection Committee for all necessary meetings and interviews.

The Chair may recommend, but not appoint, faculty, classified, administrators and confidential to serve on the Selection Committee based on the nature and relevancy of the position, through consultation with the Academic Senate, CSEA and ~~MCC~~. These recommendations need to be provided to Human Resources staff within the first two weeks of posting. The Selection Committee may consist of members as follows:

- The Manager or Supervisor of the position to be filled. ~~They will also serve as the chair. The Superintendent/President may designate a manager to serve as the chair if the current Manager or Supervisor is not available~~.
- The Committee shall elect a chair (preferably approved by Classified Staff),
- A minimum of Four (4) permanent classified employees as determined by CSEA.
- One (1) full time faculty member will be appointed by the Academic Senate if Available.
- ~~One (1) Confidential will be appointed by MCC, if available.~~
- ~~One (1) student will be appointed by the ASRHC, if available.~~

The following serve specific functions in the selection process and are not voting committee members:

- The HRO-EE-SDOD selected by Human Resources
- The Superintendent/President may opt to appoint an outside subject matter expert to participate at the orientation stage of the selection process. At the committee's request, the individual may be invited to participate in the interview to provide input and feedback.

The Selection Committee shall screen, either individually or as a group, only the application materials submitted by each qualified candidate. Ratings and decisions shall be based on evidence, or lack of evidence, found in the application materials. Under no circumstances shall a committee member introduce information that is not contained in the application materials and would substantially influence a decision on a candidate. ~~If the candidate successfully competes and is recommended for~~

~~further consideration to the Superintendent/President or designee, the committee member should advise the Chair of any relevant information so that appropriate reference checks can be made.~~

All applicants selected for interview must show sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Areas of focus will be as follows: Demonstrated commitment to collaboration and teamwork in the delivery of services to students and community; providing quality education and student services to a diverse student population and community; fostering equity and diversity among individuals, programs and services; creating a positive, safe and pleasant educational/work environments that respects differences of opinions, beliefs and lifestyles; involvement in the communities similar to those serviced by Río Hondo College.

The applicant screening process should allow the committee member to assess the applicant's skills and experience in order to assign an initial rating prior to the consensus meeting. The committee's initial ratings for the applicant will show whether there is a common perspective on that applicant. The ratings are to be used as a starting point for discussion. There may be less need for discussion on candidates whose ratings show a strong convergence of opinion, and more discussion on candidates with mixed reviews. Members may change their ratings as a result of perspectives shared in the discussion based solely on application materials provided. In determining candidates to interview, the decision-making process described below, shall be used. All candidates must be rated by the standards established for the position and the relative strength of the pool of applicants. The Chair and HRO-EE-SDOD will ensure discussions regarding applicants are compliant with EEO standards.

Orientation
The Selection Committee members shall participate in an orientation for the particular position being filled. The orientation will include a detailed review of the job announcement and the position's job description. The Superintendent/President or designee will be available to answer questions about the position, to define its role in the institution, and to provide information on specific needs or emphases the committee should be aware of. The purpose is for the committee members to have a common understanding of the position as they screen and interview. It is also intended to make committee members responsible for the integrity of the process, aware of the need to protect the institution from litigation, and accountable for the decisions made.

The orientation will include screening process, calendar, screening criteria, development of interview questions, the review of methods to be used in rating and evaluating candidates, and training in Equal Employment Opportunity principles. The purpose is for committee members to understand and apply these methods, procedures, and principles throughout the selection process.

The Committee shall elect a chair (preferably approved by Classified Staff), evaluate the applications, identify those to be interviewed, interview candidates, and provide a written recommendation. The Committee shall make a reasonable effort to forward at least three candidates but no more than five that, in its judgment, are qualified for the position and worthy of recommendations

 At the orientation, consensus shall be reached when the committee, as a whole, can support the slate of candidates to be recommended for further consideration. Consensus means that every committee member will support the decision through common consent and will support it as the committee's unanimous decision.

~~If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidates being considered for an interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus.~~ Consensus is met when the committee determines how many, if any, to advance forward to interview. The committee is not limited to the number of candidates to advance to interview. ~~.If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented.~~ If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented and the position will be recommenced.

Role of the Chair
The Chair will be responsible for the following: ~~recommending, but not appointing, faculty, classified, administrators and confidential to serve on the Selection Committee through consultation with the Academic Senate, CSEA and MCC.~~ Leading committee discussions of candidates, such as facilitating the process to identify qualified candidates to interview, facilitating the process to identify candidates recommended for further consideration; ensuring that each committee member joins the discussion on each candidate; ensuring that committee members are respectful of differing opinions; summarizing and preparing written assessment of candidates on the appropriate form, which will include a job-related reason(s) for not recommending a candidate for further consideration and reminding committee members of the importance of confidentiality throughout the process so as not to jeopardize the selection process.

Role of the Selection Committee Member
The members of the Selection Committee will be responsible for the following: contributing to developing and reviewing job related selection criteria, assessments and interview questions; reviewing applications prior to scheduled interviews; interviewing all selected candidates; discussing the strengths of all candidates after

rankings are completed, ~~and recommending candidates for further consideration to the Superintendent/President or designee; assisting the Chair of the committee in summarizing and preparing written assessments of each candidate, including a job-~~

~~related reason(s) for not recommending a candidate for further consideration;~~ adhering to Equal Employment Opportunity principles throughout the process; and maintaining the confidentiality of the selection process. Additionally, committee members are responsible for bringing any concerns about the process, fairness, committee member conduct, or any other matter that may adversely affect the committee's task to the timely attention of the Chair and the HRO-EE-SDOD.

Role of the Human Resources Officer/Equal Employment/Staff Diversity Officer or Designee (HRO-EE-SDOD)
The HRO-EE-SDOD will be responsible for the following: providing guidelines and instructions on equal employment opportunity and staff diversity; ensuring the committee make-up is diverse and monitoring each meeting of the whole committee to ensure that Equal Employment Opportunity principles are applied in each process and decision. ~~In addition, providing expertise and advice on screening, evaluating, interviewing and selecting; providing the orientation to the committee; organizing and scheduling meetings; in consultation with the Chair, developing drafts of job related selection criteria, assessments and questions to bring to the Committee for its consideration, discussion and final determination, for both the screening and interview; ensuring the security of all documents after each meeting; ensuring that documentation is accurate and complete; and ensuring the legality of the process.~~

Selection Committee Interviews
The Office of Human Resources will notify and schedule the applicants for interviews. Interviews shall be scheduled on ~~succeeding days~~, the same day if possible. At all times, the Committee should be flexible to accommodate needs of applicants and committee members. The candidate shall be provided the opportunity to review the interview questions privately, without benefit of reference materials, before the start of the interview.

Each member of the Selection Committee shall prepare a written assessment of each applicant interviewed using a form provided by the Office of Human Resources. The Selection Committee shall make a conscientious effort to reach consensus in deciding on candidates to recommend to the Superintendent/President for ~~further consideration~~ hire. It is imperative that every committee member has the opportunity to voice their views and to speak in support of candidates they think should be recommended. It is also required that every candidate be given fair consideration and that the job-related reason(s) for not recommending an applicant ~~as a finalist~~ for hire be stated. It will be a key responsibility of the Chair to facilitate this process.

Board Reviewed:

The intent of this decision-making process is to encourage open, candid discussion of the candidates and to allow the Committee to work its way to consensus. Committee members are responsible for the integrity of the process, should be aware of the need to protect the institution from litigation, and are accountable for the decisions made.

~~If the Committee is unable to reach consensus, and the Chair, in consultation with the HRO-EE-SDOD, determines that a conscientious effort has been made, the Chair will call for a polling of committee members. If one-third, or fewer, of the committee are not in agreement with the rest of the committee, each of the minority members must state the job-related reasons for not agreeing to consensus on the particular candidate being considered~~ ~~for hire~~ ~~final interview. The HRO-EE-SDOD must agree that the reasons are not arbitrary. The committee will discuss the weight and merit of the reasons, with the continued goal of reaching consensus. If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented~~ ~~and the chair will make their recommendation for hire to be reviewed and approved by the Superintendent/President.~~ If the discussion does not result in consensus, the committee's task will be deemed to have been completed. The job-related reasons for this outcome shall be documented and the position will be recommenced.

The Office of Human Resource shall contact the successful candidate concerning salary, benefits, and the process for completing the employment process. Starting salary placement shall be considered final after the first day of ~~employment~~ work.

~~he Selection Committee shall complete their task by recommending not less than three (3) and no more than five (5) of the best qualified candidates for further consideration. (A selection process that produces less than three qualified candidates is acceptable only in extraordinary circumstances. In such cases, the committee must provide a written statement of substantial reasons for their recommendation. The reason(s) must be job-related, and not based on preferring one candidate over another.) The candidates sent forward are to be unranked and considered qualified candidates for the position. The committee chair may submit the written assessment of the recommended candidates to be shared during deliberations at the second/final interview if needed.~~

The Office of Human Resources shall notify all applicants who were not hired ~~or forwarded for a second level interview~~.

Recommended Candidates Interviews
~~The Office of Human Resources shall notify and arrange for second/final level interviews for the candidates recommended by the Selection Committee for further consideration.~~

EMPLOYMENT PROCEDURES FOR CLASSIFIED PERSONNEL

Board Reviewed:

~~The Superintendent/President shall interview the candidates recommended by the committee. The Superintendent/President may select Executive Cabinet members to participate in these interviews. The Chair of the Selection Committee, or designee, shall participate in the interviews as an observer and, at their conclusion, shall provide feedback of the candidates as viewed by the Committee.~~

~~After the Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall decide who will perform reference checks for which candidates. The Superintendent/President shall make the final evaluation and recommendation of employment to the Board. The Superintendent/President reserves the right to recommend none of the candidates to the Board.~~

~~The Vice President of Human Resources, or designee, shall notify both the successful and unsuccessful candidates by phone. The Office of Human Resource shall contact the successful candidate concerning salary, benefits, and the process for completing the employment process. Salary placement shall be considered final after first day of employment.~~

Reference Checks
After the interviews are completed, ~~Superintendent/President has interviewed the recommended candidates, the Superintendent/President shall determine which of~~ the recommended candidate will have reference checks completed by the hiring administrator ~~and, in consultation with the Vice President of Human Resources, the manner in which they will be conducted, and by whom. References are not limited to the names provided by the candidate. The hiring administrator may also contact the candidate's current or previous supervisor if they so desire.~~ Only the references provided by the applicant shall be checked. Unless authorized by the Superintendent/President, or designee, no person shall make reference calls on any applicant for the position. In no case shall reference checks be conducted for any applicant prior to the completion of the Selection Committee Interviews.

Completing the Hiring Procedure
The ~~Superintendent/President, or designee,~~ hiring administrator shall complete the paperwork for the hiring of the selected candidate. The hiring administrator will complete the District Transmittal form and forward to the Superintendent/President for approval. Upon approval, the Office of Human Resources will process ~~Under no circumstances may a new employee begin work prior to the date set/approved by the Board.~~ and submit ~~The successful candidate's name shall be submitted~~ to the Board for consent approval. Classified employees may work prior to Board approval. ~~of appointment, terms, salary, and conditions of employment.~~

~~At this point, all application and recruitment records must be complete.~~

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

ADMISSIONS AND CONCURRENT ENROLLMENT

BP No. 5010	

Board Adopted: 11/21/2007;
Revised: 01/11/2012;, 12/11/2013;, 06/08/2016;, 06/08/2022

Page **1** of **3**

NOTE: How do the recent CCAP legal updates affect this policy? Has CCLC reviewed specifically for these CCAP updates?

I.   ~~Introduction~~

A. The Rio Hondo Community College District shall admit students who meet one of the following requirements ~~and who are capable of profiting from the instruction offered~~: **Note from AS review: Shouldn't all students be capable of profiting from the instruction we offer?**

1. Any person over the age of 18 and possessing a high school diploma or its equivalent.

Edit: "who do not possess a high school diploma or equivalent."

2. Other persons who are over the age of 18 years ~~and who, in the judgment of the Superintendent/President, or their designee, are capable of profiting from the instruction offered.~~ Such persons shall be admitted as provisional students and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.

3. Persons who are apprentices as defined in Section 3077 of the Labor Code.

D. The District may deny or place conditions on a student's enrollment upon <u>a</u> finding <u>by the Board or designee</u> that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

E. The District shall,at its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President ~~or designee,~~ shall establish procedures for evaluating the validity of a student's high school completion. (**Note:** *"or designee" is shown as struck as the Board of Trustees holds the Superintendent/President, as their primary employee, with ensuring that administrative procedures are enacted. The creation of administrative procedure should not be delegated to a designee.*)

II.   **Admission**

NOTE: OK to keep the current 9-12 grade levels (A,C, D). VP will evaluate if these need to change

A. Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

ADMISSIONS AND CONCURRENT ENROLLMENT

	BP No. 5010

Board Adopted: 11/21/2007;
Revised: 01/11/2012; 12/11/2013; 06/08/2016; 06/08/2022

Page **2** of **3**

B. Any student in an adult education program administered by a school district or noncredit program administered by a community college district that is pursuing a high school diploma or high school equivalency certificate, and receives the recommendation of the administrator of the student's adult school or noncredit program of attendance, is eligible to attend as a special part-time student.

C. Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special full-time student.

Edit to add "grades" in front of 9-12 for consistency.

D. Any student enrolled in 9-12 may attend summer session.

E. The Superintendent/President, or designee, shall establish procedures regarding ability to profit and admission of high school and younger students. (**Note:** *"or designee" is shown as struck as the Board of Trustees holds the Superintendent/President, as their primary employee, with ensuring that administrative procedures are enacted. The creation of administrative procedure should not be delegated to a designee.*)

III. **Denial of Requests for Admission**

A. If the Board of Trustees denies a request for special full-time or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

B. The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the District.

C. The Superintendent/President, or designee, shall establish procedures regarding evaluation of requests for special full-time or part-time enrollment by a pupil who is identified as highly gifted. (**Note:** *"or designee" is shown as struck as the Board of Trustees holds the Superintendent/President, as their primary employee, with ensuring that administrative procedures are enacted. The creation of administrative procedure should not be delegated to a designee.*)

IV. **Claims for State Apportionment for Concurrent Enrollment**

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

ADMISSIONS AND CONCURRENT ENROLLMENT

Board Adopted: 11/21/2007;
Revised: 01/11/2012;, 12/11/2013;, 06/08/2016;, 06/08/2022

BP No. 5010

Page **3** of **3**

A. Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

B. The Superintendent/President ~~or designee~~ shall establish procedures regarding compliance with statutory and~~/or~~ regulatory criteria for concurrent enrollment. **(Note:** *"or designee" is shown as struck as the Board of Trustees holds the Superintendent/President, as their primary employee, with ensuring that administrative procedures are enacted.   The creation of administrative procedure should not be delegated to a designee.***)**

~~V.~~   **Sources/~~R~~references:**

~~A.~~ Education Code Sections 52620, 52621, 76000, 76001, 76002, and 76038;
~~B.~~ Labor Code Section 3077;
~~C.~~ 34 Code of Federal Regulations Part 668.16 subdivision (p) (U.S. Department of Education Regulation on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
~~D.~~ ACCJC Accreditation Standard II.C.6

~~PPC: 5/5/22 PFC: 5/10/22~~

Also see AP 5010 Admissions, AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students, AP 5012 International Students, AP 5013 Students in the Military, and BP/AP 5015 Residence Determination.

*NOTE: The language in **red ink** is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore) to comply with law and accreditation. The Policy & Procedure Service issued legal updates to this policy in February 2004, July 2011, June 2013, October 2013, **April 2015**, and **April 2020**. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document. The language in **gray highlighting** was added by Rio Hondo College and requires careful review by leaders to ensure the language remains accurate and up-to-date.*

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

FEES

Board Adopted: 11/21/07;
Revised: 3/10/10

BP No.
5030

Page **1** of **4**

I.   The Board of Trustees authorizes the following fees. The Superintendent/ President or designee shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the college catalogs. **(Note:** *"or designee" is shown as struck as the Board of Trustees holds the Superintendent/President, as their primary employee, with ensuring that administrative procedures are enacted. The creation of administrative procedure should not be delegated to a designee.***)**

II.   **Enrollment Fee** (Education Code Section 76300)**:**

Each student shall be charged the fee or fees for enrolling in credit courses as required by law.

[*For those Districts with Baccalaureate Degree Pilot Programs* **]**

Baccalaureate Degree Pilot Program Fees (Title 5 Section 58520)
Each student shall be charged a fee in addition to an enrollment fee for upper division coursework in a baccalaureate degree pilot program.

NOTE: *If auditing is permitted (see BP/AP 4070 Course Auditing and Auditing Fees), the following language in red ink is legally required.* RHC does not allow auditing.

Course Auditing Fees (Education Code Section 76370)
Persons auditing a course shall be charged a fee of **[** *not more than $15.00* **]** per unit per semester. The fee amount shall be adjusted proportionally based upon the term length. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester.

NOTE: *If the District charges any of the following optional fees, the following policy language in red ink would apply.*

III.   **Health Fee** (Education Code Section 76355)**:**

The Ddistrict shall charge each full-time student a fee of $ ____ for health supervision and services. will charge the maximum allowable fee as approved by the Chancellor's Office in accordance with the Education Code. Changes in the maximum allowable fee will be reported to the Board of Trustees and the

BP No. 5030

~~Associated Student Body Government prior to implementation. Additional adjustments to this fee, if needed, are described under~~

Optional: ~~Part-time students shall be charged **[*Set amount or identify proportion*]**.~~

NOTE: *Alternative language, to avoid specific amounts.*

The Superintendent/President shall present to the Board for approval a fee to be charged to each ~~full-time~~ and part-time student for student health services. ***Optional:*** ~~Part-time students shall be charged [*identify proportion*].~~

~~IV.~~ **Parking Fee** (Education Code Section 76360)**:**

The Superintendent/President shall recommend for B~~b~~oard approval fees for parking for students.

To encourage ridesharing, a student may certify in writing at the time of payment of the fee that ~~he/ or she~~/they ~~regularly has~~ two or more passengers ~~commuting~~ with him/ ~~or~~ her/them. **regularly commute**

~~V.~~ **Instructional Materials** (Education Code Section 76365; Title 5 Sections 59400 et seq.)**:**

Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District.

~~VI.~~ **Physical Education Facilities** (Education Code Section 76395)**:**

Where the District incurs additional expenses because a physical education course is required to use non-D~~d~~istrict facilities, students enrolled in the course shall be charged a fee for participating in the course. Such fee shall not exceed the student's calculated share of the additional expenses incurred by the D~~d~~istrict.

~~VII.~~ **Student Representation Fee** (Education Code Section 76060.5)**:**

Students will be charged a $2 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee and shall submit such refusal on a form provided by the District to collect fees.

Note from AS review: Similar to the note on transportation costs item (next pg), is there any alternative language for student representation costs to avoid citing a specific dollar amount and the need to update this policy more often? Example language on next page.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

FEES

Board Adopted: 11/21/07;
Revised: 3/10/10

Students shall be charged a fee per semester for the purpose of recovering costs incurred by the District for providing support for student governmental affairs representation. Students may refuse to pay this fee on religious, political, or moral grounds by submitting a refusal in writing to the Student Activities Office prior to registration. (Note: Language regarding student refusal is directly from the Rio website.)

~~Students will be charged a fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial or moral reasons and shall submit such refusal in writing.~~

NOTE: Is there any alternative language for student transportation costs to avoid citing a specific dollar amount and the need to update this policy more often?

Student Transportation Costs (Education Code Section 76361)
Students **[*and employees*]** shall be charged a fee for the purpose of recovering transportation costs incurred by the District for services provided by common carriers to students **[** *and employees* **]**. ~~The fee shall be $ 9.00 per student~~ **[** *or employee* **]**.   These fees will only paid by students **[** *and employees* **]** who use the transportation services, unless a vote of the students in accordance with the Education Code establishes otherwise.

~~VIII.~~   **Transcript Fees** (Education Code Section 76223)**:**

~~There shall be no charge for searching for or retrieving any student record.~~   **Redundant (stated below)**

Clarification needed. No charge here, but the website states there is a cost of $5.40 per transcript copy.

The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Superintendent/President is authorized to establish the fee, which shall not to exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records.   There shall be no charge for searching for or retrieving any student record. ~~There is a charge for transcripts beyond two; same day transcript requests will be subject to a fee.~~

~~IX.~~   **International Students Application Processing Fee** (Education Code Section 76142)**:**

The District shall charge students who are both citizens and residents of a foreign country a fee to process his/ ~~or~~ her/their application for admission. This processing fee and regulations for determining economic hardship may be established by the Superintendent/President. The fee shall not exceed the lesser of 1) the actual cost of processing an application and other documentation required by the U.S. government; or 2) one hundred dollars ($100), which shall be deducted from the tuition fee at the time of enrollment.

X.   **Sources/References:**
Education Code Sections 76300, et seq.; ~~76300; 76355; 76360; 76365;~~
Title 5, Sections ~~58520~~ ~~59400, et seq.;~~
~~Education Code 72246, 76395; 76060.5; 76223; 76142.~~
ACCJC Accreditation Standard I.C.6

Also ~~sSee Administrative Procedures~~ AP 5030 Fees, AP 5031 Instructional Materials, BP/AP 5200 Student Health Services, BP/AP 4070 Course Auditing and Auditing Fees, and BP/AP 6750 Parking.

NOTE: *The language in **red ink** is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore) to comply with law and accreditation. The Policy & Procedure Service issued legal updates to this policy in **April 2014, April 2015, October 2015**, and **April 2020**. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document. The language in **gray highlighting** was added by Rio Hondo College and requires careful review by leaders to ensure the language remains accurate and up-to-date.*

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

ENROLLMENT PRIORITIES

Board Adopted: 11/21/07;
Revised:

| BP No. 5055 |

Page **1** of **1**

I.   The Superintendent/President ~~with the appropriate involvement of faculty and the Academic Senate,~~ with the appropriate involvement of the faculty and the Academic Senate, shall establish procedures defining enrollment priorities, limitations, and processes for student challenge, which shall comply with Title 5 regulations.

II.   Source ~~#Ref=Section~~ Sources/Ref=Sections 51006, 58106, and 58108   **Formatting corrections needed.**

Also s~~See~~ BP/AP 5052 Open Enrollment and ~~Administrative Procedures~~ AP 5055 Enrollment Priorities.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

COUNSELING

Board Adopted: 11/21/07;
Revised: 6/8/16

BP No.
5110

Page **1** of **1**

I.   Counseling services are an essential part of the educational mission of the Rio Hondo Community College District. The Superintendent/President shall assure the provision of counseling services including academic, career, transfer, and personal counseling that is related to the student's education. and serves to enhance student success in actualizing their educational goals.

NOTE: The CCLC template language does not follow Title V 51018 (c) language.

II.   Counseling shall be recommended required for all provided to first-time students enrolled for more than six units, students enrolled provisionally, and required for students on academic or progress probation.

Proposed revision: Counseling shall be required for all enrolled students and provided for all prospective students.

All students need appropriate counseling. If you only "provide" rather than "require," many who need academic counseling will not seek it of their own volition. Isn't this contrary to our Guided Pathways work?

III.   **Sources/References:**
Education Code Section 72620;
Title 5, Section 51018;
ACCJC Accreditation Standard II.C.5

Also sSee Administrative Procedure AP 5110 Counseling.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

TRANSFER CENTER

BP No. 5120

Board Adopted: 11/21/07,;
Revised: 1/14/09

Page **1** of **1**

Edit to read: "baccalaureate and other higher-level institutions"

I.~~~~ The District incorporates as part of its mission the transfer of its students to ~~other higher level~~ ~~baccalaureate level~~ ~~institutions~~. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate or other higher level institutions are a special responsibility.

II.~~~~ The Superintendent/President ~~or designee~~ shall assure that a transfer center plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of underrepresented students, and complies with law and regulations. **NOTE:** *"… or designee ..." is shown as struck as the Board, through policy, should only be directing the actions of its primary employee – the Superintendent/President – who is ultimately held responsible for the implementation of a transfer center plan.*

III.~~~~ **Sources/References:**
    Education Code Sections 66720 – 66744,;
    Title 5 Section 51027;

Also sSee ~~Administrative Procedures~~ AP 5120 Transfer Center.

NOTE: *This policy is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore) to comply with law and accreditation. This policy reflects updates/revisions from the Policy & Procedure Service in February 2007. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document. The language in **gray highlighting** was added by Rio Hondo College and requires careful review by leaders to ensure the language remains accurate and up-to-date.*

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STUDENT ACCIDENT INSURANCE

Board Adopted: 11/21/07;
Revised:

BP No. 5205

Page **1** of **1**

NOTE: Does this cover international and noncredit students?

I.   The District shall assure that students are covered by accident insurance in those instances required by law or contract. **Specify which students, specifically, are covered. All enrolled students? Only those actively attending?**

II.   **Source/Reference:**
     Education Code Section 76506.

Also see BP/AP 5030 Fees and BP/AP 5200 Student Health Services.

NOTE: *This policy is **legally required** and is recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The language in **blue ink** is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document.*

RÍO HONDO COLLEGE

BP 5220 Shower Facilities for Homeless Students

Reference: Education Code Section 76011

NOTE: *A policy on shower facilities for homeless students is* not legally *required but is* **suggested as good practice** *for those districts that have shower facilities on campus for student use.*

The Superintendent/President shall establish procedures necessary to make on-campus shower facilities available to any ~~homeless~~ student who is enrolled in coursework, has paid enrollment fees, and is in good standing with the District.

Also see AP 5220 Shower Facilities for Homeless Students.

NOTE: The language in **red ink** *is* **suggested as good practice/optional** *by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The Policy & Procedure Service issued this policy in* **October 2016**. *The language in* **blue ink** *is included for consideration. The language in* **yellow highlighting** *is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document.*

Board Adopted: NEW

Note from AS review: How is it being determined that a student is housing insecure to access shower facilities? If documentation is being required? Further, if the use of showers is limited to only students who are housing insecure, this could be incredibly embarrassing, preventing a student from seeking needed assistance. Our suggested change removes the potential stigma.

ASSOCIATED STUDENTS FINANCE

Board Adopted: 3/14/79;
Revised: 5/4/82, 10/12/94, 11/21/07

I.   ~~As provided by Section 76063 of the Education Code, the Superintendent/ President, Vice President of Administrative Services Finance and Business, and Controller/Business Manager are approved as trustees of the Rio Hondo College Associated Students Account.~~ **Clarification needed for note. Does "President" refer to S/P or ASRHC pres?**

NOTE: VPSS Review is recommending to keep Superintendent/President or designee since President does not receive or disburse funds.

II.   Associated Student funds shall be deposited with and disbursed by the ~~Vice President of Finance, or designee~~ Superintendent/President.

III.   The funds shall be deposited, loaned, or invested in one or more of the ways authorized by law.

IV.   All funds shall be expended according to procedures established by the Associated Students, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

   A. the ~~Vice President of Finance~~ Superintendent/President or designee;

   B. the employee who is the designated adviser of the particular student body organization; and

   C. a representative of the student body organization.

V.   The funds of the Associated Students shall be subject to an annual audit.

VI.   **Source(s)/Reference(s):**
         Education Code Sections 76063-76065.

~~Also s~~See BP/AP 2510 Participation in Local Decision-Making, BP/AP 5400 Associated Students Organization, BP/AP 5410 Associated Students Elections, ~~Administrative Procedure~~ AP 5420 Associated Students Finance, and BP/AP 5510 Off-Campus Student Organizations.

NOTE: *The language in* ***red ink*** *is* ***legally required*** *and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The language in* ***blue ink*** *is included for consideration. The language in* ==***yellow highlighting***== *is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document.*

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STANDARDS OF STUDENT CONDUCT

Board Adopted: 12/6/78;
Revised: 1/10/79, 3/12/80, 3/9/83, 6/9/93, 11/21/07, 1/15/09; 12/12/12; 1/13/16

BP No.
5500

Page **1** of **5**

I.   The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of federal and state laws and regulations.

II.   The procedures shall clearly define the conduct that is subject to discipline and **(redundant)** ~~shall~~ identify potential disciplinary actions, including but not limited to, the removal, suspension, or expulsion of a student.

III. The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

IV.   The procedures shall be made widely available to students through the college catalog and other means. **Specify "other means" using one or more examples.**

V.   The following conduct shall constitute good cause for discipline, including but not limited to, the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under BP 3433 Prohibition of Sexual Harassment under Title IX or discrimination which shall be addressed under BP 3410 Nondiscrimination and BP 3430 Prohibition of Harassment:

NOTE: Please keep the alpha lettering as helps to cite specific conduct violations in documentation sent to students and it is referenced in Maxient.

A.   ~~Fighting, C~~causing, attempting to cause, or threatening to cause physical injury to another person.

B.   Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred with by the ~~College~~ Superintendent/President. **Why would someone be given an exception?**

C.   Unlawful possession, use, sale, offer to sell, furnishing, or being under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, ~~including~~ an alcoholic beverage or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STANDARDS OF STUDENT CONDUCT

Board Adopted: 12/6/78;

Revised: 1/10/79, 3/12/80, 3/9/83, 6/9/93, 11/21/07, 1/15/09;, 12/12/12;, 1/13/16

BP No. 5500

Page **2** of **5**

paraphernalia, as defined in California Health and Safety Code Section 11014.5.

~~Drinking, possessing, or being under the influence of alcoholic beverages on campus or at any College sponsored event.~~ **Note:** *Duplicates the info in item "C."*

D. Committing or attempting to commit robbery or extortion.

E. Causing or attempting to cause damage to District property or to private property on campus. **Use language consistent with A for E: Causing, attempting to cause, or threatening to cause**

F. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

G. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of ~~the College or~~ the District. **How is the College different from the District?**

Shouldn't reference to discipline based on Title IX be here for H and I? See red text under V, prior page.

H. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District. **Combine?: Committing sexual harassment, sexual assault, or sexual exploitation, as defined by law….procedures, regardless....District.**

I. Committing sexual harassment as defined by law or by District policies and procedures.

J. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.

K. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults~~, such as teasing or name-calling~~; social isolation or manipulation; and cyber bullying **, including malicious AI-generated content.**

~~[**Note:** Language regarding hazing is added here per section 245.6 of the California Penal Code and Education Code Sections 32050-32051; this language is included in the College Catalog but is not currently reflected within District policy.]~~

NOTE: OK to keep language in L.

L. Hazing, as defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by the college, which is likely to cause serious bodily

College (consistent capitalization)

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STANDARDS OF STUDENT CONDUCT

Board Adopted: 12/6/78;
Revised: 1/10/79, 3/12/80, 3/9/83, 6/9/93, 11/21/07, 1/15/09; 12/12/12; 1/13/16

BP No. 5500

Page **3** of **5**

danger, personal degradation, or disgrace, resulting in physical or mental harm.

M. Willful misconduct which results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.

N. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, College personnel.

O. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty, **including unauthorized use of AI in the completion of coursework.**

P. Dishonesty; forgery; alteration or misuse of College documents, records, or identification; or knowingly furnishing false information to the District.

Q. Unauthorized entry upon or use of College facilities.

R. Lewd, indecent, or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.

S. Engaging in expression which is obscene, libelous, slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises; the violation of lawful District administrative procedures; or the substantial disruption of the orderly operation of the District.

T. Persistent, serious misconduct for which other means of correction have failed to bring about proper conduct.

U. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to, handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STANDARDS OF STUDENT CONDUCT

| BP No. 5500 |

Board Adopted: 12/6/78;
Revised: 1/10/79, 3/12/80, 3/9/83, 6/9/93, 11/21/07, 1/15/09; 12/12/12; 1/13/16

Page **4** of **5**

V. Unauthorized use, theft, or abuse of computers or telecommunication resources, as outlined in BP 3720 and AP 3720 Computer and Network Use, including but not limited to:

1. Unauthorized access to information resources or assisting any other persons to gain unauthorized access.;

2. Unauthorized transfer of a file;

3. Unauthorized use of another individual's identification and password;

4. Use of computing facilities to interfere with the work of another student, faculty member, or College official;

5. Use of computing or telecommunications resources to send or post obscene or abusive messages.

6. Use of any audio, video, or other listening, recording or transmitting device in any classroom, service area, or College activity without the prior consent of the instructor, College service provider, or activity advisor except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities or as provided by regulation or law.

W. Knowingly accessing and without permission altering, damaging, deleting, destroying, copying, or otherwise using any data, computer system, or computer network in order to either (a) devise or execute any scheme or artifice to defraud, deceive, or extort, or (b) wrongfully control or obtain money, property, or data.

X. Knowingly accessing and without permission taking, copying, or making use of any data from a computer, computer system, or computer network; or taking or copying any supporting documentation, whether existing or residing internal or external to a computer, computer system, or computer network.

Y. Knowingly and without permission using or causing the use of computer services.

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

STANDARDS OF STUDENT CONDUCT

Board Adopted: 12/6/78;

Revised: 1/10/79, 3/12/80, 3/9/83, 6/9/93, 11/21/07, 1/15/09;, 12/12/12;, 1/13/16

<div style="border:1px solid;">

BP No. 5500

</div>

Page **5** of **5**

Z. Knowingly accessing and without permission adding, altering, damaging, deleting, or destroying any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network.

AA. Knowingly and without permission disrupting or causing the disruption of computer services or denying or causing the denial of computer services to an authorized user of a computer system or computer network.

BB. Knowingly and without permission providing or assisting in providing a means of accessing a computer, computer system, or computer network in violation of this section.

CC. Knowingly and without permission accessing or causing to be accessed any computer, computer system, or computer network.

DD. Knowingly introducing any computer contaminant, commonly called viruses or worms, into any computer, computer system, or computer network.

VI. **Sources/References:**
Education Code Sections 32050, 32051, 66300, 66301, and 76120;
ACCJC Accreditation Standards I.C.8 and 10 (formerly II.A.7.b);
California Penal Code Section 245.6.

Also sSee BP/AP 3410 Nondiscrimination, BP/AP 3430 Prohibition of Harassment, BP/AP 3433 Prohibition of Sexual Harassment under Title IX, AP 3434 Responding to Harassment Based on Sex under Title IX, AP 3435 Discrimination and Harassment Complaints and Investigations, BP/AP 3720 Computer and Network Use, Administrative Procedure AP 5500 Standards of Student Conduct, AP 5520 Student Discipline Procedures, and AP 5530 Student Rights and Grievances.

NOTE: *The language in **red ink** is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore) to comply with law. The Policy & Procedure Service updated/revised this policy in September 2001, August 2003, February 2007, March 2012, November 2014, **April 2016, October 2020,** and **April 2023**. The language in **blue ink** is included for consideration. The language in <mark>**yellow highlighting**</mark> is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document. The language in **gray highlighting** was uniquely added by Rio Hondo College and requires careful review by leaders to ensure the language remains accurate and district legal counsel to assure legal compliance.*

RIO HONDO COMMUNITY COLLEGE DISTRICT   **Board Policy**

INTERCOLLEGIATE ATHLETICS

Board Adopted: 11/21/07~~,~~;
Revised: 1/14/09~~,~~; 12/11/13~~,~~; 1/13/16~~,~~; 6/8/16

BP No. 5700

Page **1** of **1**

Keeping the original "all students" is more inclusive than the proposed change.

I. The Rio Hondo Community College District shall maintain an organized program for ~~men and women~~ students in intercollegiate athletics. The District will offer opportunities for participation in athletics equally to ~~all~~ male, female, and transgender students consistent with state and federal law and California Community College Athletic Association standards.

II. The Superintendent/President~~, or designee,~~ shall assure that the athletics program complies with state and federal law, the California Community College Athletic Association (CCCAA) Constitution, Bylaws, and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation. **NOTE:** *". . . or designee" is shown as struck as the Board, through policy, should only be directing the actions of its primary employee – the Superintendent/President (who is responsible to assure compliance of intercollegiate athletics).*

III. **Sources/References:**
Education Code S~~s~~ections 66271.6, 66271.8, 67360 et seq., and 78223~~,~~;
20 U.S. Code Sections 1681 et seq.~~,~~;
ACCJC Accreditation Standard II.C.4;
California Community College Athletic Association (CCCAA) Constitution and CCCAA Bylaws

Also s~~See Administrative Procedure~~ BP/AP 3410 Nondiscrimination, BP/AP 4300 Field Trips and Excursions, and AP 5700 Intercollegiate Athletics.

---

*NOTE: The language in red ink is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). The language in this policy was updated/revised by the Policy & Procedure Service in February 2004, February 2007, June 2013, November 2014, April 2015, and **October 2021**. The language in blue ink is included for consideration. The language in **yellow highlighting** is intended to draw the reviewers' attention, and this language will be removed upon official revision of this document.*

Institutional Level Outcomes

2024 Full-Cycle Report

Executive Summary

The following represents a brief overview of the key points provided in the following report.

- Over the past six years, during the accumulation of SLO/CLO quantitative results as entered by the appropriate faculty and staff, the mapping of the SLO/CLOs to associated ILOs allowed for the determination of our levels of "success" for each ILO. The data was aggregated based on the number of students who attained the desired level of proficiency for each SLO/CLO.

- When viewed as a whole, our general level of success for ILOs has decreased from the low-90% range in the first several years of this cycle down to our current level in the mid-80%. Although not directly related, such results understandably and naturally correspond to our course retention rates as documented in other institutional data records.

- Specific results for individual ILOs exhibit rather wide ranges in their success rates - up to 19% between their high and low values over the six-year cycle. For most of the ILOs, this wide range generally corresponds to the net change in their success rates; however, a notable number of ILOs - nearly a third of them – showcase distinct erratic behavior over the cycle which complicates the ability to make sound conclusions without additional research.

- Within the various ILO "areas" that group the statements based on certain skills or abilities that the students exhibit, "area A" which addresses the students' abilities to "think critically" has the lowest level of average success but showed recent increases including both the highest recent increase and the highest total level of success over 92% (related to a student's ability to use mathematics). ILO "area E" reflects the students' development of personal and career goals is the area with the generally highest levels of ILO success with nearly 89%; however, identified trends show recent decline here.

- The quantity of student assessments made that contribute to our measured levels of success have, in the case of most ILOs, increased in the past few years providing an increased sample size. Determining a "weighted average" which considered the variation in sample size from each year of assessment allowed us to see that, for each ILO, the results are slightly lower than when viewed without this "correction". Continued efforts of accurate reporting and mapping will benefit the institution with improvement in the accuracy of the results.

- Viewing the most recent levels of success against the weighted six-year cycle average shows some ILOs with improvement but a majority with decreases. Such trends generally correspond with the levels of course success rates. Nonetheless, efforts to identify factors that may contribute to these trends are warranted and recommended. These efforts can also attempt to identify the cause of the recent improvements and opportunities to build on them.

Institutional Level Outcomes

2024 Full-Cycle Report

As part of Rio Hondo College's Strategic Plan, a six-year cycle exists where data related to the identified Institutional Level Outcomes (ILOs) is collected for analysis. Both at the midpoint and conclusion of this cycle, the gathered data is carefully reviewed, and reports are prepared by the RHC Outcomes Committee. These evaluations are a requirement of the ACCJC and provide an opportunity for suggestions regarding campus-wide changes to instruction processes in order to improve student learning. Within the reports, the Outcomes Committee is able to make appropriate recommendations for a program, discipline, division, or the institution in general. The reports are then presented to the RHC Academic Senate and Office of Institutional Effectiveness before being forwarded to Planning and Fiscal Committee (PFC). Per the Strategic Plan, PFC then presents recommendations to the Vice President of Academic Affairs who, in his/her capacity as Area Manager for instructional areas, is responsible for developing strategies with stakeholders to address the recommendations.

The current cycle began in academic year (AY) 2018-19 with the mid-cycle report created and issued in April 2021. This report concludes the six-year cycle with the additional analysis of data collected over the past 3 years from AY 20-21 through AY 22-23. The findings can then be compared with those identified in the mid-cycle report and trends can be observed covering the full cycle term. Information regarding the data collection, the findings with associated data, resulting conclusions, and proposed recommendations are identified below.

Data Collection

The Student Learning Outcomes (SLOs) or Course Learning Outcomes (CLOs) for each course offered at RHC are mapped to at least one appropriate ILO. Then, when that SLO/CLO is assessed by the faculty at one or more points within the six-year cycle, the level of student proficiency is then attributed to the mapped ILOs. The data is aggregated and then presented here. The specific ILO statements are provided in Attachment A.

Findings

The data tables on the following pages identify the results of mapped data. This includes the level of student proficiency for each ILO for each year, the total change over the cycle, and the average level. Additionally, the displayed charts provide a graphic indication of trends in these levels. The data is grouped based on the ILO area and commentary for each grouping precedes the related data table and line graph.

For ILO Area I ("Think Critically"), most outcomes showed a dip within the cycle but a more recent rebound. But, for outcome I.D., a notable rise has occurred in the most recent academic year. This outcome - related to the students' ability to use mathematics – has gone from having the lowest success rates in this outcomes area to the highest. Overall, with the exception of the obvious increase in outcome I.D., the results show a slight to moderate decline in success. However, it is important to note that the average levels of success are within the 80%-90% range. Several results in this area are notably erratic.

Area I: "Think Critically"								
	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	change	average
I.A.	90.7%	89.4%	86.2%	83.8%	84.4%	88.7%	-2.0%	87.2%
I.B.	87.6%	87.9%	93.2%	82.6%	82.0%	83.7%	-3.9%	86.2%
I.C.	90.5%	84.9%	75.8%	83.6%	73.2%	84.7%	-5.8%	82.1%
I.D.	80.4%	83.0%	79.5%	81.4%	82.3%	92.8%	12.4%	83.2%
I.E.	84.2%	86.6%	83.8%	83.5%	83.1%	82.2%	-2.0%	83.9%
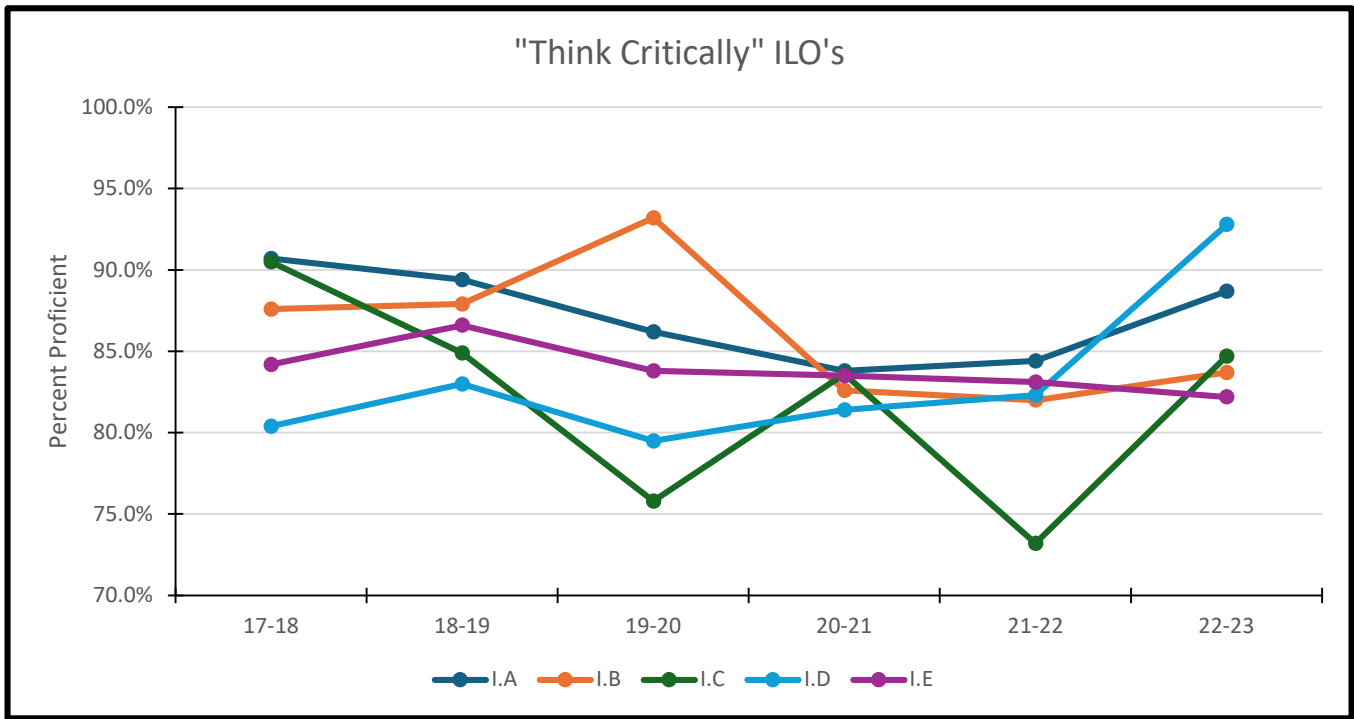
The specific outcomes statements as identified above are as follows:
- I.A.   Apply theory to data.
- I.B.   Demonstrate an understanding of course material.
- I.C.   Demonstrate the ability to employ the scientific process.
- I.D.   Demonstrate the ability to use mathematics.
- I.E.   Apply various problem-solving approaches.

For ILO Area II ("Communicate"), the average levels of success for these outcomes are above 85% and while some gains were made over the past six years, some obvious drops have occurred as well. Ultimately, the overall results show a decline in outcomes success. The total change during the observed period ranges from a slight decrease of 1.5% up to several notable decreases of over 11%.

Area II: "Communicate"								
	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	change	average
II.A.	89.3%	87.5%	91.2%	88.0%	83.3%	81.8%	-7.5%	86.9%
II.B.	90.6%	94.1%	90.7%	89.3%	87.3%	79.3%	-11.3%	88.6%
II.C.	100.0%	98.7%	97.4%	88.3%	91.9%	88.2%	-11.8%	94.1%
II.D.	84.1%	98.1%	95.0%	78.7%	79.4%	82.6%	-1.5%	86.3%
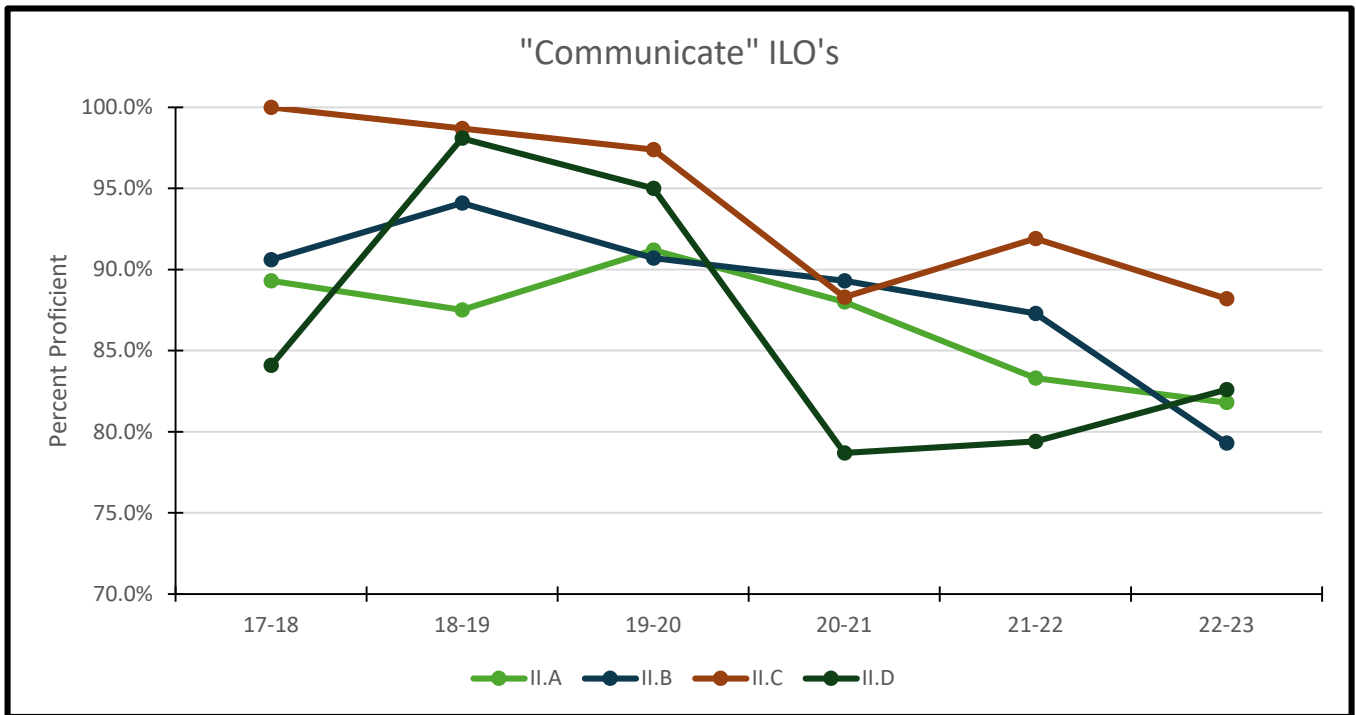
The specific outcomes statements as identified above are as follows:

    II.A.   Communicate effectively in written or spoken forms.
    II.B.   Comprehend and interpret various types of written information.
    II.C.   Utilize various media formats.
    II.D.   Recognize, interpret, and actualize creative expression.

For ILO Area III ("Demonstrate Global Awareness and Ethical Behavior"), again the data for the observed period shows a decrease in student success as related to these outcomes. With some slight initial gains, the levels have decreased notably. The latest values are near 80% with one outcome just above and another just below this level of success. Thanks to earlier performance several years ago, the average levels reportable in this multi-year analysis are at 86% and 90%.

Area III: "Demonstrate Global Awareness and Ethical Behavior"								
	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	change	average
III.A.	89.6%	90.6%	90.1%	86.6%	81.3%	78.4%	-11.2%	86.1%
III.B.	91.1%	95.1%	95.4%	85.0%	90.1%	83.1%	-8.0%	90.0%
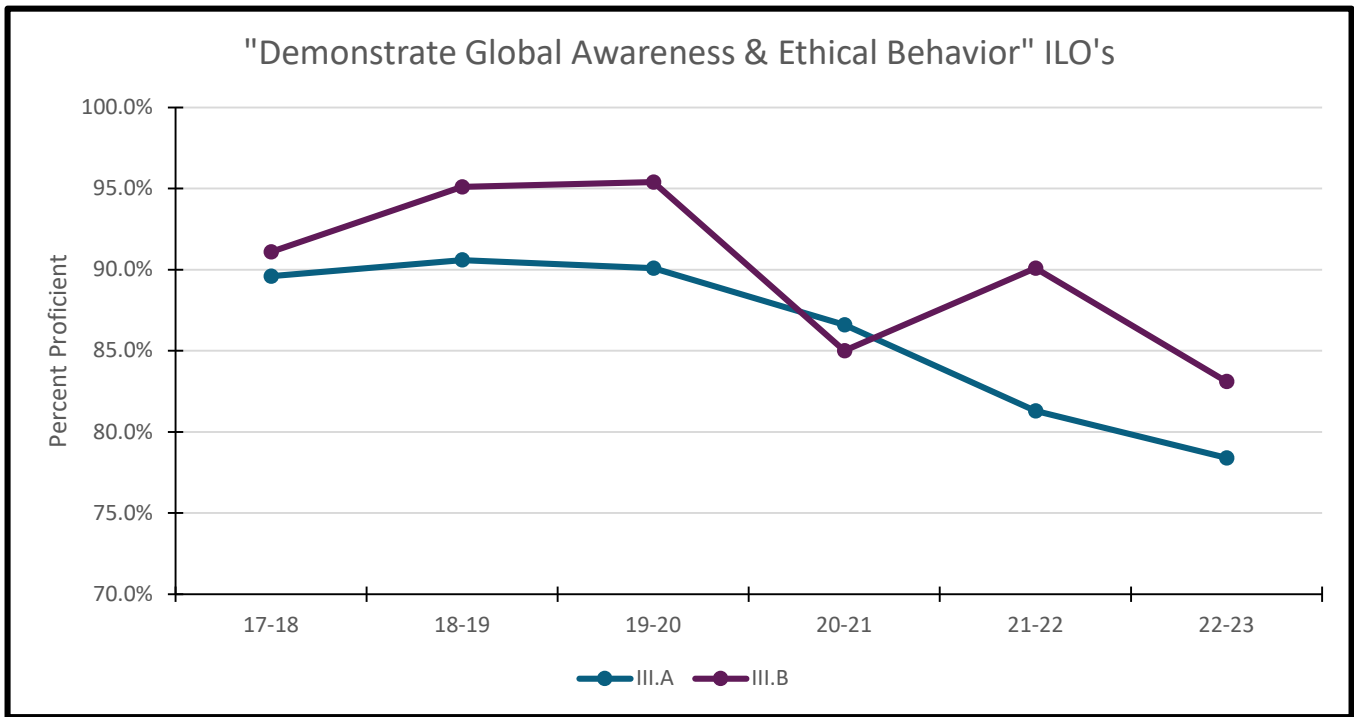
The specific outcomes statements as identified above are as follows:
- III.A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas.
- III.B. Evaluate civic, social, and environmental policies.

For ILO Area IV ("Demonstrate Information Literacy"), as we have seen in other ILO areas previously discussed, this area shows a moderate downward trend, but the current and average levels of success are still in the mid- or upper-80% to lower-90% range. Other than the overall downward trend, from year to year there have been some decreases and some increases.

Area IV: "Demonstrate Information Literacy"								
	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	change	average
IV.A.	87.8%	87.9%	86.9%	81.3%	87.8%	84.6%	-3.2%	86.1%
IV.B.	98.5%	92.0%	91.8%	84.2%	90.4%	92.1%	-6.4%	91.5%
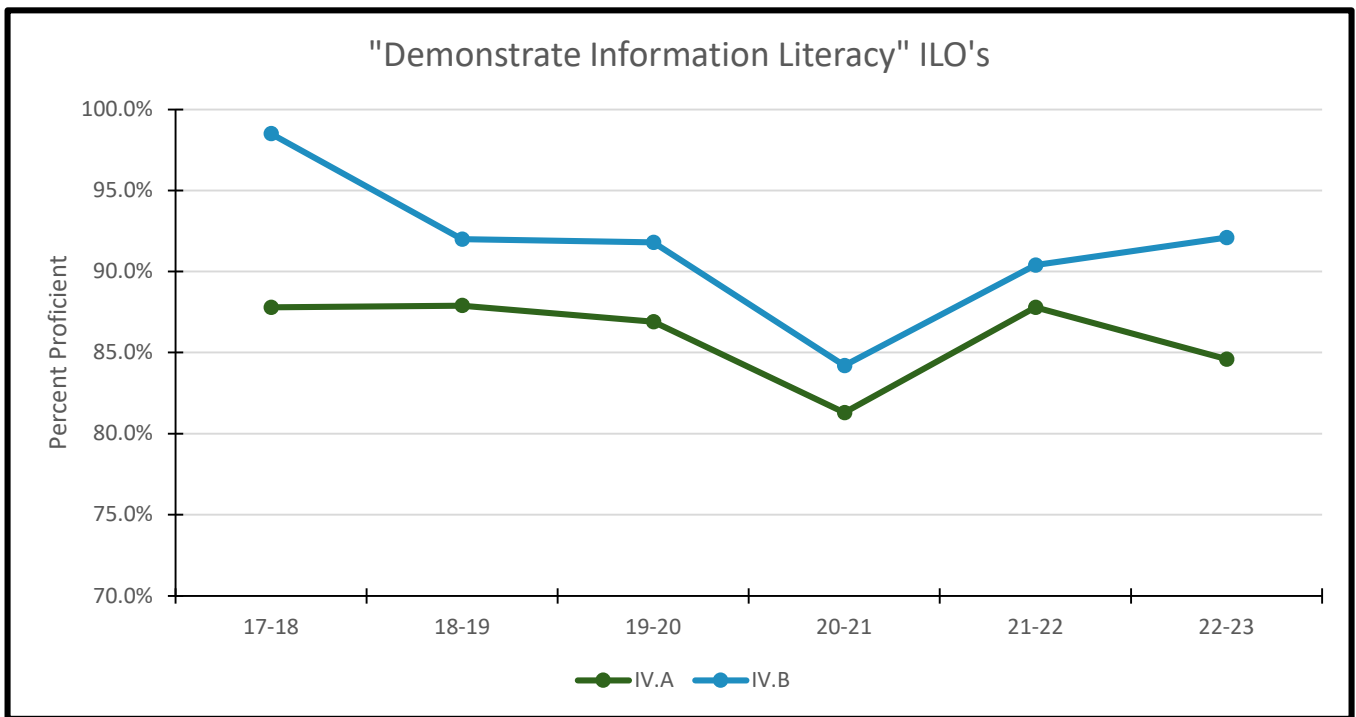
The specific outcomes statements as identified above are as follows:
    IV.A.   Research, analyze, evaluate, and utilize relevant information.
    IV.B.   Effectively use appropriate research or technology tools or sources.

For ILO Area V ("Develop Personal and Career Goals"), the level of success started rather high - in the 90% range. However, with some rebound observed in AY 21-22, an overall decline has been present. The average level of success for these ILOs is close to 90% but the most recent levels are generally much lower. The success level for ILO V.D. is just under 90% but the other ILOs in this area are just over 80%, showing some of the largest declines of all the ILOs.

Area V: "Develop Personal and Career Goals"								
	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	change	average
V.A.	90.8%	91.9%	90.6%	84.8%	87.9%	80.6%	-10.2%	87.8%
V.B.	95.7%	93.7%	96.6%	83.6%	87.6%	80.4%	-15.3%	89.6%
V.C.	98.1%	93.0%	95.5%	85.0%	89.4%	81.8%	-16.3%	90.5%
V.D.	98.1%	93.0%	96.5%	82.6%	90.4%	89.3%	-8.8%	91.7%
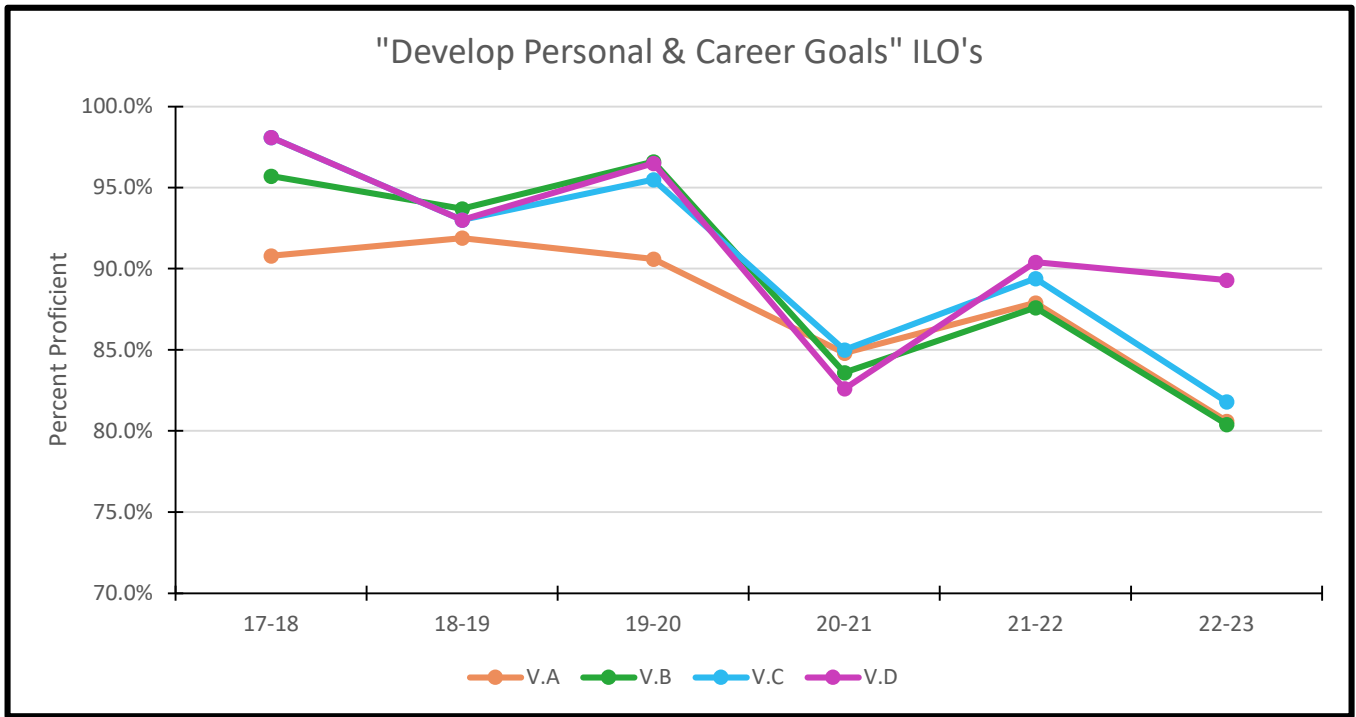
The specific outcomes statements as identified above are as follows:
V.A. Identify the steps necessary to accomplish their educational goals.
V.B. Utilize College resources to support their educational goals.
V.C. Feel a sense of connection to the College.
V.D. Maintain and improve their personal health, wellness, & performance.

Additional findings are expressed in the data table provided on the following page. This table identifies each of the ILOs and the corresponding level of proficiency for each of the past six years. Although some of this data was already presented in this report as the success rates for the ILOs separated by area, this table also includes the quantity of assessed students for each ILO in a given year. This information was included here and considered in order to determine a weighted average of the levels of proficiency over the six-year cycle. Also, a comparison of the most recent level of proficiency to the weighted average is included and identified as "trend".

When we look at the average level of ILO success for each academic year, we can determine that we achieved 91% for the first two years of the cycle and then dropped very slightly in the third year. But then, in AY 20-21, our average level decreased to 84.3% - a 6% drop. Although a 1% rebound was achieved in the fifth year, this gain was lost in the most recent year.

If we examine the levels of success for ILOs individually, we see that they show ranges between their high and low points of anywhere from 4.4% up to 19.4%; and, of the seventeen ILOs, thirteen of them contain swings in their levels of success greater than 10%. Five of the ILOs which have these large swings (ILOs I.B, I.C, II.D, IV.B, and V.D) also have notably less net change in overall success rate. This condition shows erratic behavior of the results from year-to-year. The line graphs included earlier in this report visually show the turbulent action for these ILOs.

Upon examination of this data with respect to the quantity of students assessed, we can see that, for nearly all of the ILOs, more students are now being evaluated each year as compared to the earlier academic years in the cycle. The determination of this weighted average allows for an improved measurement of our level of success due to its ability to minimize the effects of low sample size. When the weighted averages are compared against the unweighted values, we can see that in all but one case (ILO I.B), the weighted average shows that our actual proficiency for each ILO is slightly lower than represented as an unweighted average. The variations in these apparent results range from 0.3% to 5.3%.

When we use the weighted values for proficiency, the data shows that we have achieved overall ILO success at the rate of 86.5%. The adjusted values for our proficiency specific to individual ILOs show that we range from as low as 81.0% with ILO II.D up to 92.0% with ILO II.C.

The "trend" as included in the table expresses the relationship between the most recent proficiency level for an ILO to the weighted average in order to identify if we have recently improved or declined with respect to the referenced ILO. Only five of the ILOs show improvement trends with ILO I.D – related to students' ability to use mathematics – having the only notable spike of 10% increase over the full-cycle weighted average. The other increases were between 1% to 3%. Decreases in the most recently assessed levels of individual ILO success as related to the weighted average over the cycle were more common with four ILOs exhibiting declines over 6% with the biggest loss at 8.4% for ILO II.D which is concerned with the students' ability to comprehend and interpret various types of written information.

all ILO results – weighted averages and recent trend

ILO	AY 17-18			AY 18-19			AY19-20			AY20-21			AY21-22			AY22-23			weighted average	trend
	level	#	% of total	level	#	% of total	level	#	% of total	level	#	% of total	level	#	% of total	level	#	% of total		
I.A	90.7%	820	11.4%	89.4%	876	12.2%	86.2%	1229	17.1%	83.8%	1950	27.2%	84.4%	1475	20.6%	88.7%	824	11.5%	86.4%	2.3%
I.B	87.6%	1426	9.9%	87.9%	1821	12.7%	93.2%	3622	25.3%	82.6%	3017	21.0%	82.0%	2746	19.1%	83.7%	1710	11.9%	86.5%	-2.8%
I.C	90.5%	486	17.3%	84.9%	271	9.6%	75.8%	507	18.0%	83.6%	697	24.8%	73.2%	560	19.9%	84.7%	295	10.5%	81.6%	3.1%
I.D	80.4%	317	14.9%	83.0%	276	13.0%	79.5%	415	19.5%	81.4%	360	16.9%	82.3%	468	22.0%	92.8%	291	13.7%	82.8%	10.0%
I.E	84.2%	562	13.3%	86.6%	447	10.5%	83.8%	596	14.1%	83.5%	878	20.7%	83.1%	1007	23.8%	82.2%	749	17.7%	83.6%	-1.4%
II.A	89.3%	618	10.6%	87.5%	554	9.5%	91.2%	488	8.4%	88.0%	1405	24.1%	83.3%	1625	27.8%	81.8%	1149	19.7%	85.8%	-4.0%
II.B	90.6%	392	13.5%	94.1%	287	9.9%	90.7%	354	12.2%	89.3%	735	25.3%	87.3%	553	19.0%	79.3%	589	20.2%	87.7%	-8.4%
II.C	100.0%	88	9.1%	98.7%	78	8.1%	97.4%	78	8.1%	88.3%	282	29.3%	91.9%	285	29.6%	88.2%	153	15.9%	92.0%	-3.8%
II.D	84.1%	44	2.2%	98.1%	53	2.6%	95.0%	40	2.0%	78.7%	334	16.4%	79.4%	1022	50.3%	82.6%	540	26.6%	81.0%	1.6%
III.A	89.6%	241	10.0%	90.6%	128	5.3%	90.1%	293	12.1%	86.6%	584	24.1%	81.3%	768	31.7%	78.4%	405	16.7%	84.5%	-6.1%
III.B	91.1%	158	6.4%	95.1%	184	7.5%	95.4%	109	4.4%	85.0%	876	35.6%	90.1%	728	29.6%	83.1%	403	16.4%	87.8%	-4.7%
IV.A	87.8%	580	12.4%	87.9%	495	10.6%	86.9%	550	11.7%	81.3%	1371	29.2%	87.8%	888	18.9%	84.6%	805	17.2%	85.3%	-0.7%
IV.B	98.5%	202	11.0%	92.0%	199	10.8%	91.8%	147	8.0%	84.2%	475	25.8%	90.4%	512	27.8%	92.1%	305	16.6%	90.3%	1.8%
V.A	90.8%	152	8.6%	91.9%	149	8.4%	90.6%	127	7.2%	84.8%	558	31.6%	87.9%	472	26.7%	80.6%	310	17.5%	86.4%	-5.8%
V.B	95.7%	188	11.5%	93.7%	143	8.8%	96.6%	214	13.1%	83.6%	311	19.0%	87.6%	477	29.2%	80.4%	301	18.4%	88.2%	-7.8%
V.C	98.1%	159	10.2%	93.0%	213	13.7%	95.5%	246	15.8%	85.0%	246	15.8%	89.4%	433	27.8%	81.8%	258	16.6%	89.8%	-8.0%
V.D	98.1%	159	10.1%	93.0%	213	13.5%	96.5%	230	14.6%	82.6%	362	23.0%	90.4%	405	25.7%	89.3%	206	13.1%	90.5%	-1.2%

For each academic year, "level" indicates the percentage of assessed students identified as proficient, "#" indicates the quantity of students assessed for that ILO during that term, and "% of total" reflects the number of students assessed in that year as compared to the total quantity for the six-year cycle.

The "weighted average" represents the level of proficiency over the full cycle with consideration for the variations in quantity of students assessed in different years of the cycle.

The identified "trend" is an indication of the difference between the overall weighted average and the level of proficiency for the most recent term.

Another angle from which to view the data is by the established ILO "areas". The adjacent chart shows the results of this analysis. When we use the ILO-specific results and group them by ILO area to identify the group range and group average, area I ("Think Critically") has a proficiency rate 82.4% ranging from 81.6% for ILO I.C to 86.5% for ILO I.B. Area II ("Communicate") has wide variations as it includes the overall high and low proficiency rates as mentioned above but its mean value is 86.6%. With only two ILOs in area III ("Demonstrate Global Awareness and Ethical Behavior"), the range is defined by these two individual values with 84.5% for ILO III.A to 87.8% for ILO III.B which leave it with an average proficiency rate of 86.1%. Area IV ("Demonstrate Information Literacy") also has only two ILOs but its proficiency level of 87.8% is slightly better due to the 85.3% for ILO IV.A and 90.3% for ILO IV.B. Finally, area V ("Develop Personal and Career Goals") exhibits the highest level of proficiency with 88.7%. The range of 86.4% for ILO V.A up to 90.5% for ILO V.D support this level of success.
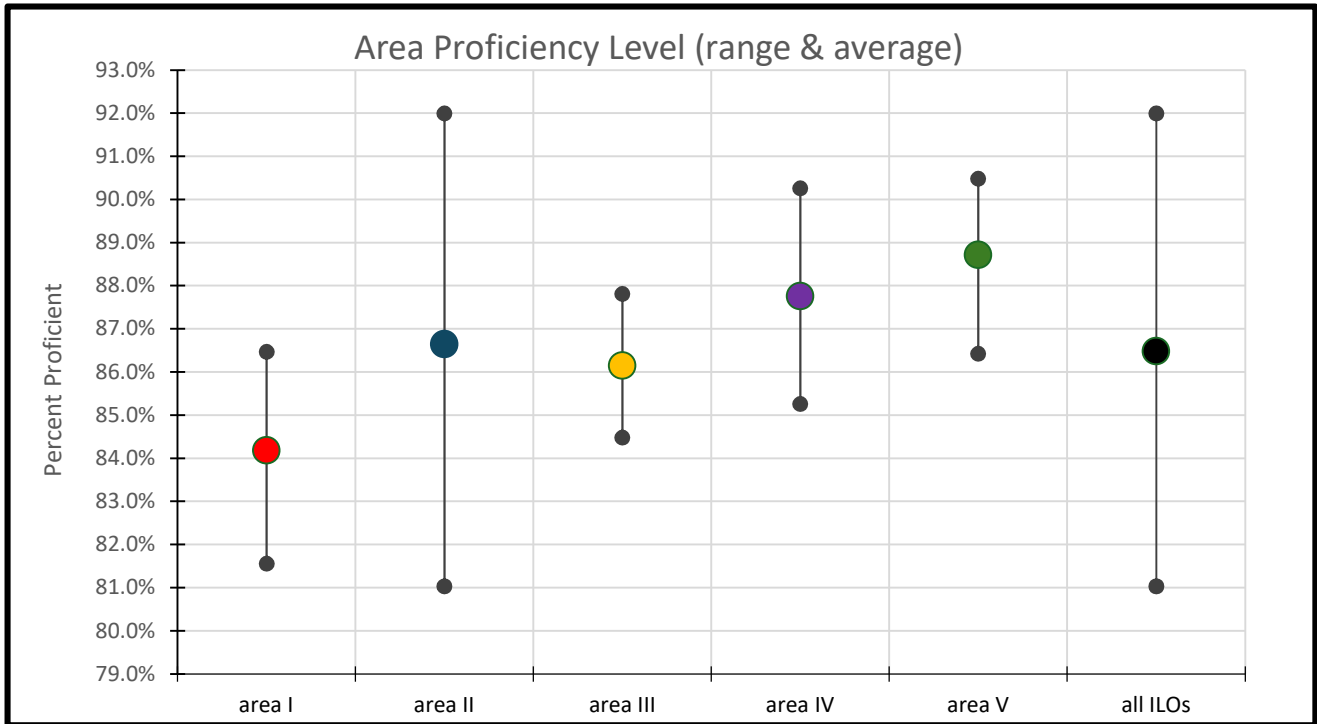
The specific outcomes areas as identified above are as follows:
I.   Think Critically
II.   Communicate
III.   Demonstrate Global Awareness and Ethical Behavior
IV.   Demonstrate Information Literacy
V.   Develop Personal and Career Goals

Conclusions

From the considered data as shown in the report and the associated commentaries, as an institution, Rio Hondo College appears to have experienced a decline in the level of student success with respect to performance as measured by Student Learning Outcomes (aka Course Learning Outcomes) which are then mapped to the college's Institutional Level Outcomes.

When initially measured six years ago, most of the ILOs showed levels of success ranging from mid-80% up to high-90%. Although there have been some occasional increases from one year to the next in the measurement of success for individual ILOs, most have trended downward. With just a couple of exceptions, sharp declines occurred in AY 20-21. This corresponds to the first full year of mandatory remote instruction necessitated by the COVID pandemic. Although most of the ILO success levels rebounded a bit as we moved away from the emergency measures, they have not returned to their original levels. The amount of general decline may be expressed with an average level of ILO success just over 90% at a point six years ago to just under 85% in the most recent year. The success remained slightly above 90% until the sudden drop in AY 20-21 which brought it down 6% where it has generally remained. However, with respect to the trends in the success levels of ILOs which relate the most recently determined levels of success to the average for the full six-year cycle, the declines as noted over the past few years have continued for a majority of the ILOs. This indicates a need for careful examination of the ILOs in attempts to reverse the negative trends.

The data provided in this report covers the full six-year cycle and so we can see that, in the three years since the mid-cycle report, the recent trends mentioned still represent a decline in the success rates for most of the ILOs. These are most obvious in areas II, III, and V. However, the other areas show mixed results. Although a dip in AY 20-21 occurred, both ILOs in area IV are close to their levels at the three-year mark. ILO area I shows variability across the five included ILOs. Although the results for ILOs in this area were the most erratic, the more recent results are somewhat positive. With the exceptions of one ILO success rate which dropped following a record-high result just prior to the mid-cycle report and another showing slight decline, the other four ILOs showed increases with one reaching its all-time high in the most recent academic year.

Information provided by the Office of Institutional Effectiveness indicates that the level of course completion for our courses has seen some decline recently of approximately 6%. If we consider only the courses that are offered online, this value is closer to 10%. Although the results of student success with respect to ILOs is not directly associated with student retention, it is understandable that a correlation does exist and so the general declines that we see in the ILO success rates are not too surprising – especially with an increase in our offerings of online courses. Concern

As noted in the additionally included data tables and graphs, the quantity of assessed students has varied greatly for certain ILOs throughout the six-year period. Careful examination shows that, in most cases, the level of success appears to be lower with the increased sample size. Generally speaking, a larger sample size results in more accurate results; therefore, the determination of weighted results was made, and these corrected values are believed to be a better expression of the level of student proficiency.

The mapping of ILOs to the assessed SLOs/CLOs in the currently utilized software began at the beginning of this six-year cycle.   The available information shows that over the years, the number of assessed students for many of the ILOs has increased. This may be due to the efforts of faculty to complete and/or refine their SLO/CLO statements and the associated mapping. As a result of this refinement and in accordance with the previous observation, the more recent data will exhibit improved accuracy. With this in mind, what appears to be decreased success may be a direct result of the improved mapping.

Another observation of the available data is that considerable variation exists between the data sourced from different divisions. It is expected that, based on the nature of their work with students, certain divisions will have a tendency to map their SLOs/CLOs to certain specific ILOs. However, it is noted that some divisions provide minimal contribution to the ILO results. Presumably, this is a result of minimal mapping of the SLOs/CLOs to ILOs. Although this does not necessarily belie the existing data, it does indicate the opportunity for improvement.

Recommendations

Based on the data available for review and consideration along with the conclusions identified above, we have prepared a series of recommendations to help us move forward and increase the level of success that our students achieve with respect to our established Rio Hondo College Institutional Level Outcomes. The following recommendations do not specifically target any RHC division, ILO "area", or individual ILO. However, it is anticipated that the efforts undertaken will result in different levels of involvement from various divisions and personnel. Also, the actions taken in response will be customized based on the determined needs of a division with respect to ILO success as mapped to their CLOs/SLOs.

- Division deans, in concert with the Outcomes Committee and appropriate faculty, should request a review of the mapping of course SLOs/CLOs to ensure that all mapping is complete and accurate. The use of faculty group activities supported by Outcomes Committee members is strongly encouraged to ensure that these efforts are effective. Such activities would include detailed information about the existing SLOs for each course and how they are mapped to one or more ILOs. And, with that information presented to the involved faculty, all desired additions (and/or deletions) to the existing mapping should be accomplished.

- In order to ensure that, with the ongoing development of curriculum, outcomes are also prepared and maintained appropriately, clear processes should be established that accomplish this. The processes to add, modify, or delete SLO/CLOs to existing or new courses have been established (per ACCJC requirements). To expand beyond that achievement, it is recommended that associated standard procedures be designed and documented that ensure the appropriate mapping of any new or modified SLO/CLOs to the relevant ILOs is accomplished within a timely manner. Such processes will ensure coordination of our various outcomes and allow for the best possible representation of our results with respect to ILOs.

- It will be helpful to obtain feedback from representative faculty and/or staff from individual divisions in order to identify both positive and negative trends in ILO results. Such feedback may be provided in special meetings or similar organized activities that include the faculty members having direct knowledge of the associated SLO/CLO measures and findings that contributed to certain ILO results. Where the results show recent improvement, factors contributing to the increased success should be noted to build upon. Where the results show declining levels of success, specific areas of adjustments by faculty and staff as well as necessary campus resources to support student success should be identified and implemented.

- In preparation for the next six-year cycle, appropriate targets for the level of success for each ILO should be identified. These targets may be set for each ILO individually and/or by each one of the five ILO "areas". Consideration of current and past levels of success as well as trends may be considered. Additionally, the establishment of both "minimum" and "aspirational" targets is recommended.

- In the ongoing development of online courses, specific attention should be paid to the instructional methods and evaluation of student performance to ensure that the desired levels of success for SLO/CLOs and the related ILOs are achieved.

Attachment A

The ILO statements that are available for faculty to "map" the course SLO/CLOs to include:

I. Think Critically

    A.   Apply theory to data.

    B.   Demonstrate an understanding of course material.

    C.   Demonstrate the ability to employ the scientific process.

    D.   Demonstrate the ability to use mathematics.

    E.   Apply various problem-solving approaches.

II. Communicate

    A.   Communicate effectively in written or spoken forms.

    B.   Comprehend and interpret various types of written information.

    C.   Utilize various media formats.

    D.   Recognize, interpret, and actualize creative expression.

III. Demonstrate Global Awareness and Ethical Behavior

    A.   Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas.

    B.   Evaluate civic, social, and environmental policies.

IV. Demonstrate Information Literacy

    A.   Research, analyze, evaluate, and utilize relevant information.

    B.   Effectively use appropriate research or technology tools or sources.

V. Develop Personal and Career Goals

    A.   Identify the steps necessary to accomplish their educational goals.

    B.   Utilize College resources to support their educational goals.

    C.   Feel a sense of connection to the College.

    D.   Maintain and improve their personal health, wellness, & performance.

Summary of Professional Development Day Spring 2024 Evaluation Summary

- Out of a total of 248 responses, 58% were full-time faculty, 25% were adjunct, 12% were staff and 5% were management/confidential

- 81% of respondents either strongly agreed or agreed that the configuration of this spring PD Day effectively met their needs, 8% disagreed, and 11% had no opinion. (In spring 2023, 77% agreed the day met their needs, and in spring 2022, 85% agreed it met their needs).

- For the Anti-Bias Morning Session on "Calling in and Calling Out"
  -83% thought the session provided value information
  -80% thought they could implement that the learned in their work
  -80% thought the content of the session was applicable to all employee groups

- For the Maxient Incident Reporting Software Videos
  -69% thought the session provided value information
  -71% thought they could implement that the learned in their work

- 86% agreed that department meetings were valuable and useful to their work.

Staff Development/FLEX Committee comments/recommendations based on data and qualitative remarks:

-If no other venue can hold more employees, make securing Rio Café for the general session of the fall 2024 PD day a priority. If Student Services intends to hold an event for students the next day, plan for an outdoor set-up so as to not overburden facilities.

-Consider the impact of in-person vs. online attendance for future PD Days.

-Find a method to incentivize more staff to provide feedback via the PD Day evaluation.

-Incorporate breaks into sessions lasting for the full morning

Professional Development Day Survey: All Respondents

(Full-Time Faculty, Part-Time Faculty, Staff, and Management)

Survey respondents include:

248 Responses
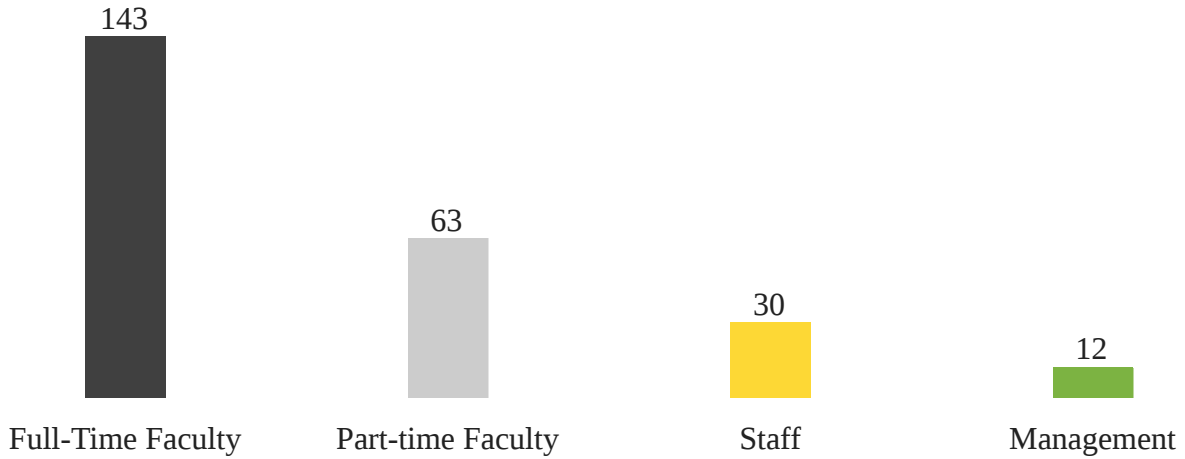
143	63	30	12
Full-Time Faculty	Part-time Faculty	Staff	Management

The design of this professional development day, with a focus on continued Anti-Bias training, an asynchronous video to introduce the "Maxient" incident reporting system, and department meetings effectively met my needs.

242 Responses

Strongly agree	126
Somewhat agree	70
No opinion	27
Somewhat disagree	11
Strongly disagree	8
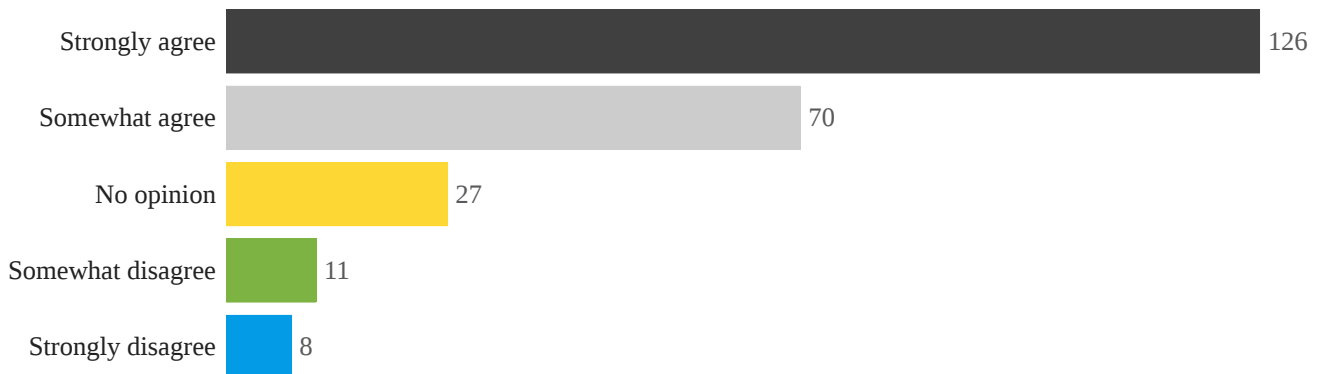
Additional comments on the design of the event: Open ended responses (N=56)

Many respondents commented that they **enjoyed the speakers and the topic of the presentation**. They also liked the **focus being on one topic only**, and stated it was **informative.** However, there were a few people who would have liked a **different topic**, said it was **too long**, and would have like **breakout sessions.** The diagram below shows the top comments left by respondents.
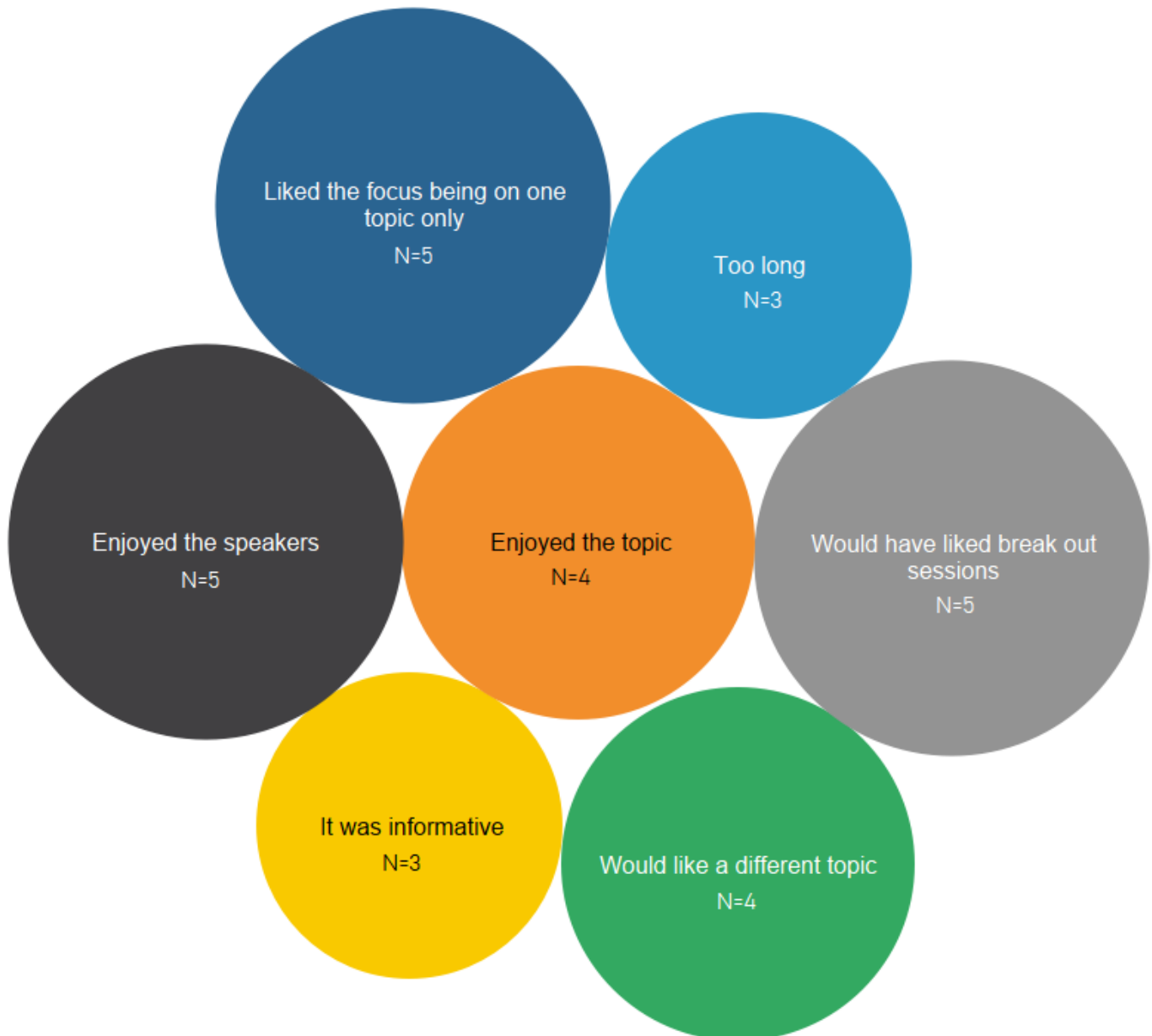
Anti-Bias Training

The session provided me with valuable or useful information that I can use.

230 Responses

Strongly agree	116
Somewhat agree	75
No opinion	20
Somewhat disagree	13
Strongly disagree	6

I can implement what I learned to enhance my work for the college (N=230).

230 Responses

Strongly agree	109
Somewhat agree	77
No opinion	27
Somewhat disagree	11
Strongly disagree	6

The content of this session was applicable to all employee groups.

230 Responses

Strongly agree	123
Somewhat agree	61
No opinion	32
Somewhat disagree	11
Strongly disagree	3
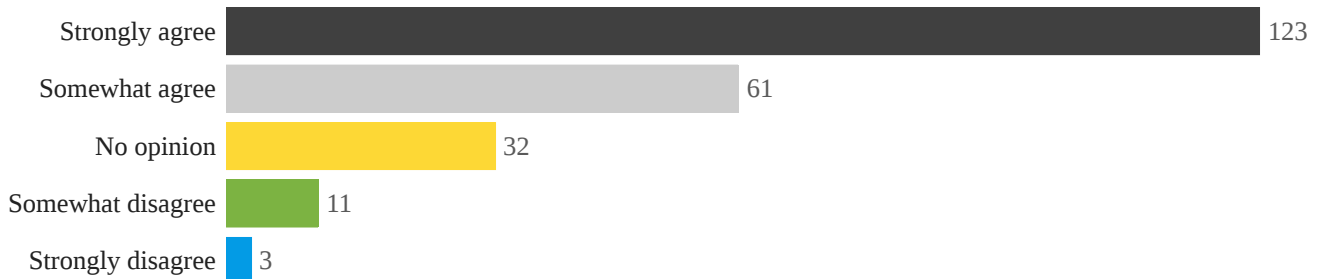
Additional comments on Anti-Bias training: Open ended responses (N=67)

Many of the respondents **enjoyed the speakers, presentation**, and the **real world applications** in the presentation. However stated that it was **too long** and could have used **more breaks** and **breakout sessions**. There were some respondents who wished to have the training on **another topic**. The diagram below shows the top comments left by respondents.

Would like a new topic
N=5

More breaks
N=3

Breakout sessions
N=3

Enjoyed the presentation
N=9

Liked the real world applications
N=4

Enjoyed the speakers
N=13
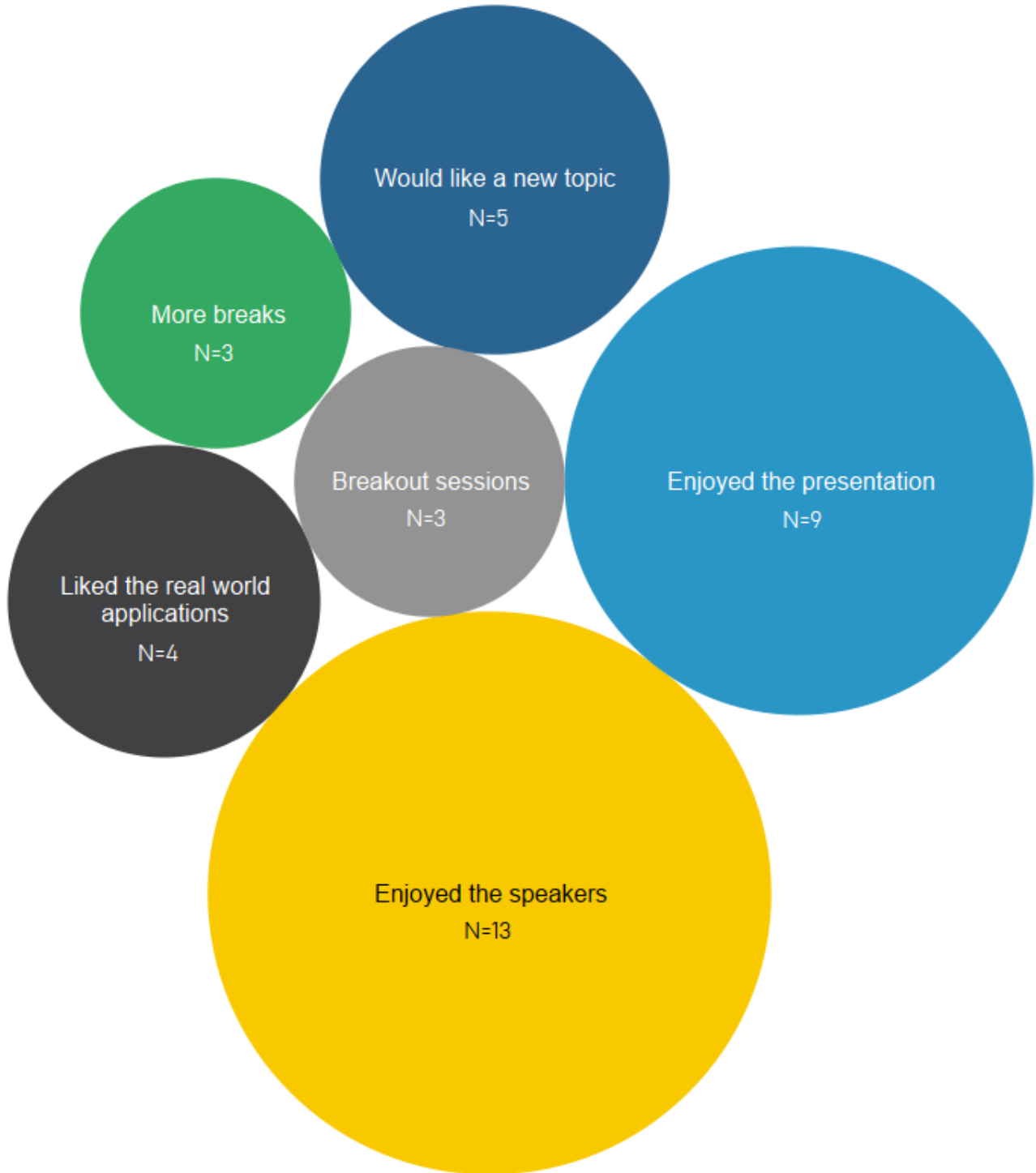
At least 1 Anti-Bias strategy or practice that can be implemented in work for the college: Open ended responses (N=145)

A top strategy or practice listed by respondents was **calling in**. Others listed were **active listening**, **having empathy for others and their point of view**, **being aware of one's own bias**. Some respondents mentioned using the **appreciation, affirmation, and invitation method,** and **self reflection.** The diagram below shows the top comments left by respondents.
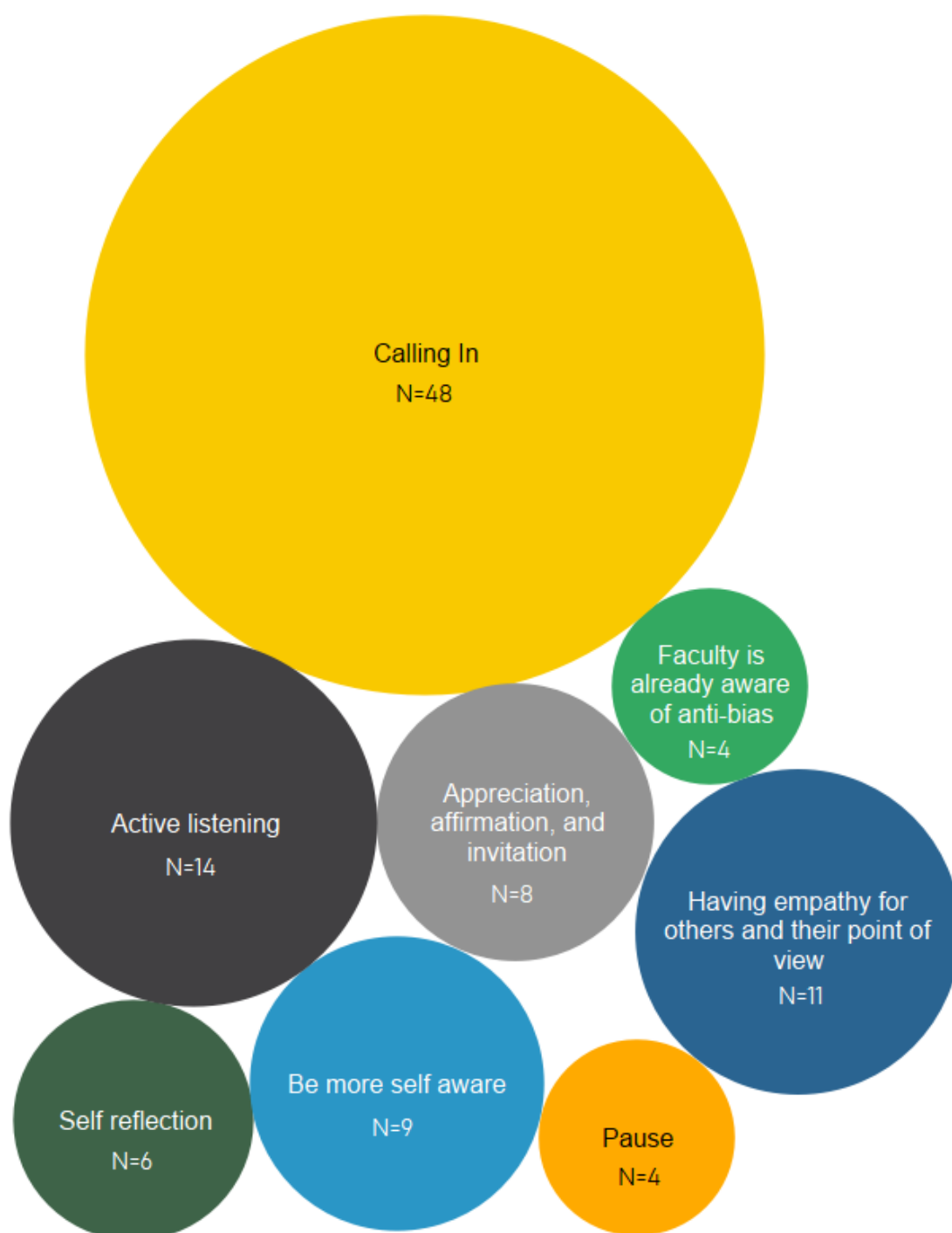
Maxient Incident Reporting Video

Please confirm whether you viewed the Maxient Incident Reporting introductory video.
223 Responses

Yes, I have viewed the Maxient video	178
No, I have not viewed the Maxient video	45

The video provided me with valuable or useful information that I can use.
223 Responses

Strongly agree	98
Somewhat agree	56
No opinion	65
Somewhat disagree	2
Strongly disagree	2

I can implement what I learned to enhance my work for the college.
223 Responses

Strongly agree	104
Somewhat agree	54
No opinion	60
Somewhat disagree	2
Strongly disagree	3
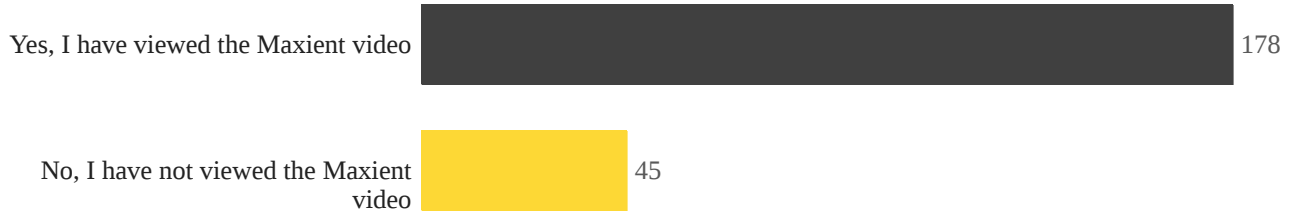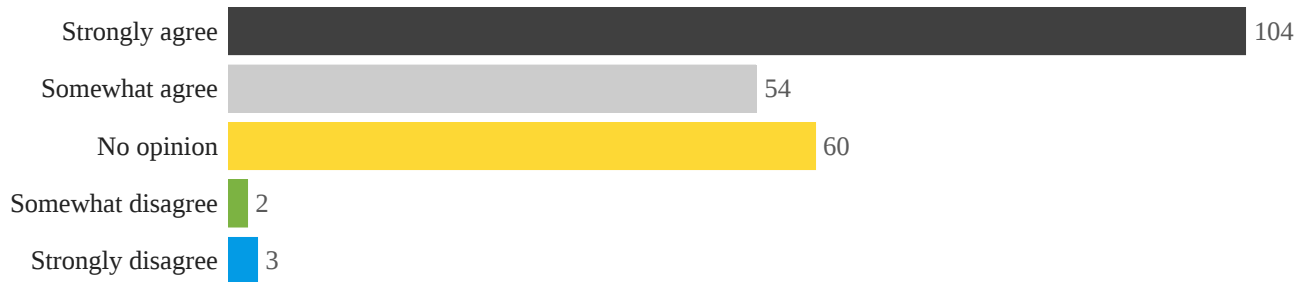
Additional comments related to the Maxient video: Open ended responses (N=59)

Most respondents said that the video was **informative and useful, thought it was great to have this kind of system,** and that **the reporting process seems detailed and easy to complete.** However, some would have liked **more in depth information with maybe a FAQ,** and **need more information on where to find it**. The diagram below shows the top comments left by respondents.
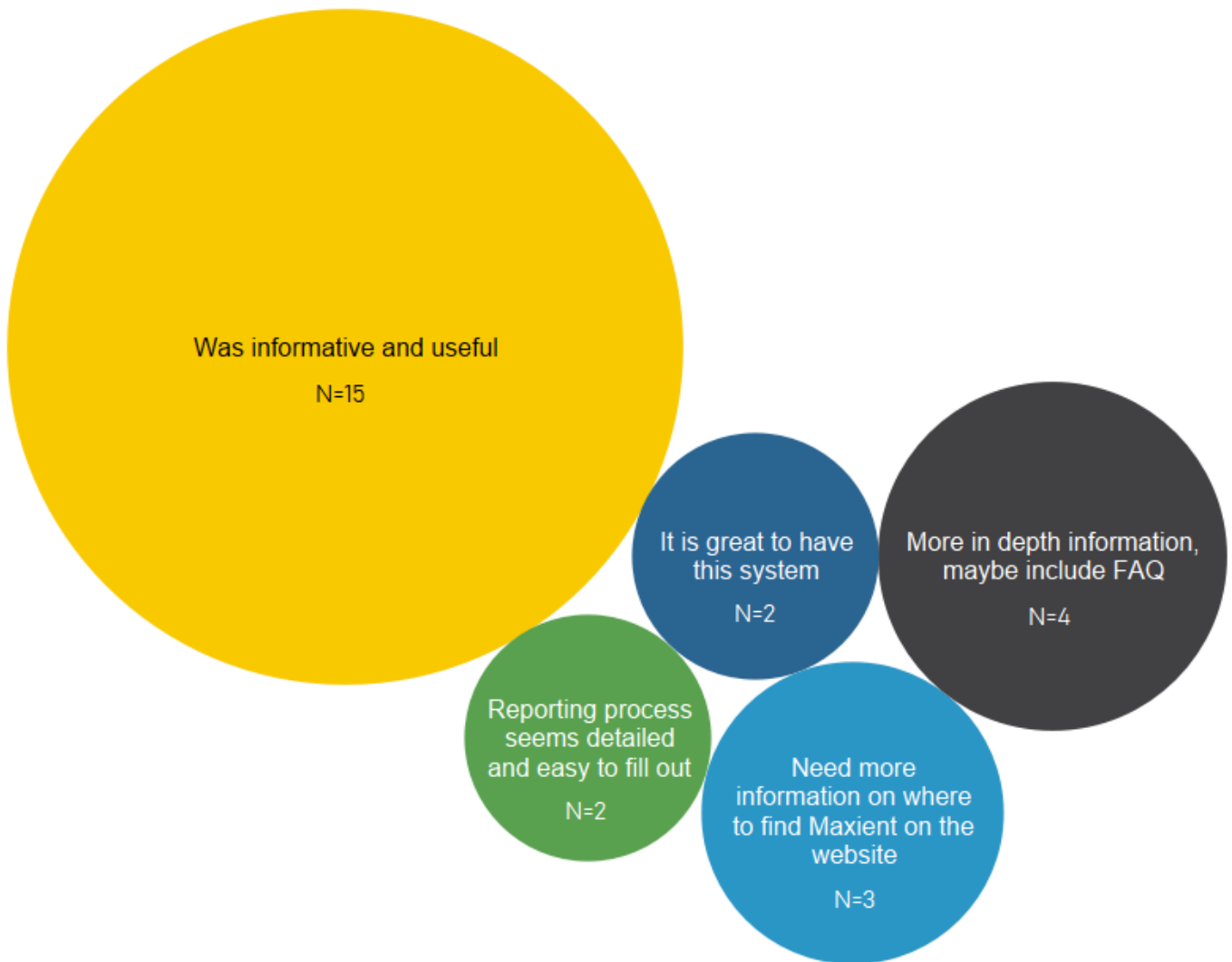
Was informative and useful
N=15

It is great to have this system
N=2

More in depth information, maybe include FAQ
N=4

Reporting process seems detailed and easy to fill out
N=2

Need more information on where to find Maxient on the website
N=3

Department/Division Meetings

The session provided me with valuable or useful information that I can use.

222 Responses

Response	Count
Strongly agree	152
Somewhat agree	41
No opinion	26
Somewhat disagree	0
Strongly disagree	3
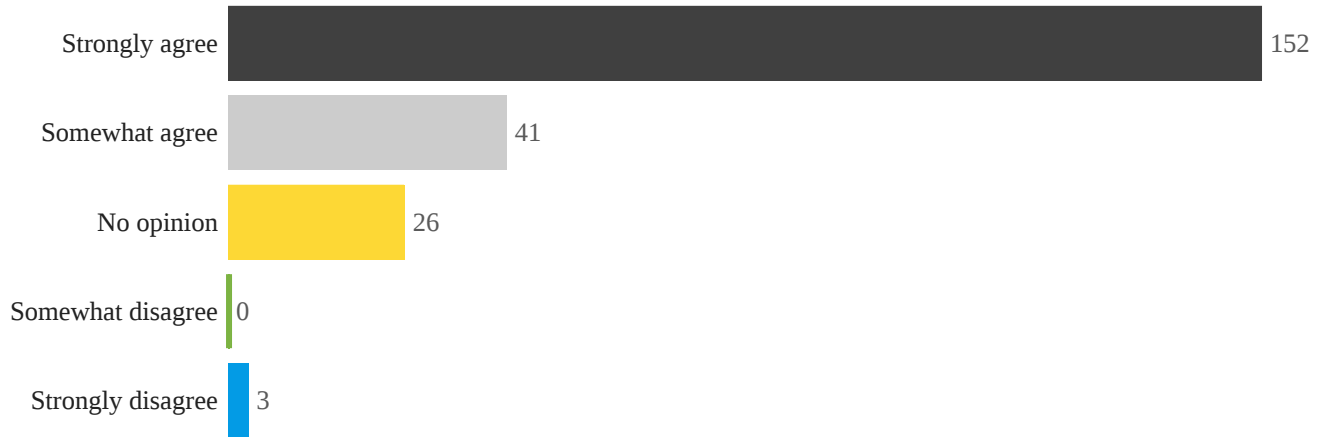
I can implement what I learned to enhance my work for college.

222 Responses

Response	Count
Strongly agree	147
Somewhat agree	43
No opinion	29
Somewhat disagree	0
Strongly disagree	3
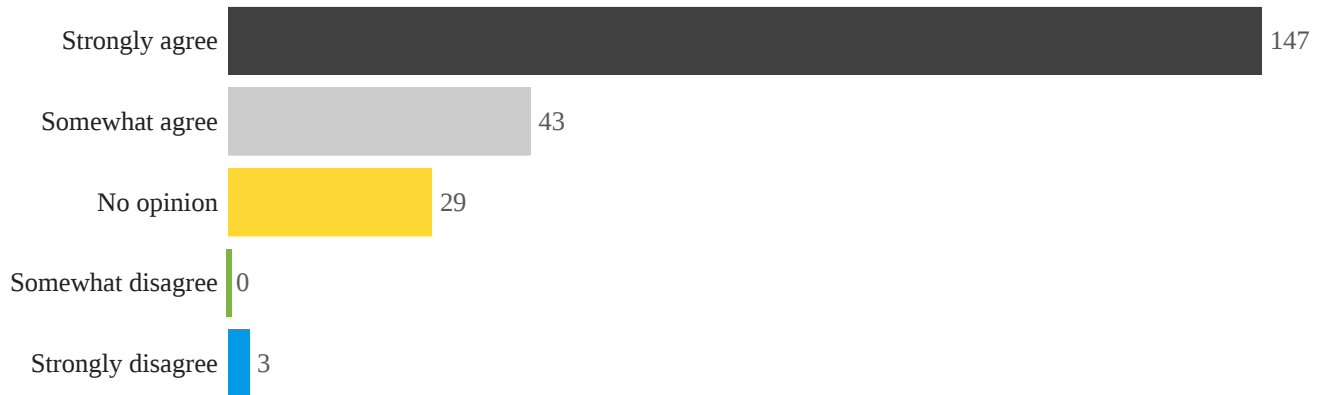
Identify 1 or 2 beneficial outcomes from participating: Open ended responses (N=136)

Most respondents stated that **getting college updates**, **learning different strategies for anti-bias**, and **interacting and connecting with colleagues** were the most beneficial outcomes from participating. Other outcomes included **having important discussions to solve issues**, **learning how to deal with fraudulent students**, and **how to have difficult conversations.** The event made staff feel **motivated** to start the new semester. The diagram below shows the top comments left by respondents.
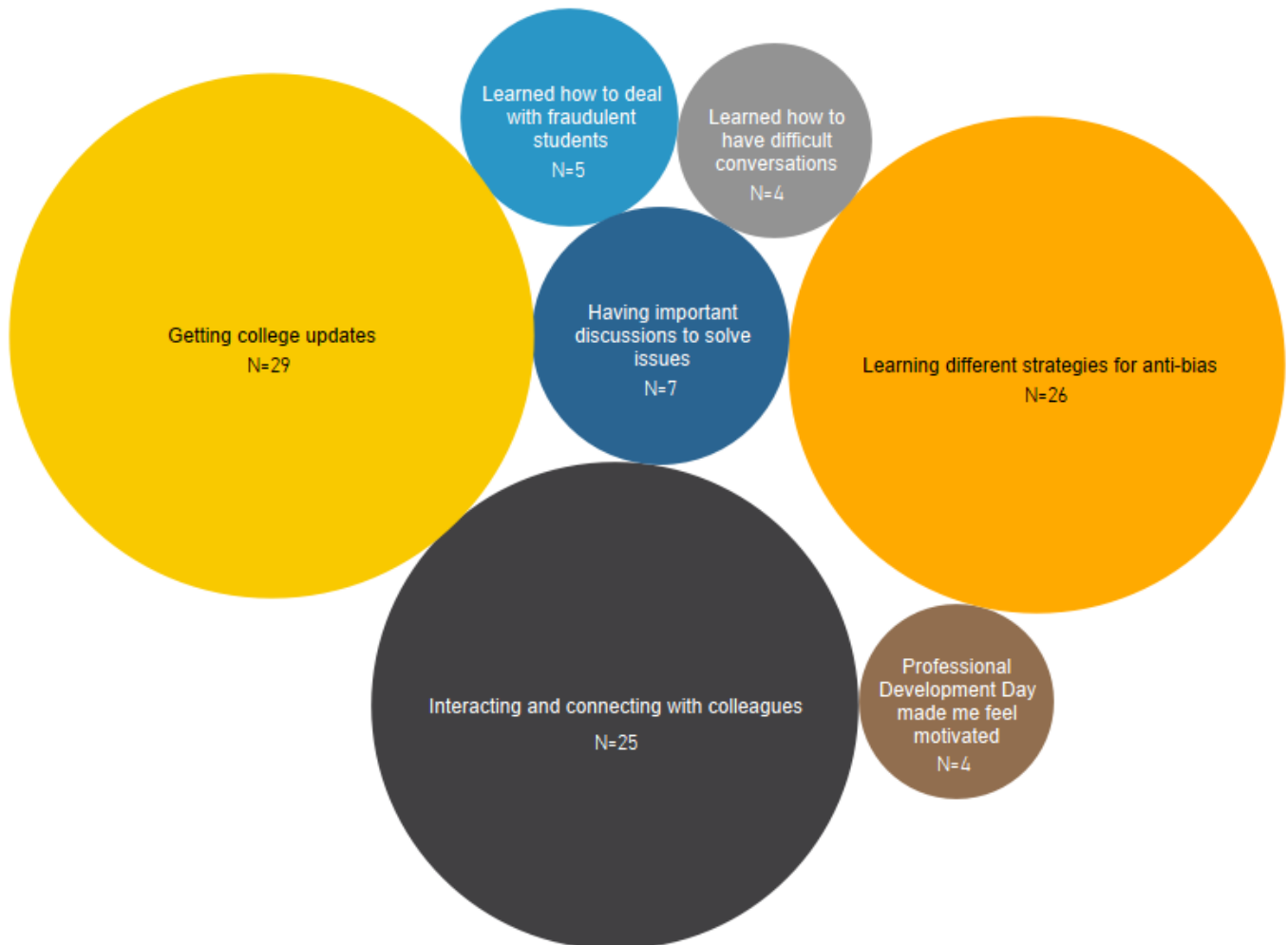
Additional feedback: Open ended responses (N=54)

Overall, most respondents said they **enjoyed it and look forward to future Professional Development Days** and **thanked the PD committee for a great day**. Some hoped to **be together in a single space in person**, wished it had **breakout sessions**, more **breaks**, thought it was **too long** and that the **seats were uncomfortable**. Some thought the **topic was great** and that the **information was useful**. The diagram below shows the top comments left by respondents.

Thank you to those who planned the event
N=6

Information was useful
N=2

More breaks
N=2

Met and interacted with other faculty/staff
N=2

Be together in all together in a single space/be in person
N=3

Breakout sessions
N=3

Too long
N=2

Uncomfortable seats
N=2

Great topic
N=2

I enjoyed it and look forward to other Professional Development Days
N=12
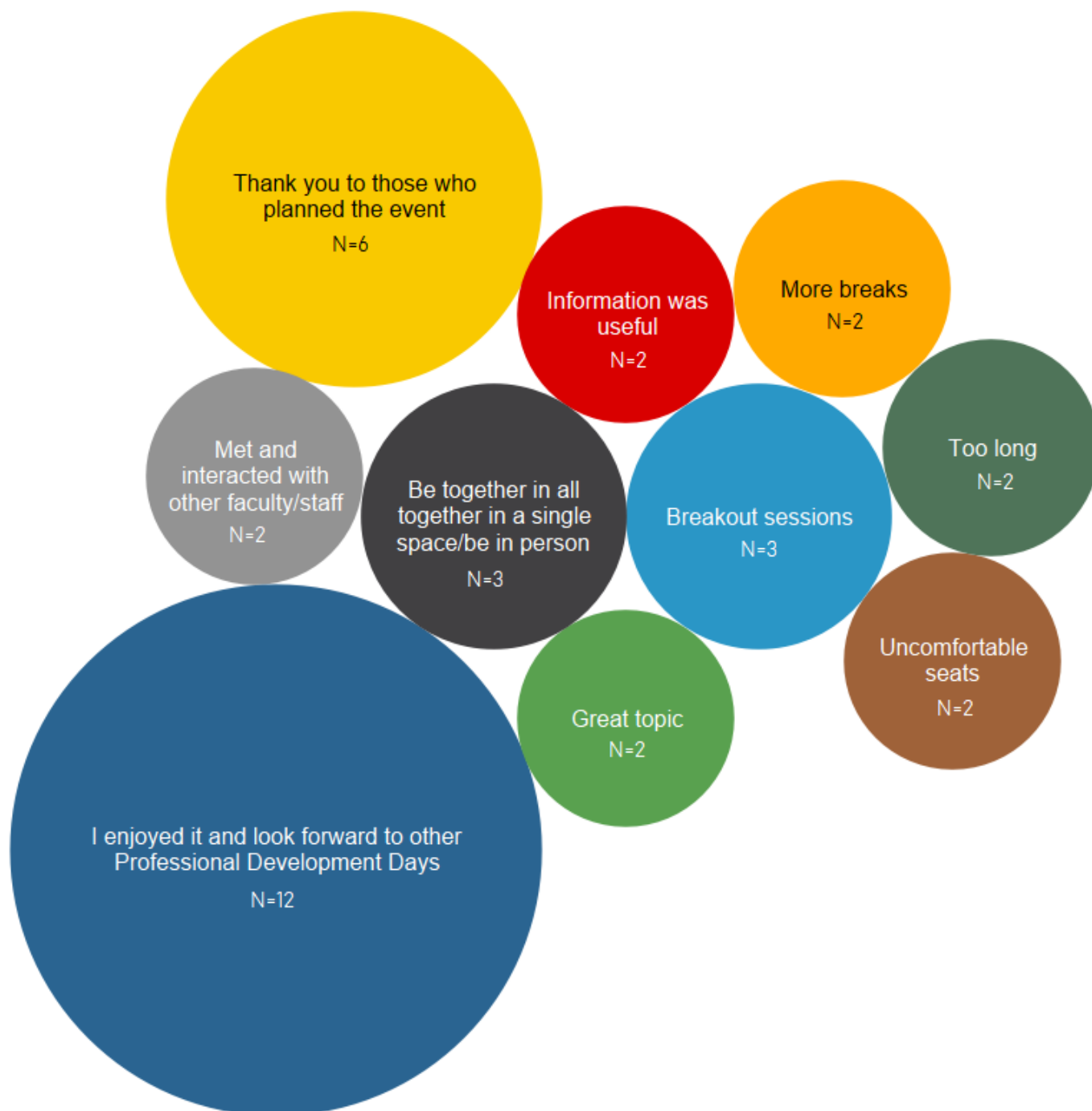
Professional Development Day Survey: Breakdown by Respondent Type

The design of this professional development day, with a focus on continued Anti-Bias training, an asynchronous video to introduce the "Maxient" incident reporting system, and department meetings effectively met my needs.

242 Responses

Full-Time Faculty: Strongly agree 64, Somewhat agree 43, No opinion 18, Somewhat disagree 8, Strongly disagree 7
Part-time Faculty: Strongly agree 38, Somewhat agree 18, No opinion 4, Somewhat disagree 1, Strongly disagree 0
Staff: Strongly agree 17, Somewhat agree 6, No opinion 4, Somewhat disagree 2, Strongly disagree 0
Management: Strongly agree 7, Somewhat agree 3, No opinion 1, Somewhat disagree 0, Strongly disagree 1

● Strongly agree   ● Somewhat agree   ● No opinion   ● Somewhat disagree   ● Strongly disagree

Anti-Bias Training

The session provided me with valuable or useful information that I can use.

230 Responses

Full-Time Faculty: Strongly agree 61, Somewhat agree 47, No opinion 14, Somewhat disagree 10, Strongly disagree 4
Part-time Faculty: Strongly agree 34, Somewhat agree 19, No opinion 3, Somewhat disagree 3, Strongly disagree 0
Staff: Strongly agree 15, Somewhat agree 5, No opinion 2, Somewhat disagree 0, Strongly disagree 1
Management: Strongly agree 6, Somewhat agree 4, No opinion 1, Somewhat disagree 0, Strongly disagree 1

● Strongly agree   ● Somewhat agree   ● No opinion   ● Somewhat disagree   ● Strongly disagree

Professional Development Day Survey: Breakdown by Respondent Type

I can implement what I learned to enhance my work for the college.

230 Responses

The content of this session was applicable to all employee groups.
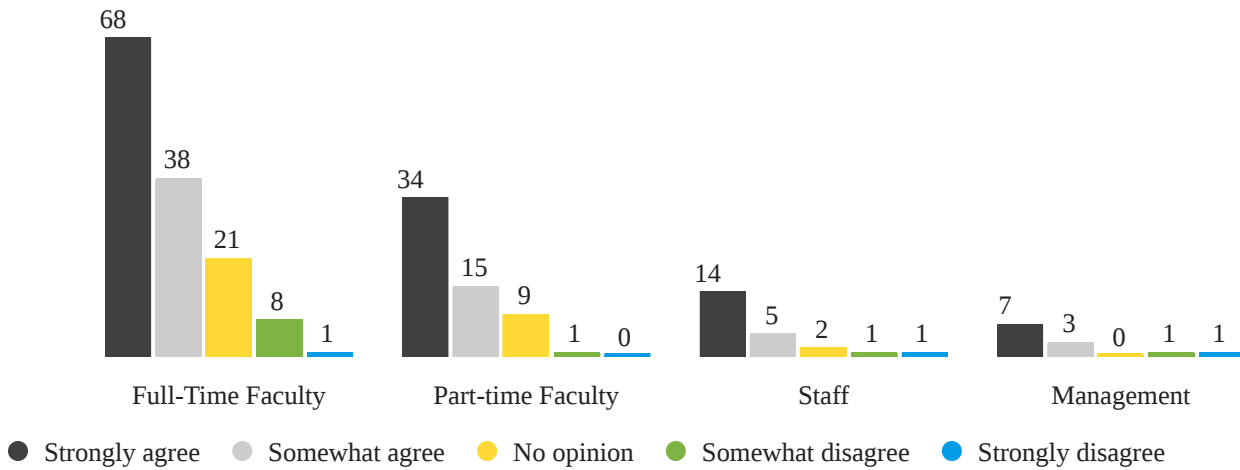
230 Responses

Professional Development Day Survey: Breakdown by Respondent Type

Maxient Incident Reporting Introductory Video

Please confirm whether you viewed the Maxient Incident Reporting introductory video.

223 Responses

	Full-Time Faculty	Part-time Faculty	Staff	Management
Yes	118	47	7	6
No	15	11	13	6

● Yes, I have viewed the Maxient video   ● No, I have not viewed the Maxient video

The video provided me with valuable or useful information that I can use.

223 Responses

	Full-Time Faculty	Part-time Faculty	Staff	Management
Strongly agree	62	27	6	3
Somewhat agree	38	15	2	1
No opinion	30	16	11	8
Somewhat disagree	2	0	0	0
Strongly disagree	1	0	1	0

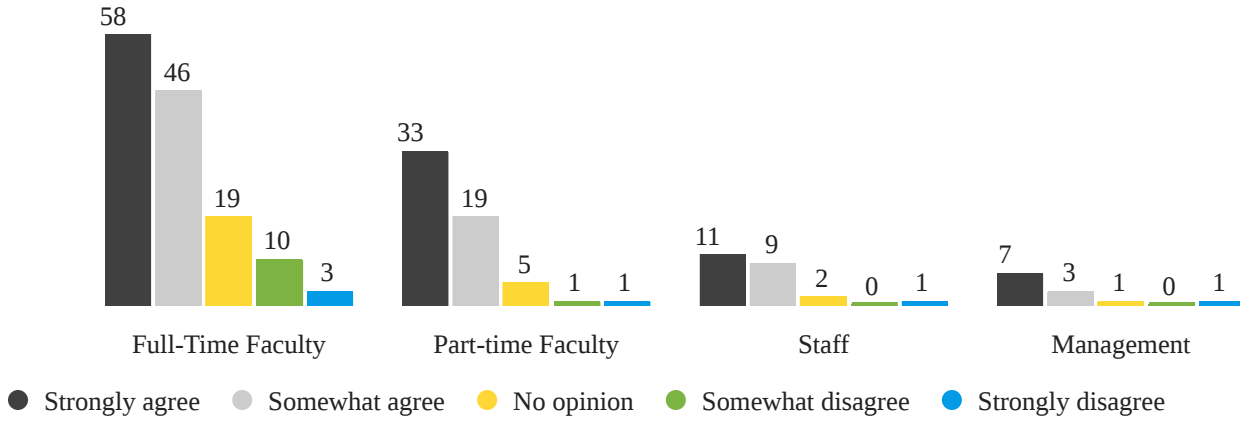● Strongly agree   ● Somewhat agree   ● No opinion   ● Somewhat disagree   ● Strongly disagree

Professional Development Day Survey: Breakdown by Respondent Type

I can implement what I learned to enhance my work for the college.

223 Responses

Full-Time Faculty: Strongly agree 65, Somewhat agree 36, No opinion 28, Somewhat disagree 2, Strongly disagree 2

Part-time Faculty: Strongly agree 29, Somewhat agree 16, No opinion 13, Somewhat disagree 0, Strongly disagree 0

Staff: Strongly agree 7, Somewhat agree 1, No opinion 11, Somewhat disagree 0, Strongly disagree 1

Management: Strongly agree 3, Somewhat agree 1, No opinion 8, Somewhat disagree 0, Strongly disagree 0

● Strongly agree ● Somewhat agree ● No opinion ● Somewhat disagree ● Strongly disagree

Department/Division Meetings

The session provided me with valuable or useful information that I can use.

222 Responses

Full-Time Faculty: Strongly agree 86, Somewhat agree 30, No opinion 14, Somewhat disagree 0, Strongly disagree 2

Part-time Faculty: Strongly agree 47, Somewhat agree 8, No opinion 3, Somewhat disagree 0, Strongly disagree 0

Staff: Strongly agree 13, Somewhat agree 2, No opinion 4, Somewhat disagree 0, Strongly disagree 1

Management: Strongly agree 6, Somewhat agree 1, No opinion 5, Somewhat disagree 0, Strongly disagree 0

● Strongly agree ● Somewhat agree ● No opinion ● Somewhat disagree ● Strongly disagree

Professional Development Day Survey: Breakdown by Respondent Type
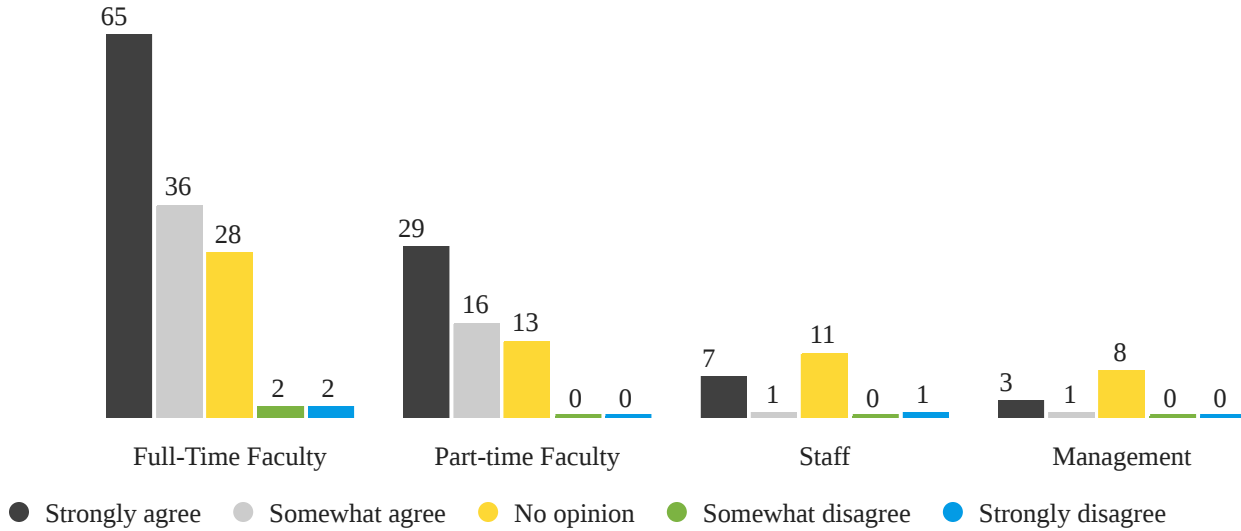
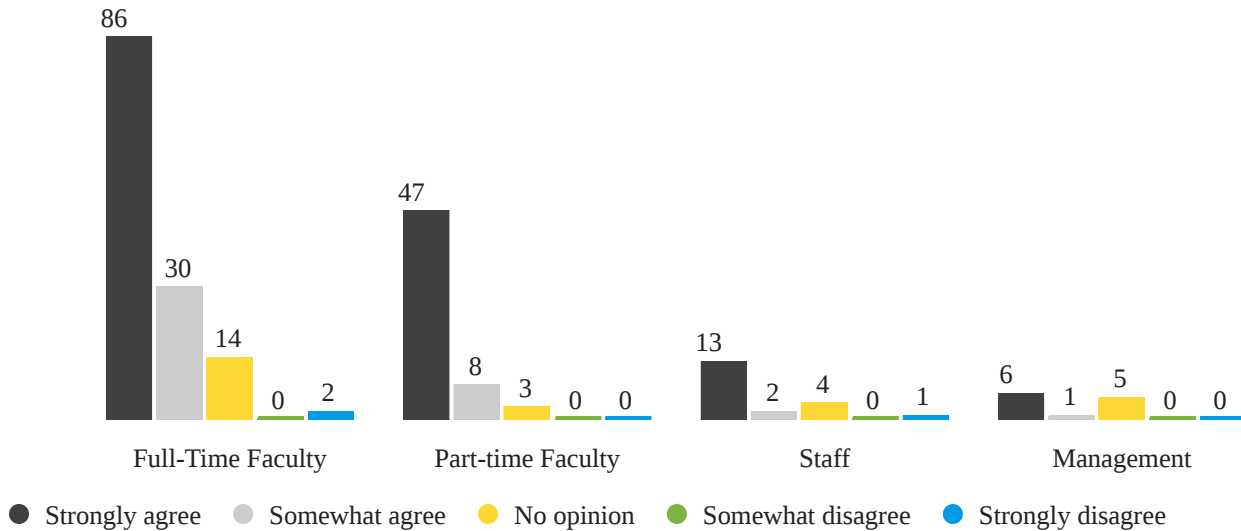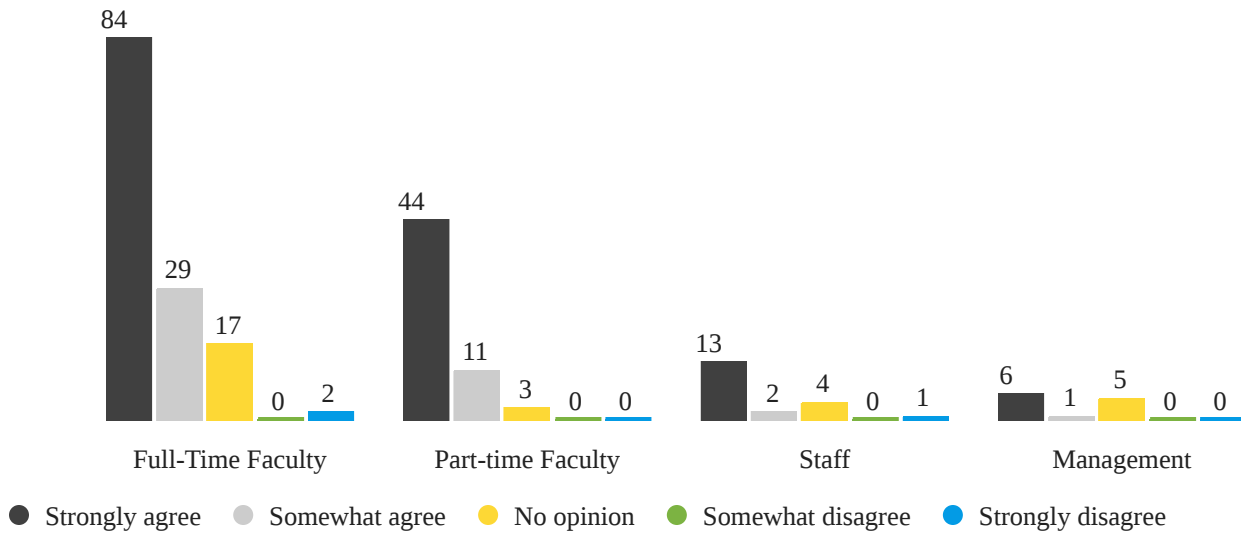I can implement what I learned to enhance my work for the college.

222 Responses

Full-Time Faculty: 84, 29, 17, 0, 2
Part-time Faculty: 44, 11, 3, 0, 0
Staff: 13, 2, 4, 0, 1
Management: 6, 1, 5, 0, 0

● Strongly agree ● Somewhat agree ● No opinion ● Somewhat disagree ● Strongly disagree

Appendix: Open Ended Responses

56 Responses

Additional comments on the Professional Development Day design:

The topic of calling out was a bit complex and difficult to grasp and understand. Another topic would have been better. Also, I believe it would be nice for the professional development day to be an all day event rather than only until 12 p.m. I feel that department meetings could be held at another time.

..... very POWERFUL MESSAGE rooted in hope .....I enjoyed and connected myself to the mission.

I would prefer we focus on tools to help students advance academically, less on conflict resolution or de-escalation between employees.

I think we have covered this topic in enough depth.

There should have been a short break in the middle of the session

The speakers were dynamic and their presentation was very engaging.

The Anti-Bias training was a *bit* longer than I felt it needed to be. But, the speaker shared some valuable information that I think some staff needed to hear

I have enjoyed the smaller breakout groups in the past. This can potentially enhance the experience of the focus style meeting.

I appreciate the focus on anit-bias training

The day design was easy and very user friendly.

I think this format (rather than having 2 breakout sessions) actually helped me feel less bombarded with information, because we focused on one topic. It was nice for a change. (Although breakouts do provide a wide array of takeaways from the day, which is also valuable in its own way.)

I like how ASL Interpreter to appear it on the right side with a circle screen which is cool and help me to visual better!

The lecture was outstanding. I would have much preferred to be there in person.

Good design and implementation.

The focus on Bias allowed for a streamlined experience that allowed us to learn in more depth than the usual multi-workshop selections.

I really enjoyed the speakers for this development day. They were engaging, knowledgeable, and charismatic!

yes very informative

Was it recorded so we can view it since many of us could not attend.

I like the updates of the colleges better

I miss hearing from our RHCFA, Senate, and CSEA reps. They represent us--all of us on campus. Please give them a voice again.

The continued discussion and deep dive on the theme is appreciated since this topic is so complex. Allowing enough time for meaningful presentation and discussion is wonderful and effective.

We always focus on everything but how help our students become more successful.

ll found the morning session to be very repetitive. And there was no discussion for those online so it was a complete failure.

Division Faculty & Dean continue with bias, toxic, and hostile working environment after sitting with the training for a long 3.5 hours. I guess sometimes educvation does not work.

I felt I learned a lot from one long training compared to the normal short breakout sessions.

The department and division meeting design was fine. The Anti-Bias training was too very long plus it seemed very repetitive since we already went through this in the past.

I think work of this nature benefits from being broken down into smaller pieces and sustained over time; changing the approach may help someone feel less emotionally drained (when what they want and need is to feel motivated and inspired).

I was ill during flex day, so it was nice to still partake in it from home.

Did not learn/recall much from viewing the "Maxient" videos, which I was unable to enlarge/zoom in to view the slides properly.

This was a good training, and I liked the format better than two smaller workshop sessions. I found it more valuable in the amount of learning taking place.

Think the Anti-Bias training was too long.

I attended both the MSE Division Meeting and the Biology Dept Meeting and both events were both inactive and very informative.

Informative. Good examples by 2 guest speakers. Quality time with Division and Department colleagues for the benefit of our students. Time to plan, improve, and implement.

Was good but a break would have helped

In all the years at Rio, this was the most interesting and useful Day

I enjoyed when we had break out sessions (and different talks)

The anti-bias training was too long.

I would have preferred a list of breakout sessions of different topics for us to choose from that would have meet my needs directly as I need rather than a single topic that we did not have a voice in selecting.

The Anti-bias training presentation was very good. The presenters were excellent.
I do like the breakout sessions because I always learn something new, but this format made the day very efficient.

It may been nice to have another topic or two.

Thank you! The information presented was delivered professionally and with an equity lens mindset.

I truly missed the breakout sessions.

The anti bias online with no break out rooms made it a lecture. The content is remarkable, but this needs to be done in person.

This was way too long of a block of time.

Very engaging guest speakers.

I feel I've had enough DEI training. I've been teaching it and living it before the term DEI was coined.

Excellent presenters, good scenarios and glad the college is addressing this topic. If possible, please the meetings conference Style. It is hard to type or write without a table :)

Breakout sessions would have allowed for us to focus on issues that would really help in our specific circumstances.

N/A

... Very powerful session rooted in hope ... it connected me with the mission and vision of Rio Hondo College ...

I think this was very informative and layers upon my previous knowledge and training from my former district.

After attending the Anti-Bias training, I learned ways to call in a conversation that would be difficult to deal with.

Thank you.

I missed the opportunity to choose a variety of topics.

The topic was good but the presentation was messy. Mix of in person and online/zoom made the job of the presenters difficult.

For helpful and insightful information.

67 Responses

Additional comments on the Anti-Bias training:

The anti-bias training we had in our fall professional development day was better than this one. I feel that the topic was too complicated for everyone to understand and it did not apply to all employees.

It was long, a short break would have been nice. But I enjoyed being in person and the presenters were excellent.

More interaction (like small groups) would have been preferred

wonderful speakers

see previous comment

NA

I felt this training was better than the last one, it was more inclusive of remote attendants.

As faculty I would appreciate similar training for the classroom.

ANTI-RACIST [SO-CALLED] CONSULTANTS IT'S A NEW FACE, NEW WORDS, SAME MESSAGE...RHC HAS NEVER HAD ANY INFORMATION COME FORTH THRU DATA THAT IT RANKS HIGH OR ANY CONCERNS OF RACISM/DISCRIMINATION ACCUSATIONS BEING ADDRESSED IN THE DECADES THAT I HAVE WORKED HERE...AND THESE INDIVIDUALS/FACILATATORS ARE GETTING PAID THOUSANDS OF DOLLARS TO TELL US WE ARE POTENTIAL RACIST IF NOT ALREADY...OMG WHAT A WASTE OF FUNDS...A BOAT LOAD OF INFORMATION AND ALTERNATIVE TOPICS WOULD HAVE BEEN REFRESHING, INSTRUMENTAL, INNOVATIVE, EDUCATIONAL WHICH COULD HAVE BEEN INTRODUCED OR A CONTINUED...BUT MONEY IS BEING POURED INTO THE COLLEGES AND UNIVERSITIES TO BUY INTO THIS NARRATIVE...IF WE DON'T KEEP RACISM ALIVE THEN "THESE INDIVIDUALS" ARE OUT OF WORK ITS "THE RACE HUSTLE"...CLEAR MESSAGE OF WHITE PEOPLE ARE THE WORST AND I HAVE SEEN THIS IN ACTION ON OUR CAMPUS HOW THEIR VOICES HAVE BEEN DIMINISHED SINCE 2202 (GEORGE FLOYD RIOTS NOT PROTEST WHEN YOU HAVE VIOLENCE AND CIVIL UNREST W/OUT CONSEQUENCE BIG DIFFERENCE FROM PEACEFUL PROTEST, ETC.) AND ANY "MINORITY" WHO DOES NOT GO ALONG W/THIS IS RACIST HUSTLE YOU TOO WILL BE SEEN AS A RACIST... AND IF YOU CHALLENGE THIS HUSTLE "THEN YOU ARE NOT CONSCIOUS OF YOUR RACISM" SUCH BULL. I WAS TAUGHT TO BE A FREE THINKER, QUESTION, RESEARCH, AND NOT A ROBOT TO BE PROGRAMMED OR LABELED BECAUSE I SEE THE ONE-SIDED NEGATIVE AND FALSE BOTTOM BEING PRESENTED...NEWS FLASH ALL COUNTRIES AND ITS PEOPLE HAVE A "CASTE SYSTEM" OR LIKE AND HAVE RACISM TRAITS W/IN THEIR OWN CULTURES...WHITE ON WHITE, BROWN ON BROWN, BLACK ON BLACK....E.G., EXAMPLE GANGS, WHEN YOU SEEN INTERACIAL, AND IN SOME EVEN INTERCULTURAL, HYBRID GANGS...THE MAKEUP IS THEIR OWN KIND...AND THE LIST GOES ON...ASK ANYONE WHO HAS WORKED ON GANG UNITS/DIVISION ESPECIALLY IN LAW ENFORCEMENT OR ANYONE WHO HAS TRULY STUDIED SOCIOLOGY AT LENGHT ETC. KNOWS THIS UNLESS "WOKE PROFESSORS" OR THEREOF ARE TELLING YOU DIFFERENT...ANYWAY LETS GET REAL GROWTH AND DEVELOPEMNT IN OUR PROFESSIONAL TRAINING IN HOW TO MOVE FORWARD THE CAMPUS AS A WHOLE AND NOT BELITTE AND SILENT THE VOICES OF THOSE WHO ARE WHITE AND/OR CONSIDERED THE ENEMY OF THE MINORITY...ASK YOURSELF WHY DID YOU NOT HIRE "WHITE" CONSULTANTS TO FACILITATE THIS ANTI-BIAS TRAINING? I'M SURE THOSE WHO WERE LOOKING FOR TRAINERS DID NOT EVEN CONSIDER THAT...THE BACKLASH ...AS A PERSON OF COLOR MYSELF, I DO NOT IDENTIFY BETTER WITH BLACK PEOPLE THEY DO NOT KNOW MY LIFE EXPERIENCE ANY BETTER THAN SOMEONE WHO IS WHITE...AND WHITE PEOPLE HAVE EXPERIENCED THIER OWN ENCOUNTERS DON'T WITH RASIST ISSUES TOWARD THEM AND GENERATIONAL TO BOOT...WITH THESE COMMENTS I CAN JUST HEAR THE "GASPS, BUZZ, OUTCRY" RATHER THAN REFLECTING AND LISTENING TO THE LANGUAGE PRESENTED IN THIS SPACE...I CONGRADULATE THE FACULTY MEMBER WHO HAD THE COURAGE TO STAND AND VOICE WHAT WAS A FACTUAL STATEMENT OF PAST PRESENTER/INFORMATION ...AND BY THE WAY IN ONE OF THE SLIDES PRESENTED DEI IS "REVERSE DISCRIMINATION" HANDSD DOWN! AGAINST OTHERS JUST BY THE COLOR OF THEIR SKIN...ITS BASED ON COLOR AND NOT MERIT/PERFORMANCE AND WE ARE AN EDUCATIONAL SYSTEM HILARIOUS...THE ELIMINATION OF ACT/SAT AWARDS,
THROUGHOUT THE NATION, NOW IN OREGON NO "F" GRADES WILL BE POSTED ON YOUR TRANSCRIPT SO THAT YOU ARE NOT AT A DISADVANTAGE AS A MINORITY EVEN IF YOU EARNED IT--WOW...ENGLISH AND MATH IS ALREADY SEEN AS COLONIALISM THAT WOULD IMPACT OUR ROLES/FUNCTION/ENVIRONMENT DEFINATELY OUT OF BUSINESS AS AN INSTITUTION OF HIGHER LEARNING FOR ESPECIALLY MATH AND SCIENCE GOD HELP US...I AM SO GLAD THAT WHEN I WAS IN SCHOOL THRU ALL LEVELS PERFORMANCE AND MERIT WAS THE PRIORITY AND THE GOLD STANDARD...AS A MINORITY I WAS NOT CODDLED AND DOWNSIZED INTELLECTUALLY AGAINST ANOTHER GROUP--WHITES...TO THE CONTRARY I HAD THE SAME ACCESS TO THE CLASS, LECTURE, INFORMATION, AND RESOURCES AT SCHOOL TO APPLY AND PERFORM AND SO HAPPY TO KNOW I HAD FAMILY/FRIENDS/PROFESSORS, ETC. THAT THOUGHT IN THIS MANNER AND DID NOT PLAY THE RACE CARD...THIS TYPE OF LEADERSHIP IS IN JEOPARDY...I BELIEVE IN THE WORDS OF DR. MARTIN LUTHER KING JR.'S "I HAVE A DREAM SPEECH" AND OF THE CIVIL RIGHTS MOVEMENT OF ITS TIIME BASICALLY EMPHASIZES "LIVE IN A NATION THAT YOU CAN BE JUDGED BY THE CONTENT OF YOUR CHARACTER AND "NOT" BY THE COLOR OF YOUR SKIN" WHICH IS THE REVERSAL OF

It was more difficult for the zoom people to get the interactive practice. Maybe in the future, the moderator could put the zoom participants into breakout groups so that we can also practice the methodology presented.

I wasn't able to attend the original anti-bias training as I was not fulltime at that point

N/A

I wholeheartedly agree with the content of the presentation.

Interesting how the college provides this type of session, when some administrations don't practice what they introduce to the college.

I loved the presentation that was given by our facilitators (Dr. Keiffer-Lewis and Mr. Campbell), great examples, very lively, engaging, present, a moving video and it felt real, despite the fact that it was through zoom. Got me thinking about some things, but also it was not overbearing, just right!

Would prefer to go back to short break out sessions (as it the past) which would include a variety of subjects.

N/A

Because the speakers are so good and funny, the lengthy training is not only tolerable but engaging. Attendees had a great learning experience.

I appreciated the "real world" examples and the humor infused by the speakers. I have often sat in a meeting and gaped at a comment made by a colleague, but I have never known how to address it properly.

Well since we were faced with negotiations during this time, it seemed blatant that the administration clearly needs to sit with this!

Speakers were very good.

too long

Great information and I will definitely utilize these techniques in the future.

Thanks for the presentation, excellent information

None

It was fine. AGAIN. We get it. We all get it. Can we please have a FLEX day that discusses something else. The presenters are great--nothing against them, but for goodness' sake--we are not children. We talk about equity and anti-bias in our departments, in our divisions, in professional development we pursue. We are implementing strategies. We are challenging ourselves. Can we please talk about something else? And, no, I'm not a white man. I'm a mixed-race female who is anti-bias and equity over-saturated.

The presenters were amazing. Very authentic and engaging. Their examples and scenarios helped me to relate the information to my work and life.

the presenters were engaging

Many people fail to realize that this conversation can be offensive to "the unmarginalized" groups. The focus should be "be kind and nice" to everyone...period.

WOW! I would love to have continued training with these two!

Love the presenters - but we needed to have at least a 5 minute break. Went to long.

The presenters were excellent.

Enjoyed the realness of the exercise used in the session.

The intent is good--I completely agree that we need to be culturally sensitive and competent but I think it would be much better to discuss the faculty-student connections rather than staff-staff connections. I just don't see the staff communicating in a biased ways with other staff.

With students, a focus and encouragement of practices and policies that would lead to more cultural level competence would be more helpful in achieving that end. Here are some examples: Latino students particularly first to attend in family students are likely high context, that means they are not likely to be as direct as more individualistic cultures. Knowing this the college can have policies with that in mind. For instance, many classes have 10 minute passing time between on-campus courses--that limits the in-between class interaction between faculty and student. A policy change to make sure on-campus courses have at least 15 minute passing time between classes would be good.

The overall concept of creating a true community through calling in/appreciating, affirming, and inviting was very thought-provoking. However, the main strategy of having an "ally"/colleague to "call in" on your behalf seems too impractical and unrealistic for most folks. That could only be possible it seems if two colleagues had already spent a lot of time developing a strong professional symbiotic relationship and currently are involved in similar professional work and committees, etc..

I enjoyed the overall experience of the topic chosen for its relevance to the educational climate.

It was way too long.

The presenters were great!
I enjoyed the powerful calling in video from the women empowering speech showing her vulnerability. I hope the link is shared.

Excellent presentation

Did not attend.

Practical examples and guides were useful and brought clarity.

Good presentation

I am going to create a lesson on calling for my communication class

Next time plan for using breakout rooms for those attending via Zoom.

The training was largely a waste of time.

The topic was not necessary for what I consider Personal Growth for what I need for my job.

The presenters made all the difference. They were knowledgeable, appealing, kind, and sincere.
The presentation did not seem like it was 3 hours long!

Hoping this helps leadership practice more respect and inclusion to those they supervise.

I hope I have the collection of proper unbias language when talking to students.

This speech and training frightened me concerning the future of our institution.

The training definitely made me examine my own beliefs and opinions and have a desire to be open-minded.

No additional comments

I have some reservations about the concept of DEI acquiring two new letters (AA). The beauty of DEI was the general nature of how the global concepts of diversity, equity, and inclusion can be applied, at various ways and in various situations, to people as they identify in various ways. The risk of acquiring the highly specific Accessibility and Antiracism terms is that they are historically attached to two specific features of identification--(dis)ability and race. The addition of only these two terms overlooks other specific features of self-identification--sexual orientation, class, religion, culture, etc. While accessibility and anti-racism are TOP CONCERNS of any institution, I do not feel they should be grouped with the concepts of DEI. Other concerns are homophobia, classism, religious discrimination, cultural marginalization, etc. But wait! I thought the entire range was included with diversity, equity, and inclusion! As a member of the LGBTQIAA community who has seen the acronym grow from LGB to LGBTQIAA+ over my lifetime. I cannot even identify some of the letters in that unwieldy acronym. I would hate to see DEI suffer the same fate of "alphabet soupism" that makes a useful term and concept potentially confusing and less meaningful.

Should be in person. However, we don't have the facilities. I assume we spent quite a bit on the speaker. Should have gotten an offsite location.

They were good on content, but needed less talking and more activities.

N/A

It was entertaining- but I'm not sure how applicable.

N/A

Great presentation. It was very informative. This type of work will be very impactful.

I appreciated the real-world applications and the scenarios presented by the speakers - Veronica and Justin.

If we can have stretch or bathroom breaks

It would be great for Divisions or Departments to follow up with a discussion or activity applied to our field.

The facilitators are truly gifted. They engage with heart and expertise and humor which is most important on a topic of this nature.

Do this via zoom only or in person only.

Great training!

It's all about respect for others

We all carry biases, but its how we learn to let go or face them that matters. Using PAUSE prior to speaking.

145 Responses

What is at least 1 Anti-Bias strategy or practice that you can or have implemented in your work for the college?

Take the time to understand the situation from all angles.

Being conscious of my own bias and making sure it does not interfere with my daily interactions or the service I provide to students. I am more conscious of fair treatment and not having preferences. Also, making sure I take care of myself so I can help students.

I think just understanding that we don't always know what people have been through, or what they are currently going through. Dialogue is helpful.

I will be more aware of my own bias

Calling in

Focus on calling-in

I appreciated the "calling in" practice, in promotion to intentional dialogue.

active listening

The listening strategies.

Negotiation skills and understanding others point of view.

Have clear mind and not make any pre-determined judgement of any individual. Remain claim with the individual regardless of his/her attitude towards me.

Acknowledging statements made by others and building on it

Lets practice what we learn. From Administrators, faculty, classified and entire campus. Lets see change and unity.

Calling in

1. active listening

The Anti-Bias strategy that I will work to practice is to try to not to judge others for their bias, even when their bias seem extreme. The training reminded me that often peoples personal bias originate from a their own fears and or hurts.

Additional strategies for "calling-in" someone

I've already discussed with some colleagues how we can implement "calling in" during our meetings

Updating an inclusive syllabus and using campus resources.

I love the idea of "calling in" instead of "calling out."

The calling-in overview can be used with students as well as staff

Think about the other and feel for them as it is a reflection of you.

Calling people in at meetings.

Use soft startups for call ins versus call outs

Listen, value, empower. Work on de escalation and calling-in.

Genuine listening

NO OPINION.

Calling in

The understanding of my own unconscious implicit biases. This will help me recognize why I at times may have have "different" feelings or attitudes towards the actions or attitude of my students or fellow staff members.

I would say I use appreciation a lot.

Calling in is something I can practice every day

Check-in/out

From what I've learned that instructors can employ both formal and informal, individual and collective strategies to stay current on social justice issues. Examples include updated the announcement message/reading is a key communicate and participating in online discussion groups, attending workshops and conferences, and joining a study group.

I believe that as you go into the semester, the instructor should be cognizant of the multitude of issues that the students are encountering as they continue their education. These will include physical and psychological issues as well as the ever-present difficult learning problems.

Building trust and also "pause"/breathe.

Calling In and not Calling Out. Creating a space for employees to be vulnerable without judgement to express their needs.

Treat everyone with respect and dignity.

To be able to effective listen and hold back from being judgmental

Reflection on my own Bias

Understanding that those that need to "call-in" don't always do it. We let the same people do it. Also, you can use empathy with very stubborn people and it still works.

I am better able to look at where I am, and know if I am in the right place to address something in the moment or at a later time.

The leaning-in language.

I loved the idea of "calling in" (and "calling out") and I plan to implement this strategy immediately!

I feel that most faculty have always been aware of these anti-bias strategies and have put them into practice in all aspects of teaching and in direct contact with students.

Awareness of thoughts and feelings

I feel working more on the invitation part is where I need to focus.

The concept of "calling-in" was enlightening. Also, knowing when to step away from a conversation and coming back to it when people have had time to calm down.

Better implement the leaning in method discussed.

BREATHE

The calling in instead of calling out strategy. I have used this technique in the past but did not have a name for it other than conflict mediation. Calling in feels like a more useful and meaningful term.

Call-in

Lesson planning, communication and more

treat others the way

PAUSE

Calling in with I statements.

Equitable syllabus strategies.

Inclusion. Making everyone feel welcome, appreciated.

I will definitely use the PAUSE card.

Call In

Learning calling-in strategies such as appreciation, affirmation, and invitation.

I now have a copy of the conversation starters in the front of my meetings folder. I also found some more readings about the "calling in vs calling out" practice. I shared them with my sister who is a manager for an accounting team. She is going to share this info with them as well!

If you are saying something you should be doing it too.

Appreciation

More observant in recognizing potential issues.

Calling-in

I understand and have been teaching the importance of treating individuals as individuals and with respect, for many decades. All this, regardless of skin color, religion, ethnicity, gender, sexual preferences, financial status or weight.
As a professional, I inform others that if I am doing or saying something offensive, please tell me. I will stop.

I will implement the strategy of "calling in" during future terms.

Calling in and remaining calm

I feel my part of the college is in the "chaotic" pseudo-community that they talked about. Their presentation gave me words to articulate what I was seeing.

I've definitely had talks with others regarding culturally insensitive comments, this was more at CSU level.

This is still work in progress for me. I hope we have more specialized trainings to continue learning and how to best implement these strategies.

Discussing the difficult and sensitive material, giving student the opportunity to lean in

DEIAA

Trying to find common ground with people [calling in].

I really appreciated the practical ideas for "calling in" strategies and approaches.

everything would have helped in managing situations with my supervisor

I try to implement different perspectives into my instruction through references to cultural norms of different cultures in an attempt to help my students understand the material. To do this - I have my students provide their own perspective and experiences into the course. In this way - my students become active participants in the learning process rather than passive listeners.

callin in

Active listening!

I can learn how to better reach out to colleagues to invite them into the conversation.

Appreciation

I like the strategy of self-examination to be more conscious of readings and video clips I choose for the class.

Acknowledging the student situation and how they can perceive the situation differently. Speaking in "I's" to relate.
Doing Calling-In strategies of Appreciation, Affirmation, & Invitation.

I liked the idea of calling in dialogue.
The reminder to have an open heart and open mind, find a common ground, and stay open through empathy.
I have not used it at work yet, but I have used it with family.

I will be aware of my own biases and try to separate from the classroom

I will plan different learning activities for different learning styles

In the ET program we have students of all ages, different races and sexes.
So I (we) have always worked with our students as equals and will always be treated as such!

Building self-awareness of my own conscious and unconscious biases.

The "calling in" strategy provides a starting point in positive communication. Promotes better understanding of all groups and confidence to take the first steps to being a participant and contributor rather then a by stander.

Calling in vs calling out

To be of a listener than a reactor to confrontations.

I really liked the part about Listening and will emphasize it more in communication lessons that I am going to do.

I need to utilize Call-In rather than Call-Out starters.

Knowing that everyone has a story and that we only know or see a part of it

There was a lot of information .
But trying not to take things personally.

Do more readings and attend more professional development opportunities.

There was none.

I will implement the topics in the classroom.

I've used diverse literature in my English and literature classes.

de-escalating the situation by trying to first build an emotion shield around myself when things get heated

Self reflection

I always have conducted my courses without any discrimination of any type.

Making sure to actively listen. So often people are just waiting for their turn to talk rather than listen.
I try to really listen to my students.

Reflect and acknowledge the other person

I plan to incorporate journalling to deepen my understanding of and strengthen my anti-bias practice.

I want to post the poem by Luis Valdez.

I want to share those beautiful true altruistic thoughts.

Appreciative Inquiry

Listen. Proper unbias language.

listening

Calling-in.

Practicing listening with all of my senses and open mindset.
I really liked the idea of starting my meetings with mindfulness exercises and and holding space for calling-in.

Identify my assumptions

I plan to implement consciously a more "calling-in" approach to the way in which I lead the DEC meetings this semester.

How to call-in.

I'll go with the a.a.i. series-- appreciation, affirmation, and invitation. I've been using it mentally during division meeting discussions as practice.

Call-in

Understanding when someone says something that could be easily seen as racist or anti-DEI, that we need to take the time to understand that person's own experience with these topics, and not jump to a conclusion about who they are.

Learning about each student as an individual.

Listen, and do not jump to conclusions.

Having an better understanding of calling in.

To reflect and recheck.

Calling in conversations with faculty, staff and students.

Slowing down to reflect before responding

I want to practice calling in during a future Division meeting.

I would like to include the "calling in" approach with the leadership academy curriculum.

I learn the importance of calling in conversations.

In general, raise awareness of our own biases

I can inform and support tutors for my course by focusing on our strengths and sharing the difference of calling out vs calling in their interactions with students.

The concept of calling in versus calling out was new to me. In reading the provided materials prior to today's session and then watching the presenters, past scenarios with a difficult colleague came to mind. It made me reflect on how I might have better diffused or otherwise managed that situation in light of the information from this session.

The Appreciation, Affirmation and Invitation model is a very helpful scaffold to be able to use to begin what may be anxiety filled conversations.

I have recognized my unconscious biases

Patience and compassion

Call-in technique

I learned to appreciate, affirm, and invite to have a conversation with someone who is biased.

PAUSE

Checking In

Call In

I will continue to use community agreements in my classroom. I will also use the "calling in" in classes as it encourages honest dialogue and perspective taking.

I will try to Call people in instead of calling them out.

Taking one's internal temperature before engaging? would have like to learn some more techniques on how to separate personal feelings before responding.

Creating activities to allow students to share their background and experiences that also validate and celebrate their identities

Addressing microaggressions

Tp provide a "safe" learning environment for all students.

Never assume the worse.

how to be the person to say something

59 Responses

Provide additional comments related to the Maxient Incident Reporting video here:

It is great to know that we have a system for tracking this information.

The importance of clear language regarding an incident report...

MIR video provided much insight on communication; listening and understanding. This is helpful to always revisit, easy to forget.

I really hope this system sticks around, as I felt the Starfish system was a good idea but underutilized and understaffed

NA

There should be a portion of the video dedicated on where to find Maxient on our website. If it was indicated, it was not obvious to me.

No comment.

The videos I saw were brief adequate, but their value can be enhanced if slowed down a bit even if they become longer that way. Too much information too quickly to write down or memorize.

We should not have to do the WORK of the Administration. In the past the information is presented to DEANS, DIRECTORS, SUPERVISORS if it pertains employees. I do not want to be Policed nor Police my Colleagues, Staff, nor the Students...Interpretation plays a key role...if you misidentify the scenario then what? What if any are the legal ramifications for individuals who misinterpret, misrepresent, How is the reputation of the individual protected?

Many GREY areas...

Note: If applicable to a student we would send the student to see the Administrator who has this role and function for them to pursue the accusation and do the paperwork/trail, not the faculty or staff member. That is there job then and now...Thanks for the platform.

The video was clear cut and showed me where and how to use Maxient if needed in the future. Having dealt with a few student behavior issues in my many years at Rio, I feel that this tool will be a huge upgrade from our previous methods of handling like situations.

I now know how to fill out a Maxient report.

I think a little in-depth information regarding what types of incidents we should report would have been beneficial. In the department meeting there was a question regarding whether Maxient reports will automatically put the incident on the student's permanent record (which in my understanding, is not necessarily the case, correct?) I think a little more information about what happens AFTER we submit an incident would be helpful. I think it would encourage faculty to submit incidents, rather than avoiding it because of any unknown reprecussions.

N/A

It was not clear how Rio Hondo deals with information provided through Maxient reporting in terms of it being available for other colleges, staying on student's "file", etc. There are rumors that once student is marked through Maxient (for example for cheating), it kind of stays with that student forever. I would like to have more information about what is being done with data submitted and what is the feedback loop, how long info is stored, who have access to it, can it be "pulled back" or removed, etc.

I didn't watch it because we saw it in a meeting, but the question above requires an answer, so I selected "no opinion"

As an adjunct, I feel it is unlikely that I will be reporting any significant incidents, however I did appreciate having the general information. I recognize the need for a clear and concise report, with adequate details (and no opinions) and understand that it should be written in third person and a professional tone. Should I find myself in need of submitting an incident report, I will know what to do.

I wish the form was easier to find. It should be clearly labeled and linked somewhere from the home page (not just the Student Affairs page).

I had no idea this was available and so easy to find. I have not had trouble like this with any Rio Hondo College students but it is good to know that if I do or a student has an issue that I can use this tool or direct someone else to it as well.

Helpful

Short, but very thorough.

Will view the video at a later date

This video might be helpful to remind me that it exists, but it will be no help for when I actually need it. I will be starting from 0 then. Also the screenshare was too small to be read.

Important information. Thank you

I think I missed this. I read something on it though. I'll try to take a look. Sounds helpful.

n/a

Hope I never have to use it, however, the video was easy to use and necessary.

I wrote the link, gorio.page/incident-report in my personal note, just in case for a reference point in the future.

Not very useful--difficult to view the slide content (unable to enlarge/zoom in the videos). Also, the Loom vendor's prompt to upgrade the Loom account was distracting and could not be closed.

I have not had the occasion to make use of this type of tool in my time at Rio. I think it is a good tool to have available in case a situation should arise. It was very clear about the type of information to be collected and submitted if there is an incident that one encounters.
It was also good to know the person to contact if questions arise.

Was a bit short. Would like a "FAQ" link for when need to use the system that can remind important information.

Did not watch.

I did not watch the Maxient Video.

I got in too late but would like to go back and do it.

I have not needed something like this before, but it seems very helpful.

I appreciate that the reporting process is very detailed and easy to fill out

it be nice if one day you could streamline all these things, coursework, timeoff, paychecks, and discipline into one portal instead of having a separate website for each that you have to remember logins and stuff for

Learned the new method of reporting.

It seems user friendly, and a very efficient way to gather and report information.

I have not viewed. I attended everything in person

The video should have been edited and formatted by a person different than the creator. The lack of professional presentation was embarrassing.

The video was very informative.

Please send us a link to the student conduct BP and AP

Not sure we need a new form to fill out.

N/A

Good to have. Hope I don't need to use it.

N/A

It would be nice to have a copy of the Maxient Incident Report if available.

I did not view the Maxient video

I had tears as I was absorbing the message. POWERFUL video that should be considered by HR for all new hires to watch ....

Video was short and clear. Great work!

The length of the videos was appropriate, but there were lingering questions as to when to complete a Maxient report for student issues (always?), if all reports immediately become part of a student's record, etc. that came up from adjunct faculty during the department meeting. Follow-up, such as emailing a FAQ for Maxient, may be prudent.

haven't watched it yet.

It was fine as an introduction, however it would be good to have a bit more detail and examples.

I learned where to find the form to make a report.

Yes I think it was helpful knowing that I can also report things like plagiarism

I'm glad this was provided! I found out about this AFTER I had an incident last semester and handled it the wrong way first.

Will the link be made available in Access Rio under Faculty tab?

Its a good system for reporting students who violate the rules.

Informative

136 Responses

Please identify 1 or 2 beneficial outcomes from your participation in Professional Development Day.

update info on what going on on campus

Reconnecting with colleagues and learning more about the goals of the college.

Discussed campus wide issues that may impact daily working conditions, alerted to deadlines, informed of events occurring within the Division that involve students (scholarships, internships, etc.).

Community Building

got to meet other staff members across the campus and great key note presentation.

AB 1705 discussion. Action for our Calculus prerequisites.

n/a

How to confront racists diplomatically.

Always helps me to be empathetic when I hear others experiences weather or not the experiences being discussed are positive or negative

ALLIED PATH CONSULTING was engaged. I appreciate the PD.

I like that we are able to discuss updates on campus policies. I was able to connect with staff since I attended in person.

Time with department and division to talk about important things.

na

The departmental meeting provided me with insight on how to be vigilant and support the college efforts to control fraudulent student registrations.

The department meetings were focused and relevant

Speaking with fellow faculty and meeting those I have not met before.

The final exam schedule is not 100% correct. Address issues with syllabi.

I learned about committee updates.

Learning strategies to implement in my office and classroom.

Connected with other faculty and staff.

I became better informed and more conversant on equity and anti-bias questions.

Using call ins versus call outs

Learned about calling-in strategies such as affirmation, appreciation and invitation.

Strategies for de escalation such as listening.

Learn more about Anti bias

I have learned tools to mediate and increase understanding when bias occurs.

I have a better outlook on understanding where others may be coming from and how to manage conflict and follow Maxient steps if needed.

All of the information was beneficial, however, my own Division Meeting provided me with very valuable information on additional financial hardships that may be coming for Rio and the huge problem we are experiencing with fraudulent student enrollment.

In our Division meeting I learned about CUMBRES PD Opportunities.

I think the Anti-bias training was beneficial because it applies to all of our lives, not just at the college. The more we practice in all aspects of our lives, the more we can apply this work to the college.

BOT students

It helps us understand that the school is aware and willing to address such complex dynamics that affect everyone.

To help me to keep stay informal about the updates something what is going with Rio Hondo College, classes, and etc.

Every semester I continue to appreciate these meetings, in that I come to understand the amount of administrative effort it takes to run the college so efficiently.

Finally got some useful information after 2 years of being read to. But lots of changes being made with zero faculty input which is disappointing.

Faculty continued to be devalued for our knowledge and expertise, which those with less are making decisions. And hiring more managers is not going to solve the problem. Faculty can coordinate better than most managers and know our students and their needs better especially compared to new outside hires. That would save the college money. But it seems like the college wants to reduce faculty, and keep adding high-paid management. Makes no sense.

Nothing!

Met my colleagues, got excited to start the semester.

re-energize to start a new semester.

Reflect on own growth and development
Take ownership on our Action and behavior

Since I designed and led this meeting as Dean, I give it a strongly agree! Faculty were eager to share feedback on the Bias training when asked at the top of our division meeting.

I feel like Professional Development Day allows for us all to start the semester from a more similar place and helps us refocus our priorities.

A deeper understanding of strategies to promote a welcoming and inclusive classroom, and strategies to manage students that may be less inclined to take an inclusive posture.

I LIKE THE CHECK-IN CONCEPT AND FEEL I CAN IMPLEMENT IN MY DAILY LIFE.

I always appreciate connecting with the BSS department. I appreciate Adam's leadership style and his commitment to helping us function effectively and efficiently as a faculty.

I became aware of the continued work that must continue relating to SLOs, department mission statement, and understanding AI.

I feel up to date

Although I am a counselor and use the appreciation, affirmations, and invitation in my counseling sessions, I often forget to use them with administrators.

Learning better strategies for anti-racist discussions.

Learned better ways to communicate with other people that may have difference of opinions.

It's important for teams to meet in order to ensure student success

Information is provided in a timely manner by administration and my department is very committed to providing the best services for students.

Communication with students and co-workers

treat others the way you want to be treated

First PDD, it was a good review of faculty conduct and how to approach and manage crucial conversations.

How to better resolve issues when it comes to differences by finding common ground.

I feel more rounded, more informed, more ready for the semester.

Syllabus update and inclusion. Outcomes and updating it.

Allowing time for "small group" discussion during the Anti-Bias presentation was very beneficial.

Learned about ways of including other opinions

I learned about the progress of a handful of initiatives that are ongoing.

Dissemination of information regarding department matters.

We need to meet more to solve our actual problems

Learning new skills
Connecting with colleagues

I am happy to be back on campus!

Professional Development Day was wonderful, and I am equipped with new tools to use during the upcoming term. I will be better able to help students after attending Professional Development Day.

Really enjoyed the morning session

I am more aware of the many things my division is doing to support students outside the classroom.

More information on what to do if I feel a bias/insult has occurred.
The department meeting provided me with information that will ensure better alignment of my teaching with department needs.

I learned what's happening with other departments.
Outcome one: how to report fake student

Learning more about AI and how to better deal with fraudulent students.

Gives faculty and staff the opportunity to meet greet, exchange ideas, and remind us the benefit of serving in higher education.

PD inspired me to explore some strategies to increase students achievement in the context of equity.

For me, it's usually just getting an understanding of getting updates on what other departments are doing.

I learned about new directions that the college was planning to focus, necessary department changes that would be made and how to adjust to such changes, as well as an affirmation of my own direction with Rio Hondo, and how to evolve on the way.

Met the new hires and received updates on retirements/successors.

Seeing which direction the college is going .Trying to create more harmony among administration, staff, and faculty.

It is helpful to be able to meet with Division and department members to discuss important issues we need to accomplish for the upcoming term.

The Anti-Bias training provided some genuinely insightful suggestions for addressing relationship conflicts overall, particularly about how "calling out" differs/damages in contrast to "calling in." Still fuzzy though about how calling in leads to some resolution.

The information about fraudulent enrollments will be useful when examining student participation in the beginning of the semester. Also, the information provided in Canvas listing ways to detect possible fraudulent students will also be useful.

Got important information regarding my division and department for the upcoming semester.

The Equity Advancing dialogue is important for equity. The calling out of our own bias and finding tools for bias intervention and calling in communication.

To know up to date school info

We clarified some important issues.

Be up to date on what's going on on campus outside of my department

It is always nice to see co-workers and new staff to say hi and to discuss important topics that need to be dealt with.

Pertinent training and updates.

Learned new department lab policies and new equipment capabilities to improve opportunities for student success.

Attendance allows faculty to get caught up with college business and prepare for the upcoming semester.

Learning what services are available to faculty

The dean told about the concerns the college is having with unlawful students registering. I have now revised not only the first day but also the first assignment to make sure students add more about personal examples in their first speech. AI can't do that.

I continue to learn more about how to identify bias and how to try to reduce it.

The anti bias training was something I can use in my classes

I can inform the information to my students.

The idea of "calling out" was eye-opening and resourcefull.

learned about the new maxient discipline system

learned more about the anti bias protocols in place at school

Good to meet the new Faculty and other folks face-to-face and strategize projects/outcomes for a successful semester.

The division/department meetings are a great way to connect with fellow faculty members that I don't see on aregular basis during the semester.

Learning about RHC and what views we as a college have. And to view things from another person's perspective and how to address things

The Anti-Bias training was great, loved the video. I also got some useful information for preparing the course syllabi and regarding the finals time-table from the department meeting.

To CALL IN versus calling out.

got useful information

On job training of being mindful for the positive mindset and proper language for equity.
Keep updated the most recent issue like fraudulent students.

It would have been nice to be on campus, unfortunately the RSVP happened while we were off contract and email was inaccessible.

I reconnected with other faculty and prepared for the upcoming semester.

Holding a space to reflect on topics that are not talked about and are prevalent in our everyday lives is powerful. I was able to reflect and take notes of communication strategies, the calling in strategies, being self aware, emotional regulation, practicing breathing and having authentic conversations.

Self reflection

Contact with colleagues, even if virtual.
The video shown during the anti-bias training was one of the most memorably and moving ten-minute videos I've ever seen. I've already been inspired how to use it--believe it or not--in American Literature class.

Important announcements and upcoming presentations.

Found out that I needed a new password to use my computers.

Re-connect with colleagues.
Learned more about campus happenings.

Revisiting strategies for managing difficult conversations between colleagues, like utilizing our shared mission and vision at the starting .4 providing constructive feedback.

Meet new faculty. Prepare for upcoming classes with team mates.

Glad that the school is hearing the same message I am and hope to implement.

Learned about calling in.

I learn of the new updates and resources available to students.

Watching the process of faculty voting.

I am able to understand different perspectives and understand how to call in during the right times.

I enjoyed Veronica and Justin's presentation as it reminded me of how important it is to find common ground before, during, and after critical conversations about equity.

I learn the important groundwork on equity that Rio Hondo College is doing.

I feel like my values are shared and supported by the college. I also feel better equipped to handle bias interactions.

I learned of the results of recent research opportunities for our students, as well as possibilities for connecting students to upcoming REUs and internships. I was able to welcome new colleagues and wish those who are retiring the best in their new adventure (I'm not crying, you're crying...okay, it's me. I will really miss some of these folks.).

Allowed the team to meet and discuss being present with each other and with the work

Engaging in person with colleagues deepens my connection to the Rio Hondo familia.

I learned how the college is approaching likely fraudulent students during the department/division meeting.

continue to be aware of the differences among us and seek to better understand others

Building community in an intentional practice to support students and each other.

I always feel energized and motivated to start a new semester by attending the professional development day.

The incident reporting process will be useful and I found that students can use it too.

Specific details added to previous trainings we have had.

Updates regarding the upcoming semester.

Provides greater insight into relevant issues.

It is helpful to know that the school is trying to handle the false enrollment.

The ability to get in the mindset of being intentional about antiracist behavior and growth in that area.

Learned what is planned for our division

It keeps me up-to-date on the latest trends/development at Rio Hondo College; and it connects me with fellow colleagues.

Understanding calling out vs calling in.

Fraudulent student information and actions to take

Being equity- minded for all students and colleagues.

Don't assume
Be open to suggestions, they are not always with bad intent.

it was harder being on zoom, the call in

54 Responses

Please add any additional feedback on this spring Professional Development Day here:

For the last few years the focus on PD day has shifted and I don't feel they address issues impacting faculty in the classroom, particularly in faculty's ability to improve student success.

the chairs were very uncomfortable, and my back started hurting

Very useful.

I LOOK FORWARD TO OTHER PD.

na

NA

I would have appreciated an opportunity or information on how to get a notebook, tshirt or car visor w/new Rio symbols. That would go a long way to create community.

As noted by many of my fellow instructors, we seriously need to look at Task Stream. It is not "user friendly" and I don't believe it properly captures our SLO's. I'm on staff at 3 other community colleges and their software and methods for SLO submission are much more user friendly and complete.

I enjoyed it very much.

More anti-bias practice and practical techniques would be beneficial!

N/A

Dean Yokoyama has overseen the Administration of Justice and Fire Technology Department with a keen sense of what is needed to effectively get things done. Especially in light of the continual challenges our campus has experienced.

Thank you to Katie and all organizers for a great day!

Elsa is a great trainer and I like our session 100 times better than the general session. I think Staff Development should bring her for campus wide training. Definitely, has so much to teach

I wish everyone took the Bias training seriously. I was aggravated when a faculty member wrote me a long email about her classes during the training. It made me realize she was not engaged.

It was well done and very efficient. No concerns.

I feel I can use these tools with more consciousness.

The AJ chairs are very uncomfortable

Thanks for bringing this type of discussion

None

Perhaps allow in person participants to stand during the group discussion to avoid prolonged sitting.

Thank you for all your efforts in putting together a valuable and meaningful day!

Breakouts are the way to go. This was very disappointing.

May be useful to require in-person or at least on-campus attendance again

Thank you for planning an amazing Professional Development Day.

Well done as always..

It is a mentally exhausting long day--at least five hours of intense focus and listening/interaction. Would be more effective if a 30-60 minute pre-recorded session of the training was offered asynchronously prior to FLEX Day to relieve the focus/time commitment on actual FLEX Day a bit.

I participated online but I still enjoyed the format and the value of the training.

Thank you to all you had in hand in a wonderful PD Day.

Flex day went well as always.

Thanks again for your hard work!

Steve Katnk

Met new staff members and instructors in the CTE Divisions that will assets to our programs and student success.

No comment

Both presenters were very entertaining and filled with expertise. I hope that we have follow up with them. I really feel that the college is finally moving in the direction of all the anti bias and equity training nd knowledge that I have gained from being in RTLI for 3 years. Finally many faculty members are looking at their individual students instead of just "the class."

The motivational talks are inspiring and much needed.

While I usually enjoy the breakout sessions because they afford a chance to learn something new and different about the different college disciplines, today's morning presentation was engaging and useful.

Great overall. A couple of breaks to stretch our legs, would be great.

Thanks to all who helped prepare and present.

Great job

It was good to be present and I look forward to another great semester and the next Professional Development Day.

Great topic for dialogue and learning. Its important to hold spaces like today and offer training to faculty, managers and classified staff.

Did I mention I really missed the breakout sessions?

Please don't do the 3 hours block again. It was unreasonably long.

That morning session would have been better with breaks and activities, and I'm appalled that no one knew about Zoom Breakout Rooms.

N/A

I know we have limits, but it would be nice if we could all be together in a single space , either all on Zoom or all in person.

N/A

It was so nice to see colleagues before the courses begin!

I appreciated Katie O'Brien's homage to the 63+ folks who have retired/resigned/ or will be retiring/resigning from Rio Hondo College. It was heartfelt and well-timed.

I overheard a few classified employees feeling "disrespected" that they were turned away at the door due to capacity issues. Perhaps a message should be shared by the President to remind everyone that their seen, heard, and valued, even if they could not be present in the room. (On a separate issue, it seems like our lack of sufficient gathering space on campus has created tension and feelings of isolation)

In closing, I just wanted to thank Katie, Brenda, President Flores, and the entire Professional/Staff Development Committee for all of their ongoing work to help create opportunities and find space for our employees to continue growing and learning from each other professionally.

I appreciated the focus and energy to make our community more unified and harmonious.

I know this single day must be a monumental task to accomplish. Thanks to all parties involved in putting things together and making it accessible to all employees.

Kronos training during Flex Day breakout session for next year.

I liked how you had the fruits packed in a container.

Always great and fun!

it was really nice to see so many participating