

**RIO HONDO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
Special Meeting, Wednesday, June 18, 2014, 6:00 p.m.
3600 Workman Mill Road, Whittier, CA
AGENDA**

I. CALL TO ORDER

- A. Call to Order (6:00 p.m.)**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Open Communication for Public Comment**

Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or take action on items not listed on the agenda. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.

Persons wishing to make comments are allowed three minutes per topic; thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting.

II. STUDY SESSION

- **Accreditation Self Evaluation Report (Standard II and III) – Draft Review with Co-Chairs**

III. ADJOURNMENT

- **Thursday, June 19, 2014 – 6:00 p.m.; Saturday, June 21, 2014, 11:30 a.m.**
- **Date of Next Regular Board Meeting – Wednesday, July 9, 2014**

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Any individual with a disability, who requires a reasonable accommodation to participate in a Board meeting of the Rio Hondo Community College District, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in alternate format. Telephone (562) 908-3403; fax (562) 908-3463; TDD (562) 908-3422.

Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

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

DESCRIPTIVE SUMMARY – Standard II A.1.

All programs at Rio Hondo College go through the planning and review process; in doing so, the College monitors and ensures instructional programs are congruent with the mission of the institution. The planning and review process includes discussions of quality, compliance, methods, materials, approaches, and modes of delivery.

SELF-EVALUATION – II A.1.

The College meets this Standard.

The College Mission Statement specifically addresses commitment “to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.” The means for students to achieve success are provided through various programs the College offers. Each program tailors its individual mission statement to reflect the College Mission Statement, while simultaneously focusing on the specific purpose of the program. This syncing ensures that all institutional offerings, be they academic, service-oriented, or operational, conform to and reflect the College Mission Statement, and as a consequence, the College Mission Statement is the driving force behind all the workings of the College.

This Mission Statement has become more focused in recent years. During the 2008-2009 academic year, the College extensively revised its planning processes. The new, expanded process reaches out to all aspects of the campus in a uniform manner. First, all organizational entities of the College are clearly defined as programs, units, or areas. At the foundational level, all academic departments and disciplines—as well as individual student services and operations offices, such as the mailroom—are classified as programs. Each year, all programs write/update/revise their program plans or program reviews, the latter of which are more comprehensive plans submitted once every six years. The most important component of each plan/review is the program's mission statement. Each mission statement must reflect the Mission Statement of the College while highlighting the focus of the individual program. Although annual revisions are made to program plans, the sixth-year program review process assures a more pointed examination of all aspects of the program, including the program-level mission statement. The program review's Peer Review Committee begins their hour-long discussion of each program with the program's mission statement as a topic; they then consider all aspects of the program in light of the stated mission. The ensuing discussion focuses on commendations, where appropriate, and recommendations, as necessary, regarding the various aspects of the program.

The Curriculum Committee of the College, which includes representatives from across the disciplines as well as the Articulation Officer, ensures that courses offered in the name of the institution adhere to the requisite requirements for degrees and certificates. Courses are revised every five years at a minimum, at which time the course outlines, including course descriptions; needs, justifications, and goals; entering and exiting skills; course content; course objectives and student learning outcomes; methods; materials; assignments; and methods of evaluation are detailed.

On-ground and online courses are subject to the same curricular standards, although online courses must additionally exhibit compliance with Section 508 of the Rehabilitation Act. Decisions to offer courses in online and hybrid formats are made at the division level and approved by the Curriculum Committee. Data from online sections are evaluated in the same manner as on-ground sections. Online course content is identical to on-ground course content; test taking may differ in delivery and mode, but assessments are otherwise equivalent to those on-ground.

In addition to program review and Curriculum Committee approval, other means of assuring high quality and appropriateness of instructional programs include Student Learning Outcomes (SLO) assessments, course-to-course articulation agreements with four-year institutions, Chancellor's Office approval of degrees, CSU and IGETC course approvals, and the faculty evaluation process. Career and Technical Education (CTE) advisory committees also provide additional input regarding the direction, quality, and curriculum of those programs.

Suggestions for new fields of study emanate from various sources. Whether they are from advisory committees in Career and Technical Education (CTE), interactions with

transfer institutions, or campus constituencies, the process from inception to realization is uniform. Faculty and administration must include proposed new areas of study in program, unit, and area plans, and as they move through the planning and review process, they must be supported at each level. When a new program requires resources, various planning committees determine allocations for staffing, facilities, and technology. Faculty write the curriculum for courses related to new programs, and, as they progress through the curriculum approval process, changes may be made at the department, division, or Curriculum Committee levels. One new program created in spring 2011—the Heavy Equipment Maintenance program—resulted from recommendations of a CTE advisory committee and the planning process.

The lifelong learning aspect of our Mission Statement is another important consideration for the College. Offerings through Continuing Education are a direct result of demonstrated needs in the community, as suggestions are solicited via surveys and monitored via class fill rates. The College also offers many educational events of interest to the community. These, and many other such events, are advertised in the community and open to the public.

ACTIONABLE IMPROVEMENT PLANS – II A.1.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.1.a.

Rio Hondo College relies upon several mechanisms to identify community needs, and in response, provides high quality programs and services to its students. Programs are offered to help students accomplish their many educational and career goals. Rio Hondo also has systematic ways of assessing the quality of these programs, both through the program planning and review process and the Student Learning Outcomes (SLO) assessment process.

SELF-EVALUATION – II A.1.a.

The College meets this Standard.

The Office of Institutional Research and Planning (IRP) collects, analyzes, and disseminates data to the College, to individual programs for discrete analysis in annual planning, and to the community as a means of transparency. In addition, programs assess their Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) for evidence of progress each semester. These analyses, both college-wide and program-specific, are used in setting long-term and short-term goals and objectives. In addition, the College's annual spring

planning retreat is an opportunity for all constituency groups to discuss and analyze campus-wide data. Table discussions based on data lead to prioritized goals and objectives for long-term planning.

Academic programs examine success and retention rates, as well as proficiency rates, as part of their student's learning outcomes. Other data, specific to various programs, are also considered. Planning teams discuss and analyze data in light of trends evident in college-wide data, in various employment fields related to programs, and in higher education in general. Program-level interpretations and conclusions are reported in annual planning documents, and if a program is subject to program review in a given year, findings are discussed in an hour-long program review meeting. The results of these analyses are considered when writing goals and objectives focused on program improvement to assist students with stated learning outcomes. Specifically, the following questions, found in *PlanBuilder* software, guide analyses of SLO data.

- Consider all assessment results obtained for student learning outcomes (SLOs) in your program (including course and degree/certificate outcomes, where appropriate). Describe any common themes which have been identified through the assessment process. Be sure to identify gaps in students' learning and achievement which have been identified for multiple courses and/or degrees/certificates.
- What changes in instruction have been implemented to address these deficiencies? Have these changes led to improved student achievement of outcomes?
- What resources have been requested to implement these changes? Of those resources you have requested, which have been acquired? Describe the impact any acquired resources have had on the achievement of student learning outcomes.
- By this point in time, several assessment reports should have been completed for every regularly scheduled course in your area. Furthermore, these reports should have addressed multiple outcomes. Provide a thorough and detailed explanation for each course for which fewer than two assessment reports have been completed.
- Are any of the courses sections in your program taught completely online? If so, describe any differences in achievement of student learning outcomes between students in online sections and those sections offered in the traditional format.

Additionally, IRP provides assistance for more specialized research projects. Such is the case when academic programs request course progression data, indicating how students pass through sequenced courses, such as English 035, 101, and 201. Noting patterns of student enrollment can yield information, which, in turn, can lead to program improvement in terms of scheduling, counseling, and other support services. Other studies, such as comparison of

completion rates in Distance Education and face-to-face instruction, encourage fruitful discussions that lead to improved programs, as well.

Completion data, as well as Student Success Initiative recommendations, have initiated ongoing discussions at Rio Hondo about student success among faculty, staff, and administrators, who consider various ways to assist students in completing their educational goals in a timely manner. Overall, about 40 percent of students at Rio Hondo College complete their educational goals within six years. When that 40 percent is disaggregated into students “prepared” versus those “unprepared” for college-level work, the data indicate that approximately 64 percent of “prepared” students complete their educational goals within six years. For Career and Technical Education (CTE) students, completion rates are higher, at approximately 50 percent. These percentages represent an unduplicated count of students who may be enrolling in courses at multiple institutions. Additionally, completion rates at Rio Hondo are comparable to those at other community colleges in the area.

Many programs on campus are specifically dedicated to assisting targeted groups of students, such as veterans, first-generation college students, and disabled students. Each of the more specialized programs conducts research to determine if services result in improved student learning. The research results for each specialized program are reported in annual program plans or reviews.

Innovative instructional designs aimed at maximizing and increasing student learning, such as Fast-Track Learning Communities, First-Year Experience, Gateway Tutoring, Springboard, and Summer Bridge, also conduct research to determine the efficacy of their efforts.

Incoming students are assessed in English, reading, and mathematics. Currently, *Accuplacer* is the English, English as a New Language (ENLA), and reading assessment instrument. The mathematics assessment instrument is Math Diagnostic Testing Project (MDTP); recently, *Accuplacer* was added as a mathematics instrument when outreach staff visit local high schools to conduct assessment. Students’ placements in appropriate English, ENLA, reading, and mathematics courses are based on multiple measures. Currently, these programs are re-examining the specific additional measures to be used in evaluating student placement.

The Curriculum Committee ensures that proper advisories and/or prerequisites are listed on courses. This means that entering skills of a given course must include those skills posted in the advisory and/or prerequisite.

ACTIONABLE IMPROVEMENT PLANS – II A.1.a.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.1.b.

Rio Hondo College utilizes several delivery systems and modes of instruction, each of which is selected carefully, reviewed by committees, and evaluated through faculty evaluation, SLO assessment, and program review processes to ensure that the delivery system and mode of instruction is appropriate for the course and aids the achievement of course objectives.

SELF-EVALUATION – II A.1.b.

The College meets this Standard.

The College offers face-to-face instruction at the main campus, the South Whittier Educational Center (SWEC) in Whittier, the El Monte Educational Center (EMEC) in El Monte, and at the Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs. On-ground offerings are conducted in modes compatible with the objectives of the curriculum, which include lectures, labs, practicums, supervised field work, cooperative work experience/internships, apprenticeships, clinical experiences, and open entry/open exit labs. In addition, the College also offers Distance Education (DE) instruction through totally online, hybrid, and Web-enhanced on-ground formats.

Discipline faculty members consider all aspects of a course/program before recommending methods of delivery and modes of instruction. Much of this discussion occurs in regularly scheduled department or division meetings but may transpire through e-mail discussions, as well. In particular, faculty consider the needs, justification, and goals of a course; entering and exiting skills; course content; course objectives; and Student Learning Outcomes (SLOs), assignments, and methods of evaluation. These criteria are evaluated by the Curriculum Committee. Courses are reviewed and updated every five years.

For proposed online and/or hybrid courses, a Course Outline Addendum for Delivery of a Course via Distance Education, which includes a detailed explanation of how course requirements will be met through online delivery, must be approved by the Curriculum Committee. Additionally, Administrative Procedure (AP) 4105, Administrative Procedures on Distance Education, outlines effective and regular student contact by faculty and other best pedagogical online practices.

Instructors at the College engage in ongoing discussions concerning appropriate methods and modes of delivery in courses. Annual program planning may

instigate such discussions, but dialogue is continued throughout the year among faculty attending division and department meetings, special task forces, the Distance Education Committee, and other ad hoc committees. Instructors and academic administrators examine data, such as fill, success, and retention rates; SLO assessment report data; and other cogent data. For example, mathematics instructors deliberated for several years about a redesigned basic math delivery model to help students address their individual mathematics needs while simultaneously retaining, encouraging, and assisting students to achieve success. The chosen model uses a blended approach of appropriate software, individual/small group instruction, and emphasis on critical thinking and problem solving. Evaluation of the delivery model includes SLOs and success and retention data, with subsequent course delivery adjustments.

Dialogue occurs beyond discipline-specific programs. The Academic Senate holds discussions focused on delivery systems and modes of instruction. Additionally, a campus-wide Distance Education Committee (DEC) was formed in fall 2013 to focus on Distance Education issues, which had previously been the purview of the Instructional Technology Committee (ITC). The new DEC has been working to define regular and effective contact for online courses, among other pertinent issues involving online course delivery and pedagogy. Furthermore, the Board of Trustees has been provided presentations on Distance Education to include Board members in the dialogue, as well. The Curriculum Committee also discusses the appropriateness of course offerings among various modes of instruction. Since approval of online delivery of a course by the Curriculum Committee begins with approval at the division level, discussion about the appropriateness of the delivery system and mode of instruction occurs at division meetings, as well. Additionally, the program planning/review process contributes to the discussion of delivery and instructional modes.

Finally, at a recent ad hoc retreat to discuss online courses, participants examined data for DE, hybrid, and face-to-face offerings. Data from short-term and full-term online courses were also examined. It should be noted that the participants of the retreat concluded that some modes of instruction, DE in particular, do not seem to be strongly supporting the teaching of content in some course offerings (e.g., basic skills math). As a result, retreat participants recommended the institution reduce the number of basic skills math courses offered in DE mode. After the recent retreat, the following statement was agreed upon as a summary of findings and conclusions:

In general, success and retention rates for short term classes are lower than full term classes. The College should consider reducing the number of short term classes it offers, especially in Math/Science and Public Safety/Corrections where the numbers are very low. There are outliers within these data, possibly related to offering the short term class on-ground and not online. So, the College may need to tease apart the data more or offer more short term on-ground classes to explore this

option. In general, fill rates, success rates, retention rates, and SLO proficiency rates for online classes are lower than on-ground classes. Nine out of ten divisions show this pattern, with Arts being the only exception. The college should consider reducing the number of online classes it offers. Some areas have success rates that are so low that the College should consider canceling online sections altogether. Reductions could occur until the College has explored ways to increase success in the online and short-term domains.

The above findings and recommendations are among many being addressed by the Distance Education Committee.

One measure of whether delivery methods are meeting student needs at Rio Hondo College is the fill-rate for various classes. Division deans use Enrollment Strategies Software (ESS) to monitor enrollment, draw conclusions about current and future enrollment, and make changes to the class schedule in following semesters.

Success and retention rates for various modes of instruction (lecture, lab, etc.) are also examined annually by faculty and administration as part of the program planning/review process. The effectiveness of these modes varies, depending on the specific areas of focus. For example, in chemistry, lab classes typically have higher success rates than lectures. In biology, the pattern is less obvious, with some labs having higher success and others not. The haphazard nature of the success of these labs has not led the campus to a general conclusion about modes of instruction (lecture, lab, etc.).

Excluding the lecture/lab dichotomy, other methods of instruction, such as practicums and internships, are generally more successful than lecture-based classes. This is probably due to the nature of the material in such courses that are more experienced-based rather than lecture-based in their delivery.

The faculty evaluation process is another measure designed to ensure that modes of instruction support course objectives and content. Deans evaluate contract and part-time faculty, while full-time faculty members engage in peer review. In both cases, evaluation and discussion of appropriate instructional modes and methods are addressed. In addition, students of contract and part-time faculty complete a survey about their course experiences, which includes questions about methods of instructional delivery.

ACTIONABLE IMPROVEMENT PLANS – II A.1.b.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.1.c.

The Student Learning Outcomes (SLO) process at Rio Hondo College involves faculty members writing and assessing SLOs at the course and certificate/degree level. Student Learning Outcomes are assessed annually and an assessment report is prepared, through which faculty members determine whether benchmarks for the SLO proficiency rate have been met. In an action plan, faculty members also determine what changes need to occur to improve proficiency rates. Furthermore, Rio Hondo SLO assessment reports contain a section for resource requests. These requests have been tied to program planning more directly in recent years with the addition of questions regarding SLOs in *PlanBuilder* software. All SLOs, SLO assessment data, and SLO assessment reports are available to members of the campus community via *SLOlutions* software (which also houses similar data for Service Area Outcomes, or SAOs).

SELF-EVALUATION – II A.1.c.

The College meets this Standard.

Course-level student learning outcomes were written beginning in 2005. Curriculum documents were updated to include SLOs in 2006. The first assessment cycles occurred in the 2006-2007 academic year. Following the 2008 accreditation site visit and recommendations, the SLO Committee and faculty established the following process and recommendations for SLOs:

- Each course at Rio Hondo has multiple SLOs—approximately two SLOs per unit.
- Although all SLOs are not always evaluated and analyzed every semester, a few SLOs in each course are considered “active.”
- Student learning outcome assessment of courses occurs on a yearly basis.
- Throughout the six-year program review cycle, SLOs that are designated as “active” should cycle so that, within six years, all student learning outcomes will be evaluated.
- Course SLOs are written using course objectives and exiting skills as a guide.

Course objectives and exiting skills are developed as part of the curriculum process at Rio Hondo College. These objectives/skills are verified to be at the college-level through the articulation and curriculum approval processes. Since SLOs are written in conjunction with course objectives and exiting skills, SLOs are also college-level.

Early on in the implementation of the SLO assessment process, each department wrote program-level SLOs. However, in spring 2009, the SLO Committee

decided that degree and certificate SLOs would replace program-level SLOs. These were developed between spring 2009 and fall 2010. Assessment of degree and certificate SLOs commenced fall 2011. At Rio Hondo College, SLOs are written for 98.7% of courses and 93% of programs (which include certificates and degrees).

SLOs are created by discipline faculty. Discussion for evaluating SLOs and improving student performance is also faculty-driven. Department members meet to discuss SLO results. On FLEX day in fall 2010, a focused breakout session for faculty was held, entitled “Designing Effective Assessment Activities for Your SLOs,” which included information about how to write and evaluate assessments.

The SLO Committee is a subcommittee of Academic Senate and is comprised primarily of faculty, although membership includes administrators. As a measure of quality assurance, the SLO Committee reviewed course-level SLOs in spring 2012 and fall 2013 semesters for measurability, ambiguity, reasonability, level of expectations, and quality of writing. Course-level SLOs are assessed by department faculty. In most cases, the faculty members who have taught the course are those who write the assessment reports. However, there have been cases of courses that are exclusively taught by part-time faculty; in these cases, full-time faculty write the assessment reports based on the data and feedback of the adjunct faculty. For degree and certificate SLOs, courses that are deemed to be relevant to a particular degree or certificate SLO are linked. Faculty then input the data for that SLO into *SLOlutions* in the same way that they do for a course-level SLO. Typically, full-time department faculty members write assessment reports for degree/certificate SLOs. These faculty are also those who discuss and initiate changes based on the data.

Periodically, changes to courses and programs are a result of student learning outcomes. Since the implementation of the SLO process, faculty members have met both formally and informally to discuss the presentation of material and teaching methodology in various subjects, which has led to changes in courses and programs. At the course-level, the changes that SLO assessments have led to can be categorized in the following ways: changes in specific instruction, changes in class structure, and changes in assessment method. As for changes to specific instruction, some instructors have added assignments to aid in the teaching of material due to poor SLO assessment results. For example, some English faculty members added a refresher segment at the beginning of their courses to emphasize skill sets covered in the prerequisite course. Other SLO assessments have led to changes in the way a class is structured. Speech faculty changed the sequence for presenting certain topics in classes due to a discussion about SLO data. By reordering the topics, their students’ proficiency rates improved. Many faculty have also determined that their assessment methods need to be modified due to SLO data.

Ideally, resource requests from SLO assessments are linked to resource requests in the planning process. Although these two processes have historically functioned separately on campus, in fall 2013, additional questions, documents, and links were explicitly added to *PlanBuilder* software to encourage faculty to include information regarding SLOs as needs justification. For example, the Math Department's Fast-Track Program requested and received funds to repurpose a computer lab to address specific needs of students in the program. The changes was initiated by assessment of SLOs and carried through the planning process.

Course, program, certificate, and degree SLOs are the same for on-ground and online classes. Online classes do not offer a different curriculum than on-ground classes, just a different way of teaching. For this reason, course outcomes are the same for courses taught on-ground or online. Along similar lines, methods for assessing SLOs for online classes are the same as for on-ground classes. Until recently, no specific department had reason to separate online from on-ground data during SLO assessment. However, in an effort to encourage faculty to compare data from online and face-to-face classes, a change was recently made to the planning process. In fall 2013, a new area was added to *PlanBuilder*, entitled "Program's SLO Information—Online Results." This has led to discussions of online versus face-to-face SLO proficiency. Indeed, at a recent Distance Education-focused retreat, SLO data from face-to-face, hybrid, and online classes were compared. Faculty and administrators examined data across many sections to determine whether patterns existed. Generally, SLOs for face-to-face classes had higher proficiency rates than those for online classes.

A few faculty have now begun to examine student learning outcomes proficiency in online sections in their SLO assessment reports. In these instances, SLO proficiencies in online classes are compared to those in on-ground sections. As a result, some faculty members have increased the frequency of e-mails to their online students to encourage them to persist and succeed in their classes. Other faculty members believe that low proficiency rates in online classes are simply a reflection of the trend for low completion rates in online courses. Some of these faculty members have taken a more proactive role in advising students about their current standing in the class and their likely outcomes for the semester. Furthermore, many assessment reports reveal that strategies for addressing deficiencies in online classes are similar to what faculty members do in their on-ground classes—faculty develop additional assignments for their online students to aid in the instruction of the course material and change the structure of their online classes to increase proficiency rates, as well. Finally, the way in which the material is assessed may be altered as a result of the SLO assessment reports for online classes.

ACTIONABLE IMPROVEMENT PLANS – II A.1.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.

Rio Hondo College is guided by the regulations outlined in the *California Code of Regulations: Title 5. Education* as it establishes its courses and programs. Locally, the College has many formal and informal processes through which to assure the quality and improvement of instructional offerings: both the Academic Senate and the Academic Deans Council monitor and make recommendations to the Superintendent/President in regard to academics; the Curriculum Committee oversees and ensures adherence to Title 5 regulations; annual planning at the program, unit, and area levels affords opportunity for reflection, analysis, evaluation, and recommendations for improvement in an ongoing annual cycle; and program review on a six-year cycle provides a more comprehensive introspection and analysis. Relevant vocational areas consult with community advisory committees on a regular basis to determine current labor market trends and provide recommendations that help faculty to update curriculum and program design every two years. In addition, relevant data, including Student Learning Outcomes (SLOs), are assessed in a thoughtful and meaningful way, leading to course and program quality and improvement. Finally, ongoing staff development encourages faculty to keep abreast of innovations in their respective fields and contributes to quality assurance.

SELF-EVALUATION – II A.2.

The College meets this Standard.

Degree and transfer requirements are the basis for a majority of course offerings at the College. In addition, courses in basic skills are available to provide the requisite preparation for collegiate courses and programs. Labor market needs and advisory committee recommendations also inform the variety and number of vocational courses the College offers. The location and methods for course delivery are determined by the discipline faculty, administration, and the community, when appropriate.

The number of sections of developmental/pre-collegiate course offerings per term is determined by observable enrollment patterns via *Enrollment Strategies System (ESS)* software and by trends in English, math, and reading assessment/placement scores. These indicators inform discussions, primarily among division deans, discipline faculty, and the Vice-President of Academic Affairs, leading to strategic decision making. *ESS* is continuously used to monitor enrollment trends. The assessment/placement data, which includes the number of tests administered and the placement recommendations, are given to appropriate deans on an annual basis for planning purposes.

The Office of Continuing Education manages three areas: continuing education courses, contract education, and community service (fee-based) offerings. In all cases, the criteria for developing and offering classes is based on assessment of community/campus needs, estimate of enrollment potential, and determination that there is no duplication of existing programs.

Continuing Education accepts non-credit course proposals within its traditional service areas of health and fitness, older adult, citizenship/ESL, and short-term vocational training. Non-credit courses are first evaluated by the Continuing Education staff and then submitted to the Curriculum Committee, where they undergo the regular curriculum review process before being added to the catalog.

Continuing Education also works directly with local and regional employers to provide contract education course training. These courses are generally very short-term and designed to meet a specific set of requirements. In most cases, content area experts at the College work directly with employers to develop curriculum.

The process for offering community services courses is often launched externally. An instructor interested in teaching a class submits a Course Proposal Form. Proposals are reviewed by the scheduling technician and the Director of Continuing Education to determine whether the proposed class fits a need within the community. These vocational classes are offered on a fee-for-service basis. At the end of each class, students are asked to take a survey to determine their satisfaction with the course.

Study Abroad offerings are established through discussions among institutions in the Southern California Foothills Consortium for Study Abroad. The consortium operates in partnership with the American Institute for Foreign Study. Consortium members meet on a bi-annual basis to discuss student feedback, suggestions from the travel organizer, and expertise from faculty members in crafting offerings that are conducive to student learning and advantageous to the study abroad experience.

The International Students Program ensures that students desiring to study at the College have met federal and institutional qualifications. Upon submission of these documents, the College issues a Form I-20, with which the prospective student may apply for a Student Visa. The College currently has 20 enrolled international students.

The Rio Hondo College Curriculum Committee has purview over the development and revision of courses and programs. Membership in the Curriculum Committee reflects the varied expertise of all academic, career/technical, and counseling disciplines. Discipline faculty members are the primary instigators of new and revised/updated courses and programs, although they are often motivated by trends in education; local, statewide, and national initiatives; and labor market trends. Faculty members collaborate on all aspects at the course and program levels: content, methods, requisite skills, evaluation, and modes of delivery (lecture, lab, discussion, on ground, online, or hybrid) before presenting completed forms to the Curriculum Committee. In particular, a separate addendum for online and hybrid delivery must be approved by the appropriate division before application to the

Curriculum Committee. The responsibility of the Curriculum Committee, under the auspices of Academic Senate, is to ensure that all items for consideration adhere to Title 5 requirements and exhibit academic rigor. Proposed new baccalaureate-level courses submitted to the committee for approval should be accompanied by verification that at least two or three CSU or UC campuses award lower-division credit for the proposed course. Courses at the collegiate level are reviewed for basic transferability to the UC system via the UCTCA (transfer course agreement). Courses included as part of Associate Degrees for Transfer (AD-Ts) are submitted to the Course Identification Numbering System (C-ID) for examination by California State University (CSU) and California Community College (CCC) faculty for minimum standards. Courses may also be revised as needed to fulfill general education standards and/or course-to-course articulation requirements for major preparation for university transfer.

The type of credit for new courses is initially proposed through discussions among area faculty and division deans. Credit type is among the aspects that are considered by the Curriculum Committee in the course approval process.

Decisions about course delivery modes are based primarily on enrollment patterns. These indicators inform discussion among division deans, discipline faculty, and the Vice President of Academic Affairs. At a recent Distance Education (DE) retreat, success rates, retention rates, and fill rates were examined for face-to-face, hybrid, and DE delivery modes. Recommendations were made to reduce the number of courses in DE delivery mode. (Evidence: DE_Onground_Retreat_10_25_2013) Additionally, discussions among faculty and deans that focus on content and logistics drive the mode of delivery for offering courses. In the Division of Mathematics and Sciences, faculty determined that the single lab to be offered in DE mode was the geography lab, since the content for the other labs would be compromised if they were offered in DE mode. (Evidence: Geo_PR_2008)

The location of course and program offerings is determined by several factors. Student success rates and enrollment patterns, observable via *ESS* software, provide insight for discussion among division deans, discipline faculty, and the Vice President of Academic Affairs. Community partnerships with neighboring high schools, youth centers, and other local agencies also influence the location of course offerings. Both off-campus educational centers (SWEC and EMEC) receive input regarding the location of course offerings from community advisory committees comprised of area stakeholders. (Evidence: SWEC/EMEC Advisory comm. minutes, e-mailed Kenn for more.)

The decision to offer a course in DE mode starts with the department faculty. For on-ground courses to be offered via online formats, discipline faculty must obtain a motion and majority vote of endorsement among division faculty at a division meeting. This process must be reflected in division minutes, which are submitted to the Curriculum Committee along with a Request to Offer a Course via Distance Education. The Curriculum Committee decides if the course can be offered online. (Evidence: Curr form, Curr mins, DIVMINS_OnlineCourses)

A few developmental/pre-collegiate classes are offered in DE format. Most of the discussion of the appropriateness of offering developmental/pre-collegiate courses online occurs at the division level, where faculty and deans examine the logistics and demand for such courses. Course, program, and college-wide data, such as fill, retention, and success rates and Student Learning Outcomes assessments, are also used to address quality assurance. Thoughtful discussions about these data result in ongoing adjustments and improvements. And, although these discussions are a staple component in program planning, they are sometimes addressed in ad hoc or task force subcommittees. Such was the case in fall 2013, when an ad hoc committee comprised of interested faculty and administrators compared data between online and on-ground courses and recommended a reduction of the number of online short-term and basic skills mathematics courses.

A few courses in Continuing Education are offered in DE format. Since offering a course in Continuing Education is often an externally driven process, these courses are only offered in DE mode if the instructor so specifies on the application, which is then reviewed by the scheduling technician, curriculum coordinator, and Dean of Continuing Education to determine whether the proposed DE class will meet a need within the community.

Career and Technical Education courses include Labor Market Information (LMI) and analysis, advisory committee recommendations, and regional consortia approval. Career and Technical programs are reviewed on a two-year cycle, per Education Code, section 78016.

College programs are evaluated through the annual planning/review process, detailed in Standard I. Programs write and/or revise plans on a yearly basis and undergo more extensive program review on a six-year cycle. These program self-evaluations are collaboratively undertaken by program team members and include analyses of strengths, weaknesses, opportunities, and threats. They also include goals and objectives targeting improvements in quality, such as increased student retention and success. Program plans are considered in the writing of unit plans, which are then subsumed under the College's four area plans. The more comprehensive and formal program review process culminates in a Program Review Committee meeting of peers, during which program participants consider the merits, opportunities, and recommendations for the program. The results of the hour-long collegial discussions are published in an Executive Summary, to which the program under review responds. This honest and fruitful dialogue has led to both program and institutional-level improvements. For example, suggestions to consider alternative scheduling and collaboration with other programs in learning communities have led to quality improvements to basic skills and other academic programs. As the Program Review Committee discusses varied programs across disciplines, trends and/or issues that affect several programs become apparent. One such institutional achievement that directly resulted from the program review process was hiring a 100-percent funded campus Articulation Officer, whose duties include establishing and maintaining course-to-course articulation with four-year institutions.

Enrollment patterns, as evidenced by *ESS*, assist deans with scheduling courses on campus and at off-site locations. Observable patterns in fill rates and time of offerings, as well as

success and retention rates, inform discussions among faculty and administrators in the scheduling process.

Programs with a highly specialized focus, including nursing, automotive, child development, and journalism, receive curricular and program input from advisory committees, comprised of field experts and stakeholders. These boards provide feedback regarding the requisite skills for exiting/graduating students who are entering into their respective fields.

Course and program quality assurance is also addressed through the faculty evaluation process. All faculty evaluations are conducted in accordance with the *Collective Bargaining Agreement*. Deans evaluate non-tenured and part-time faculty, while tenured faculty are evaluated through a peer review process. Administrative evaluations of faculty include the Student Instructional Survey, which poses questions about course content and delivery. Survey results are compiled in a Student Instructional Report (SIR) Analysis and used in non-tenured and part-time faculty evaluation.

Staff development is another component in course and program quality assurance. As an individual grows in subject matter expertise and skilled classroom performance, so does the program, the course, and the benefit to students. The College illustrates its commitment to such continuous improvement via the adoption of the FLEX calendar. This agreement requires all full-time and part-time faculty members to engage in and verify a minimum number of professional development hours geared toward enhancing discipline-specific and/or pedagogical knowledge bases and skill sets.

A year-long theme, “Understanding the Student Experience,” enhanced on-campus FLEX activities during the 2013-2014 academic year, as workshops, discussion groups, and other staff development activities focused on attempting to navigate the college experience through student experiences. A highlight of the year was a student panel whose members spoke about their varied experiences at the College as they addressed the entire assembly at the spring FLEX day. The popularity of this annual themed approach to on-campus staff development has inspired the Staff Development Committee to investigate other worthy themes for future consideration.

Finally, a Title V Grant is affording faculty members further opportunities for professional growth. In addition to individual activities focusing on improvements in SLOs, technology, and curriculum, a “Teaching for Learning Institute” has now been launched to provide an intensive program for faculty members to enhance professional teaching skills.

ACTIONABLE IMPROVEMENT PLANS – II A.2.

None.

- a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and

programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY – Standard II A.2.a.

Rio Hondo College has established board policies and administrative procedures for the writing, administration, and evaluation of courses and programs. These documents outline the curriculum process and identify faculty as the lead in this process. The curriculum process includes steps regarding the writing and evaluation of course exiting skills, which are used to develop student learning outcomes (SLOs).

SELF-EVALUATION – II A.2.a

The College meets this Standard.

The development of courses, programs, certificates, and degrees is outlined in Board Policy/Administrative Procedure 4020, “Program, Curriculum, and Course Development.” These documents explicitly state that curriculum development is the responsibility of faculty. Faculty engage in discussion at the department and division levels for curricular development of programs and courses, and the Curriculum Committee, a subcommittee of Academic Senate, provides oversight and formal approval to course and program curricula. The membership of this Committee consists predominantly of faculty, with representation from academic deans, as well. Additionally, curriculum items are reviewed by a librarian and the College Articulation Officer, both of whom are faculty members. The last step in the curriculum process is Board approval.

In addition to the curriculum process, other methods for evaluating courses, programs, and certificates include annual program plans, program reviews (every six years), and SLO assessments. Faculty teams collaborate on annual program plans, in which they analyze data, discuss trends, and formulate program goals and objectives. The Program Review Committee, co-chaired by a faculty representative and the Dean of Institutional Research and Planning (IRP), includes a classified staff member, an administrator, and several faculty. DE courses and programs are evaluated in the same way as on-ground courses.

The program review process involves discussions of course and program/degree/certificate quality. (Evidence: PR_Curriculum Discussion) Program improvements are a result of program review as well as the annual program planning process. A few specific examples include the following: the Visual Arts Department added an online course in film to their offerings due, in part, to a recommendation from the program review process. (Evidence: Arts_PR_2008) Other departments have had similar outcomes associated with the planning process. In 2009, the Psychology Department recognized the need for a transferable statistics course that focused on behavioral sciences. The course is now offered each semester, due, in part, to the program goals section of the planning process. (Evidence: PP_ProgImprovement)

The evaluation of courses and programs/certificates/degrees through the SLO process is entirely faculty driven. Faculty write SLOs, assess them, and write assessment reports discussing the data, indicating whether changes need to occur with regard to any aspect of the course under consideration. SLO assessments are used to examine the effectiveness of teaching methodology and class structure. Many SLO assessment reports cite the need to change the order of content, modify assignments, or add review activities to courses to improve student learning. Assessment reports also refer to improvements in proficiency rates due to changes that had been made in response to SLO data—changes initiated and evaluated by faculty. (NEED: SLO_ASSREP) As an additional quality assurance measure, the SLO Committee recently reviewed course level SLOs for measurability, ambiguity, reasonability, level of expectations, and quality of writing. (Evidence: SLO_Quality) The SLO Committee is composed of faculty members from across campus and three administrators. (Evidence: SLO_membership; SLO Assessment reports: NEED Details of changes that led to improvements. Program Reviews: NEED Details of suggestions that led to improvements)

After Curriculum Committee approval, courses and programs are approved by the Board of Trustees. (Evidence: BoardMins_Curriculum) During the last six years, there was one circumstance where this process was altered slightly. In April 2011, the Board approved a motion to postpone approval on AA-T degrees to a special meeting because the Board believed that discipline faculty did not consider recommendations of the Articulation Officer. Later that month, the Board held a study session to learn more about the AB 1440 degrees. During the study session, the chair of the Curriculum Committee explained the Transfer Model Curriculum (TMC) process and why the degrees did meet the requirements of the TMC. Board members questioned the expertise of department faculty. After considerable discussion, the degrees were approved. An outcome of the session was a better understanding of the transfer degrees and a clarification of the role of the Board in the curriculum process and ongoing review of Board Policy 4020. (Evidence: BoardMins1440StudySession, NEED: DRAFT EVIDENCE, SENATE MINS FOR IT?)

In the past few years, Rio Hondo has started two new programs: Animation and Heavy Equipment Maintenance (HEM). The Animation program was developed prior to our current planning/review process; as such, few supporting documents exist to chronicle the decision-making that led to creation of the program and related faculty position. (NEED: Visual Arts Program Review 2008- SCAN). Under the old process, recommendations from program review may have included the establishment of new programs, but they were essentially separated from the resource allocation process. In spring 2009, a new planning process was implemented. As an example of our continuous improvement in the area of program planning, the HEM program and faculty position were funded after being officially requested and supported through the planning process. (CTE_UnitPlan_2009) This process included the ranking of requested faculty positions by the Faculty Staffing Committee. Both Animation and HEM programs were approved by the Board of Trustees (EMAIL SANDY FOR BOARD MINS).

Occasionally the process for creating a new program is piloted in order to test demand. For example, in fall 2009 and spring 2011, landscaping classes were offered to pilot a new program to support the Architecture, Civil, Engineering Design Drafting, and CAD program. The need for these classes was documented in the program planning process (Evidence: PR_ACEDD_landscaping_2011). Unfortunately, enrollment was low, so subsequent classes have not been offered and the program not developed.

Program planning occurs annually. Formal program reviews occur every six years. SLOs are assessed every semester, and assessment reports are written (analyzing the data) on a yearly basis. Results of the evaluations show a majority of programs have strong success rates, and a majority of SLO assessments indicate that most courses are meeting the benchmarks set by faculty. (NEED: Planning Process Docs, SLOPEM, NEED: PR SHOWING STRONG SUCCESS RATES, ALL ASS REPORTS)

Faculty initiate decisions to deliver courses through Distance Education mode, but both faculty and academic division deans evaluate whether the course should be offered in this manner. Evaluation occurs at the department and division levels, as division approval is required to offer a course in DE mode. (Evidence: DivMins_Online Courses) Ultimately, the Curriculum Committee evaluates whether a course should be offered in DE mode. (Evidence: CurrMins_Online)

Distance Education (DE) courses are guided by Administrative Procedure 4105, "Distance Education." As stated in the procedure, "The same standards of course quality shall be applied to the distance education courses as are applied to traditional classroom courses." There are no differences between the evaluation of DE courses and on-ground courses. (Evidence: AP4105_DistanceEducation). The only difference in the development and approval of DE courses is the addition of the Request to Offer a Course via Distance Education and Addendum form required by the Curriculum Committee, wherein faculty members attest to the same content and rigor in the online course as the on-ground course. (Evidence: Request to Offer a Course via Distance Education). Faculty members describe why the course should be offered in DE mode, how effective contact will occur, and how instructional resources and materials will be provided to students. Faculty must also state how course objectives are achieved and whether evaluations need to be changed, given the change in delivery mode. This form is then reviewed for approval by the Curriculum Committee. (Evidence: CurrMins_Online)

Once a course has been approved, deciding how and when to offer the course in DE mode is typically under the purview of the faculty and academic deans. Once a course is offered in DE mode, success, retention, and fill rates, as well as SLO proficiency rates, are examined to determine whether this delivery mode is meeting the needs of students. (Evidence: PR_OnlineDiscussion) Each department and division examines these data each year through the annual planning process.

For many online classes, SLOs have served to illuminate areas where online students perform differently than their on-ground counterparts. In many circumstances, students

do better in on-ground classes compared to online classes. Online faculty members examine contributing factors and suggest ways to address the issues. In some cases, more examples and explanations are needed; in other cases, faculty members conclude that immediacy of contact with the instructor in on-campus classes may be the reason for the difference. Ways to address the particular issues in DE courses continue to be investigated. (NEED: SLO_Ass_Online)

In addition to annual planning, faculty members confer periodically to assess their online courses and programs. Such was the case in October 2013, when interested faculty convened an informal retreat to examine data for online classes in comparison with data from similar on-ground sections. They analyzed success, retention, and fill rates, as well as SLO proficiencies, and participants concluded with scheduling/policy recommendations as a result of their deliberations. (Evidence: DE_Onground_Retreat_10_25_2013)

ACTIONABLE IMPROVEMENT PLANS – II A.2.a.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.b.

Rio Hondo College relies on faculty expertise in the creation and evaluation of courses, program competency levels, and Student Learning Outcomes (SLOs). The processes ensuring faculty reliance include various committees, such as the Curriculum Committee, SLO Committee, and Program Review Committee, which are composed primarily of faculty. Additionally, for vocational areas, advisory committees are consulted to assist in these processes.

SELF-EVALUATION – II A.2.b.

The College meets this Standard.

Competency levels and SLOs for courses are determined by faculty, based on previously developed and approved course exiting skills as listed in course outlines of record, which were developed with articulation in mind (CSUs, UCs, and private institutions) to ensure an appropriate level of academic rigor. For Career and Technical Education (CTE) programs, competency levels and SLOs were developed utilizing industry standards. Additionally, graduation requirements set the expected competency levels for all graduates. These were developed based on accepted norms for degrees, transfer agreements, CSUGE, IGETC, and, for CTE areas, with input from advisory committees. (Evidence: New Course Form_CO Ronly, RHC GE Request Memo, CSU GE Request Memo, IGETC Request Memo)

For CTE courses and programs, advisory committees provide essential information regarding industry trends, workforce development, and industry standards, as advisory committee members review curricula and provide feedback regarding the quality and success of students from the program. Most CTE advisory committees meet with their programs at Rio Hondo at least once every academic year and, more frequently, every semester. Consultation with advisory committees enables faculty to establish competency levels, including SLOs, graduation requirements, and course exiting skills, which are necessary to complete academic programs and secure job placement. (Evidence: Advisory Mins Curr, Advisory Mins Quality)

The relationship between SLOs and competencies for degrees, certificates, programs and courses is driven by the curriculum and SLO processes. New and revised curricula require faculty to list exiting skills for each course, which are instrumental in developing SLOs. Likewise, faculty review SLOs each term and analyze data to establish short-term and long-term goals for courses, programs, certificates, and degrees. (Evidence: NewCourseForm_COROnly, SLOPEM) Evaluation of student progress toward achieving learning outcomes also occurs throughout each level of the planning process, which includes SLOs as well as other student learning data. Faculty from every division serve on the campus SLO Committee, which spearheads the measurement of student learning outcomes, and a faculty member serves as chair of the SLO Committee and as campus SLO Coordinator.

Students are offered clear paths toward achieving SLOs. Articulation of SLOs begins with individual course descriptions, and expectations for course achievements are outlined in course syllabi. (NEED: samples of syllabi across campus). Additionally, students can utilize resources such as the Rio Hondo College Catalog to navigate the completion of their courses, certificates, and degrees. The newly launched Rio Hondo Website allows students to explore academic and career pathways—as well as SLOs—via links to “Degrees & Certificates” and “Programs of Study” on the “Academics” page. Student Services provide essential resources for completion of degrees, certificates, and programs as well. These are offered through general counseling, program-designated counseling, EOPS, Disabled Student Services, and Veterans Services. Each of these areas assists students in completing educational plans, which help guide them toward their academic goals. (NEED: Ed Plan general form or examples). Students also have access to degree worksheets and fliers/brochures through individual departments and the counseling department. (NEED: Degree worksheets through counseling, Evidence: Degree Fliers)

Faculty members serve on the Distance Education Committee (DEC), which is chaired by a faculty member who serves as the Distance Education Coordinator. Recently, the faculty Coordinator and DEC members developed and discussed new guidelines for faculty to effectively teach DE courses at Rio Hondo. (Evidence: Curriculum Membership, DE Mins NEED) Beyond faculty and staff expertise in DE, there is no specific advisory committee for DE. Rio Hondo College has maintained parallel standards for DE and on-ground courses. Since the beginning of DE at the College in the mid 1990s, the prevailing philosophy and practice is that there should be no

differences between DE courses and traditional courses. This thinking still prevails at Rio Hondo today. As a result, course exiting skills, SLOs, and competency levels are the same for DE and face-to-face courses. Currently there are no certificates or programs that are offered exclusively online.

Within CTE programs, DE is included as an element of each program, and as such, CTE advisory committees may discuss and provide input concerning CTE distance education courses. (Evidence: Advisory Mins Online)

ACTIONABLE IMPROVEMENT PLANS – II A.2.b.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.c.

Rio Hondo College offers courses and programs of high quality and appropriate depth, breadth, rigor, sequencing, time to completion, and synthesis of learning. The College has established processes to address these qualities at the course and program/degree levels: Curriculum Committee, program planning/review, and SLOs.

SELF-EVALUATION – II A.2.c.

The College meets this Standard.

The College addresses instructional quality assurance for these instructional characteristics in several ways. First, the professional competence of the faculty serves as a qualitative measure. The College hiring process for full-time and part-time faculty is comprehensive and rigorous with large hiring committees (mostly comprised of full-time faculty and an academic dean), comprehensive supplemental questionnaires that require detailed classroom lessons plans, intensive teaching demonstrations, and rigorous scoring rubrics. (See “Faculty Hiring Process” folder regarding Eng. Dept.) Furthermore, faculty members have earned notable awards and accolades in their professional fields, contributed articles for local, state, and national publication, and conducted presentations for colleagues both on-campus and at higher education conferences and other professional venues. (See “Faculty Accomplishments” folder)

College faculty evaluation procedures, which include administrative and peer review, help ensure high quality instruction. According to the College Collective Bargaining Agreement (2007-2010, 2010-2013), full-time, contract faculty are formally evaluated by their supervising administrator at least once each academic year during the first four years of employment; faculty also participate in yearly peer reviews during the untenured period. After tenure, faculty members participate in peer review once every three years. (See “Faculty Member Evaluation” folder”) Part-time faculty undergo

administrative review the first semester of employment, and thereafter, at least once every six semesters of employment. (See “Faculty Member Evaluation” folder) In addition, all administrative evaluations include student surveys, which assess teaching effectiveness of the faculty member being evaluated. (See “Faculty Member Evaluation” folder)

Subcommittees of Academic Senate and other campus committees examine the quality of instructional offerings. These include the Program Review Committee, Curriculum Committee, SLO Committee, and Distance Education Committee. The Program Review Committee reviews program review documents that include discussions of course offerings; data on success, retention, and fill rates; and SLOs. These conversations lead to discussions of program quality and recommendations for improvements. (NEED EVIDENCE: PRs)

The Curriculum Committee, a subcommittee of Academic Senate, reviews each new course and all course revisions. Courses and revisions are also reviewed by the Articulation Officer to ensure they are of appropriate quality and rigor to articulate with four-year institutions. (NEED: CourseForm_AO) The SLO Committee, a subcommittee of Academic Senate, provides guidelines and oversight in the development and assessment of SLOs, which afford further opportunities for quality control at the course, program, and General Education (GE) level.

The SLO Committee also has begun periodic review of course SLOs where they are examined for measurability, ambiguity, reasonability, level of expectations, and quality of writing. (NEED: SLO Evidence).

The campus Distance Education Committee (DEC), formed in fall 2013, is comprised of a faculty chair, two administrators (Information Technology Director and an academic dean), faculty representatives, and the Virtual College staff. The committee meets monthly to address and make recommendations regarding issues relating to quality online education. This responsibility was formerly under the purview of the Instructional Technology Committee (ITC), but the scope of the ITC is now focused more on software and hardware evaluations rather than pedagogical matters. The DEC provides guidelines and oversight for the online delivery of courses by establishing best practices, formulating statements on regular and effective contact, and making recommendations on other factors that impact course quality. The DEC is currently working to establish a series of training workshops and courses that will be required of instructors seeking to teach online.

Discussions regarding program quality occur at division meetings, through the program planning/review process, through staff development opportunities, and through the SLO assessment process. At regularly scheduled division, program, and department meetings, deans—with relevant faculty and instructional staff—review and discuss the effectiveness of each program. (See folders: “CTE Division Meetings,” “CTE Division-Honda PACT Program Meetings,” “C & L Division Meetings,” “English Department Meetings,” “Math Department Meetings”)

The program planning process, detailed in Standard I and previously throughout Standard II, is another way the College ensures high quality instruction and strives for continuous improvement. The Staff Development Committee contributes, as well, by offering a variety of professional development opportunities that target teaching and program improvement. Several such opportunities are also organized within the divisions for faculty teaching specific disciplines, such as the longstanding English Roundtables. (See folders: “Title V Implementation Group Meetings,” “Learning Community Program Meeting,” “English Department Meetings,” “English Roundtables”) Need additional sample activities from FLEX/Staff Development from Kevin.

The ongoing course/program SLO assessment process inspires discussions of the quality of courses and programs. Course syllabi list Student Learning Outcomes (SLOs) to make students aware of expectations. At end of each semester, SLO data for each section taught are collected and reported in *SLOlutions* software. Annually, department faculty collaboratively discuss the reported data, analyze the factors promoting or hindering student success in each course, and propose ways to improve success rates during subsequent semesters. The assessment report generated for each course is recorded in *SLOlutions*. SLO Committee members are available to assist division faculty members during the process. (See “SLO Assessment Reports” folder)

The Curriculum Committee ensures appropriate depth, breadth, and rigor when reviewing course curricula for both articulation purposes as well as overall program evaluation purposes. Course sequencing, time to completion, and synthesis of learning breadth are also discussed through the curriculum development process. (<http://www.riohondo.edu/curriculum/> See folder “Curriculum Committee Documents”—“Red Notebook,” pp. 53-57) Additionally, Rio Hondo uses *assist.org*, the official online student-transfer information system, that shows how course credits earned at one public California college or university can be applied when transferred to another. This informs evaluators about the appropriate breadth, depth, sequencing, etc. of each program offered. (<http://www.assist.org/webassist/welcome.html>) Furthermore, the Articulation Officer is a member of the Curriculum Committee to help monitor depth, breadth, and rigor.

Quality assurance was the topic of discussion at a fall 2013 retreat described earlier, which examined the success, retention, fill rates, and SLO proficiencies of online classes in comparison to on-ground classes. (NEED: Retreat Packet)

ACTIONABLE IMPROVEMENT PLANS – II A.2.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.d.

Students come to Rio Hondo with many different learning needs and learning preferences. Some arrive just out of high school and may be first-generation college students. Others returning to school have been away from formal education for some time. Still others have Bachelor's degrees and are returning for additional classes. The College's delivery modes and teaching methodologies take all of these situations into account and support the specific needs of each student.

SELF-EVALUATION – II A.2.d.

The College meets this Standard.

The College assesses learning styles in a variety of classroom and other activities. For example, in Counseling 101, "College and Life Success," and 151, "Career Exploration and Life Success," students take a variety of tests that help them assess their preferred learning styles. These include Myers Brigg Personality Inventory, Strong Interest Inventory, and Career Values. Similar assessments are used in Education 90, "Tutorial Skills," Reading 134, "Effective Study Methods," and Educational Development courses. DE students take online versions of Counseling 151, which includes several assessments of their learning preferences, such as Jung Typology Test, Interest Inventory, Learning Style Inventory, and others. Counseling faculty also come to discipline-specific classes to give assessments and discuss results. When learning styles are assessed in classes, faculty members follow up those results with discussions and activities to increase student awareness of their own learning styles and needs. In addition, students explore strategies of how to improve learning by using their strengths. (1. Counseling 151 Syllabus)

In addition, Rio Hondo's Office of Disabled Students Program and Services conducts specialized testing for various types of learning disabilities. Students with verified learning disabilities are then recommended for appropriate accommodations. (2. DSPS Summary Report)

Different delivery modes of courses allow the College to address various student learning needs. The College offers classes in traditional on-campus, face-to-face mode, as well as fully online and hybrid courses. Within these delivery modes, faculty members employ many different teaching methods to support student achievement. (For further discussion, see the IIA1b discussion of institutional delivery modes in context of current and future needs of students.)

Rio Hondo has also begun offering more courses through learning communities, in which cohort groups of students enroll in related courses, as an alternate method of teaching and learning. Some of these learning communities are supported by Title 5 grant-funded projects. (3. FastTrack Learning Communities Website) Staff development and other training opportunities are available for faculty and staff to explore and increase their awareness of ways to support various learning styles and new pedagogies to use in classes. Faculty members also attend workshops and conferences and access online resources that assist in maintaining the most up-to-date skills needed in the online environment. The Instructional Technology Committee has begun to investigate and disseminate information about programs and mobile

applications that online faculty may use to improve the delivery of online class material. (4. Forthcoming ITC Minutes) Online classes—as well as face-to-face classes—must use video captioning to make courses 508-compliant and the material accessible to visual learners. (5. Link to DSPS webpage/Tips on Dealing with the Deaf and Hard of Hearing)

Faculty members select the most appropriate methods of presenting material and assessing student learning, based on the type of course material. These methodologies include traditional lectures, lectures supplemented with PowerPoint and other audiovisual presentations, collaborative problem solving activities, small group discussions, field trips, simulations, laboratory activities, and inquiry-based learning. In online classes, instructors may use different methods to communicate with students asynchronously. These include audiovisual presentations, recorded lectures, problem solving programs that provide immediate feedback, and virtual field trips. Also, some online instructors use tools such as Skype, Google Drive, and cell phones and other mobile devices to maintain effective contact with their students. In accordance with the Course Outline of Record, faculty must identify multiple ways of assessing student learning. These include essays, oral presentations, performance tests, multiple choice questions, research papers, case studies, discussions, projects, portfolios, and peer evaluations. When faculty members are evaluated, the evaluation criteria include a section on addressing diverse learning styles and needs. (6. Unit Members Evaluation Form)

Faculty members are continually searching for the “perfect combination” of teaching methodologies and assessment methods that will lead to student success. This search finds faculty member engaging in informal discussions, as well as attending and leading formal presentations and staff development activities. (7. Staff Development Activities) All efforts to promote and apply various “best practices” are meaningful attempts to match methodologies with student learning and performance. These efforts are followed by evaluation of the methodologies’ effectiveness. Faculty members at Rio Hondo College are constantly engaged in the identification of delivery modes and teaching methodologies through which their diverse students will be able to accomplish their educational goals.

ACTIONABLE IMPROVEMENT PLANS – II A.2.d.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.e.

Rio Hondo College has a comprehensive program planning process that includes yearly program plans and a thorough program review process which every program undergoes once every six years. Throughout these processes, discussion of program course offerings; SLO assessments and results; and program missions, goals, and strategic direction are reviewed and updated and revised. This process allows all programs on campus, both academic and non-academic, to evaluate their relevancy,

appropriateness, currency, achievement of SLOs and SAOs, and future plans and needs.

SELF-EVALUATION – II A.2.e.

The College meets this Standard.

The primary mechanism through which to examine course and program effectiveness is through the planning process. This entails annual, self-reflective plans, which analyze each program's data and trends, resulting in long-term and short-term goals and objectives. Courses and programs are reviewed within program plans; programs plans within unit plans, and unit plans within area plans (of which there are four: Academic Affairs, Student Services, Finance and Business, and the President's Office). The planning process also includes a comprehensive program review which every program undergoes once every six years. More detailed reports are discussed in collegial, hour-long meetings with colleagues from across the campus, during which commendations and recommendations are jointly reached. (1. Examples of Program Plans/Reviews with extensive Data Analysis (Same as 2 from IIA1a)).

The program planning/review process includes discussions of curriculum revisions and updates. During the curricular review process, each course is checked for how it fits with other campus curricular offerings and with the educational goals of our student population campus. The content of a course is also checked to make sure it has been updated, typically by the Articulation Officer, who is a standing member of the Curriculum Committee, and by the Committee at large. Whether a course articulates or not can be viewed as an additional measure of relevancy, appropriateness, and currency. (7. Curriculum Form Articulation Officer and Librarian Oversight Pages (Same as 9 from IIA2a), 8. Rio Hondo College Curriculum Committee By-Laws (Same as 4 from IIA1))

At Rio Hondo, several types of data are automatically populated into program plans and reviews: overall program success and retention, college-wide success and retention for comparison purposes, enrollment by course, total program enrollment, and program FTEs. Additionally, program reviews note success rates by course, grade distributions by course, and data on the delivery method(s) of program offerings. The newest data component is the addition of required SLO data. (1. Examples of Program Plans/Reviews with extensive Data Analysis (Same as 2 from IIA1a))

Additionally, advisory committees help determine the effectiveness of Career and Technical Education (CTE) programs by providing cogent feedback regarding curriculum within the context of industry trends and standards. In particular, feedback regarding the quality of graduates and the skills that are required of them guide programs toward improvement. Also, CTE programs complete required CTE program reviews every two years, according to Title 5 guidelines for vocational programs. (2. Examples of Advisory Minutes showing a Discussion of Quality of Programs/Students (Same as 2 from IIA2b) 3. CTE 2 year program review form).

Finally, SLO assessments guide discussions about the effectiveness of courses and programs, as they are focal points for effective teaching. These discussions have led to changes in content presentation and class structure in order to increase proficiency rates. (4. SLO Assessment reports showing changes in instruction, 20. SLO assessment reports showing changes in class structure) SLOs are also used to inform discussions regarding prerequisites and advisories. (5. SLO Assessment reports showing prerequisite discussion) In addition, SLOs have been used to examine whether a particular delivery mode for a course is effective. (6. 2013 DE Retreat Documents (Same as 7 from IIA1a)).

SLOs have become increasingly integrated into program planning at Rio Hondo. Questions recently added to program planning documents require faculty to discuss SLO assessment data, changes in instruction resulting from those results, resource differences in online proficiency rates, and program-level SLOs, usually as a means of helping to justify resource requests. (9. Program Plans/Reviews with SLO Discussion)

Program mission statements reflect the College Mission Statement, as discussed in II.A.i, and goals and objectives explicitly link to institutional goals. This linkage ensures that programs stay connected and relevant to the mission and goals of the College. (10. Academic Affairs Area Plan 2013)

Relevancy is also determined based on enrollment patterns (11. Deans Meeting Agendas with ESS Discussions (Same as 12 from IIA1b)), advisory committee recommendations, articulation agreements (12. Assist.org (<http://www.assist.org/web-assist/welcome.html>) (Same as 13 from IIA2c)) Low enrollment may be an indication that a course is not relevant. Low-enrolled courses are examined to determine why and whether the particular enrollment issue can or should be addressed. For example, it is possible that a low-enrolled course required for a particular major among a particular subset of students should continue to be offered, but on a less frequent cycle. This determination would be made only after discussion involving department faculty members, the division dean, and the Vice President of Academic Affairs. (

Relevancy of programs is also evident through the approval of College programs by state or external accrediting and licensing agencies, particularly those in vocational areas. Rio Hondo's programs maintain strong relationships with many such agencies. (13. RHC Catalog Page 8 List of state and licensing agencies).

For academic courses, articulation provides another measure of relevancy. Course articulation is monitored during the initial creation of the course through the Curriculum Committee approval process and subsequent course revisions. Each time a course is updated, the College Articulation Officer checks whether course articulation is appropriate. For CTE courses, as mentioned above, advisory committees and state and external accrediting and licensing agencies provide input and measures for relevancy. Advisory committees also offer feedback regarding the skills

workers will need and the effectiveness of CTE programs in preparing students with requisite skills. Many advisory committees provide feedback on the curriculum of CTE programs, assisting faculty to keep courses relevant. (14. Advisory Committee Minutes Discussing Curricula). In addition, many CTE programs partner with outside agencies to work with them in determining curricula and program development. See II.A.5 for a list of these agencies.

Resource allocation is channeled through the annual planning process. Staff and faculty positions are requested at the program, unit, and area levels and forwarded to the appropriate Staffing Committees. Funding for specific items, such as technology, are sometimes augmented as a direct result of program review. For example, as a result of program planning and program review, the Math Department purchased laptops equipped with mastery-based programs for its Fast-Track basic skills mathematics courses to improve skills and success. (15. Basic Skills Math Program Plan 2011 (Same as 6 from IIA1b)) Courses have been offered in different modes as a result of program planning and review, such as the film course, mentioned previously, that was developed by the Visual Arts Department as a result of program review. (Arts offered a class online from PR Rec, 16. Program Review Arts 2008 (Same as 7 from IIA2a)). Another new course developed as a result of program review was a statistics class for Behavioral and Social Sciences majors, developed by faculty in the Psychology Department. (17. Program Plan Psychology 2010 (Same as 8 from IIA2a)). And programs frequently receive recommendations about developing AA degrees as a result of program review, as well. (18. Executive Summaries with Degree Recommendations)

Rio Hondo offers no programs exclusively through Distance Education; however, the College has developed many policies, procedures, and recommendations for faculty teaching online. The Virtual College is staffed by an administrator and two instructional assistants to aid faculty and students in online classes. Additionally, a faculty DE Coordinator is reassigned 40 percent release time to monitor online education and chair the Distance Education Committee. This committee is currently finalizing the College-recommended requirements for faculty preparation to teach online, which includes guidelines to address regular and substantive student contact. Data for DE classes and programs are also included in program review. Periodically, the College has examined campus DE course data in detail. (6. 2013 DE Retreat Documents (Same as 7 from IIA1a), 19. Program Reviews Discussing DE (Same as 8 from IIA1))

ACTIONABLE IMPROVEMENT PLANS – II A.2.e.

None.

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to

improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY – Standard II A.2.f.

Rio Hondo College has a strong program planning/review process and a strong SLO assessment process. Although created as separate processes and monitored by different entities, these processes have become integrated, especially with the addition of SLO prompts within program planning/review documents. The planning process is cyclical and involves self-evaluation, goals for improvement, and formal review by the Program Review Committee. The SLO process is cyclical, as well, and primarily a tool for self-reflection and evaluation, leading to improvements in instruction. Results of institutional planning, specifically as related to institutional goals, are available to the College's constituency groups and surrounding communities.

SELF-EVALUATION – II A.2.f.

The College meets this Standard.

Program planning has become ingrained within the College. Rio Hondo previously had a program review process wherein programs were revised and reviewed every few years by a panel that included faculty and administrators, but in the 2008-2009 academic year, the College launched a more comprehensive planning process. As explained previously, program plans are written and/or revised annually. Program plans are incorporated into unit plans, which typically occur at the division level. Unit plans are incorporated into area plans, which occur at the vice presidential and presidential levels. Each year, plans are written, revised, or updated. Plans include self-evaluation and goals for improvement. Implementation and re-evaluation occurs annually. Additionally, each year a pre-determined number of programs will go through program review in lieu of writing a program plan. Although the written requirements are essentially the same for program reviews and program plans, a program going through program review has more data to analyze. More importantly, their planning document is reviewed and discussed by the Program Review Committee, which makes commendations and recommendations.

Participation in the planning process occurs in many different ways. Program, unit, and area plan managers and teams discuss, write, and/or revise their documents. Each year the College produces approximately 90 program, 30 unit, and four area plans. Participation in the planning process begins with planning teams, but also involves councils, committees, sub-committees, and task forces. These include the Planning and Fiscal Council, Institutional Effectiveness Committee, various resource allocation and staffing committees, Student Learning Outcomes Committee, Educational Master Plan Task Force, Mission Statement Task Force, and Program Review Committee. Furthermore, the College holds an annual institutional planning retreat at which campus leaders representing a cross-section of all constituency groups gather as a culmination of the annual planning process. (1. Same as from Standard 1B4, 4. Institutional Planning Retreat Agendas and Materials (Same as 1 from IIA1a))

Planning is linked to the resource allocation process. Resource requests come from plan goals and objectives and are clearly identified within program, unit, and area plans. Requests are then prioritized by the appropriate committees (either one of the resource allocation committees or staffing committees). The RHC Planning Process Document illustrates resource allocation pathways. BP 3250, "Institutional Planning," shows that the Board of Trustees is committed to a strong and effective planning process, as well. (2. RHC Planning Process (Same as 2 from IIA1), 3. BP 3250 Institutional Planning)

The planning/review process is monitored by the Institutional Effectiveness Committee (IEC). This group of faculty, classified staff, and administrators meets bi-weekly to monitor the campus planning process. The IEC is a subcommittee of the Planning and Fiscal Council, which reviews the results of the planning process (the output from the resource allocation and staffing committees) yearly. (5. Rio Hondo Strategic Planning Organizational Structure, 6. Institutional Effectiveness Committee Minutes, 7. Institutional Effectiveness Committee Page from the Governance Manual)

Several sections in program plans and reviews explicitly integrate SLOs into the planning process, requiring planning team members to discuss course improvements and changes that have occurred within the program due to the SLO process. In addition, program-level and Distance Education SLOs are discussed. An additional section pertains to courses with fewer than two SLO assessments on file. (8. Program Plans/Reviews with SLO Discussion (Same as 9 from IIA2e), 9. Program Review Executive Summaries with SLO Discussion)

Once SLOs are written, data for SLOs are reported each semester and analyzed every year. Although all SLOs are not designated as active every semester, each SLO is reviewed and analyzed at least once every six years (one program review cycle). (10. Forthcoming SLO Procedures and Evaluations Manual (Same as 19 from IIA2a))

As a further quality assurance measure, the SLO Committee began evaluating course SLOs for various programs in spring 2013. Student learning outcomes are examined for measurability, ambiguity, reasonability, level of expectations, and quality of writing. This assessment of quality is ongoing. (10. Forthcoming SLO Procedures and Evaluations Manual (Same as 19 from IIA2a), 11. SLO Committee Quality Control Document (Same as 11 from IIA2a))

College-wide data on enrollment and success/retention rates are provided to each program through the planning process. Additionally, at the conclusion of the process at institutional planning retreat, data are analyzed for each of the goals and objectives of the College. These data are used to revise goals and are also reported to each constituency group, including the Board of Trustees (14. Flex Presentations with Data to the Campus).

In order to help campus constituents understand the planning process, FLEX day presentations occurred regularly from 2009-2011 (the period when Rio Hondo was implementing its current planning/review process). (12. Flex Agendas with Planning Updates) More recently, training sessions for planning have been offered to involve and educate the campus about the planning process. These sessions are offered by the office of Institutional Research and Planning (IRP) every fall semester (when annual planning begins) and provide invaluable help for planning team members in writing plans and reviews, as well as navigating the planning software, *PlanBuilder*. (13. Schedule of Planning Process Trainings)

For on-campus constituencies, planning outcomes are reported through FLEX presentations. (Flex Presentations with Data) For off-campus constituencies, the primary methods for disseminating planning data and analyses are through mailers, press releases, and the campus website. Mailers include an “Annual Report,” which includes data about our campus goals and demographics, and our summer mailer, “Rio Hondo College News,” which includes supplemental data, as well. Extensive planning-related data and reports are offered on the Institutional Research and Planning homepage under the “About RHC” link, accessible to both on-campus planners and constituency members who live within and beyond our District. (15. Press Releases, Annual Reports, and Summer Newsletters Disseminating Data to the Community (also link to http://www.riohondo.edu/president/about_rio.htm)) Furthermore, Rio Hondo College has offered “State of the College” presentations off-campus which typically have included interpretation of planning data. (16. State of the College Presentations) These presentations were given at city council meetings, school districts, and other relevant groups, such as Rotary Clubs, Lions Clubs, and the Whittier Chamber of Commerce. (17. State of the College Presentations Timeline, 18. Supplemental Timeline for State of the College Presentations)

ACTIONABLE IMPROVEMENT PLANS – II A.2.f.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.g.

Rio Hondo College does not use many departmental course or program examinations, but in the few areas where it does, College faculty members write exams minimizing bias and review the exams to ensure validity. The grading of exams has also been set up to ensure standardized scores with minimal bias. Faculty members also review exams periodically to realign common exams with current teaching pedagogy.

SELF-EVALUATION – II A.2.g.

The College meets this Standard.

Rio Hondo currently uses departmental exams for two reading classes: READ 021, Basic Reading, and READ 022, Intermediate Reading Skills. The Reading Department has created multiple equivalent versions of the final exam, each targeting course exiting skills. The validity of reading passages in the tests is determined through a standard readability scale to ensure selections appropriately reflect the levels of the courses. Passages contain minimal bias. Exams are administered in the Reading Lab with a standard page of instructions so that all instructors, both full-time and adjunct, administer the final exam in the same manner. (1. Guidelines for Administering the Reading Common Final) To ensure maximum standardization, the format of the exam is multiple choice/objective. The Reading Department revises the exam as needed. After several test administrations, faculty members revalidate the exam based on tests results and consideration of curricular modifications.

Currently, no other department administers a departmental exam. The English and ENLA (formerly ESL) Departments eliminated their common final essay exam in fall 2012, which had been used for developmental composition courses for many years. Previously, that exam had been regularly evaluated by department faculty to ensure it was valid and unbiased. Holistic group grading according to a common rubric followed lengthy norming, or standardizing, sessions. Exams were graded twice (by two separate readers) on a six-point scale. Discrepancies of two points or more led to a third grading of the exam. Rubrics were revised periodically, as well. (2. Grading Rubric Documents for the English Common Final) Through ongoing evaluation and departmental conversations, English faculty members determined that the common final no longer met their pedagogical approach to teaching composition. Since writing is a process, including drafting and revision, it was decided that a timed essay does not allow students the opportunity to employ such a process, which is emphasized throughout Rio Hondo's composition courses. (3. Curriculum Committee Minutes 11-21-12, 4. Muata Kamdibe 11.06.12 email)

ACTIONABLE IMPROVEMENT PLANS – II A.2.g.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.h.

Rio Hondo College awards credit based on student achievement of course objectives and outcomes described in the Course Outline of Record. The methods of instruction and evaluation are described here as well. The College Curriculum Committee monitors the numbers of units of credit that are awarded for each course to ensure they are consistent with accepted norms in higher education.

SELF-EVALUATION – II A.2.h.

The College meets this Standard.

Indirectly, Student Learning Outcomes (SLOs) are the basis for awarding credit because they are strongly linked to course learning objectives and identified with course depth, breadth, and rigor. Additionally, course exiting skills are considered in course content and SLOs, as most courses were originally developed using course exiting skills as a guide. Because course evaluations and the awarding of credit are tied to objectives and exiting skills, and objectives and exiting skills have led to SLOs, the awarding of credit is essentially tied to SLO assessment. (1. Curriculum Form Course Outline of Record (Same as 4 from IIA1b)

Credit is awarded based on accepted norms in higher education: 18 hours per one unit of credit for lecture; 54 hours per one unit of credit for laboratory. (2. AP4020 Program, Curriculum, and Course Development (Same as 2 from IIA2a)) These are set minimums, but in some cases the institution deems it necessary to include more hours of instruction for the same number of credits. In such cases, homework hours are reduced to increase lecture hours, per Education Code. Hours and units for classes are reviewed by the Curriculum Committee when new courses are presented or when courses are revised. Academic standards for a “C” are outlined in the Course Outline of Record, as well. Policies and procedures for awarding academic credit are the same for all programs, including on-ground and distance education programs.

ACTIONABLE IMPROVEMENT PLANS – II A.2.h.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.2.i.

Rio Hondo College awards degrees and certificates based on student achievement of the courses that are required or taken. For each course, credit is awarded based on achievement as defined in the Course Outline of Record, which includes course objectives and exiting skills. Exiting skills inform course SLOs, which inform degree and certificate SLOs. Although SLOs may not be explicitly or separately assessed as a part of a class grade and/or the awarding of credit, analysis of SLO proficiency rates and class success rates indicate they are moderately correlated.

SELF-EVALUATION – II A.2.i.

The College meets this Standard.

Currently, the awarding of degrees and certificates is based on standards outlined in BP/AP 4025, “Philosophy and Criteria for Associate Degree and General Education,” and BP/AP 4100, “Graduation Requirements for Degrees and

Certificates.” These standards are also printed in the *College Catalog*. Although SLOs are not specifically mentioned in board policy or catalog requirements, GE SLOs are listed in the catalog with the graduation requirements. Furthermore, course, degree, and certificate catalog descriptions outline course objectives and course content, including information about basic student learning outcomes for the course. (1. BP4025 Philosophy and Criteria for Associate Degree and General Education, 2. AP4025 Philosophy and Criteria for Associate Degree and General Education, 3. AP4100 Graduation Requirements)

SLOs were written using course exiting skills as a guide. The exiting skills are part of the Course Outline of Record. The awarding of credits, which leads to the awarding of degrees and certificates, is based on the completion of the requirements and guidelines as specified in the Course Outline of Record. There is an indirect link between attaining a degree/certificate and SLOs where the attainment of a degree/certificate is linked to success in a class, and success in a class is linked to the Course Outline of Record/exiting skills which are linked to SLOs. (4. Forthcoming SLO Procedures and Evaluations Manual (Same as 19 from IIA2a))

Enrollment data seem to support this notion. An analysis of “high enrollment courses” shows that class success rates and SLO proficiency rates are moderately correlated [$r(15) = 0.488$, $p < .05$ for Spring 2012, and $r(15) = .482$, $p < .05$ for Fall 2012]. Thus, course success rates and SLO proficiency rates are definitely related. (5. Worksheet for class success rates and SLO proficiency calculations)

Dialogue about expected student learning occurs as part of discussions of degree and graduation requirements. When changes are made to graduation requirements, they come from institution-wide discussions. For example, during 2009 and 2010, changes were made to English and mathematics graduation requirements. In spring 2009, the College changed the graduation math GE requirement to intermediate algebra or the equivalent. In spring 2010, the College changed the accepted grade for the English GE requirement, English 101, (from “credit” to “C or better”). These changes resulted from many discussions at Academic Senate and Curriculum Committee, which both include members from each division on campus. (6. Academic Senate Minutes showing changes to Graduation Requirements), the specific divisions and departments that were affected by the changes (7. Division Minutes regarding changes to graduation requirements) (12. Curriculum Minutes showing changes to Graduation Requirements)

Discussions regarding the expected student learning to earn a degree or certificate also occur when new degrees and certificates are written. The process involves discussions at the department and division level (8. Division Minutes showing New Degree Approval) and in the Curriculum Committee. (9. Curriculum Committee Minutes showing New Degree Approval). Additionally, the Board of Trustees held a study session in spring 2011 to discuss the impending creation of AA-T and AS-T degrees (10. Minutes from Special Board Meeting April 21, 2011 (Same as 13 from IIA2a)). Furthermore, GE SLOs were developed by the SLO

Committee, which includes membership from all divisions on campus. The development of GE SLOs led to the discussion of what students should know when they are ready to graduate from the College. (NEED: SLO Committee Mins with GE SLOs)

Initially, Rio Hondo developed program SLOs for each academic program. These were modified when degree and certificate SLOs were developed, and now degree and certificate SLOs are consolidated into what we term our “program SLOs.” Program SLOs come from department faculty. Programs with degrees and certificates were charged with writing these SLOs. For degrees or certificates that are not administered by a single program, such as the General Studies degrees, members of the SLO Committee from disciplines with courses related to those degrees or certificates are charged with writing the program SLOs. Course SLOs are linked to program SLOs, providing much of their data. The discussion and analysis of program SLOs occurs among divisions and departments throughout the year. Program SLOs are assessed annually, just like course SLOs. This information is also included in program plans/reviews when comments are made regarding the mapping of courses to the program SLOs. (11. Division Meeting Agendas and Minutes showing SLO Participation)

ACTIONABLE IMPROVEMENT PLANS – II A.2.i.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.3.

Rio Hondo’s General Education (GE) pattern is the core linking Associate degrees at the College. The philosophy underlying this pattern is stated in various Board policies, the *College Catalog*, and the campus website. The General Education Student Learning Outcomes (GESLOs) reflect this philosophy and are listed in the *College Catalog*.

SELF-EVALUATION – II A.3.

The College meets this Standard.

The *College Catalog*, College website, and Board Policy 4025 and Administrative Procedure 4025, “Philosophy and Criteria for Associate Degree and General Education,” delineate Rio Hondo’s philosophy for general education (GE). The Curriculum Committee oversees the process and implementation of the GE

philosophy when recommending courses for inclusion into the various GE patterns. (1. 2013-14 RHC Catalog page 37 The AA or AS Degree Concept, 2. BP4025, Philosophy and Criteria for Associate Degree and General Education, 3. AP4025, Philosophy and Criteria for Associate Degree and General Education)

GE patterns exist for three educational systems (4. Red Notebook, p. 58, General Education). These are the Associate degree, CSU transfer pattern, and Intersegmental General Education Transfer Curriculum (IGETC). Any course proposed for a GE list must contain a justification for the request. The Curriculum Committee makes the final decision on whether a course has met the requirements for General Education for Associate Degrees. The Curriculum Committee also decides whether to forward CSU and IGETC general education requests. For the CSU and IGETC requests, organizations external to the College make the final decisions on GE courses. The Associate degree pattern follows the two transfer patterns closely in order to facilitate transfer. (5. RHC GE Request Memo, 6. IGETC (UC GE) Request Memo, 7. CSU GE Request Memo)

In addition, the Rio Hondo College Graduation Advising Form is organized by GE categories (8. RHC Graduation Advising Form). Students and counselors utilize the form to help students navigate the curriculum. Students complete the pattern by developing the capabilities to think and communicate clearly, use mathematics, understand the modes of inquiry of the major disciplines, be aware of other cultures and times, achieve insights gained through experience in thinking about ethical problems, and develop the capacity for self understanding. These are the components of Rio Hondo's GE philosophy. More explicitly, the table below shows the linkage between the GE philosophy and GE areas for Associate degrees:

General Ed Philosophy	General Ed Degree Areas
Ability to think and communicate clearly written expression;	Area 1. Competence in reading and effectively orally and in writing; Area 8. Language and Rationality
Use mathematics;	Area 2. Competence in mathematics;
Understand the modes of inquiry of the major disciplines;	Area 4. American Institutions Area 5. Natural Sciences with Lab; Area 6. Social and Behavioral Sciences; Area 7. Humanities; Area 8. Language and Rationality;
Be aware of other cultures and times;	Area 4. American Institutions; Area 6. Social and Behavioral Sciences; Area 7A. Humanities-Fine Arts; Area 7B. Humanities
Achieve insights gained through experience in thinking about ethical problems;	Area 7B. Humanities; Area 8B. Communication and Analytical Thinking;
Develop the capacity for self understanding;	Area 3. Physical Education Area 6. Social and Behavioral Sciences

Table 1 – Linkage between the GE philosophy and GE areas for Associate Degrees

Finally, the College GESLOs were developed to reflect the GE philosophy, as well. They are listed in the *College Catalog*. Each GE course links to at least one

GESLO, and through this linkage, data for GESLOs is collected and used for further analysis. (9. GE SLOs RHC 2013-14 Catalog page 40, 10. GE SLOs with Course Mapping)

ACTIONABLE IMPROVEMENT PLANS – II A.3.

None.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY – Standard II A.3.a.

Rio Hondo College requires its graduates to complete a local General Education (GE) pattern, which includes instruction in the humanities, fine arts, natural sciences, and social sciences. Through the curriculum process, courses are located in the appropriate GE area, and, collectively, these courses lead to an understanding of the basic content and methodologies of each major area of knowledge.

SELF-EVALUATION – II A.3.a.

The College meets this Standard.

The College's GE pattern areas of knowledge are influenced by many factors. Administrative Procedure 4025, "Philosophy and Criteria for Associate Degree and General Education," lists major goals and objectives for students earning degrees at Rio Hondo College. These general skills, along with regulations outlined in Title 5, section 55063, of the California Code of Regulations for Community Colleges, lead to Rio Hondo's GE requirements. (11. Title 5, section 55063; 12. AP 4025, Philosophy and Criteria for Associate Degree and General Education)

Descriptions for the areas of knowledge of the general education requirements are included on the curriculum general education request forms. The Curriculum Committee confirms that courses requested to be placed in a general education area, do, indeed, meet the content and methodology required of that area.

One way to evaluate how well our students are learning the basic content and methodologies of the major areas of knowledge is through General Education SLOs (GESLOs). Rio Hondo's GESLOs are listed in the *College Catalog*. (13. GE SLOs RHC 2013-14 Catalog page 40) Data for these outcomes is derived from the courses in the relevant GE area, with at least one outcome identified for almost all GE courses. These outcomes generally provide broad coverage of skills attained in a particular family of disciplines. For example, GESLOs in mathematics focus on

the ability of students to consider “real-world” problems, translate the given situation to a correct symbolic representation, and solve the problem. Such skills are critical for success in all GE mathematics courses, although the nature of the problems presented will vary considerably from course to course. Collection of data for these outcomes has been ongoing in many disciplines for the past two years. However, actual reporting of these results and identification of resources to support these outcomes is a relatively new practice. Unlike outcomes for courses and degrees/certificates, the broad nature of these outcomes has posed unique challenges for collection and interpretation of assessment data. While the College would consider its SLO process to be, on the whole, proficient, this particular aspect of the institution’s assessment activities is not as well-defined and understood by the campus community. Additional training and continued practice with these outcomes will be needed in the coming years to address this challenge.

Data on performance of GE outcomes suggests a high level of student achievement, with 75-85% of students identified as proficient, depending on the specific outcome being assessed. Proficiency rates on outcomes related to mathematics fall on the lower end of this average, while those for reading/written expression and the sciences are higher. Despite the fact that students are generally achieving these GE outcomes, faculty who participated in the analysis of the assessment results have proposed potential changes in instruction to raise proficiency rates to even higher levels. For example, the assessment report for an outcome in the sciences proposed the employment of computer simulations in pre-laboratory exercises so that students become more familiar with the necessary measurement techniques and apparatus that they will soon encounter, a strategy which may be applied in numerous biology and chemistry offerings. Assessment of GE outcomes has identified a common need across disciplines for additional instructional computer laboratories. Through diligent evaluation of GE outcomes and targeted identification of resource needs, Rio Hondo College constantly strives to increase the number of students achieving these outcomes. (14. Examples of GE SLO Assessment reports)

The College GE SLOs address each of the eight areas of local graduation requirements, which include competency in reading and written expression; mathematics; physical education; American institutions; natural sciences; social and behavioral sciences; humanities; language and rationality; and communication and analytical thinking. (15. SLOs and GE Areas)

At the course level, SLOs for GE courses typically reflect student understanding of the basic content and methodology in the given area of knowledge. The integration of the College’s GE SLOs with course SLOs assures that faculty members design and assess their own course objectives with GE standards in mind.

ACTIONABLE IMPROVEMENT PLANS – II A.3.a.

None.

- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY – Standard II A.3.b.

Rio Hondo College has developed a local General Education (GE) pattern for graduates that includes skills required to be a productive individual and lifelong learner. These skills are addressed through the curriculum process for accepting courses into specific GE areas and through the GESLOs, as well.

SELF-EVALUATION – II A.3.b.

The College meets this Standard.

To determine whether GE requirements lead to attainment of the abilities listed in this section of the Standard, the College examined GESLOs and GE graduation requirements. GESLOs cover each skill area listed in the Standard. In most areas, the College has more than one GESLO that assesses these skills.

Skills needed to be addressed	How our GE SLOs address it	Rio Hondo Local GE Area
oral and written communication	There is a group of eight GE SLOs under the category Reading and Written/Oral Expression	Area 1: Competence in reading and written expression
information competency	The student will evaluate the reliability of both print and electronic sources and use them effectively	Area 8A & 8B: English Composition and Communication and Analytical Thinking
computer literacy	Students effectively employ calculators, computers, and other relevant technology in solving mathematical problems	Area 8B: Communication and Analytical Thinking
scientific and quantitative reasoning	There are sections for Natural Sciences, Mathematics and Social and Behavioral Sciences	Area 2: Competence in mathematics, Area 5: Natural Sciences with Lab, Area 6: Social and Behavioral Sciences, Area 8B: Communication and Analytical Thinking
critical analysis/logical thinking	Many GE SLOs address this: Students critique artistic works, evaluating elements relevant to the given work and how these are effectively integrated in the work as a whole. Students critique and interpret data presented in appropriate graphical and/or verbal formats. Presented with an argument promoting a particular hypothesis, students critique the stated assertions and assess whether or not the given hypothesis may be valid. Students will critique their particular situation in relation to the principles of health, fitness, and wellness. The student will support an argument with evidence.	All Areas
the ability to acquire knowledge through a variety of means	All GE SLOs address this indirectly through the six groupings: Humanities, Mathematics, Natural Sciences, Physical Education, Reading and Written/Oral Expression, and Social and Behavioral Sciences	All Areas

Table 2 – How our GE SLOs addresses skills needed

Additionally, the College GE requirements can be examined to determine the set of skills that are desired and required of a Rio Hondo graduate. The above table

demonstrates how GESLOs and College GE graduation requirement areas fit the categories mentioned in the Standard.

Additional explanation is needed the information competency area. Students may be exposed to the skills needed for this area in many classes. Some instructors may teach how to evaluate sources as part of a class project. Other instructors may take their classes to the Library to have a librarian inform students on the topic. In a typical year, 150-180 presentations were made by librarians covering research topics that included skills to address information competency.

To ensure that all courses offered have appropriate skills levels and meet College standards, quality assurance checks occur through the curriculum process. Courses are examined and discussed at division and department levels prior to presentation at the Curriculum Committee, which examines appropriate levels of rigor: exiting skills, course content, course entering skills and prerequisites. (16. Division minutes showing curriculum discussions; 17. Sample Curriculum Revision). Expected skill levels are included in new course curricula and course revisions, written in the form of entering and exiting skills. For sequential courses or courses with a prerequisite, some or all of the exiting skills from the prerequisite are required in the entering skills for the next level course. Instructors teach courses in accordance with the Course Outline of Record, which includes the course outline and course objectives (exiting skills). The curriculum approval process also includes approval from the College Articulation Officer, who ensures that the course and course content is appropriate, given the type of approved credit (transferable or non-transferable). (18. Course Outline of Record form). The College relies on the aforementioned GE approval process to assure collegiate course quality and rigor in GE areas.

To measure the attainment of exiting skills, the college uses multiple tools. First and foremost, students earn grades based on their level of mastery of course content and their demonstrated proficiency as defined by the exiting skills/course objectives utilizing the evaluation methods listed in the Course Outline of Record. Given that this is the norm for college curriculum and evaluation of students, the College is satisfied that this is an effective way to measure whether students attain the necessary skills.

Additionally, examinations of student skill levels occur within the SLO assessment process. In fact, course SLOs cover many exiting skills, which were frequently incorporated when writing them. SLO assessments yield additional measures of student achievement. According to College assessment reports, a majority of courses are meeting benchmarks for SLO proficiency. (19. [SLO Assessment reports](#))

To examine whether students are able to apply knowledge learned in previous coursework, the College uses SLOs and other data, as well as feedback from advisory committees.

Instructors record notes in SLO assessments regarding the level of students' preparation. Notes frequently suggest that students may not retain all the skills from

the prerequisite, so instructors make necessary adjustments to their classes. For example, many instructors review material from the prerequisite course. This does not necessarily indicate students' inability to use knowledge from the prerequisite, but instead the need for a refresher before proceeding toward new knowledge. (21. SLO Assessment Reports_Prerequisites)

For courses that are sequential or have prerequisites, instructors are able to observe how well students apply knowledge to subsequent coursework. This is of particular interest to the Division of Math and Sciences, which contains the largest number of sequenced courses. In fall 2013, this division examined performances of students in the higher level class, given their performance in the prerequisite class. The data showed that the better a student performed in the prerequisite course, the greater the student's chance of success in the higher level class. Also, it appears that earning a "B" in a prerequisite course leads to higher success in the subsequent course than earning a "C" in the prerequisite. Discussions for how to use these data occurred in a Math and Sciences Division meeting (20. [Math & Science data](#)). Some students in these classes were MESA students, and this resulted in the writing of a grant to create a program called the "C" Bridge. This program targets students that earned a "C" in a prerequisite course and places them into a summer workshop, focusing on building their skills levels to a level commensurate to increasing their chances of success in the higher level course. Rio Hondo started piloting this program in the 2013-2014 academic year. The long-term implications of these findings and changes remain unclear at this time. Similar analyses are not completed elsewhere in the College because most other course offerings are either not sequential or have too many outside factors that interfere with the ability to draw useful conclusions from the data.

Advisory committees provide information about how well students are able to apply their learned skills to subsequent endeavors in employment. This type of feedback can occur explicitly when an advisory committee discusses the strengths and/or weaknesses of program graduates or implicitly through review of CTE curriculum. (22. Advisory Committee Minutes, Discussion of Quality of Program/Students)

Rio Hondo offers many GE courses in Distance Education (DE) mode. The rationale is explained in the *College Catalog*. In an attempt to give students the opportunity to attain a degree or certificate entirely through DE courses, the College has endeavored to give students options in each of the GE areas that are available in DE mode. Few students have obtained degrees entirely through entirely DE classes, so the College continues to offer them to supplement on-campus offerings. DE offerings enable students to take both face-to-face classes and online classes, giving them flexibility. (23. 2013-14 RHC Catalog page 22, Distance Education) Online classes are treated the same as on-ground classes, going through the same curricular review as on-ground classes. Assessment methods may differ somewhat in the mode of delivery (taking a test online instead of in person, discussing board posts instead of engaging in classroom discussion). However, course content is identical, so the assessment of that content does not differ. Since only delivery mode is how the two types of classes

differ, the method of assessment accommodates that difference. The same methods for evaluating the effectiveness of on-ground courses is used for online courses.

ACTIONABLE IMPROVEMENT PLANS – II A.3.b.

None.

- a. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY – Standard II A.3.c.

Rio Hondo College adheres to an institutional commitment to help students understand the qualities of ethical human beings and effective citizens. This commitment emanates from the College Mission Statement and is emphasized in GE graduation requirements, GESLOs, and courses offered each semester. Student government and student clubs provide additional opportunities for students to examine, ethics, civility, cultural diversity, and civic, political, and social responsibilities.

SELF-EVALUATION – II A.3.c.

The College meets this Standard.

In its Mission Statement, Rio Hondo College asserts a commitment to the “success of its diverse students and communities” as well as to providing various types of course offerings that lead to “associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.” A large part of learning, which can be applied to the pursuit of such endeavors is the understanding and application of ethical behavior and effective citizenship. This is particularly applicable in fields such as political science, philosophy, and history. The College GE graduation requirements include courses from areas such as these. Additionally, BP 4025, “Philosophy and Criteria for Associate Degree and General Education,” points to the need for students to develop awareness of, and ability to, evaluate and appreciate other cultures. It explicitly discusses how Rio Hondo graduates, through their degree requirements and GE requirements, should be able to think insightfully about ethical and societal problems. These guidelines have led to curricular inclusions in selected disciplines that incorporate the exploration and consideration of ethical behavior and effective citizenship.

Throughout individual courses, several SLOs address ethics and effective citizenship. (24. Course SLOs that deal with ethics) These SLOs were written by departmental faculty to address the material within their course outlines. Furthermore, the College developed GESLOs that address many of these concerns, as well. This is particularly

true of the GESLOs under the major headings “Reading and Written/Oral Expression” and “Social and Behavioral Sciences.” (25. 2013-14 RHC Catalog page 40, GE SLOs)

Some extracurricular activities contribute to students’ understanding of ethical behavior and effective citizenship. The Associated Students of Rio Hondo College sponsors a variety of committees that help develop ethical principles and effective citizenry among Rio Hondo students, including the Campus Engagement Committee, Community Service Committee, Cultural Diversity Committee, Public Relations Committee, and Sustainability Committee. The Office of Student Life and Leadership sponsors clubs that expose students to these attributes, as well, including Alpha Gamma Sigma, a service club that focuses on academic excellence; Active Minds Club, a nationally recognized organization promoting awareness of issues surrounding mental health; Association of Latino American Students (ALAS), focusing on community building and activism; Green Tech and Sustainability Club, focusing on green and sustainability efforts; Latinos United for Voting (LUV), focusing on educating students about local, state, and national issues and promoting voter registration; Rio Hondo Veteran’s Club, a service-oriented club focusing on raising funds to donate to organizations that promote the health and welfare of military veterans; and Students Without Borders, a club for undocumented students, focusing on educating students about immigration issues, promoting higher education, and serving as a support system to undocumented students. The Office of Student Life and Leadership also sponsors the Hispanic Scholarship Fund (HSF) Chapter, which is a both a program and a club, whose aim is to promote the college-going culture among Hispanic communities. The program helps to connect students to various campus resources that can assist them in preparing for professional careers, including scholarships that will help fund their college education. Finally, the Office of Student Life and Leadership sponsors a Student Leadership Institute, whose goal is to train student leaders about the fundamentals of ethical behavior and civic responsibility. (26. Student Extracurricular Activities)

The Office of Government and Community Relations (GCR) sponsors additional opportunities for students to become effective citizens. The office sponsors the GRACE (Government Relations Ambassadors for Community Events Program) program, which provides training and opportunities for students to represent the college to the surrounding communities as ambassadors. Also, GCR helps train students to attend state legislative meetings to discuss issues related to the state budget and bills that have potential impact on Rio Hondo students.

Respect for cultural diversity is promoted through curricular offerings in anthropology, Chicano studies, languages (Chinese, Japanese, French, Spanish, and American Sign Language), history, humanities, philosophy, and sociology. Historical and aesthetic sensitivity are nurtured through a wide array of course offerings that provide historical surveys of art, literature, music, theatre, and society. All of these courses may be taken by students to fulfill their GE requirements.

ACTIONABLE IMPROVEMENT PLANS – II A.3.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.4.

Rio Hondo College offers quality instructional programs that include—as of spring 2014—67 Associate degrees and 43 certificates. (1. List of Chancellor’s Office approved list of degrees and certificates) All of these degrees and certificates include a focused study in an area of inquiry or in an established interdisciplinary core. (2. Catalog pages - list of degrees and certificates)

SELF-EVALUATION – II A.4.

The College meets this Standard.

The *College Catalog* includes descriptions of each degree and certificate offered, including the focused area of study or interdisciplinary core. The *Catalog* also includes required courses, number of units, and courses with prerequisites for each degree/certificate.

ACTIONABLE IMPROVEMENT PLANS – II A.4.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.5.

Rio Hondo offers many vocational certificates and degrees through Career and Technical Education (CTE) programs in various divisions. To determine whether students are adequately being prepared, these programs rely on input from industrial partners through advisory committees, review data regarding student performance on exams from an external agency, or develop curricula and requirements that are certified and/or accredited by an external agency.

Arts and Cultural Programs Division

- Animation

Behavioral and Social Sciences Division

- Child Development

- Drug Studies
- Business Division
- Accounting
 - Business Administration
 - Business Marketing
 - Computer Systems
 - Computerized Accounting
 - Computer Information Technology
 - Income Tax Preparer
 - International Business
 - Logistics Management
 - Management and Supervision
 - Microcomputer Specialist
 - Retail Management
 - Small Business Management
- Career and Technical Education Division
- Architecture, Civil, Engineering Design Drafting and Computer Assisted Drafting
 - Auto Collision
 - Automotive Technology
 - Electronics, Alternative Energy
 - Heavy Equipment Maintenance
- Communications and Languages
- Mass Communications (Mass Media)
 - Mass Communications (Print Media)
- Health Sciences and Nursing Division
- Certified Nursing Assistant
 - Home Health Aide
 - Nurse Assistant Pre-Certification Training
 - Vocational Nursing
- Kinesiology, Dance, and Athletics Division
- Fitness Specialist
- Mathematics and Sciences Division
- Environmental Technology
- Public Safety Division
- Administration of Justice
 - Wildland Fire Technology and Fire Technology

SELF-EVALUATION – II A.5.

The College meets this Standard.

Some vocational programs are certified by an accrediting agency, wherein an outside agency examines the curriculum and “accredits” the department to offer the appropriate courses that lead to certification. These programs include Child Development, Administration of Justice, Fire Technology, and Wildland Fire Technology. Instructors

in the Environmental Technology program are certified by an outside agency. Since the instructors are certified, students can become certified by passing the class. Other programs offer courses, after whose successful completion students may go to an outside agency to take an examination in order to obtain certification. These programs include Drug Studies, Fitness Specialist, and Automotive Technology. Finally, another subgroup of vocational programs have their curricula reviewed and accredited and then send students to an outside agency for certification (which means they do both of the above options). These include the Nursing and Accounting programs. A list of primary accrediting agencies is provided in the *College Catalog*. (1. RHC Catalog Page 8 List of state and licensing agencies; same as 13 from IIA2e) In all vocational programs, advisory committees provide feedback regarding the quality of graduates and their competency and preparation for employment. For programs that do not officially interact with an external agency, industry partners on advisory committees are even more important, as these are the primary sources for feedback on the quality of graduates. (2. Examples of Advisory Minutes showing a Discussion of Quality of Programs/Students (Same as 2 from IIA2b))

A few of these programs include the Automotive program partnered with American Honda, Valley Power, John Deere, Bosch, and various municipalities in Southern California. The Public Safety programs have partnered with numerous police and fire departments, as well as the National Forest Service. The Health Sciences and Nursing programs have associations with White Memorial, Beverly, Whittier Presbyterian, Kaiser Permanente, Arcadia Methodist, and Whittier and Downey Hospitals. The Drafting and CAD program partners with the Los Angeles County Sanitation District, Archway Systems, and Placecraft Corporation.

Determining whether students are adequately prepared requires information from a variety of sources. In some situations, the College is able to gather information about pass rates for tests administered by external agencies. For example, in the Nursing program, the Associate Degree in Nursing (ADN) pass rate was 94% (3. DN (RN) Pass Rates (<http://www.rn.ca.gov/schools/passrates.shtml>), the Vocational Nursing (VN) pass rate was 95% (4. VN Pass Rates), and the Certified Nurse Assistant (CNA) and Home Health Aide (HHA) pass rates were 98-100%. For most of the College vocational programs, however, little data is available from the testing agencies, as they administer the tests and do not relay feedback regarding the pass rates. Many of Rio Hondo's vocational programs ask students to self-report their successes and failures, but this process is less than ideal. For programs that receive Perkins funding, student progress is examined annually. The data includes skill attainment, completion rates, persistence rates, and employment rates (5. PERKINS IV Core Indicators of Performance by Vocational TOP Code) Although this feedback is not specific to the quality of Rio Hondo's graduates for employment purposes, the numbers can be used to examine the effectiveness of the College offerings and programs.

The most important and consistent sources of information for vocational programs are advisory committees. At committee meetings, industry partners provide specific information on industry needs, trends, and employment, as well as feedback on Rio Hondo's graduates and curricular offerings. (6. Advisory Committee Minutes Discussing Curricula (Same as 14 from IIA2e))

ACTIONABLE IMPROVEMENT PLANS – II A.5.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.6.

The *College Catalog* provides students and prospective students clear and accurate information about courses, degrees, and certificates. Course descriptions in the catalog include course objectives and course content, as well as information about basic student learning outcomes for courses. Additionally, the catalog includes details about degrees and certificates, and policies and information for students starting their college experience at Rio Hondo, students transferring from another college, or students transferring from the College to another institution of higher learning.

SELF-EVALUATION – II A.6.

The College partially meets this Standard.

When programs and courses are created, documents including basic course information are reviewed by the department faculty, division deans, the Curriculum Committee, and the College Articulation Officer. Once approved, the Curriculum Articulation Specialist and Office of Instructional Support ensure that what is printed in the *College Catalog* is an accurate reflection of the curriculum forms. There is also ongoing review of the catalog contents by members of the Catalog Committee, discipline faculty, and counseling faculty.

All College courses, degrees, and certificates are described in the *College Catalog*, which is available online and in print. While SLOs are not included in the descriptions of courses, general objectives and goals are provided. Students and other interested parties can obtain SLOs of interest from a website (1. Link to SLOolutions (<http://rio.slolutions.com/login.php>)). In the 2014-2015 *College Catalog*, degree and certificate SLOs will be included. (2. 2014-2015 Rio Hondo College Catalog (Need to link to forthcoming catalog degree SLO pages)

Although the College has many mechanisms in place to assure that information available to the public is accurate and includes the required items, the College does not have a mechanism in place to monitor the syllabus content for every class section. To determine whether students receive a syllabus with SLOs, the College uses multiple methods. When

evaluating instructors, deans examine the syllabi, ensuring pertinent information is included, such as SLOs. This information is also included in the SLOPEM. (2a. SLOPEM) Class observations also provide academic deans with avenues to ensure that the content that is taught follows the course objectives and learning outcomes. Deans also monitor SLO assessment reports within their divisions. The College SLO assessment process involves the collection of SLO data for all course sections. In addition, the SLO coordinator sends e-mails to faculty, requesting that SLOs be included in course syllabi. However, at present, there is no mechanism for verifying that a student has received a syllabus that includes stated SLOs for the course. (3. SLOPEM, 4. Deans Worksheet for Faculty Evaluation, 5. Division Agendas and Meeting minutes showing SLO discussions). Distance Education courses are held to the same standards as their on-ground counterparts. A repository of letters regarding course expectations was created by the Distance Education Committee in 2013-2014 and will be available for online classes in fall 2014. (6. Course Expectation letters)

ACTIONABLE IMPROVEMENT PLANS – II A.6.

Although in previous years Academic Senate confirmed the need for students to receive information on class syllabi regarding SLOs, academic honesty, and DSPS accommodations, during the 2014 summer session the Senate and senior administration worked to develop a mechanism using the College's website and email system so that students will receive this information for the classes in which they enroll.

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

DESCRIPTIVE SUMMARY – Standard II A.6.a.

Rio Hondo College maintains clear transfer policies and procedures for students. The College has a method for accepting transfer credits from other institutions and has articulation agreements to facilitate transfer for students, per our Mission.

SELF-EVALUATION – II A.6.a.

The College meets this Standard.

The College engages in “pass-along” and “reciprocity” processes that are common across the state and intended to simplify student movement among institutions. The College also engages in a formal “course substitution” process when a course needs to be evaluated for its comparability to a course in the College curriculum. As the College is primarily a “sending” institution with respect to post-secondary articulation, a designated Articulation Officer ensures that courses at the College are articulated with common transfer destinations. In addition, individual faculty may facilitate the establishment of such agreements or may request that articulation be sought. (7. Course Substitution Form)

California institutions of higher education and their students benefit from an online repository of existing articulation agreements from the California Community Colleges to the California State University and the University of California systems. (8. Link to assist (www.Assist.org) Administrative Procedure 4050, “Articulation,” outlines procedures and priorities for establishing articulation agreements. (13. AP 4050, Articulation)

In addition to assisting students in transferring to other educational institutions, the College engages in efforts to establish articulation agreements with the high schools it serves. The College CTE Transitions office is charged with this effort and focuses on the establishment of pathways in career and technical education areas. (9. Link to CTE Transitions Office (<http://getcollegecredits.riohondo.edu/>)) Students can take articulated high school courses for college credit.

General policies regarding transfer of coursework are communicated to the public via the *College Catalog*, whose contents are reviewed by the Catalog Committee. In previous years, this committee met two to three times a year, but in 2013-2014 the Catalog Committee began meeting monthly to complete a more comprehensive review of the *College Catalog* to ensure accuracy and consistency. Although they undergo no formal review, general transfer policies published in the *College Catalog* are revisited and new policies implemented on an as-needed basis. (10. College Catalog (2013-14) CLEP and AP credit, pages 29, 33-36, 11. College Catalog incoming transfer of coursework, 12. College Catalog Transfer Programs)

Rio Hondo College accepts credit for lower division courses taken at accredited institutions of higher learning. Transcripts are evaluated by an academic counselor to determine whether course descriptions, syllabi, and Course Outlines of Record are equivalent to a Rio Hondo course. When questions arise, discipline faculty members are consulted. Additionally, when a student is graduating, the Office of Admissions and Records completes a similar process before the degree is conferred. (13. AP 4050, Articulation, 14. RHC Articulation Website (www.riohondo.edu/students/articulation/))

Credit for work not verifiable via transcripts can be obtained through credit-by-exam, where available, as outlined in Board Policy/Administrative Procedures 4235, “Credit by Examination.” Detailed procedures on credit-by-exam exist in areas where they are especially relevant (such as CTE) (see http://www.riohondo.edu/career_tech/tech_prep/articulation.htm). The current means for determining which courses are available via credit-by-exam are as follows:

- a request is made through Admissions and Records (13a see form);
- the form is forwarded to the appropriate division dean, where a determination whether credit-by-exam is available for the course that is being requested;
- if credit-by-exam is available, arrangements are made and an exam is administered;
- if there is no credit-for-exam available, the student is notified. (14. BP and AP 4235, Credit by exam form)

Rio Hondo College does not award credit for work experience that is not accompanied by formal instruction, transcript evidence, or an exam (i.e., credit-by-exam) (15. BP 4235,

Credit By Exam, 16. AP 4235, Credit by Exam, 17. [Credit by Exam form (get better copy of form)].

ACTIONABLE IMPROVEMENT PLANS – II A.6.a.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.6.b.

Program discontinuance is rare at Rio Hondo College. In fact, there have been no programs that were discontinued since our last accreditation visit. However, in the past, when a program was discontinued, the College has made arrangements for students to complete their education in a timely manner with a minimum amount of disruption.

SELF-EVALUATION – II A.6.b.

AP 4021, “Vocational Program Discontinuance,” contains provisions to ensure that the needs of students in a discontinued program are addressed. (18. AP 4021, Vocational Program Discontinuance) Students hold catalog rights that ensure they are not harmed by changes in an existing program. Until fall 2013, no policy existed for non-vocational, or academic, program discontinuance, since program discontinuance had never occurred outside of the vocational area. In fall 2013, the process began for expanding this policy to include non-vocational programs. (18a. Evidence: AP 4021) Although program discontinuance is rare at Rio Hondo College, programs may be suspended for a variety of reasons, such as low enrollment or loss of facilities, funding, or faculty. When this occurs, students are advised by the dean and division faculty members about how to complete their educational goals. The dean develops a plan for students to complete classes at Rio Hondo or another institution. If courses are not available, the course substitution process may be used to provide students alternative routes to completion. (19. Course Substitution Form) In 2006, the College contemplated discontinuing the Environmental Technology program. Plans for how current students could complete their programs were written; however, these plans were not implemented because in spring 2007 the College decided to revise and revive the program. (20. Initial Plans for ET Discontinuance) A second instance of program suspension occurred in spring 2007 with the Welding program. Due to the remodeling of facilities and the resignation of a key faculty member, the program was put on hiatus, affecting approximately 20 students. Each student was informally referred to nearby Mt. San Antonio College to complete program requirements. The Welding program was revised and reinvigorated in summer 2013, and courses have filled consistently since then.

ACTIONABLE IMPROVEMENT PLANS – II A.6.b.

None.

- c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and

publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.⁵

DESCRIPTIVE SUMMARY – Standard II A.6.c.

Rio Hondo College has many mechanisms to ensure that it represents itself clearly, accurately, and consistently to prospective and current students, as well as the public. The College reviews policies, procedures, and publications to ensure consistency and validity across the documents.

SELF-EVALUATION – II A.6.c.

The College meets this Standard.

Publications that represent the College emanate from one of four places on campus: the Catalog Committee, the Office of Marketing and Communications, the Office of Institutional Research and Planning (IRP), and the Office of Government and Community Relations (GCR). Policies and procedures that affect students are published in the *College Catalog*. A Catalog Committee meets periodically to review and update its contents. Sections of the *College Catalog* are assigned to committee members to review, based on their areas of expertise. Print copies are available in the College Bookstore, and an online catalog is published on the College website. The Office of Marketing and Communications reviews all community mailers, press releases and annual reports to the community. The Offices of IRP and GCR provide oversight on presentations made to the public, ensuring they are completed with accuracy, clarity, and consistency. They also create data reports for the campus community, and, occasionally, for the public. For example, IRP is currently working with the Offices of Academic Affairs and Student Services on a comprehensive five-year Educational Master Plan for the College. Rio Hondo also publishes annual reports and summer newsletters featuring student achievement data. In addition, press releases, State of the College presentations, and presentations to the Board are other avenues for the dissemination of data. (Press releases, State of the College, ARCC Board presentation) Additionally, information on all California's community colleges is available via the "Scorecard" provided by the system's Chancellor's Office (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=881>). A direct link to Scorecard information is available on the College's website. (<http://scorecard.cccco.edu/scorecard.aspx>). The institution has even developed a *Rio Hondo College Logo Usage Manual* to ensure consistent use of the College logo. (21. Examples of Press Releases, 22. State of the College presentations, 23. ARCC Indicators Board Presentation, Nov. 2009, 24. Logo Usage Manual, 2009)

Rio Hondo does not offer any programs through fully online mode of delivery. While individual programs oversee their DE course offerings, the Virtual College coordinates online offerings as a whole. The Virtual College is represented to the community through their homepage (25. Link to Virtual College Home page). It is also discussed in the *College Catalog*. (26. Link to College Catalog, page 22 Distance Education). Internally, the Virtual College is treated as a college "program" and required to participate in the annual planning process, which includes annual program plans and program review once

every six years. Annual planning provides opportunity for discussion about the effectiveness of the Virtual College and its policies. (27. Virtual College Program Review, 2011) The effectiveness of DE courses at Rio Hondo is examined by the Distance Education Committee (DEC). Data on DE offerings is typically not presented separately from on-ground offerings when presented to the public. However, on a few occasions, the DE Coordinator has made special presentations to the Board of Trustees (the latest in spring 2013). (28. Link to Board of Trustees Minutes, April 10, 2013, Virtual College Update).

ACTIONABLE IMPROVEMENT PLANS – II A.6.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.7.

Rio Hondo College has Board Policies on academic freedom and student academic integrity, which clearly articulate the institution's commitment to the pursuit of knowledge. The College does not encourage any particular institutional beliefs or world views.

SELF-EVALUATION – II A.7.

The College meets this Standard.

Rio Hondo Board Policy 4030, "Academic Freedom" details the College's philosophy and guidelines governing academic freedom on campus. Board Policy 5500, "Standards of Conduct," addresses academic dishonesty, among other student conduct concerns and expectations. Both policies are published in the *College Catalog* and available on the College website. (1. Board Policy 4030, Academic Freedom, 2. BP/AP 5500, Student Standards of Conduct)

ACTIONABLE IMPROVEMENT PLANS – II A.7.

None.

- a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY – Standard II A.7.a.

Rio Hondo College faculty members distinguish between personal convictions and professionally accepted views in their disciplines. Faculty members are well trained in the professionally accepted views of their fields. Their classroom presentations and discussions are the result of this academic responsibility and are communicated in a variety of ways.

SELF-EVALUATION – II A.7.a.

The College meets this Standard.

College Board Policy 4030, “Academic Freedom,” is included in the *College Catalog* and on the College website. It includes sections describing the faculty’s academic responsibilities. In addition, Board Policy/Administrative Procedure 4020, “Program, Curriculum, and Course Development,” and BP/AP 4025, “Philosophy and Criteria for Associate Degree and General Education,” include references to the pursuit and dissemination of knowledge. (3. Board Policy 4020, Program, Curriculum, and Course Development, 4. Administrative Procedure 4020, Program, Curriculum, and Course Development, 5. BP 4025, Philosophy and Criteria for Associate Degree and General Education, 6. AP 4025, Philosophy and Criteria for Associate Degree and General Education)

Academic responsibilities are also discussed in the Faculty Handbook, produced by the Office of Academic Affairs, which provides guidance for faculty on a variety of issues related to teaching. (7. Link to the 2013-14 Faculty Handbook) Discussions of Academic Freedom and academic responsibilities, including the need to distinguish between personal conviction and professionally accepted views in a discipline, take place in divisions and departments. (8. Math & Science Division minutes, Jan. 2014) The faculty evaluation process, peer review, and administrative evaluations, also provide the opportunity to observe how successfully faculty distinguish between their own and professionally accepted views. During the last six years, only one informal complaint was filed in the Office of Student Affairs regarding personal convictions being shared in the classroom. Board Policy 4030, “Academic Freedom,” applies to all faculty and all courses taught by Rio Hondo College faculty. It applies equally to faculty teaching traditional classes and those teaching DE courses.

ACTIONABLE IMPROVEMENT PLANS – II A.7.a.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.7.b.

The institution publishes clear policy statements regarding student behavior and academic honesty on its website, *College Catalog*, and in many course syllabi. These policy statements are very specific in terms of what constitutes academic dishonesty and unacceptable student behavior, as well as the consequences for both.

SELF-EVALUATION – II A.7.b.

The College meets this Standard.

The College supports and enforces the Board Policy and Administrative Policy 5500, “Standards of Conduct” and Administrative Procedure 5520, “Student Conduct Procedures.” (9. AP 5500, Standards of Conduct, 10. AP 5520, Student Conduct Procedures) The College publishes an extensive statement on Academic Integrity—including examples of academic dishonesty and the consequences of violating this policy—in the *College Catalog* and on the College website. The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also outlined in the *College Catalog* and made available on the College website. (11. Student Code of Conduct, 12. Student Disciplinary Process, 13. AP 5530, Student Rights and Grievances)

The Dean of Student Affairs informs faculty about policies on academic honesty by sending a campus-wide email at the beginning of each semester (to begin fall 2014). Faculty are encouraged to make clear to their students, in each course syllabus, the course requirements, grading procedures, and expectations for classroom behavior, and to reference the institution’s standards of conduct and expectations regarding academic honesty. Potential violations of these policies are investigated and enforced by the Dean of Student Affairs, following the procedures stated in Administrative Procedure 5520, “Student Conduct Procedures.” (14. Academic Honesty Statement) The Office of Student Affairs maintains institutional data about the number and types of incidents of academic dishonesty that occur each year. Beginning in spring 2014, the Dean of Student Affairs distributed a report to all academic deans summarizing this information. The Dean of Student Affairs also posts this information on the Student Affairs homepage. (17. Student Conduct Summary Report)

Students in online classes have a secure student login and password that serves as a form of student identity verification and, at the same time, protects student privacy. The login and password are based on the student’s own information and can be changed by the student. Others do not have access to this student information. In addition, on the login page of Blackboard, students encounter a statement by which they affirm their identity as the person enrolled in the class. While some faculty members use proctored exams and video conferencing with students to help verify identity, there is no universally used technique for this process on campus. The Distance Education Committee will continue to explore new technologies to improve student identity verification. (15. Blackboard Login page)

In fall 2013, the Office of Student Affairs conducted an online survey to assess students’ knowledge of the College Standards of Conduct. Based on this survey, a majority of Rio Hondo’s students is familiar with the Standards of Conduct and are aware of their expected behavior. When asked what would be the best way to inform Rio Hondo students about the Standards of Conduct policy, students suggested e-mailing the policy to students, posting the information on Rio Hondo’s website, passing out an informational pamphlet to the

student body, and sending a notification about the policy through Rio Hondo's mobile application. (16. Standards of Conduct Awareness Report)

Although most students were aware of College policies on student dishonesty and academic integrity, some were not, so there is still some concern regarding student awareness of these issues. The College will attempt to ensure that all students are aware of their individual rights and responsibilities.

ACTIONABLE IMPROVEMENT PLANS – II A.7.b.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.7.c.

Rio Hondo College is a public, open access community college. There are no additional codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge and lifelong learning. The College does not seek to instill specific beliefs or world views on any constituencies.

SELF-EVALUATION – II A.7.c.

Not applicable.

ACTIONABLE IMPROVEMENT PLANS – II A.7.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II A.8.

Rio Hondo College does not offer curricula in foreign locations.

SELF-EVALUATION – II A.7.c.

Not applicable.

ACTIONABLE IMPROVEMENT PLANS – II A.7.c.

None.

STANDARD II.A EVIDENCE

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Standard II: Student Learning Programs and Services

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

B. Student Support Services

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

DESCRIPTIVE SUMMARY – Standard II.B.

Rio Hondo College is an open-access California community college with five cities in its service area: El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier. Additionally, small portions of other cities such as City of Industry, Downey, and Norwalk, along with some unincorporated parts of Los Angeles County, comprise the College service area, as well. The College is a Hispanic Serving Institution with over 70 percent of students identified as Hispanic/Latino/a and a total ethnic minority student population nearing 90 percent.

SELF-EVALUATION – II B.

The College meets this Standard.

Rio Hondo College recruits students via a variety of programs and services, including, but not limited to, college fairs, high school presentations, Senior Preview Day, family nights at high schools, and some Disabled Students Programs and Services specific tours.

The College admits diverse students through programs and services such as Early College Academy (ECA)—a cohort learning opportunity at three local high schools (one in each of the three service area high school districts) for students to prepare for college and get a head start. Concurrent enrollment involves high school students enrolling in college classes either on the main campus at one of the two educational centers, or at any of the off-campus sites (such as a high school or community center where Rio Hondo offers

courses). The El Monte Pledge constitutes a Memorandum of Understanding (MOU) between El Monte Union High School District, University of California at Irvine, California State University at Los Angeles, and Rio Hondo College, outlining a seamless pathway from high school to college or university. Priority Enrollment is a local implementation (launched fall 2013) of a Student Success Initiative recommendation requiring the College to provide a one-time priority to all 15 service area high schools. Career and Technical Education (CTE) Middle School Outreach is a grant-funded CTE program bringing middle school students to Rio Hondo's campus to provide them with an introduction to CTE programs and potential job opportunities. Women's History Month Program is an annual event sponsored by Rio Hondo and Whittier Union High School District, providing over 300 high school senior women a wide variety of workshops focused on career, personal improvement, college choices, and motivation.

Students benefit from these programs as they become introduced and acculturated to college, get an early start on their college careers, focus while in high school to complete their "A-G" requirements to become college-ready, and take advantage of the priority registration to access "hard-to-get" classes in their inaugural semester at Rio Hondo.

The College considers its diverse student population and identifies their needs. A majority are first-generation, under-represented college students with a very low socioeconomic status and corresponding financial aid needs and lack of financial aid literacy. In response, the Office of Financial Aid has increased the amount of Pell grants disbursed from under \$8 million in 2008 to just under \$20 million in 2013. Additionally, more financial aid workshops have been provided, as well as participation in the "Cash-for-College" workshops hosted at local high schools. These two types of workshops, coupled with priority enrollment, demonstrate College concern for student access, progress, learning, and success.

The College's ongoing efforts also include targeted counseling, introduction of the Freshman Success Center, focus on abbreviated educational and comprehensive educational plans, and finalization of the Student Success and Support Plan (SSSP). That plan, to be submitted mid-October 2014 to the Chancellor's Office as part of the Student Success Initiative—along the Student Equity Plan to be submitted mid-November 2014—are crucial to the efforts of the College to focus on student access, progress, learning, and success.

The College continues to assess efforts that lead to improvement through Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), program planning/review, campus climate surveys, and federal and state annual reports and plans. The College also reviews priority enrollment statistics, drop-for-non-payment statistics and process, and student information booth statistics to assess ongoing efforts.

ACTIONABLE IMPROVEMENT PLANS – II.B.

None.

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

DESCRIPTIVE SUMMARY – Standard II B.1.

The institution assures the quality of student support services through the annual planning process. SLO/SAO assessments are part of the planning process, which has been a routine practice at the College since 2007 and within student services since 2009. Outcomes for Student Services programs are currently assessed, presented to program leaders, and critiqued on an annual basis.

SELF-EVALUATION – II B.1.

The College meets this Standard.

The College assures the quality of student support services through the annual planning process, which includes program plans and reviews. The College has been using SLO assessments since 2007 and SAO assessments within Student services since 2009. Numerous student support programs also require federal or state annual program reports.

The College is also committed to participatory/shared governance committee self-evaluations and regularly conducts campus climate surveys and encourages faculty and staff to invest in professional development, both on and off campus. The Student Services area provides multiple opportunities for discussions and review, including department meetings, the Student Services Program Leadership Council, the Student Services Deans and Directors meetings, and the combined Joint Deans and Directors meetings with administrators from Academic Affairs. There is an ongoing effort within the Counseling Division to enhance the Early Alert program to monitor student progress and intervene earlier in the semester in order to help students succeed.

Faculty members attend training offered by the California State Universities, the University of California campuses, and private universities to stay abreast of ongoing changes and updates in student services areas. Additionally, there is significant employee involvement in professional development workshops and conferences offered by the following organizations, to name a few:

- California Association for Postsecondary Education and Disability (CAPED)
(<https://www.caped.net/>)
- Association of California Community College Administrators (ACCCA)
(<http://www.accca.org/i4a/pages/index.cfm?pageid=10>)
- Community College League of California (CCLC)
(<http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>)
- National Association of Student Personnel Administrators (NASPA)
(<https://www.naspa.org/>)
- American Association of Community Colleges (AACC)
(<http://www.aacc.nche.edu/Pages/default.aspx>)
- Association of Community College Trustees (ACCT) (<http://www.acct.org/>)

- California Community College Chancellor's Office (CCCCO)
(<http://www.cccco.edu/Home.aspx>)

Several employees are involved in leadership roles within many of these organizations and contribute to quality updates and information.

The College has also created a Leadership Academy, a yearlong academic leadership training program to enhance leadership, open to all staff on campus.

Support for student learning occurs regardless of location, as evidenced by the South Whittier Education Center (SWEC), El Monte Education Center (EMEC), high school site offerings, online courses, the Early College Academy, and the Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs. There are counselor liaisons assigned to each academic division, a counselor assigned to the Fire Technology Center, and assessment and counseling services offered at the two educational centers, as well. Additionally, the Divisions of Career and Technical Education, Public Safety, and Health Sciences and Nursing have assigned counselors who motivate students and assist with retention efforts. The EOPS, DSPS, and Veterans Service Center also offer specific tutoring assistance. Through the program review process, a "Work-In-Progress" (WIP) form for all programs was improved to provide consistency and greater clarity in the way the form would be used among counselors, faculty members, and students in various programs. This improvement also helped educate faculty members about their responsibility to conference with students about course progress before signing WIP forms. (EVIDENCECalWORKS program review recommendation) The number of counselor contacts has also been examined and enhanced.

Early College Academy (ECA) data was examined by the College institutional researchers. Persistence and success rates were compared and contrasted with rates from the general student population. From this assessment process, it was decided to revise the curriculum offerings and change the beginning grade level of high school students participating in ECA from 10th grade to 11th grade.

All these efforts help to enhance the achievement of the College's mission. The Student Services functions are part of the "dynamic educational opportunities and resources" mentioned in the Mission Statement to lead to the achievement of students' educational goals.

ACTIONABLE IMPROVEMENT PLANS – II B.1

None.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
 - a. General Information

DESCRIPTIVE SUMMARY – Standard II B.2.a.

General information is available in print and online via the College website as follows:

- Official Name, Addresses, Telephone Numbers, and Website
- Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

SELF-EVALUATION – II B.2.a.

The College meets this Standard.

The College provides a catalog in print and online via the College website, containing the official name of the College; addresses of its main campus and its off-site educational centers and other facilities; telephone numbers; website address; Mission Statement; course, program and degree offerings; academic calendar and program length; academic freedom statement, student financial aid information; available learning resources; names and degrees of faculty and administrators; and names of members of the Rio Hondo College Board of Trustees.

ACTIONABLE IMPROVEMENT PLANS – II B.2.a.

None.

b. Requirements

DESCRIPTIVE SUMMARY – Standard II B.2.b.

Information is available in print and online via the College website regarding the following student requirements:

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificate, Graduation and Transfer

SELF-EVALUATION – II B.2.b.

The College meets this Standard.

ACTIONABLE IMPROVEMENT PLANS – II B.2.b.

None.

c. Major Policies Affecting Students

DESCRIPTIVE SUMMARY - Standard II B.2.c.

Information is available in print and online via the College website regarding the following major policies affecting students:

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Grievance and Complaint Procedures
- Sexual Harassment Policy
- Refund of Fees
- Acceptance of Transfer Credits

SELF-EVALUATION – II B.2.c.

The College meets this Standard.

ACTIONABLE IMPROVEMENT PLANS – II B.2.c.

None.

d. Locations or Publications Where Other Policies May Be Found

DESCRIPTIVE SUMMARY - Standard II B.2.d.

The *College Catalog* is current, complete, and generally easy to use. Although the *College Catalog* is published annually, the Catalog Committee reviews its contents on a monthly basis for accuracy and currency. The College ensures that the information in its catalog and schedule of classes is easily accessible by making them available in both printed and electronic formats.

SELF-EVALUATION – II B.2.d.

The College meets this Standard.

The *College Catalog* is produced on an annual basis. In addition, an Addendum is produced at the end of the fall semester to ensure currency. The previous catalog review was done on an annual basis by a team that included the Curriculum Chair, Articulation Officer, Scheduling Technician, Curriculum Specialist, and Dean of Library and Instructional Support. The new Catalog Committee now reviews portions of the catalog on a monthly basis, leading up to publication. Membership on the Committee has also broadened to include the previously mentioned personnel, as well as membership from the President's Office, Student Services, and Academic Affairs. Board Policies and Administrative Procedures are posted on the College website, and hardcopies are kept at the Library Reference Desk.

The College records student complaints/grievances filed by all students, including students enrolled in Distance Education (DE) courses. The Office of Student Affairs is responsible

for resolving formal student complaints/grievances through the College grievance process in accordance with Administrative Procedure 5530, "Student Rights and Grievances." The number of complaints/grievances received is higher for students studying in traditional mode than for students studying in DE mode.

ACTIONABLE IMPROVEMENT PLANS – II B.2.d

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.

The College regularly determines student support needs through the annual Campus Climate Survey. Survey results are shared campus-wide, and the data is used to improve services to meet student needs. The annual program planning/review process, which includes program plans and SLOs for each academic area and ASOs for student service programs, are additional ways through which the institution regularly determines the support needs of our students.

SELF-EVALUATION – II B.3.

The College meets this Standard.

The College conducts research in an effort to identify learning support needs and provide appropriate services and programs. Research is conducted by general surveys, campus climate surveys, program plans, program reviews, SLO/SAOs, cut score validations, multiple measures, and research data from the El Monte Pledge. Additionally, the College utilizes Accuplacer for English, reading, ESL, and, in limited fashion, for math. The College also utilizes the MDTP for assessing higher levels of math.

Our College identifies learning support needs through orientations, assessment, the Veterans Service Center, the DSPTS Office, the EOPS/CARE Office, CalWORKs Office, the Freshman Success Center, General Counseling, the Early Alert Program, our Learning Assistance Center, and formal LAC referrals from instructors.

The College addresses those needs by reviewing SLO/SAO data. Veterans' concerns prompted additional counseling services, more space, telephones, and computers. DSPTS concerns led to a full-time instructor for DSPTS. Other concerns led to pre-test preparation and post-assessment counseling via the LAC and other discipline-specific labs; on-going re-evaluation of supporting materials; Public Safety tutoring; online math tutoring for EMEC students; and full-time staff at off-site educational centers.

ACTIONABLE IMPROVEMENT PLANS – II B.3.

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.a.

Rio Hondo College offers high quality, co-curricular programming throughout the Academic Affairs and Student Services areas with methods of evaluation and assessment for each. The aforementioned co-curricular involvement offers a diverse scope of learning in various methods that enhance the understanding and appreciation of civic responsibility. In addition, all online students or students enrolled at educational centers can participate in club programming through Student Life and Leadership online club management. They can also view online publications and attend other events offered off campus in the local community, including course offerings in the community.

SELF-EVALUATION – II B.3.a.

The College meets this Standard.

The College provides equitable access to services for students regardless of service location or delivery method. For instance, counseling services are available at Rio Hondo College's campus, at their El Monte Education Center, South Whittier Education Center, the Regional Fire Technology Training Center at Santa Fe Springs, and online as well. Tutoring is offered at each of the locations mentioned above, including online, except the Santa Fe Springs location. There are computer labs available at all facilities mentioned, and assessment services are available at Rio Hondo, El Monte Education Center (EMEC), and the South Whittier Education Center (SWEC). Bookstore services are available at Rio Hondo's main campus and also online.

ACTIONABLE IMPROVEMENT PLANS – II B.3.a

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.b.

Rio Hondo College offers multiple opportunities for students to engage in events that teach civic responsibility and development. These learning environments take place inside and outside of the classroom, and include both academic curriculum and co-curricular experiences.

SELF-EVALUATION – II B.3.b.

The College meets this Standard.

The College provides an environment that encourages personal and civic responsibility through student clubs, domestic violence awareness month, safe zone training, unconscious bias training, March-in-March activity, Voto Latino participation, Constitution Day activity, VITA tax assistance, smog checks for community members, and the extremely active and involved Associated Students at Rio Hondo College (ASRHC) student leadership.

Intellectual development is fostered through programs, activities, and events, such as “Writes of Spring,” a two-day celebration of writers and writing; annual Reading Festival; *River’s Voice* journal of art and literature published by the Division of Communications and Languages in partnership with the Division of Arts and Cultural Programs; River Deep Student Film Festival; award-winning *La Cima* magazine featuring student writers and editors; *El Pai* (formerly known as the *El Paisano*) student newspaper; the Honor’s Transfer Program, Alpha Gamma Sigma (AGS) Honor Society, and the annual Student Success celebration and Outstanding Student Achievement Awards ceremony.

Aesthetic development has been encouraged via a recycling program instituted by students. Additionally, the College implemented the “Go Rio” program, which was a Bellwether Award Winner in 2009, has helped to reduce the carbon footprint produced significantly by students utilizing public transportation versus driving themselves to campus.

To assist in personal development for all students, the College offers Career Center classroom presentations and career fairs, University and College Transfer Fairs, a “Helping Hands” project to assist parents with small children, a canned food drive, leadership opportunities through our Inter-Club Council, and for the past three years, a Student Leadership Institute Certificate offered in conjunction with California State University, Fullerton.

ACTIONABLE IMPROVEMENT PLANS – II B.3.b

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.c.

Rio Hondo College strives to develop, implement, and evaluate counseling and academic advising. The Division of Counseling offers a host of services that foster the development and success of the student. Services such as general, academic, career, and transfer counseling, along with counseling courses, provide guidance for college and career exploration.

SELF-EVALUATION – II B.3.c.

The College meets this Standard.

The College relies on the Education Code and Title 5 to guide itself in designing programs. The Student Success Initiative has also provided direction (creating the Freshman Success Center based on best practices), along with information from our Office of Institutional Research and Planning (IRP).

The College maintains its programs, practices and services through funding from a Title V grant, Basic Skills funding, General Fund for counseling, transfer and honors, and Student Success and Support Program (SSSP) funding.

Evaluation is conducted via program reviews, an evaluation process involving staff, faculty and administration, and our Honor's Program via the UCLA Honor's Program review.

College counseling and academic advising programs include general counseling, transfer and career counseling, Veterans counseling, DSPS counseling, some division specific counseling (i.e. Nursing, Fire & Police academies), Career and Technical Education program counseling, and Child Development counseling.

College faculty members are prepared through their educational pursuit of an MA degree in counseling or an equivalent degree, intersegmental counselor training, Cal State, UC, and private university training days for counselors, UCLA honors transfer review, and the Honors Program semester meeting with Honors faculty members.

ACTIONABLE IMPROVEMENT PLANS – II B.3.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.d.

The College offers high quality, diverse, co-curricular learning experiences that enhance the understanding and appreciation of diversity for students at the main campus and off-site educational centers. Online students and those enrolled at other off-site locations can participate in club programs through Student Life and Leadership's online club management. This includes web workshops and posting resources for students to get the same education on diversity -related information that students are receiving on campus.

SELF-EVALUATION – II B.3.d.

The College meets this Standard.

The College offers high-quality, diverse, co-curricular activities and clubs that enhance the understanding and appreciation of diversity. Focus areas of programming from departments and the Office of Student Life and Leadership include: Gender, Ethnicity, Culture, College Acculturation, Educational Goals, Physical Ability, Income, Academic Ability, and Level of Self-Awareness. Clubs on-campus includes French Club, Gay/Straight Alliance, Students without Borders, Spanish Club, and ENLA Club (for new speakers of English). The ASRHC also has a Senator for Cultural Diversity, and the Student Life and Leadership hosts six signature cultural months.

Abiding by Education Code, Title V, College Board policies and administrative policies are just some avenues to assist in designing and maintaining programs. The College has a very strong Values statement, along with a strong Mission Statement to guide itself in its commitment to the “success of its diverse students and communities.” All employment applications and interviews include questions on diversity. The College publishes a non-discrimination clause and has conducted Safe Zone Program and Unconscious Bias training, as well.

ACTIONABLE IMPROVEMENT PLANS – II B.3.d.

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.e.

The College utilizes the Chancellor’s Office’s approved online application, CCCApply. The Director of Admissions and Records serves on the statewide CCCApply advisory board that regularly reviews the process and corrects any issues that may arise.

The College also ensures the consistency and effectiveness of the placement processes by utilizing assessment instruments that have been approved by the Chancellor’s Office.

SELF-EVALUATION – II B.3.e.

The College meets this Standard.

The College utilizes the CCCApply application system that is consistent throughout California community colleges. Our Director of Admissions and Records serves on the statewide advisory committee for CCCApply to maintain knowledge and participate in ongoing evaluation of the practices related to this tool.

Rio Hondo College currently utilizes Accuplacer for English, Reading, and ENLA. The math assessment instrument currently used is the MDTP; however, pilot took place in spring 2014 to use Accuplacer math assessment as an outreach tool, as well. Already underway are the multiple measures for English and Reading, while the pilot

math assessment will incorporate multiple measures including the last high school math class taken, if within a two-year period.

Cut scores are re-validated for English, Reading, and Math, and there has been a common final in reading which is re-evaluated on an ongoing basis. The Student Equity Plan Task Force is also examining the cut scores and assessment instruments as part of their review and will be looking at any disproportionate impacts and making recommendations to mitigate any that exist as part of their plan to be submitted in mid-November 2014.

ACTIONABLE IMPROVEMENT PLANS – II B.3.e.

None.

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

DESCRIPTIVE SUMMARY – Standard II B.3.f.

Rio Hondo College maintains its student records in accordance with legally required or state mandated codes, federal guidelines, and local practices and policies.

SELF-EVALUATION – II B.3.f.

The College meets this Standard.

The College abides by the California Education Code, Title V, the Family Educational Rights and Privacy Act (FERPA), local policies and procedures, and Government Code 6250 regarding the maintenance of its records. Hard copies are currently held in two different vaults as old and new records continue to be scanned. Board Policy 5040, “Students Records and Directory Information” ensures that the College adheres to FERPA, as well.

Currently, records are permanently stored in hard copy and also in the “cloud.” The hard copy records are locked in the two vaults, accessible only to the Director and Coordinators of Admissions and Records. With our new MIS system (Banner, implemented in 2010), there are more secure levels of access to student records than previously held in the legacy system. Back-up of records is not only in the cloud, but also maintained at two separate locations—one over 80 miles away and the other out-of-state.

The release of records is governed by Board Policy 5040, “Students Records and Directory Information,” and FERPA.

ACTIONABLE IMPROVEMENT PLANS – II B.3.f.

None.

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

DESCRIPTIVE SUMMARY – Standard II.B.4.

Rio Hondo College regularly reviews its student support service departments through program plan and program review assessment and evaluations, ongoing SLO/SAO assessment, and annually submitted categorical program reviews. The Office of Student Services continues to improve upon programs and services based on data findings and strives to align goals and objectives of this area to support institutional goals and objectives.

SELF-EVALUATION – II.B.4.

The College meets this Standard.

The College evaluates its services through its annual planning process, which includes program plans that identify strengths, weaknesses, threats, and opportunities. Program review provides a much more comprehensive review through our Institutional Effectiveness Committee (IEC) and the Program Review Committee. There are also annual categorical reviews based on specific grant or program plans. Finally, there is ongoing SLO/SAO assessment, with improvement plans resulting from the findings. The College strategy is to input and assess all SLO/SAO data to continue identifying success in meeting student needs. Assessment data will also be measured through the upcoming Student Success and Support Plan (SSSP), due in mid-October 2014, and Student Equity Plan, due in mid-November, to ensure that results of SLO/SAO assessment will be the basis for ongoing improvement.

ACTIONABLE IMPROVEMENT PLANS – II.B.4.

None.

EVIDENCE STANDARD – II B.

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Standard II: Student Learning Programs and Services

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

C. Library and Learning Support Services

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

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

DESCRIPTIVE SUMMARY – Standard II C.1.

Rio Hondo College provides extensive learning support services and library services for its students and faculty to support educational offerings. Many of the learning support services and library services are available for online students and for students enrolled in classes at South Whittier Educational Center (SWEC), El Monte Educational Center (EMEC), and Rio Hondo College Regional Fire Technology/Homeland Security Training Center in Santa Fe Springs, as well. The institution is striving to improve accessibility for all students of the College.

SELF-EVALUATION – II C.1.

The College meets this Standard.

Rio Hondo College has strong library and learning support services that support the quality of its instructional programs. The most obvious of these is the Rio Hondo Library. In fall 2009, the Library and several student support labs moved to the newly constructed Learning Resource Center (LRC). The Library, which occupies the second floor of the LRC, provides a much larger facility than it did at its previous location, with

more student seating, more small-group study rooms, and more computer workstations. In addition, the new Library includes two dedicated computer labs for Library orientations. A comparison of the new and old Library space is provided in the table below:

[INSERT TABLE HERE]

In terms of learning support services, Rio Hondo offers district computer labs, tutoring service centers, and other discipline-specific instructional labs. There are three district computer labs: one on the main campus, and one each at the two educational centers (SWEC and EMEC). A description and comparison is provided below:

Rio Hondo offers two campus-wide tutoring centers: the Math/Science Center and the Learning Assistance Center (LAC). These centers provide a variety of services for students including individual tutoring, access to printers, and helpful workshops. Details are provided in the table below:

[INSERT TABLE HERE]

Finally, there are a handful of learning support labs on campus that are tied to specific programs, but are not solely for the use of students during class time (in contrast, for example, to a chemistry lab that students would access only during the scheduled lab time). These labs include the Child Development Lab, Nursing Skills Lab, Nursing Simulation Lab, Reading Lab, Writing Lab, ENLA/Languages Lab, and Learning Assistance Center at the Regional Fire Technology Training Center in Santa Fe Springs. Each of these learning support services is open to students outside of scheduled class time. Students may have a required number of hours to attend these labs for their particular class, but in other cases students may choose to use these labs more often than required to increase their skills. A detailed comparison of these labs is given below:

[INSERT TABLE/COMPARISON HERE]

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

DESCRIPTIVE SUMMARY – Standard ILC.1.a.

The mission of Rio Hondo College Library is to support College goals by “providing instruction and services that introduce students to the depth and breadth of information sources available to them in an academic library, encourage the development of critical thinking about information and its use, and highlight the ‘lifelong learning’ aspect of the College Mission Statement.” A team of five full-time and several part-time librarians and support staff enhances the instructional process at Rio Hondo by selecting and maintaining library materials and assisting students in locating, evaluating, and using

these materials. The librarians maintain many mechanisms to receive input from instructional faculty about needed library materials.

The two off-site educational centers, SWEC and EMEC, as well as the Santa Fe Springs Fire Technology Training Center, each have computer labs staffed with instructional assistants. This allows any students taking classes at these facilities to connect to all of the online library resources and obtain assistance in searching for information.

SELF-EVALUATION – ILC.1.a.

The College meets this Standard.

Librarians are responsible for selecting material and maintaining the library collection. Librarians regularly evaluate resources available and recommend the purchase of additional materials as needed to aid students in the successful completion of assignments.

Instructional faculty members have many opportunities to engage with librarians and request new library materials. The Library remains informed of new and revised courses and programs through active participation on the Curriculum Committee. The required curriculum forms include a Library statement for requesting additional Library materials. A librarian attends the Curriculum Committee meetings and works with instructional faculty to ensure the Library collection is sufficient to support new and revised curriculum. (1. Curriculum Form Articulation Officer and Librarian Oversight Pages (Same as 9 from IIA2a), 2. Rio Hondo College Curriculum Committee By-Laws (Same as 4 from IIA1)) Librarians also participate in other campus committees, survey instructional faculty, participate in new faculty orientations, and attend division and department meetings to maximize awareness of Library services to instructional faculty. (3. Accreditation Survey Results- Employees General 2013, 4. New Faculty Orientation Agenda 2008, 5. Division Minutes with Librarian Visits)

Statistical reports are used for detailed evaluation of the quantity, currency, depth, and variety of the Library collection. Statistics on the number of items owned, use of materials, and number of new items acquired are collected by type of material and subject area. These statistics are reviewed in multiple ways to ensure a reliable and valid measurement. Every five years (most recently December 2012), a complete collection inventory is conducted to identify any missing materials needing replacement. The Library has an annual collection development plan that allocates funding targets by Library of Congress subject areas. Circulation statistics by subject area are analyzed annually in order to base new purchases on the greatest need. (7. Collection Development Plan 2013-2014) Searches done in the Library catalog are reviewed regularly in Google Analytics to identify title or subject areas that need immediate catalog enhancements.

These analyses have led to several conclusions. For the 2012-13 academic year, the ratio of books checked out per student enrolled was up 18% compared to 2008-09; the ratio of reserve books used per student enrolled was up 36%. Demand for electronic resources,

such as database usage per student, has increased by 13% since 2008-2009. Further analyses indicate that much of this increase is due to a drop in College enrollment. In fact, the raw number of books checked out and the raw number of database searches have both decreased over this period. Only reserve book checkouts have increased in raw numbers. (6. Statistics per Enrolled Student 2008 vs 2012)

Furthermore, there are other ways to assess the quality of a Library book collection. An annual Collection Age Report indicates that, although the collection seems to be adequate in terms of quantity, it is not as current as it should be. Library studies indicate a good rule of thumb is that the rate of adding new items to the collection and weeding existing items from the collection should both be sustained at about five percent per year. Over the last four years, the Rio Hondo Library acquired new materials at the rate of less than two percent, while librarians weeded less than one half of one percent of the collection. (9. Collection Age Report)

Other measures are also examined. When Rio Hondo was compared to ten like-sized California community college libraries in 2012, the College total expenditures for books and e-books were average. However, the circulation transactions per FTE students were nearly double the average of the other colleges. (8. NCES Comparisons)

While the Library collection is challenging to truly analyze and understand, the librarians at Rio Hondo consider multiple measures and complete many analyses of the numbers to make alterations and to ensure that the Library contains the necessary resources to aid student success.

In addition to the Library, other learning support services provide materials and equipment to support student learning and enhance the mission of the College. The evaluation of these services occurs through the planning process. Through this process, support services are connected to the Mission Statement of the College.

ACTIONABLE IMPROVEMENT PLANS – ILC.1.a.

None.

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

DESCRIPTIVE SUMMARY – Standard ILC.1.b.

Information competency is the ability to recognize the need for information, acquire and evaluate information, organize and maintain information, and interpret and communicate information. A plan to expand information competency instruction to all students on campus is currently under discussion at Rio Hondo.

Librarians provide instruction that helps to integrate information competency into the curriculum. Library instruction includes individualized assistance at the reference desk, Library orientations for classes, a credit course in Fundamentals of Library Research,

instructional handouts, the Library website, and LibGuides (web-based subject and course guides).

SELF-EVALUATION – IIC.1.b.

The College meets this Standard.

The reference desk is staffed with librarians who work one-on-one with students to teach information competency skills. For example, when a student comes to the desk looking for journal articles, the librarians do not simply find articles for the student, but rather instruct and guide the student through the research process in order to find the articles. During the 2012-2013 academic year, the librarians answered 11,959 reference questions. (1. Pertinent Statistics)

Instructional faculty may request Library orientations for their classes. These orientations include general Library orientations as well as more tailored sessions offered over one or more class meetings. General orientations include an introduction to the Library and a review of the assistance available; using the Library catalog and periodical databases; evaluating information; and citing sources. The sessions are tailored to concentrate on specific research topics or resources relevant to the class. During the 2012-2013 academic year, librarians instructed 5,092 students in 184 Library orientations for courses in 16 different disciplines. This is an 18% increase in the number of students compared to the 2008-2009 academic year. Classes from a wide range of disciplines attend specific orientations. For example, students in approximately 53% of all English 101 course sections attended face-to-face Library orientations. (1. Pertinent Statistics)

Most orientations are taught in the two Library classrooms and include hands-on exercises. Student learning is assessed in a variety of ways, such as pre/post-tests; in-class exercises; poll questions before and during instruction; post-orientation student surveys; feedback from instructors; and general observations of the librarian teaching the session. (2. Sample Library Instruction Quizzes and Exercises)

An additional way that librarians inform students regarding information competency is through Fundamentals of Library Research (LIB 101), a three-unit transferrable course. LIB 101 students learn research skills, find and evaluate print and electronic sources, learn citation styles, and discuss issues of plagiarism and copyright infringement. (3. LIB101 Course Outline of Record) Every semester, at least one online section is offered to provide DE students the opportunity for in-depth information competency instruction. In recent semesters, this course has been offered as part of the Fast Track Learning Community program, linked with English and ENLA courses. Course SLOs have been developed and assessed for the past several years. Librarians have used these assessments to improve instruction and student success.

The Library also tries to foster information competency skills through the use of LibGuides. In June 2009 the library began a subscription to LibGuides, which allows librarians to create both general research guides and custom class/subject research

guides. These guides have become very popular student resources. During 2013, LibGuides received 29,858 individual views. Furthermore, LibGuides can be embedded in online courses in order to improve access to specific research guides for our online population. (4. LibGuides Stats)

In order to improve Library outreach to our online students, the College has granted one of the full-time librarians a sabbatical for the 2014-2015 academic year, during which she will develop a series of information literacy tutorial modules that can be embedded in online courses in Blackboard and used by students at off-site locations.

Finally, in order to examine the information skills of our student population, Information Competency is an important part of Rio Hondo's GESLOs, which are assessed through course data from courses that address these competency skills. (5. RHC College Catalog Pg 40 GE SLOs) In spring 2014, the librarians presented to the Planning and Fiscal Council their plans for expanding instruction Information Competency to more students at Rio Hondo. (6. Forthcoming Planning Fiscal Council Minutes - Called Renee)

ACTIONABLE IMPROVEMENT PLANS – I.C.1.b.

None.

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

DESCRIPTIVE SUMMARY – Standard I.C.1.c.

The Library is open Monday through Saturday, for a total of 68 hours per week. The online Library resources, including Library catalogs, research databases, and subject guides, are available to all Rio Hondo students and faculty 24 hours a day through the AccessRio portal. (1. Library Homepage www.riohondo.edu/library) The Math/Science Center (MSC) and Learning Assistance Center (LAC) offer tutorial and other learning support services to students during standard daytime and evening hours when students are on campus.

SELF-EVALUATION – I.C.1.c.

The 46 computers in the library are available for student use. In addition, the Library has two workstations specially designed for disabled students: tables are wheelchair accessible, and computers have JAWS, WYNN, and Zoomtext software to assist the visually impaired. The Office of Disabled Student Programs and Services provides these software tools for the Library, as well as a videophone for the hearing impaired. Purchase of video recordings for the Library collection is limited to materials accessible to the hearing impaired. Even though the new facility provides increased seating and Library hours have remained fairly constant for the past few years, an evaluation of Library services in the most recent Student and Faculty Survey found that increased hours and increased seating were common requests.

All students, including students enrolled in online classes and those at off-site locations, have 24 hour access to the Library's online research databases through AccessRIO. A Library tab in AccessRIO provides an abbreviated view of the Library home page, including links to the Library catalog, Library handouts, LibGuides, and general Library information. The Library online database page clearly informs students about using AccessRIO for database access. Besides the periodical databases, the Library also owns 325 subject encyclopedia e-books accessible via Gale Virtual Reference Library through AccessRIO.

For online students specifically, the Virtual College home page and the Virtual College Online Orientation page include links to Library resources. The October 2013 Faculty Survey indicated 44% of faculty that teach online or hybrid courses include Library resources in their online course. (2. Accreditation Survey Results- Employees General 2013 (Same as 3 from IIC1a) Librarians are continuing to work on an interactive online information competency tutorial. Statistics from Google Analytics for fall 2013 indicate 85% of Library catalog searches are done from on campus and 15% from off-campus. (3. Google Analytics) However, the College is unable to determine whether those searches completed off campus were done by online students or simply on-ground students accessing databases from home. Nonetheless, the 85/15 split closely mirrors the percentages of classes offered on ground vs. online, which were 88/12 in spring 2014.

Librarians provide library orientations either in the Library or in classrooms. Librarians also travel to the off-site centers when requested to provide orientations. In addition, the October 2013 Faculty Survey found only 32% of respondents teaching off-site agreed or strongly agreed that "Library resources provide adequate support for my teaching off campus." (2. Accreditation Survey Results- Employees General 2013 (Same as 3 from IIC1a)) Since there is no regular librarian presence at any of the off-site locations, students may e-mail or phone the Library reference desk for assistance. Librarians are currently developing a plan to increase the support for SWEC, EMEC, Santa Fe Springs, and online students.

Many of the learning support services at Rio Hondo College are also available at our off-site locations and online students. The educational centers have computer labs (see above table) that can be used as a lab for students to develop writing, reading, language, or English as a New Language skills. Furthermore, the Math/Science Center uses CCC Confer to assist students remotely at the SWEC and EMEC locations.

For online students, the instruction-specific labs—for example, the Writing Center—are adjusted to fit the online environment. In some cases, lab work is completed through a virtual environment, so it is more conducive to an online course. In other circumstances, students may be required to attend a lab on campus to complete lab time requirements. Faculty members continue to experiment with new techniques to create a functional online lab experience. Additionally, discussions are currently underway to develop an online tutoring program for the Learning Assistance Center, expanding on an online tutoring pilot program recently employed for online basic skills classes. (4. Online Tutoring Planning- Notes and Proposed Next Meeting Time)

ACTIONABLE IMPROVEMENT PLANS – II.C.1.c.

None.

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

DESCRIPTIVE SUMMARY – Standard II.C.1.d.

The College provides maintenance and security for the Library and all other learning support centers. Library materials are identified for security purposes and recognized by an alarm system.

The Library and learning support centers have computers and software that are maintained by College staff. Most labs with computers are also equipped with alarm systems.

SELF-EVALUATION – II.C.1.d.

The College meets this Standard.

The Library and learning support centers are regularly maintained by custodial staff from the Office of Facilities Services. Maintenance of facilities is completed daily. Work orders are submitted for basic repairs and completed in a timely manner.

Newly acquired Library books are covered with protective Mylar to extend the life of the books. All Library materials on open shelving are sensitized with 3M security strips. The 3M security gates at the Library entrances/exits signal an alarm when materials have not been properly checked out. If students fail to return Library materials, holds are placed on their records, preventing registration, transcripts, or diplomas until the materials are paid for or returned. The District has recently approved the purchase of a new desensitizer/re-sensitizer machine to replace an old machine. This purchase was requested and approved through the program planning/review process and improves the security of Library materials. (1. Program Plan Library 2013)

The Library Computer Operator maintains the Library computers, with support from the Office of Information Technology. Online Library resources are accessed through the AccessRio portal and are relatively secure, since students and staff must have access to enter the portal.

ACTIONABLE IMPROVEMENT PLANS – II.C.1.d.

None.

- e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized.

The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY – Standard II.C.1.e.

The Library maintains contractual agreements for several services, which include a Library system, catalog records, subscription databases, a reciprocal borrowing agreement, and photocopier and printer services. These services are evaluated regularly for volume of use, need, and reliability.

SELF-EVALUATION – II.C.1.e.

The College meets this Standard.

The Library has a maintenance and hosting contract with Sirsi for the integrated library system. This system consists of circulation, acquisitions, cataloging, and public access catalog modules, which are used extensively in the Library's daily operations. Librarians and Library support staff regularly attend Sirsi user group meetings and conferences. Questions, concerns, and requests for enhancements to the software are regularly logged into Sirsi's support portal. In June 2013, Rio Hondo librarians hosted librarians from a multi-library community college district and provided a presentation of the strengths and limitations of Sirsi.

The Library is a member of the Online Computer Library Center (OCLC). The contractual agreement allows for purchase of bibliographic records for the Library catalog and interlibrary loan services for Library borrowers. This is a very cost effective way to obtain catalog records. Librarians and Library support staff use OCLC services daily. The Library also has a reciprocal borrowing agreement with California State University, Los Angeles (CSULA). This agreement allows Rio Hondo students, faculty, and staff to borrow from the CSULA collection of nearly one million books. The Library receives reports of Rio Hondo usage of the CSULA library. Librarians are reminded to notify students of this service during Library orientations and reference desk interactions.

(1. Cal State LA Agreement

http://library.riohondo.edu/About_The_Library/Partner_Libraries_Rio_Students.htm)

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

The Library photocopiers and computer printers are used extensively. Students print/copy approximately 400,000 pages per year. In summer 2009, the Library began a five-year lease with IBE for three photocopiers. Library staff and students continually evaluate these services and have been mostly satisfied with the quality of these photocopiers.

Service requests are documented, and concerns are immediately brought to the attention of the vendor.

In summer 2009, the Library also began a five-year lease with VendPrint for a computer reservation and print release system. The librarians later evaluated VendPrint identified concerns about cost and reliability. Recently, the librarians explored the PaperCut system for printing. This system is being piloted in the Business Computer Lab. Based on the pilot, there is a plan to extend the use of PaperCut to several other labs and off-site locations. The Library may make this change or explore another system for computer reservations and copier services.

ACTIONABLE IMPROVEMENT PLANS – II.C.1.e.

None.

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

DESCRIPTIVE SUMMARY – Standard II.C.2.

The Library keeps extensive statistics and participates in several annual state and national library statistical surveys. These surveys include Annual Data Survey for the Chancellor's Office, the NCES Academic Libraries Survey, and the ACRL Academic Library Trends and Statistics Survey. The results of these surveys allow comparison to other libraries and are useful in evaluating and planning future Library services. The Library also reviews data from student and faculty feedback, Service Area Outcomes (SAOs), and General Education Service Area Outcomes (GESAOs) to evaluate its services.

SELF-EVALUATION – II.C.2.

The College meets this Standard.

Library services are evaluated by circulation and usage statistics that are analyzed annually (for details, see II.C.1.a). This analysis leads to adjustments made to acquisition plans for each subject area.

The Library strives to provide equal access to quality resources for all students, providing convenient access to books and other resources that support student learning. RHC offers classes from 6:30 am-10:10 pm Monday-Thursday, from 8 am-2 pm Friday, and 8 am-1 pm Saturday. Library hours mirror the prime hours that students take classes on campus: 7 am-9 pm Monday-Thursday, 7 am-3 pm Friday, and 9 am-1 pm Saturday. With these hours of operation, students are given access to the books and resources they need when they are likely to be on campus. Further, electronic resources are available 24 hours per day, ensuring access through AccessRio portal. According to the 2013 Accreditation Survey, 76% of faculty agreed or strongly agreed "librarians and library

resources help my students achieve the student learning outcomes in my courses.” However, the same survey found that only 32% of faculty members who teach off-campus agree or strongly agree that Library resources provide adequate support for their students. As a result of the survey, librarians plan to increase outreach to faculty teaching off-campus. (1. Accreditation Survey Results- Employees General 2013 (Same as 3 from IIC1a))

Librarians are constantly reviewing Library evidence to improve services. For example, when a survey given for accreditation purposes showed possible issues, librarians quickly made changes to address the issues. Specifically, faculty members indicated they would like to see a list of all new Library materials in their subject area. Currently, faculty members are informed of individual items as they are acquired for their areas, but a comprehensive list was requested. As a result, librarians are now working on automating a process via the Library catalog so faculty, as well as students, will have convenient access to see lists of new Library materials by subject area. Also, comments from the survey led to the realization that students were unaware that the Library offers three computers available for quick printing, catalog searching, or other short-term needs. Signs were immediately changed at the computer reservation station to alert students of the quick computers and improve convenient access. Based on the librarians’ observations, students’ complaints, and survey results, another priority project was wireless network reliability. (2. Accreditation Survey - Students 2013) The Office of Information Technology has identified several locations for wireless routers to improve wireless network access.

The Library has developed several Service Area Outcomes (SAOs) that are evaluated by methods such as quizzes, exercises, and pre- and post-testing during Library instruction sessions; statistical data analysis; student and faculty surveys; and self-evaluation by librarians in program reviews and annual program plans.

The Library contributes to the campus General Education SLOs, particularly for reading and oral/written expression. This includes the following SLOs:

- The student will evaluate the reliability of both print and electronic (research) sources and use them effectively.
- The student will document both print and electronic sources using a conventional format.

Librarians regularly instruct students in evaluation of sources and documenting sources both at the reference desk and during Library instruction sessions. Librarians also provide workshops and instruction sessions dedicated to the topics of website evaluation and proper citation formats for source documentation. (3. RHC College Catalog Pg 40 GE SLOs (Same as 5 from IIC1b))

ACTIONABLE IMPROVEMENT PLANS – IIC.2.

None.

STANDARD ILC EVIDENCE

II.C.1	
II.C.2	
II.C.3	
II.C.4	
II.C.5	
II.C.6	
II.C.7	
II.C.8	

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

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

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

DESCRIPTIVE SUMMARY – Standard III A.1.

The institution has board policies, administrative procedures, and a planning process which clearly outlines and ensures that recruitment and hiring processes result in employing diverse personnel who possess the appropriate education, training, and experience to successfully meet job expectations and requirements. Once a job description is finalized with the requisite basic and essential functions of the position; the minimum qualifications necessary to qualify for the job; and the knowledge, experience, and education required for the position; a job announcement is prepared and distributed. The job announcements are clear, comprehensive, and accurately describe the duties and minimum employment qualifications for the position. College job announcements are linked to the required and desired employment qualifications to ensure the College provides and supports its programs and services.

SELF-EVALUATION – III A.1.

The College meets this Standard.

The institution adheres to comprehensive and inclusive employment processes to employ faculty, administrators, and staff who possess integrity, the appropriate education, training, and experience necessary to provide quality to College programs

and services. Human Resources manages and monitors a highly structured set of recruitment and hiring policies: Board Policy 7120, Recruitment and Selection (III A 01); Administrative Procedure 7217, Faculty: Employment Contract (III A 02); College Procedure 5030, Classified and Confidential Employees: Employment (III A 03); and College Procedure 5025 Employment Procedures for Administrators (III A 04). Adherence to these policies and procedures yield highly qualified and diverse employees. The policies and administrative procedures are based on the College Mission, Values, Vision, and commitment to diversity, as per Board Policy 7100, Commitment to Diversity.

The College abides by Board Policy 7120, Recruitment and Selection (III A 01), which mandates that recruitment and selection of employees meet the minimum employment qualifications noted in all job descriptions. Candidates must possess the ability to support District programs and services to ensure a successful student learning environment. The Office of Human Resources manages and monitors these board policies and procedures to ensure a district-wide, fair, and equitable process for all applicants. Board Policy 3420, Equal Employment Opportunity (III A 06), delineates the commitment of the District to equal opportunity in educational programs, employment, and access to all institutional programs and activities. The District staffing decisions are made on the basis of recommendations resulting from the planning process in the context of strategic planning and budget analysis. Workforce planning is linked to the College planning process.

Prior to the advertisement of a vacant position, the job description is reviewed by the hiring administrator to ensure the roles, responsibilities, and desired qualifications for the position are aligned to fulfill the missions of the program and the College. All District job descriptions include the basic and essential functions of the position; the minimum qualifications needed to qualify for the job; and the knowledge, experience, and education needed for the position. If changes are made to a job description, they are negotiated with the proper bargaining union prior to announcing the vacancy. All job announcements are comprehensive and accurately describe the duties and qualifications necessary to fulfill the job requirements. It is essential that any new hire can provide quality service and possess the ability to support District programs and services to ensure a successful student learning environment.

Required minimum employment qualifications for faculty and administrative positions are in compliance with Education Code 87356 (III A 07); Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency (III A 08); and the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III A 09). Although the minimum qualifications indicated in the California *Community Colleges Handbook* “serves as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and serves as a guideline for day-to-day decisions regarding suitability for employment. Districts may establish different qualifications beyond the minimum standards defined in the Disciplines Lists. Districts have flexibility in how they organize courses within disciplines, how to apply equivalencies, and how to develop criteria and employ

processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the Board of Trustees and the Academic Senate.” In order to continue to employ qualified faculty to guarantee the integrity and quality of its programs and services, the District and the Rio Hondo Academic Senate have embarked on a District-wide analysis and update of minimum qualifications, equivalencies, and Faculty Service Areas for all its disciplines. This project will be completed by late fall 2014.

The recruitment and hiring of all personnel are coordinated by the Office of Human Resources and overseen by the Human Resources Director. The District clearly and publicly publishes criteria and minimum qualifications for all job opportunities in employment announcements, which are widely distributed and posted in several formats. Job announcements are published in regional dominant newspapers, the *San Gabriel Valley News*, the *Los Angeles Times*, the *Orange County Register*, the College web site, and the *California Community College Registry* as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com*, to name a few. In addition, to the Angeles County Office of Education. Job announcements are also advertised in specialty magazines targeted at different specialties or trades such as Nursing, Athletics, Information Technology and Civil Engineering.

The Office of Human Resources is accountable for federal and state compliance of all recruitment and hiring policies and procedures, confirming all applicants forwarded to selection committees possess the minimum employment qualifications for the position to which they are applying. Applicants submitting required degrees for a position must provide official educational transcripts awarding the degree from an accredited institution. Degrees from a country other than the United States must be evaluated by an evaluation service and submitted with the application prior to the closing date of the job announcement.

ACTIONABLE IMPROVEMENT PLANS – III A.1.

None.

- a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.³

DESCRIPTIVE SUMMARY – Standard III.A.1.a.

The District hires qualified faculty, administrators, and classified staff who are selected according to board policies and procedures, Title V, Education Code, and state and federal employment mandates. Selection committee members are comprised of campus experts who possess the skill and ability to select the most knowledgeable candidate from the applicant pool. Job announcements for faculty, classified staff, and administrators clearly reflect the College Mission, Vision, and Values Statements which stress the College commitment and dedication to instruction and student services. Job descriptions clearly emphasize the necessary teaching and/or occupational experience, training, certificates, educational background, and necessary understanding of community colleges to provide and support student learning programs and services. Job announcements also describe essential functions of each position, minimum necessary degrees as well as any other desirable qualifications to meet District goals. Ultimately, the District understands that its recruitment outcome is to employ the best candidates who possess a passion and desire to ensure student success.

SELF-EVALUATION – III A.1.a.

The College meets this Standard.

Rio Hondo Community College is committed to employing qualified faculty, classified staff, and administrators who support student learning programs and services and are dedicated to improving institutional effectiveness. The recruitment and hiring of all staff is dictated by Board Policy 7120, Recruitment and Selection (III A 01); Board Policy 7100, Commitment to Diversity (III A 05); Board Policy 3410, Nondiscrimination (III A 11); and Board Policy 1200, District Vision, Mission, Value Statement (III A 12); and are coordinated by the Office of Human Resources, which is overseen by the Human Resources Director. The Office of Human Resources manages, monitors, and evaluates pertinent board policies and procedures to ensure a district-wide fair and equitable employment process.

Staffing committees prioritize and recommend which positions should be filled based on unit plans and program reviews. The committees then forward recommendations to the Planning and Fiscal Council and the

Superintendent/President for final approval. In general, staffing decisions are made on the basis of the recommendations resulting from the planning process in context of strategic planning, budget analysis, program review, enrollment trends, educational needs, and contributions to student success.

Once the position(s) are identified and approved, the hiring administrator completes a Personnel Requisition form (III A 13). The form includes budget and account information, division name, job title, and rationale for the position (replacement, new, etc.). The Personnel Requisition form must be signed by the appropriate Vice President, the Vice President of Finance and Business, the Superintendent / President and the Director of Human Resources prior to advertising the position. The completion of the form prompts the recruitment and hiring process, a vital sequence of events which must be followed to insure a successful recruitment.

Prior to announcing the position both internally and externally, the Office of Human Resources works with the hiring administrator and applicable Vice President to assure the current job description is directly related to the mission and goals of the District and accurately reflect the duties and responsibilities of the position. Should the job description need adjustments, these are negotiated with the proper bargaining unit and subsequently approved by the Board. Job descriptions must reflect accurate duties, responsibilities, working conditions, salary range, minimum qualifications, educational qualifications, knowledge, skills, and abilities necessary to perform the job prior to announcing the position. Should the hiring administrator want to add desired qualifications prior to announcing the position, these are reviewed prior to announcing the position by the Director of Human Resources to ensure these desired qualifications are job-related and do not create an adverse impact on under-represented candidates or a barrier to equal employment opportunity.

The District clearly and publicly states criteria and minimum qualifications for all job opportunities in announcements which are widely distributed and posted in several formats. Job announcements are published in newspapers, the *San Gabriel Valley Publishing*, the *Los Angeles Times*, the *Orange County Register*, as well as the college's web site and *Monster.com*. In addition, the College also delivers job postings to local civil and county offices in the region. The Office of Human Resources posts all vacant administrative and faculty positions in the California Community College Registry as well as other special publications as a method of outreaching to minorities and targeting under-represented applicant groups. For example, the Office of Human Resources places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com* to name a few. All applicants are required to submit a District application, educational transcripts (as required), a resume, and responses to a supplemental questionnaire asking applicants to elaborate how they meet the minimum qualifications as well as their experience fulfilling the positions requirements of the position.

Volunteer members wishing to serve on a selection committee are forwarded by the leadership of the respective bargaining unit, the Academic Senate, and/or the Management/Confidential Council and receive training from Human Resources personnel in equal employment opportunity, non-discrimination laws, employment regulations and status, as well as hiring procedure for the classification. More specifically, the training is aimed to comply with guidelines in Title 5, §53003(c) (4) of the California Code of Regulations (III A 14). The Office of Human Resources receives application materials from candidates and verifies degrees, certificates and minimum qualifications; conduct tests as required by specific job descriptions and/or requirements; and screens and sets up interviews. All applicants must complete an Employment Application and corresponding supporting materials necessary for employment. The Office of Human Resources is responsible for collecting and verifying that applications are complete. After certifying that applicants meet the minimum employment qualifications for the position, the Office of Human Resources submits the complete application to the prospective interview committee members from the hiring division for paper screening and interview. All references and experience are verified by the Office of Human Resources, as mandated by Administrative Procedure 7126, Applicant Background Checks (III A 15) prior to extending any job offer. Once employed, all applicants must fill out appropriate employment paperwork mandated by the District, state and federal laws.

Employment of Faculty

The procedure for hiring full-time faculty is detailed in Administrative Procedure 7120, Faculty: Employment of Contract (III A 02). This administrative procedure specifically addresses position identification and approval, search procedures, applicant screening, equivalencies, committee orientation, interview and selection processes, and notification of candidates. Apart from requiring the job description directly relate to the College Mission, Vision, and Values Statements, the institution has also implemented a rigorous selection criteria to assure it hires the most qualified, knowledgeable, effective, and talented candidates who will contribute to the College mission.

Part of the selection criteria involved in selecting faculty consists of a job interview and teaching demonstration to a selection committee comprised of the division dean and faculty experts in the discipline for which the candidate is interviewing. Having discipline experts play a significant role in the selection of new faculty assures that the College hires the most knowledgeable and qualified faculty who can enhance and support the College programs and services. Interview questions are related to teaching strategies, mastery of the academic discipline, and student-centered experiences. Teaching demonstrations are utilized to ascertain candidates' teaching style, ability, and effectiveness. All final candidates selected by the selection committee are then forwarded to a second-level interview with the appropriate Vice President and a final interview with the Superintendent/President. The final candidate is forwarded to the Board of Trustees for employment approval.

“The Minimum Qualifications for Faculty and Administrators in California Community College” (III A 09) governs the minimum qualifications a faculty member and an administrator must possess to be employed in a California Community College. Verification of degrees and any corresponding experience is conducted by the Office of Human Resources. If an applicant does not meet the minimum qualifications, the applicant may petition the District to allow her to meet the minimum qualifications by listing course work and experience which she believes entitles her to claim equivalency mastery of the discipline. The Academic Senate President is responsible for reviewing and approving an equivalency request for full and part-time faculty. This process is governed by board policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency (III A 08).

Employment of Classified

The District abides by College Procedures 5030, Classified and Confidential Employee: Employment Of (III A 03), which describes the process and selection for hiring of classified and confidential employees. It dictates that hired personnel meet the qualifications required on the job description in order to provide and support the educational programs and services of the District. Based on the contractual bargaining agreement between the District and California School Employees Association, in-house employees are given the opportunity to request lateral transfers for which they are qualified in their wage classification prior to any outside recruitment. If an internal candidate is not selected, the Office of Human Resources will then announce the position to outside candidates. Qualified candidates who apply and meet minimum qualifications will be forwarded from the eligibility pool to the hiring administrator and the selection committee. The selection committee consists of the department or program administrator as well as internal classified personnel who possess knowledge of the skills and requirements necessary for the vacant position. The final classified or confidential employee chosen by the selection committee is scheduled for a “meet-and-greet” with the Superintendent/President prior to Board approval.

The District also employs hourly student workers, federal work study students, short-term, and substitute employees on an as needed basis. All of these employees are interviewed by the hiring administrator prior to employment.

Employment of Administrators

The hiring of administrative positions are coordinated by the Office of Human Resources and is mandated by College Procedure 5025, Employment Procedures for Administrators (III A 04). College Procedure 5025 describes the entire application process which includes the job announcement, training for selection committees, selection of the interviewing pool, consensus for recommendation of the final candidates, process for a second-level interview with the Superintendent/President and all Vice Presidents, and the Governing Board

approval. Faculty members serving on the selection committee are forwarded by the Academic Senate President, classified members serving on the selection committee are forwarded by California School Employees Association, and administrators serving on the committee are forwarded by the Management Confidential Council. Once the Superintendent/President approves the requests to fill an administrative vacancy, the Office of Human Resources prepares a position announcement which contains essential functions of the position, minimum and desirable qualifications, salary range, description of the College, and the method of application.

The Office of Human Resources assures that all applicants meet the minimum qualifications prior to allowing selection committees to paper screen and interview applicants. Interview questions at the first level interview are created by the selection committee and reviewed and approved prior to the interview by the Director of Human Resources. Interview questions are directly related to the job duties and the College Mission, Vision, and Values Statements. Successful candidates must pass through a panel of educational experts at a first and second level interview. Selection Committees can sometimes consist of ten to fifteen selection committee members.

ACTIONABLE IMPROVEMENT PLANS – III A.1.a.

None.

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

DESCRIPTIVE SUMMARY – Standard III A.1.b.

Performance evaluations for personnel at the College are systematic and at stated intervals. The institution has clearly established written criteria for its performance evaluations for all personnel, which measure assigned duties and participation in institutional responsibilities and other activities and proficiencies described in job descriptions. Evaluation processes seek to assess effectiveness of personnel and encourage improvement and growth. If additional follow-up is necessary, actions are taken following the formal, timely, and documented evaluation by the evaluator.

In the last few years, improvements to all constituents' performance evaluations have been made. Since the 2008 accreditation visit, the College has redeveloped and improved both the faculty and administrative evaluation criteria and processes.

The new performance evaluation forms capture the necessary College criteria to measure the effectiveness of personnel in the performance of their duties. All College performance evaluations contain clear and specific criteria which address required expectations for work performance. Meaningful feedback is provided to those needing improvement, with the goal of improving overall institutional effectiveness.

SELF-EVALUATION – III A.1.b.

The College meets this Standard.

At Rio Hondo Community College, performance evaluations of administrators, instructors, and staff are fundamentally important to student success and continued improvement of the College. An effective evaluation system is necessary to provide College personnel with support, recognition, and guidance to sustain and improve their efforts. The College has developed solid performance evaluations processes to provide timely feedback in order to recognize and develop excellent staff. The College performance evaluations criteria aims to improve on the effectiveness of the institution and departments, enhance employee competencies, provide clear job expectations, achieve institutional goals, and adhere to the College Mission.

Evaluations for employees adhere to current contractual bargaining agreements and board policies, and they are systematic and at stated intervals. Criteria, timelines, and procedures for full and part-time faculty performance evaluations are negotiated between the faculty union, the Rio Hondo College Faculty Association, and the District. Classified staff performance evaluations are negotiated with the classified California State Employees Association and the District. All other performance evaluation criteria, timelines, and procedures for unrepresented employees are delineated in Board Policy 7255, Administrative Evaluation (III A 16) and College Procedure 5550, Administrative Evaluation (III A 17). Constructive feedback and suggestions for improvement, if any, are specific and in writing. If major inadequacies are found to exist, they are followed by additional supportive assistance. Information relating to the strengths and weaknesses of an employee are discussed openly and frankly with the employee being evaluated and written on the Management Performance Appraisal Survey (III A 18). All completed performance evaluations are placed in the employee's official personnel file in the Office of Human Resources.

College performance evaluation criteria measure the effectiveness of personnel in performing their duties. The College performance evaluations contain clear and specific criteria which address required personnel work performance. The criteria on all performance evaluations are carefully selected and negotiated to capture and improve upon the employees' work performance. These criteria are focused towards employee accomplishments and areas of improvement and are intended to

provide feedback and support to personnel for continuous professional growth and improvement.

The District determines appropriate personnel job performance by linking job descriptions to employee performance outcomes. College job descriptions specify essential duties, which employees must perform or accomplish. In addition, personnel are given instructions, training, and desired outcomes by their direct supervisor, which must be achieved. College job descriptions are regularly reviewed and improved by the administrative staff and the Director of Human Resources. Classified job descriptions must be renegotiated with the classified union if notable changes are needed. By providing a performance evaluation to measure the desired outcomes, the District determines if an employee is performing in a satisfactory manner.

The evaluation process for faculty is described in the contractual bargaining agreement between the district and Rio Hondo College Faculty Association/ CCA/ NEA (“CTA”) in Article 9 (III A 19). Evaluation of full-time contract faculty is the primary responsibility of the District and is conducted by the unit member’s direct supervisor. Supervisors are responsible for adhering to timelines and activities negotiated with the Faculty Association. Performance evaluation of full-time regular faculty is the primary responsibility of a peer review committee, and the Faculty Association President is responsible for adhering to timelines and activities negotiated with the District. Human Resources has developed a comprehensive performance evaluation tracking log to assure that all faculty evaluations are conducted systematically, at stated intervals, and in compliance with the College contractual bargaining agreement. All evaluation processes and forms used in the performance evaluation for faculty have been negotiated between Rio Hondo College Faculty Association and the District.

Unit members with assignments in more than one department are evaluated in the department in which the greatest proportion of the assigned load exists. If a split assignment is of equal proportion, the unit member may initially select the division or department in which the evaluation will take place; thereafter, the division or department shall alternate. Unit members may be visited by the authorized evaluator(s) of the other department(s) in which said unit member has an assignment.

All full-time contract unit members are evaluated every fall semester during their first four years of employment. The evaluation consists of two classroom visitations prior to the end of the fall or spring semester by the instructor’s direct administrator. Such evaluation visitations are followed by a consultation to discuss class observations and other relevant evaluation information. During the consultation, the administrator reviews areas where the evaluatee is satisfactory, as well as specific suggestions for improvement, if any. This information is noted on the Unit Member Evaluation Report (III A 20). The complete evaluation consists of the Unit Member Evaluation Report and the summary of the Student

Instructional Report (III A 21). Additional visitations may be arranged as appropriate.

The evaluate is also evaluated by a peer review committee (III A 22), which is selected by the unit member and approved by the immediate supervisor and shall take place by the tenth week of the semester. Peer review is a process for evaluating faculty performance quality; faculty evaluate other faculty and provide collegial feedback. The peer review committee consists of two fellow faculty, one of whom must be in the evaluate's service area. The peer review committee meets with the contract employee to discuss the required performance observations: teaching portfolio, student surveys, online/classroom instruction materials, or statement of teaching philosophy. When an instructor has completed the peer review, the committee reconvenes to discuss the results. The peer review committee decides if their colleague is satisfactory or must be placed on a professional development plan. This information is provided to Human Resources on a Peer Review Evaluation Results (III A 23). The timeline for completing the professional development plan is contingent upon the instructor's employment status.

The performance evaluation and peer review as well as all other related materials are then placed in the employee's official personnel file in the Office of Human Resources. The final evaluation package for contract faculty include student and peer reviews as well as their administrative evaluation.

Full-time contract faculty performance evaluations are provided to the appropriate Vice President and the Superintendent/President, who thereafter reviews and recommends approval or denial of a further employee contract to the Board of Trustees. In accordance with Educational Code 87607 and the bargaining agreement, non-tenured performance evaluations are presented to the Board of Trustees for contract renewal recommendations. All performance evaluations are then placed in the employee's official personnel file, located in the Office of Human Resources.

Tenured full-time faculty are evaluated no less than once every three years by a peer review committee, consisting of a minimum of two faculty: one must be a regular full-time faculty member and the other may be a full-time contract faculty or a part-time faculty who has taught at least three semesters at the College. If the committee finds the unit member has completed the peer review in a satisfactory manner, the peer review process shall then be deemed complete. If the committee finds the unit member has completed the peer review in an unsatisfactory manner, the committee shall provide a written report to the Office of Human Resources outlining the reasons the unit member's performance was unsatisfactory. The unit member shall be subject to administrative evaluation during the following Academic year. If the committee finds the unit member has completed the peer review in a satisfactory manner and is in need of a professional development plan, the committee shall provide a professional development plan to the District. The

unit member shall then be subject to administrative evaluation during the following school year.

Division deans or immediate supervisors are the primary evaluators for part-time unit members during their first year of employment. The process used for evaluating full-time contract faculty is also used for evaluating part-time unit members. Part-time unit members receive an administrative evaluation with one administrative classroom visitation during the first semester of employment and at the discretion of the authorized evaluator in subsequent semesters as well. Thereafter, evaluations occur at least once every six semesters. The authorized evaluator is responsible for the evaluation process and the final evaluation report of a part-time unit member. The evaluation is prepared in accordance with the roles and responsibilities as it relates to the assignment of the unit member.

During negotiations in 2010 between the Faculty Association and the District, both parties expressed an interest in improving the faculty evaluation criteria and process. Beginning in 2010 until May 2014 a faculty evaluation sub-committee consisting of members from the Faculty Association and the District worked toward improving the current evaluation criteria, timelines, evaluation definitions, and procedures for the performance evaluation of all unit members. The sub-committee agreed and implemented new contractual language addressing the faculty evaluation process (Article 9), a new Student Instructional Survey, a new Unit Member Evaluation Report, and a new Peer Review Results form (III A 24).

On 11 January 2012, the Rio Hondo College Faculty Association and the District agreed to update Article 9 of the current contractual bargaining agreement, with the primary intention of improving the professional effectiveness of teaching. The revised Article 9 addresses timelines and procedures for evaluating full and part-time faculty as well as tenured and non-tenured faculty. Article 9 provides administrative guidelines in assessing a unit member's performance. It stipulates that the administrative evaluator consider only the member's roles and responsibilities as identified in the Unit Member Evaluation Report and such other criteria that are mutually determined. In addition to observations made during arranged classroom visits, Article 9 allows the evaluator to consider observations made of the performance of unit member's duties outside the classroom that are in line with roles and responsibilities as listed in the Unit Member Evaluation Report (III A 20) and Article 9 (III A 19).

The Faculty Evaluation subcommittee created a comprehensive Unit Member Evaluation Report which focusses on addressing and improving students' learning environment, faculty professional growth and development, faculty district-wide participation, and professional expertise and responsibilities for faculty serving as coaches, nurses, counselors, librarians, and coordinators.

The revised Unit Member Evaluation Report continues to provide vital evaluation criteria to faculty performance evaluation. It now contains 14 evaluation criteria,

specifically addressing student interest under Learning Environment, such as critical thinking, respect, understanding of diversity, interactive teaching techniques, curriculum development, subject mastery, and classroom management skills. The Unit Member Evaluation Report provides the evaluator with a tool to assess faculty on professional growth and development as well as campus-wide participation and involvement. Having faculty serve as campus community members by attending and contributing to campus committees is a primary goal for including these evaluation criteria. Lastly, our previous Unit Member Evaluation Report did not contain criteria to allow an evaluator to evaluate faculty in non-instructional areas. With the new Unit Member Evaluation Report coaches can be evaluated on ethical recruitment of student athletes and practices; health science instructors, on proper student oversight at clinical and hospital units; counselors, on student advisement; librarians, on library technologies and improvements; and finally coordinators, on the effectiveness of strategies, resources, and data implementation to meet the goals for the program they coordinate. Together and significantly, these new 54 criteria allow the District to assure the effectiveness of its faculty by evaluating all personnel systematically and at stated intervals.

The new Student Instructional Survey (III A 21), an evaluation criteria pertaining to class expectations, instructor's knowledge, class syllabus, and objectives permits students to evaluate instructors anonymously and without the fear of retaliation.

Finally the subcommittee completed its mission to improve guidelines and evaluation criteria to provide peer review committees the tools and training on evaluating and providing critical feedback for enhancing instructional and non-instructional teaching improvement. The new peer review form was ratified in May 2014.

Overall, improvements to the faculty evaluation processes seek to assess effectiveness of personnel and encourage improvement to their overall teaching ability and student learning outcomes.

The evaluation process for all administrators is outlined in Board Policy 7255, Administrative Evaluation (III A 16) and College Procedure 5550, Administrative Evaluation (III A 17). Administrators are hired based on Educational Code sections 72411 and 72411.5. The administrative evaluation consists of four major components: the first year review, a professional development plan, annual review of goals, and a biennial performance evaluation. Performance evaluation for administrators is an overall process where administrators are evaluated in relation to their job descriptions, institutional and department goals, and expected work outcomes.

Since the 2008 WASC Accreditation visit, the District has made several changes to the Management Performance Appraisal Survey (III A 18), starting with its criteria and implementation. When an administrator evaluation is due, Human Resources sends an e-mail to the administrator's direct supervisor, advising her of a scheduled

performance evaluation for her subordinate. Shortly after, the evaluate and the supervisor mutually agree to provide Human Resources with a list of individuals who shall receive an electronic evaluation survey (III A 24), asking them to provide an anonymous performance rating of the evaluate between one and five, with five being the highest on the evaluation scale. This anonymous survey consists of evaluation criteria such as job knowledge, planning, organization, adaptability, communication, judgment decision making, initiative, equal opportunity development, development of subordinates, leadership skills, participation, and student learning outcomes or service area outcomes. While Human Resources is gathering anonymous responses from the survey, the evaluate is also asked to conduct a self-evaluation (III A 25) on the same evaluation criteria. Once this information is gathered, the supervisor receives all anonymous survey responses and the subordinate's self-evaluation. The evaluate's supervisor is then responsible for providing the evaluate with a final Management Performance Appraisal. In addition to criteria mentioned above, the Management Performance Appraisal also contains sections where the status of past goals are evaluated, a section where future goals are established, and a section where a training and/or professional development plan is drafted, addressing areas needing special attention and activities recommended for improvement.

Should an evaluate need additional support to meet a goal or improve on work performance, the evaluator indicates recommended job activities and/or special training and/or education on the Management Performance Appraisal. The timing of these required actions are documented on the form as well. Should an additional evaluation be needed, other performance evaluations may be conducted to assure that areas noted as needing improvement are addressed on a timely basis. A professional development plan may be provided to the evaluate if necessary. When the Management Performance Appraisal Survey is completed, it is signed by both the administrator being evaluated (evaluate) and the direct supervisor. The complete Management Performance Appraisal is then forwarded to Human Resources for inclusion in the evaluate's official personnel file located in the Human Resources office. The improvements made to the evaluation criteria on the Management Performance Appraisal Survey and the Self Evaluation form have allowed the College to align personnel effectiveness to the overall improvement of the institution. Necessary actions are addressed, taken, and documented on a timely basis.

The performance evaluation process for classified personnel is described in the Contractual Bargaining Agreement between the District and the California School Employees Association, Chapter #477, in Article 6.13, Performance Salary Adjustment (III A 26). Newly hired classified employees receive an evaluation prior to their first ten months of probation. They are evaluated at the end of their fourth and ninth month of employment, on the anniversary of the date they started their current position, and annually thereafter. The classified personnel evaluation process is initiated by the Office of Human Resources, which distributes and collects the classified performance evaluation forms. Classified employees are

evaluated on their duties and responsibilities, as described in their negotiated and board-approved job descriptions, skills and knowledge, and on their overall effectiveness in meeting their job responsibilities. Although criteria have been established for classified performance evaluations, direct supervisors are responsible for establishing performance standards, which are used to measure employees ratings, including components directly related to department goals and institutional effectiveness. The Performance Evaluation Form (III A 27) includes rating factors such as personal characteristics, initiative, quality and quantity of work, skills, and knowledge necessary to perform the job. Classified employees have the right to perform a self-evaluation on the strengths and weaknesses pertaining to their job performance.

Classified performance evaluations include an overall rating, ranging from “outstanding” to “needs improvement.” An overall rating of “needs improvement” requires a follow-up performance improvement plan which contain specific improvement strategies, training recommended for improvement, overall established goals which must be accomplished, and a timeline indicating a due date. Classified employees have the right to attach personal comments to their performance evaluation and/or performance improvement plan. The Director of Human Resources monitors all performance improvement plans attached to performance evaluations to assure fairness, compliance with the negotiated contract, reasonable timelines, and obtainable goals and expectations. It is the responsibility of the supervisor to monitor performance expectations and improvements.

If any employee is noted as anything other than “satisfactory” by their supervisor, a performance improvement plan is developed with recommended actions and activities, targeted toward improvement in the area marked as either “needs improvement” or “unsatisfactory.” These activities may include additional training, mentoring, or participation in workshops and/or training sessions. Should an evaluation contain anything other than “satisfactory” and no professional plan is attached, the evaluator is contacted by the Director of Human Resources who will ask for a professional development plan. All professional development plans are attached to the performance evaluation as part of the complete performance evaluation package and must contain accessible avenues for improvement. It is the responsibility of the evaluator to monitor and assist the evaluate in areas deemed to require improvement. Should improvement noted on any performance evaluation not occur within the established guidelines, discipline, and up to termination may occur. All performance evaluations are provided to the appropriate Vice President for final approval and are then placed in the official personnel file of the employee, located in the Office of Human Resources.

ACTIONABLE IMPROVEMENT PLANS – III A.1.b.

None.

- c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY – Standard III A.1.c.

The College faculty and the SLO Committee are active in SLO production and assessment of data. The College faculty is committed to ensuring the students are learning and assessing this data from developed SLOs that have been infused into the courses.

SELF-EVALUATION – III A.1.c.

The College meets this Standard.

The Rio Hondo faculty has taken the central role in the creation, production, and assessment of Student Learning Outcomes. The Student Learning Outcome Coordinator receives 40% reassigned time from his full-time teaching load to lead the College in creating, reviewing, and developing the SLO language for each division (III A 28). The SLO Coordinator also leads divisions in assessment, audits, and revisions using the *SLOutions* software. Through FLEX workshops, division meetings, and administration presentations the Student Learning Outcomes Coordinator assures that faculty meet deadlines for the Student Learning Outcomes reporting. On a program-level, faculty meet within their specific areas to discuss Student Learning Outcomes integration into course syllabus, at which time they also discuss how to post assessment data and reports in *SLOutions*. Rio Hondo College has a website link in *AccessRio* (III A 29) for faculty that assists with common questions and provides examples and help text. *SLOutions* software has increased production of quantifiable assessment data from Student Learning Outcome development.

The Student Learning Outcomes Committee is a sub-committee of the Academic Senate and is charged with several responsibilities including the development of campus policy related to student learning outcomes. The committee provides guidance and support to faculty and the campus community in the development of student learning outcomes for courses, programs, degrees. The sub-committee also ensures that a uniform, high-level standard for assessment is employed campus-wide (III A 30). It also regularly evaluates campus student learning outcome policies to ensure that current practices are relevant, meaningful, and appropriately linked to the program review process, College planning, and budgeting (III A 31). The Student Learning Outcome Coordinator, who is also the chair of the committee, is responsible for assuring the College is on pace with Student Learning Outcome requirements and reporting cycles. The Student Learning Outcome committee is composed of the Vice President of Academic Affairs, the Vice President of Student Services, the Dean of Institutional Research and Planning, the Dean of Library and Instructional Support, one administrator from

Student Services and one from Academic Affairs, two faculty members each from Communications, Behavioral and Social Science, Math and Sciences divisions, and one faculty member each from all remaining academic divisions (including one each from Library, Counseling, and DSPS).

The Student Learning Outcome coordinator has developed the software *SLOutions* for the creation and assessment of data related to SLOs on campus (III A 32). This software allows faculty to run program-level, course-level, and section-level reports for the quality assessment data needed. The program is used to verify that the changes made to course/programs are effectively working.

On 16 May 2014, the Faculty Association and the District signed a tentative agreement indicating the following:

. . . effective Fall 2014, full-time faculty shall be responsible for entering Student Learning Outcomes (SLO) assessment data, and engaging in dialogue and writing assessment reports with other faculty for one semester each academic year. Faculty evaluations may be based, in part, on whether a unit member provides assessment data. However, the result of the assessment (i.e., whether they show high or low levels) shall not be used as a basis for evaluation. Part-time faculty can participate in the SLO process on a voluntary basis. No retribution will take place against part-time faculty who choose not to participate in the creation of SLOs and the assessment mechanisms (such as exams, assignments, etc.). (III A 33)

This agreement encourages open discussion and collaboration among faculty on the implementation of Student Learning Outcomes. In this manner, faculty can continue to assess and discuss amongst peers their effectiveness in producing learning outcomes and promote instructional consistency across disciplines, ultimately promoting teaching and learning.

Although the Rio Hondo Faculty Association and the District recently signed a tentative agreement allowing the District to use Student Learning Outcomes as part of a formal evaluation, the institution has for many years orientate new faculty on the importance of Student Learning Outcomes while discussing performance evaluations. When new contract faculty are hired, the District Human Resources Director, a dean and the Faculty Association President orientate and educate new faculty on how to successfully pass an administrative evaluation. Student Learning Outcomes has been mentioned as an important aspect of the performance evaluation process (III A 34).

ACTIONABLE IMPROVEMENT PLANS – III A.1.c.

None.

- d. The institution upholds a written code of professional ethics for all its personnel.

DESCRIPTIVE SUMMARY – Standard III A.1.d.

Rio Hondo has always striven to provide a healthy and ethical environment where ethical principles are fostered and valued. To reinforce this, the District created an Institutional Code of Ethics in 2009. Should the District receive complaints of unethical behavior against personnel or students, the District immediately investigates and takes action if needed. And in a continued effort to improve upon the District Values Statement, the Board of Trustees approved “integrity and civility” as essential components to the overall ethical philosophy on 12 December 2012. This added component was created by the campus community and can be found in Board Policy 1200, District Vision, Mission, Values Statement, and in all printed forms and websites where the College Vision, Mission, and Values Statement is found. Upon the approval of Board Policy 1200, it was also sent to all employees via e-mail from the Office of the Superintendent/President.

SELF-EVALUATION – III A.1.d.

The College meets this Standard.

Shortly after the 2008 WASC Accreditation visit, representatives from all constituents participated in the crafting of an institutional code of ethics statement (III A 35). The College Code of Ethics was approved by the Board of Trustees on 12 August 2009. The statement emphasizes respect, professionalism, and ethical behavior towards students, staff, and community. In addition, the Code has as component guidelines, values and aspirations to assist all personnel in fostering and complying with in an ethical environment. The institutional Code of Ethics is posted on the College website (III A 35), in the Faculty and Student Handbooks, and in the Organizational Structure and Governance Manual (III A 36). Furthermore, as of July 2011, all new employees receive and sign an acknowledgement and receipt of the College Code of Ethics (III A 37), which is placed into their personnel file.

In January 2014, the Board of Trustees revised Board Policy 2715, Code of Ethics/Standards of Practice, for Board members (III A 38). This policy addresses and demonstrates examples of “Standards of Good Practice,” which promote a healthy working environment based on mutual trust among its members and the Superintendent/President. Board Policy 2715, Code of Ethics/Standards of Practice, also addresses consequences for any violation of the code.

The College Code of Ethics statement fosters an ethical environment for employees by providing an “open-door philosophy,” striving to protect human dignity and individual freedom and fostering teamwork and cooperation among all of its employees. Employees are encouraged to report unethical, unwelcomed, or

harassing behavior without fear of retaliation. Based on the claims history of the College, the District has a limited number of unethical behavior complaints filed against employees.

All College employees are subject to official policies and procedures; applicable regulatory agency requirements; local, state, and federal laws; and professional standards when applicable. This includes policies such as Board Policy 3430, Prohibition of Harassment (III A 39); Board Policy 3410, Nondiscrimination (III A 40); and Board Policy 4030, Policy on Academic Freedom (III A 41). In addition, most employees are members of professional organizations with their own established codes of ethics, such as the California Teachers Association, California School Employees Association, and Association of California Community College Administrators. As constituents of Rio Hondo College, students are likewise encouraged to maintain high Standards of Conduct through Board Policy 5500, Standard of Conduct (III A 42).

ACTIONABLE IMPROVEMENT PLANS – III A.1.d.

None.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTIVE SUMMARY – Standard III A.2.

The link between institutional planning and resources allocation is evident. Personnel requests submitted from divisions through program, unit, and/or area plans are forwarded to appropriate staffing committees that prioritize requests. This transparent and open process ensures that a sufficient number of qualified faculty and staff with requisite preparation and experience who will support the District's mission and purposes are employed within budget. Should unusual circumstances arise where a staff member needs to be employed (due to a new grant, staff replacements, etc.) and is not documented in the planning process, administration has the authority to employ additional personnel outside the planning process to support the mission of the College as the budget allows.

SELF-EVALUATION – III A.2.

The College meets this Standard.

The District relies on the College planning processes (III A 43) to ensure it has a sufficient number of qualified faculty and staff with appropriate preparation and experience to support the District's mission and purposes. Planning is the process through which Rio Hondo College accomplishes its mission. Planning is linked to

budgeting. By means of the planning process, programs, units, and areas examine their present positions, project how they can improve, and create plans for the future.

Since 2008, the College has utilized its planning process to connect human resource needs to the College goals and mission. Planning leads to development of strategies and implementation of activities designed to help the College accomplish its goals and mission. Planning provides the vehicle through which faculty, classified, and administrative positions are requested and ranked by the appropriate resource allocation committee.

Requests to fill vacancies or create new faculty positions arise from plans of those programs and units that contain faculty. The plans are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who presents them to President's Cabinet for review before being forwarded to the Staffing Committee for prioritization. The Vice President of Finance and Business in consultation with the Superintendent/President estimate cost of proposed new positions and determine how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Requests for new classified positions arise from unit plans. They are submitted by area managers, who bring them to President's Cabinet for review before being forwarded to the Classified Staffing Committee for prioritization. The Vice President of Finance and Business in consultation with the Superintendent/President estimate the cost of proposed new positions and decide how many to fill. Authorized positions are forwarded for Board approval before they are augmented.

Administrative requests may arise from program, unit, or area plans. Each segment compiles a prioritized list of requests and rationales to present to President's Cabinet. The Vice President of Finance and Business then takes the list to the Superintendent/President, who determines funding for the position(s). The authorized positions are placed into the College budget for Board action and area managers are notified as funding is provided.

Following the ranked recommendation of the committees and final approvals of the Superintendent/President and Board, a signed Personnel Requisition approving the recruitment of staff is sent to Human Resources for advertisement and recruitment. The number of approved staff depends on the financial capabilities of the District. At all times during this process, the District is focused on meeting the Faculty Obligation Number (FON) and the 75/25 faculty obligation and ensuring its financial resources to ensure to sustain augmented faculty and staff.

Every area in the District contains units or programs, wherein staffing requests are made. As units and/or program plans are developed, they address the needs for additional staff. A detailed description of new positions and/or augmentation of current positions are described along with a cost analysis of the proposed position(s). They are then forwarded to the appropriate Vice President and/or Superintendent/President for

review and approval. All personnel request are forwarded to appropriate staffing committees that prioritize positions based on the requisite services needed to support the College mission.

ACTIONABLE IMPROVEMENT PLANS – III A.2.

None.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

DESCRIPTIVE SUMMARY – Standard III A.3.

Board Policy 2410 and Administrative Procedure 2410 - Board Policy and Administrative Procedures, specifically address the implementation and revision of all College policies and procedures. The Board regularly reviews and evaluates board policies and administrative procedures to ensure consistency with the mission of the College and compliance with requirements established by appropriate external agencies. In addition, board policies and administrative procedures are evaluated for their effectiveness as measured by specific outcomes, clarity of language, and intent. All approved board policies and administrative procedures are intended to provide personnel and students with fair and equitable treatment and are equitably and consistently administered.

SELF-EVALUATION – III A.3.

The College meets this Standard.

Rio Hondo Community College District is a subscriber to the Community College League of California Board Policy and Administrative Procedure Service. The policy and procedure service is based on principles inherent to effective board governance, policy development, and local decision-making. As a subscriber, the District receives updates on policies and procedures in partnership with the law firm of Liebert Cassidy Whitmore. Updates are in response to revised laws, regulations, and legal opinions.

The Board regularly reviews and evaluates Board policies and procedures to ensure consistency with the College mission and compliance with requirements established by appropriate external agencies. In addition, policies and procedures are evaluated regularly for their effectiveness as measured by specific outcomes, clarity of language, and intent. The process for review is delineated in Administrative Procedure 2410, Board Policies and Administrative Procedures (III A 44). All College constituent groups, administrators, faculty, staff, and students are provided the opportunity to participate in the formulation and development of District policies and procedures. Proposed changes to Board Policies and proposed new Board Policies are reviewed by the President's Cabinet, President's Council, Administrative Council, and the Planning

and Fiscal Council for input before adoption. Should the Board wish to revise a Board Policy, an amended version goes through the review process and returns to the Board within three months (III A 45).

Administrative procedures are issued by the Superintendent/President as statements of method to be used in implementing Board Policies, and are consistent with the intent of Board Policies. Administrative procedures may be revised as deemed necessary by the Superintendent/President after undergoing the review process outlined in Administrative Procedure 2410, Board Policies and Administrative Procedures.

Policy and procedure revisions not requiring collegial consultation between the District and the Academic Senate or needing to be negotiated are reviewed by President's Cabinet, President's Council, and Administrative Council. Upon the recommendation of the Superintendent/ President, revisions are forwarded to the Planning and Fiscal Council for consensus, where, if consensus is not reached or cannot support a recommendation, PFC will generate a written report reflecting reason(s) for not reaching consensus. This report will be forwarded to the Superintendent/President and Board of Trustees.

In accordance with Administrative Procedure 2410, Board Policies and Administrative Procedures, the Office of the Superintendent/ President alerts those responsible for board policies and administrative procedures under their auspices of necessary updates. The Director of Human Resources is responsible for all personnel board policies and administrative procedures in the 7000s, the Human Resources section. Once all new and/or revised personnel board policies and administrative procedures are approved by the Board, the Office of the Superintendent/President communicates them to the campus community through electronic communication. They are then placed on the College website and in the College library.

Where the Board does not adopt a specific policy governing any aspect of the operation of the District, applicable provisions of the Education Code, Federal and State laws, and Title 5 prevail.

All final approved policies and procedures are communicated to the campus community through electronic communication from the Office of the Superintendent/ President. Copies of all approved policies and procedures are also readily available through the Office of the Superintendent/President, the College website, and the College library.

It is the responsibility of the Office of Human Resources to ensure that all personnel policies and procedures are equitably and consistently administered. Various methods are employed to educate employees of District personnel policies and procedures including during the new hire orientation and other forms of training and workshops. Vital personnel policies such as nondiscrimination, prohibition of harassment, and equal employment opportunity are provided to all staff electronically on an annual basis.

ACTIONABLE IMPROVEMENT PLANS – III A.3.

None.

- a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY – Standard III A.3.a.

The Office of Human Resources ensures fairness in all employment policies and procedures as outlined in Board Policy 7100, Commitment to Diversity, and has not received any discrimination complaints with respect to hiring procedures in over ten years.

The District is committed to equal employment opportunity by ensuring all employment procedures are fair, nondiscriminatory, and equally applied. The Office of Human Resources has broad responsibility for developing and reviewing policies and procedures which promote equal opportunity and fosters the development of an innovative workforce. Human Resources has also established preventative measures to ensure all employment procedures are adhered to by incorporating an Equal Employment Opportunity Monitor to oversee all employment procedures, including interviews. By providing fair and equitable employment opportunities, the District is able to provide a healthy environment which enables employees to contribute to the District's overall mission.

SELF-EVALUATION – III A.3.a.

The College meets this Standard.

Rio Hondo Community College systematically develops and adheres to written policies ensuring fairness in all employment procedures. The District ensures its employment policies and procedures are in compliance with Title 5, California Educational Code; state, federal and other applicable laws, codes, and statutes; and board policies. Among these are Board Policy 7100, Commitment to Diversity (III A 05); Board Policy 3410, Non-discrimination (III A 11); Board Policy 3420, Equal Employment Opportunity (III A 06) ; and Board Policy 7120, Recruitment and Selection (III A 01). These board policies represent District commitment in providing all staff an equitable and fair working environment free from unlawful discrimination and harassment. They have been created and implemented to protect and safeguard the rights of employees and students against discrimination and to provide effective remedies that will eliminate discriminatory practices.

The services of Community College League of California are to provide the District with legal updates to policies and procedures based on changes in law, statutes, or codes. These changes are implemented into College policies and procedure and are sent forward to President's Cabinet where the review process begins. The final

approval of all board policies and administrative procedures rests with the Board of Trustees, after which new and/or revised policies and procedures are disseminated to all employees via e-mail.

The District is an equal opportunity employer, ensuring all employment policies are adhered to on a consistent and equitable basis. The College employment policies encourage applicants from ethnic and racial minorities, women, persons with disabilities, and veterans to apply for positions. No applicant is denied employment or promotional mobility based on race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, sex, gender, sexual identity, sexual expression, sexual orientation, age, pregnancy, military or veteran status, or the perception that a person has one of more of these characteristics. To ensure these principles are complied with, the Office of Human Resources utilizes an Equal Employment Opportunity (EEO) Monitor to observe all employment interviews. When the District is engaged in a recruitment process, Human Resources takes a very proactive role in the hiring process to secure fairness in all employment procedures. The Office of Human Resources is responsible for the following:

- administering the required training for selection committee members regarding the District hiring procedures and equal employment opportunity regulations (III A 46);
- ensuring equal opportunity for all applicants throughout the process;
- reviewing all screening criteria and interview questions created by the selection committee to ensure fairness and compliance; and
- maintaining strict confidentiality throughout the hiring process.

The Equal Employment Opportunity Monitor is responsible for the following:

- ensuring all members serving on a selection committee do not discriminate against an applicant on the basis of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, sex, gender (sexual identity or sexual expression), sexual orientation, age, pregnancy, military or veteran status throughout the hiring and interview process;
- being present during all interviews and serving as the time monitor; and
- enforcing all confidentiality of the hiring process.

ACTIONABLE IMPROVEMENT PLANS – III A.3.a.

None.

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

DESCRIPTIVE SUMMARY – Standard III A.3.b.

Permanent personnel records are safely kept in the Office of Human Resources under lock and key and are only available to Human Resources personnel. The Office of Human Resources ensures that only authorized personnel have access to the files. All current and former employees have the right to inspect their personnel files. Employees are given full knowledge of the information contained in their files. The employee is required to sign an inspection log located in her personnel file certifying the review. Information of a derogatory nature is not entered or filed until the employee is given written notice and an opportunity to review and comment on the information within ten calendar days of such notice.

SELF-EVALUATION – III A.3.b.

The College meets this Standard.

The Office of Human Resources assures confidentiality and privacy of employee personnel records by only issuing office keys to the Human Resources staff. This means that the personnel drawers, where the files are kept, are only available when Human Resources personnel are present.

In accordance with labor law and contractual bargaining agreements with California Teachers Association (CTA), Article 10.5 (III A 19); California School Employees Association, Article 15.4 (III A 26); and Board Policy 7145, Personnel Files (III A 47), a current or former employee or representative has the right to examine her personnel record at a reasonable time but no later than 30 calendar days from the date the District receives a written request. Employment application materials, hiring documents, job performance related data, and other personnel documents are kept and maintained in the personnel files located in the Office of Human Resources for safe keeping.

Should an employee wish to review her personnel file, she must notify Human Resources, and a reasonable and convenient time for both parties is then scheduled. Should an employee wish to allow the content of her personnel file to be available to a representative, Human Resources must be notified in writing, authorizing such action. Employees or their representatives examining personnel files are required to log in the review, per Board Policy 7145, Article 15.4 of the College faculty contractual bargaining agreement and Article 10.5 of the contractual bargaining agreement with the California School Employees Association.

When necessary in the proper administration of District affairs and in order to maintain confidentiality of personnel files, designated administrators are allowed to review the personnel files of their subordinates. Those who are allowed to review personnel files when necessary consist of the College Superintendent/President, vice presidents, deans, directors, and the employee's direct supervisor. All inspections must be logged, as well as the dates such examinations were made. The log is

maintained in the employees official personnel file. Routine clerical transactions are not documented.

ACTIONABLE IMPROVEMENT PLANS – III A.3.b.

None.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY – Standard III A.4.

The District has implemented programs, trainings, and workshops aimed at educating the campus community on diversity and equality. These offerings are geared toward cultivating an environment of trust, respect, understanding, and reducing stereotypes, resulting in an inclusive educational environment. Due to programs like these, the District was awarded the Fair Employment and Housing Partnership Program Pipeline Diversity Award in July 2013. This honor was bestowed upon the District by the Fair Employment Housing for promoting its diversity and equity awareness and building an educational institution who continuously works towards educating students and staff on the importance of fostering an appreciation for diversity among its citizens.

The District aims to provide policies, administrative procedures, and practices which enhance diversity and equity awareness, thereby fostering an educational institution that supports its constituents as it works towards a common good. Empowering students with equity awareness will provide them a better understanding of their rights as they enter the workforce in our communities. Implementing policies, procedure and programs addressing equity and diversity at Rio Hondo College has benefited the institution.

SELF-EVALUATION – III A.4.

The College meets this Standard.

Rio Hondo College has institutionalized a substantial number of policies and procedures that illustrate strong commitment to maintaining a campus culture which supports an understanding of and concern for issues of equity and diversity. Policies and procedures include the College Mission, Vision, and Values Statement (III A 12), specifying diversity as a key component of the College identity; Board Policy 7100, Commitment to Diversity (III A 05); and the establishment of a Cultural Diversity Committee, which, in conjunction with Student Life and Leadership, plans an annual calendar of events celebrating diversity (III A 48). Resources and support services are provided to student populations including Equal Employment training for all employment selection committees (III A 46); providing a \$90.00 monthly stipend for up to 21 bilingual classified employees (III A 26); offering ongoing professional development and other cultural activities aimed at understanding and appreciating diversity (III A 48); and providing resources, policies, and procedures that enable

students, faculty and/or staff to file complaints and/or seek redress for instances of perceived discrimination and/or harassment (III A 49).

Rio Hondo makes every effort to initiate and establish District diversity goals and objectives of fostering equal participation and ensuring a campus climate that welcomes and respects differences. Specifically, personnel policies and procedures reflect an on-going commitment to creating and providing an environment that acknowledges and respects issues of equity and diversity for students, faculty, staff, and administrators. All administrator job descriptions have as an essential requirement under Minimum Qualifications/Experience, “demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” All job announcements indicate the College is an Equal Employer Opportunity Employer (III A 50).

District policies and procedures are carefully crafted to be in compliance with state and federal mandates and are also designed to ensure the equitable and consistent treatment of all students and employees. The policies and procedures are written to promote steps for all personnel to be provided with equal employment and promotional opportunity that are in addition to and consistent with the nondiscrimination requirements of state and federal laws.

While these efforts are successful in creating an environment that is mindful and welcoming of diversity, the College ensures that clear avenues exist to address perceived violations of this intent through its administrative procedures. District administrative procedures provide an avenue for those who wish to file a complaint with the District Compliance Officer should discrimination or harassment by a student or employee be perceived. District programs and training focus on fostering an awareness of understanding and acceptance. Trainings, workshops, and professional development offerings are designed to support its diverse personnel. These offerings provide personal enrichment and cultural sensitivity and awareness.

The District has implemented programs, trainings, and workshops to educate the campus community on diversity and equality. The education is geared toward cultivating an environment of trust, respect, and understanding, which reduces stereotypes and leads to an inclusive and tolerant environment. Non-discriminatory policies and administrative procedures are written, targeting the prevention of undesirable behavior.

The District strives to provide policies, administrative procedures, and practices that enhance diversity and equity awareness. The District believes its efforts are effective in promoting an understanding of equity and diversity issues. Due to College practices, the College received the Fair Employment and Housing Partnership Program Pipeline Diversity Award in 2013 and the State Bar of California Education Pipeline Diversity Award (III A 51). In addition, the College 2010 Campus Climate survey crafted a specific section to inquire into issues related to diversity and equity, finding a majority of students and employees agreed that Rio Hondo College treated individuals of

different backgrounds fairly and equally supported individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

ACTIONABLE IMPROVEMENT PLANS – III A.4.

None.

- a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY – Standard III A.4.a.

Staff Development programs and services are designed through a collaborative process that brings together relevant constituency groups to discuss campus needs (i.e. the Staff Development and Cultural Diversity Committees). They facilitate the planning, organization, and scheduling of programs to meet expressed needs.

SELF-EVALUATION – III A.4.a.

The College meets this Standard.

The Staff Development Committee regularly assesses the professional growth needs of the campus community. Faculty needs assessments (III A 52) are gathered on an annual basis and on a semi-annual basis for California School Employees Association (III A 53). Beginning in the 2011-2012 academic year, the campus planning software, *Planbuilder*, has included a required field where managers identify professional development needs for their programs and themselves. As part of the College planning cycle, the Staff Development Committee reviews relevant feedback as priorities, goals, and offerings for the following year are considered.

The College offers many programs and services to support its personnel in understanding and valuing diversity, ranging from one-time workshops and cultural events, to month-long celebrations, such as Native American History Month to extended training or cohort experiences. Other examples include the following:

- Unconscious Bias training at the Fall 2012 FLEX Day, with two follow-up workshops in January and September 2013 (III A 48)
- Lesbian Gay, Bisexual, Transgender, Queer, and Intersex Safe Zone Training for 40 staff, faculty, and managers in March 2013 (III A 48)
- Rio Hondo College Leadership Academy, now in its fifth year of a 10 month cohort experience, featuring a “Strengths Based” leadership curriculum, placing emphasis on valuing a diversity
- Professional Development Days for staff and managers in both the Student Services Division (June 2012) and Academic Affairs division (June 2013) on the assessment and application of

diverse strengths in order to increase understanding and effectiveness in departments

In addition the following are a sampling of recent offerings:

- Staff Development Supported Conference/Workshop Attendance 2010-2014
- Latina Leadership Network Workshops/ Conference (multiple years)
- Women Hold up Half the Sky Conference (multiple years)
- African-American Male Summit Conference
- Challenges of Teaching Spanish Language Workshop
- Teaching Spanish Heritage Speakers Workshop
- Cultural Excursion to Cuba
- National Chicano/a Scholar Conference (multiple years)
- Society of Hispanic Professional Engineers
- ESL Summit
- Presenter on Panel on “Bilingualism, *Experimetatino* and Identity”
- Taipei American School Project

FLEX Day Breakouts during 2010-2014 included the following:

- Muslims for Peace
- Understanding Autism: Exploring Discrimination faced by the Deaf
- The Contradictions of Cuba: My Trip to Havana
- Fostering a Constructive Classroom Climate
- Unconscious Bias Introduction (offered to entire campus Fall 2012 FLEX Day)
- Understanding the Student-Veteran with Traumatic Brain Injury (TBI)
- In Our Own Voice: Living with Mental Illness and Achieving Recovery
- The Hegemony of English in STEM Higher Education

The following are a sampling of the College cultural celebration events:

- Black History Month, February 2013
- Women’s History Month, March 2013
- International Day, April 2013
- Asian-Pacific Islander Month, May 2013
- Hosting of English Learners from China, July 2013
- Latino Heritage Month, September 2013
- National Coming Out Month, October 2013
- Native American Heritage Month, November 2013
- Chinese New Year’s Celebration, January 2014

The effectiveness of these efforts is supported by results from the Campus Climate survey which finds a majority of students and employees agreed that Rio Hondo

College treated individuals of different backgrounds fairly, and equally supported individuals regardless of their gender, racial/ethnic group, sexual orientation, age and/or disability.

Rio Hondo College Staff Development regularly evaluates program offerings in order to better serve the needs of the campus. The regular processes used for this include pre-semester Professional Development “FLEX Day” evaluations (III A 54). Results are discussed by the FLEX committee and subsequent recommendations as well as survey results are forwarded to the Academic Senate and administration. After all Staff Development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community (III A 55). As part of the fall annual planning cycle, the Staff Development team conducts a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis that includes a review of relevant evaluative feedback and data (III A 56).

ACTIONABLE IMPROVEMENT PLANS – III A.4.a.

None.

- b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTIVE SUMMARY – Standard III A.4.b.

The Office of Human Resources monitors applicants throughout the hiring process to ensure compliance with federal and state employment regulations and to confirm hiring activities are consistent with the College mission and board policies. The current employment record of diverse candidates demonstrates District commitment to equity and diversity.

Every February the Director of Human Resources compiles data reflecting the diversity of permanent staff to ensure compliance with the College mission statement, Title V, Fair Employment and Housing Act, and California Educational Code. The data demonstrate the College employment practices from year-to-year and highlight any adverse impact on a particular race or gender. The current record compared with other California community colleges demonstrates the College’s strong commitment to recruiting, hiring, and retaining employees of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds. Lastly, the District has consistently prevailed in legal lawsuits filed against it for employment discrimination in the last decade.

The Human Resources office tracks demographic data collected from the Employee Ethnicity Questionnaire applicants complete. This information is gathered and tracked throughout the hiring process to ensure compliance with

federal and state employment regulations, confirming hiring activities are consistent with the College mission and board policies.

SELF-EVALUATION – III A.4.b.

The College meets this Standard.

The Office of Human Resources regularly assesses its record of employment for equity and diversity. Board Policy 7100, Commitment to Diversity (III A 05), commits to equal opportunity in educational programs, employment, and access to institutional programs and activities. Board Policy 1200, District Vision, Mission, Value Statement (III A 12), addresses the College pledge toward equity and diversity.

Rio Hondo has employed diverse applicants who demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Every aspect of personnel policies and practices are designed to advance the realization of inclusion throughout the District in its programs and equal employment opportunity.

The employment of all staff is coordinated by Human Resources and overseen by the Director of Human Resources. Job announcements are published in regional dominant newspapers: the *San Gabriel Valley Publishing*, the *Los Angeles Times*, the *Orange County Register*, and the college web site. Additionally, the College posts all management and faculty vacant positions with the California Community College Registry as well as other special publications as a method of outreaching under-represented groups. For example, the Human Resources Department places job announcements in *Hispanic Outlook*, *Hispanic Hotline.com*, *Diverse Issues in Higher Education*, *Black Careers Now*, *Asian Pacific Careers*, *Asian Week*, *Community College Times*, and *Higher Ed Jobs.com* to name a few. These efforts ensure that under-represented groups are reached. All applicants are asked to demonstrate their knowledge and understanding of diversity and equity in their employment interview and/or in supplemental questionnaire they complete as part of the application process.

In order to ensure equitable treatment of all applicants, the Office of Human Resources monitors all recruitment processes and provides Equal Employment Opportunity (EEO) training to selection committees on EEO programs, state and federal discrimination laws, applicant screening practices, the educational benefit of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection committee (III A 46). Human Resources also oversees all interviews through the EEO monitor's presence during interviews and investigates any complaint related to hiring practices.

Each employment application contains a confidential voluntary Employee Ethnicity Questionnaire (III A 57), which allows an applicant the opportunity to self-identify race, ethnicity, disability, and military status among other

classifications. Human Resources gathers this data and analyzes it to determine if an adequate number of under-represented applicants have applied for a position. The data is also utilized to determine if further efforts are needed to increase diversity in the applicant pool.

Diversity in applicant pools are analyzed at every level of the recruitment and selection process in order to assure diverse applicants are not intentionally or unintentionally terminated from the applicant pool and are also evaluated for potential for adverse impact. The EEO Monitor is responsible for assuring that applicants are being considered on the basis of job-related qualifications and no other discriminatory criteria, and the monitor identifies and is responsible for eliminating any barriers to employment opportunities. Most importantly the EEO Monitor assures the College is in compliance with Board Policy 3420, Equal Employment Opportunity (III A 06).

Every February the Director of Human Resources compiles staff diversity and gender data to ensure equity in the College employment practices. It is important this data reflects the District mission of equity and diversity. Yearly comparisons of existing College employee demographics are then shared with the Superintendent/President and Board of Trustees. In addition, comparisons to local regional California community college ethnic and gender reports are used to measure the College employment success and set future employment goals (III A 58).

Listed below are the summaries of the EB04 and EB03 Rio Hondo District reports which were submitted to the California Community Colleges Chancellor's Office in fall 2013 in our MIS report.

Fall 2013 Ethnicity as reported in the EB04 district report in our MIS report:

	Asian	African American	Hispanic	American Indian/ Alaska Native	Pacific Islander	White Non-Hispanic	Multi Ethnicity	Unknown	District wide Headcount
Educational Administrator	4 17.39%	4 17.39%	6 26.09%	0	0	7 30.43%	2 8.70%	0	23
Tenured/Tenure track	16 8.89%	6 3.33%	58 32.22%	2 1.11%	0	94 52.22%	3 1.67%	1 0.56%	180
Academic Temporary	43 12.54%	13 3.79%	82 23.91%	1 0.29%	2 0.58%	192 55.98%	3 0.87%	7 2.04%	343
Classified Administrator	0	0	2 22.22%	0	0	7 77.78%	0	0	9
Classified	26 9.85%	4 1.52%	172 65.15%	1 0.38%	0	58 21.97%	2 0.76%	1 0.38%	264

Fall 2013 Gender as reported in the EB03 district report:

	Female #	Male#	District wide Headcount
Academic Administrator	10	23	23
Tenured/Tenure Track	90	90	180
Academic Temporary	174	169	343
Classified Administrator	2	7	9
Classified	174	90	264

ACTIONABLE IMPROVEMENT PLANS – III A.4.b.

None.

- c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY – Standard III A.4.c.

The District provides notice of its anti-harassment and discrimination policies to new employees during their new hire orientation as part of their new hire package and thereafter to all employees and students on an annual basis. All members of the administration are also required to attend a mandatory interactive sexual harassment awareness training every two years. New administrators are mandated to attend the training within six months of employment. Furthermore, District policies, procedure, and contractual bargaining agreements are published on the District website. In conclusion, the District strives to ensure it provides and promotes fair and equitable treatment in all aspects of personnel management and learning environment by addressing any challenge timely and effectively.

SELF-EVALUATION – III A.4.c.

The College meets this Standard.

Rio Hondo Community College is committed to providing a work and learning environment where employees and students are treated with integrity, dignity, and respect.

The District has a proven record of compliance with federal and state labor laws, collective bargaining agreements, Educational Code, and Title V, which prohibit unlawful treatment of employees and students. Significantly, the District has also implemented policies and procedures which prohibit unlawful treatment and discrimination against administrators, faculty, staff, and students. Board policy 3410, Nondiscrimination (III A 11), ensures “equal opportunity in educational programs, employment, and access to all institutional programs and activities.”

Furthermore, “integrity and civility” serves as core values in our Vision, Mission and Value Statement.

The institution has mechanisms for ensuring integrity in the treatment of faculty and staff through its contractual bargaining agreements. Faculty is part of CCA/CTA/NEA collective bargaining unit and our classified employees are part of the California School Employees Association. The faculty collective bargaining agreement includes explicit language ensuring integrity towards its members in Article 13, Non-discrimination (III A 19).

The District shall not discriminate against unit members with respect to wages, hours of employment, and other terms and conditions of employment as defined in Government Code 3540 et seq., or application of the provisions of this Agreement with respect to age, color, creed, residency, marital status, membership in an employee organization, national origin, physical handicap, race, religion, sex, gender, gender identity, gender expression, or sexual orientation, military and veteran status. (Government Code §12940 et seq)

The Grievance Procedure, Article 16, also provides faculty members the right to grieve any violation of rights stipulated in the contract. A grievance process can also be found in the classified bargaining agreement. At all levels of the grievance process, the District strives to provide employees fair and due process without the fear of retaliation. The College Academic Senate ensures integrity of faculty along the lines of academic and professional matters.

The District is committed to student equity as well; Board Policy 5300, Student Equity (III A 59), clearly identifies this objective: “The Board is committed to assuring student equity in educational programs and college services.” The District houses the Associated Students of Rio Hondo College (ASRHC) within the Student Life and Leadership Program, which is the core department of student activities on campus. This is a student representative organization comprised of students who are elected to serve as the student voice through the participatory/shared governance process. The organization integrates student needs and concerns with those of the administration, faculty, and staff in order to improve the campus environment and overall college experience.

The president of Associated Students of Rio Hondo College serves as the voice of the students and the Student Trustee is the voice of the student body at the Board of Trustee meetings. The Student Trustee sits with the Board of Trustees as an advisory voting member who is recognized as a full member, within limits of Board Policy 2015, Election of Student Members, and state laws. The Student Trustee has the ability to move, second, and vote on Board motions. These two elected student leaders are committed to serving students by ensuring they receive the best educational experience possible and are treated with dignity and respect. However, if a student feels she has been treated unfairly or need to address an academic issue, students have the right to file a grievance per Administrative Procedure 5530, Student Rights and Grievances (III A 60). This procedure is available to any student who reasonably believes a District decision or action has adversely affected her status, rights, or privileges as a student. This procedure and

form along with the California Community Colleges Chancellor's Office Complaint Process are located on the College website under Student Affairs and in the college catalog on page 271 (III A 61).

Should a staff member choose to file a complaint against the District or an employee, she may do so with the District Compliance Officer. If an individual believes she has been harassed or discriminated against based on a protected status, the District strongly encourages her to inform the District Compliance Officer for a quick resolution. For employees and students who observe or experience any form of discrimination or violence, the District has a number of policies and procedures mandating the reporting of these incidents. These policies and procedures include Administration Procedure 3410 (III A 11), Nondiscrimination; Board Policy 3430: Prohibition of Harassment (III A 39); Administrative Procedure 3435: Discrimination and Harassment Investigation (III A 62); Board Policy 3510: Prevention of Workplace Violence and Disruption (III A 63); Board Policy and Procedure 3540: Sexual and Other Assaults on Campus (III A 64); Board Policy 7160: Sexual Harassment (III A 65); and Board Policy 7700: Whistleblower Protection. All complaints are seriously considered and investigated within the allowable time frame. These policies strive to provide access to services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The procedures instruct personnel on mechanisms available for filing of complaints should a person feel the need to do so.

The District ensures that its personnel and students are treated fairly by implementing policies and procedures which promote a harmonious work and learning environment. Aside from creating and implementing these policies and procedures, the District posts them on the web site to inform administration, faculty, staff, and students of their rights. They are also sent via e-mail to all staff on an annual basis (III A 67). In addition, the District seeks to increase confidence in the effectiveness of existing policies and procedures by providing a work and educational environment free from harassment and intimidation.

ACTIONABLE IMPROVEMENT PLANS – III A.4.c.

None.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY – Standard III A.5.a.

The Rio Hondo College Staff Development team coordinates a variety of growth, training, and renewal opportunities to meet the needs of its personnel.

SELF-EVALUATION – III A.5.a.

The College meets this Standard.

Plans are made as a direct result of regular communication with and surveying of the campus community. Faculty and staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the campus planning software has included a required field where managers identify their own and their program professional development needs. As part of the fall planning cycle, the staff development team reviews relevant feedback as the next year's priorities, goals, and offerings are crafted. Provided below is a summary that captures the major professional development efforts resulting from the above-mentioned planning process:

- Grant funding for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops, and trainings.
- In partnership with Information Technology, technology training workshops and individual or small group training sessions by request.
- Two full pre-semester professional development days, which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty, staff, and managers enhance their ability to serve students and/or the campus.
- Division-wide professional development initiatives such as the “Strengths Quest” training provided to staff and managers in Student Services and Academic Affairs.
- Trainings geared toward a deeper appreciation of diversity such as Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex Safe Zone and Unconscious Bias.
- Bi-Annual “Reflection and Renewal” retreats.
- Leadership Development across all employee groups through a 10 month Leadership Academy cohort program and participation in the San Gabriel Valley Foothill Association of Community Colleges (SANFACC) consortium Mentor program.

- Responds to emerging needs such as the Student Success Initiative as evidenced by a 2013-2014 FLEX theme of “Understanding the Student Experience.”
- New full-time faculty workshop series.
- Via Title V funding, instructional development workshops and the offering of faculty development stipends to enable instructors to enhance their use of technology, improve the quality of their SLOs, and/or update their curriculum to enhance student success.
- Events to improve collegiality and morale.

ACTIONABLE IMPROVEMENT PLANS – III A.5.a.

None.

- b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III A.5.b.

In each formal evaluation following a FLEX Day or Staff Development offering, attendees are asked to identify whether the workshop/training enhanced their ability to perform their jobs and/or serve students or the campus. Additionally, attendees are asked to identify one or two specific positive outcomes they gained via their participation and how these outcomes will positively enhance their ability to serve students and/or the college. All staff, faculty, and managers who attend off-campus conferences, trainings or workshops are required to provide a Board report detailing the benefits to the college and employee as a result of participation in the activity. Faculty and Staff needs assessments are gathered on at least a semi-annual basis. Further, beginning in 2011-2012, the campus planning software has included a required field where managers identify their own and their program professional development needs. After each pre-semester Professional Development FLEX Day, an all campus evaluation is sent out. Results are discussed by the FLEX Committee and subsequent recommendations as well as survey results are forwarded to the Academic Senate and administration. After all Staff Development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community. As part of the annual fall planning cycle, the Staff Development team conducts a strengths, weaknesses, opportunities, and threats (SWOT) analysis that includes a review of relevant evaluative feedback and data.

SELF-EVALUATION – III A.5.b.

The College meets this Standard.

Rio Hondo College Staff Development regularly evaluates its program offerings in order to better serve the needs of the campus. After each pre-semester Professional Development FLEX Day an all campus evaluation is sent out. Results are discussed by the FLEX committee and subsequent recommendations as well as survey results are forwarded to the Academic Senate and administration. After all Staff Development workshops and retreats, participants are asked to provide feedback on their experience, including identifying how their participation will enhance their ability to serve students and/or the campus community. As part of the annual fall planning cycle, the Staff Development team conducts a strengths, weakness, opportunity, trends (SWOT) analysis that includes a review of relevant evaluative feedback and data. District funding is available for individuals, groups, and departments who self-identify professional development projects, which can include travel to off-campus conferences, workshops and trainings. In partnership with Information Technology, technology training workshops for individual or small group training sessions occur by request. Two full pre-semester professional development days occur which can include the organization of keynote addresses and multiple breakout sessions geared toward providing information and experiences to assist faculty, staff and managers enhance their ability to serve students and/or the campus. Division-wide professional development initiatives such as the “Strengths Quest” training are provided to staff and managers in Student Services and Academic Affairs, as well as trainings geared toward a deeper appreciation of diversity such as LGBTQI Safe Zone and Unconscious Bias. Staff Development sponsors bi-annual Reflection and Renewal retreats. Leadership Development across all employee groups transpires through a 10 month Leadership Academy cohort program and participation in the SanFACC consortium Mentor program. In addition, Staff Development responds to emerging needs such as the Student Success Initiative as evidenced by a 2013-2014 FLEX theme of “Understanding the Student Experience.” There are new full-time faculty workshop series as well. And Title V funding, instructional development workshops, and the offering of faculty development stipends enable instructors to enhance their use of technology, improve the quality of their SLOs, or update curriculum to enhance student success. Safety Training, provided by Keenan and Associates and Sexual Harassment Training is provided by Human Resources.

ACTIONABLE IMPROVEMENT PLANS – III A.5.b.

None.

6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III A.6.

Human Resources is integrated with institutional planning through the College planning process. The planning process allows the institution systematically to assess the effective use of human resources and uses the results of the evaluation as the basis for improvement. After careful evaluation of human resources, needs are presented to staffing committees described in the planning process; the staffing committees prioritize requests and forwards a prioritized list for approval. Human resources are augmented based on the availability of resources to meet the needs of the College and on contributions to institutional effectiveness.

SELF-EVALUATION – III A.6.

The College meets this Standard.

Rio Hondo assesses the use of its human resources through program review and annual planning. Human Resources decisions, especially as they relate to filling replacement positions or employing additional staff, faculty, or administrators are the result of the campus planning process. Human Resources requests must be included and justified in program review and program plans. This consists of a comprehensive evaluation of instructional programs, units, and identified areas of improvement and resources allocation.

As part of the planning process, each department must identify its student and/or service area outcome, characteristics, performance, trends, strengths, weaknesses, threats, and challenges as well as its strategic direction, staff development, and annual goals. As part of this process, personnel needs are presented and prioritized by the various employment prioritizing committees. The principal evaluation criteria used in deciding whether to grant a request is dependent on the availability of resources to meet the need, a clear identification of the problem or enhancement to be addressed by the position and evidence, or sound rationale that allocation of a personnel requested is linked to solving a problem identified by the goal or objective. In short, a human resources request must provide evidence demonstrating that the requested position supports the goals and mission of the institution.

When a classified, confidential, or management vacancy occurs, the immediate administrator must evaluate the vacancy and determine the appropriate classification needs. If the same classification is determined to meet the needs of the program, a personnel requisition is routed for the appropriate approvals and recruitment. If a different classification is more suitable for the success of the program, a program/department evaluation and dialogue begin to ascertain the correct fit.

Requests to fill vacant faculty positions or create new positions arise from the plans of those units that employ faculty. They are submitted to the Vice President of Academic Affairs or Vice President of Student Services, who brings them to the President's Cabinet for review before being forwarded to the Faculty Priorities

Committee. The committee reviews the rationale and supporting information for each request and discusses the merits of each request. The committee makes a prioritized list of faculty positions to be filled. The Vice President of Finance and Business in consultation with the Superintendent/President, assesses the number of replacement and new faculty requirements and presents the results, the prioritized list, and the estimated cost of the new positions, to the Planning and Fiscal Council. The list is forwarded to the College Superintendent/President for authorization to employ a faculty member following the prioritized list. Any exceptions to following the list order of priority are reported back to the committee with supporting rationale. The authorized positions are placed into the College budget for Board action. Once approved, unit managers are notified and a personnel requisition is created which triggers the recruitment and employment of a new faculty member.

Request for new classified positions arise from unit plans. These requests are submitted by the area manager and are then forwarded to the President's Cabinet for review prior to forwarding them to the Classified Priorities Committee. The committee reviews the rationale and supporting information for each request and discusses the merits of each request. The committee makes a prioritized list of classified positions to be filled. The Vice President of Finance and Business in consultation with the Superintendent/President, assesses the number of replacement and new classified staff and presents the results, the prioritized list, and the estimated cost of the new positions to the Planning and Fiscal Council. The list is sent to the College Superintendent/President for authorizations to fill the positions requested following the prioritized list. Any exceptions to following the list order of priority are reported back to the committee with supporting rationale. The authorized positions are placed into the College budget for Board augmentation. Once approved, area managers are notified and a personnel requisition is created which triggers the recruitment and employment of new classified employees.

Administrative positions may arise from program, unit, or area plans. Each area compiles a prioritized list of administrative requests and rationales to present to President's Cabinet. The list is then presented to the Superintendent/President, who assures funding for the finalized positions. The authorized positions are placed into the College budget for Board augmentation. The area managers are notified if funding is provided.

ACTIONABLE IMPROVEMENT PLANS – III A.6.

None.

EVIDENCE – STANDARD III A

Evidence for Standard III A - HUMAN RESOURCES

	List evidence in this column	Source: put web link, "hard copy only," etc.
III A 01	Board Policy 7120, Recruitment and Selection	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7120_RecruitmentSelection.pdf
III A 02	Board Policy 7217, Faculty, Employment Contract	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/AP-7217-Faculty-Employment-of-Contract-app_121212.pdf
III A 03	College Procedure 5030, Classified and Confidential Employees, Employment of (soon to be AP 7216)	Hard copy
III A 04	College Procedure 5025, Employment Procedures for Administrators (soon to be AP 7215)	Hard copy
III A 05	Board Policy 7100, Commitment to Diversity	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7100_CommitmenttoDiversity.pdf
III A 06	Board Policy 3420, Equal Employment Opportunity	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3420_EqualEmploymentOpportunity21809.pdf
III A 07	Education Code 87356	Hard copy
III A 08	Board Policy 7211, Faculty Service Area, Minimum Qualifications and Equivalency	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7211_FacultyServiceMinQuals.pdf
III A 09	Minimum Qualifications for Faculty and Administrators in California Community Colleges	http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf
III A 10	Examples of Job Announcements	Hard copy
III A 11	Board Policy 3410, Nondiscrimination	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3410_Nondiscrimination.pdf
III A 12	Board Policy 1200, District Vision, Mission, Value Statement	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP1200_DistrictVisionMissionValue.pdf
III A 13	Personnel Requisition Form	Hard copy
III A 14	Title V Training Form	Hard copy
III A 15	Board Policy 7126, Applicant	http://www.riohondo.edu/president/wp-

	Background Checks	content/uploads/sites/27/2014/05/AP7126-AppBackgroundChecks_91212.pdf
III A 16	Board Policy 7255, Administrative Evaluation	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7255_AdministrativeEvaluation.pdf
III A 17	College Procedure 5550, Administrative Evaluation	Hard Copy
III A 18	Management Performance Appraisal Survey	Hard Copy
III A 19	CTA – CBA Article 9	http://www.riohondo.edu/hr/wp-content/uploads/sites/4/2014/05/RHCCD-CBA-2010-2013-Web-Version.pdf
III A 20	Unit Member Evaluation Report	Hard Copy
III A 21	Student Instructional Survey	Hard Copy
III A 22	Peer Review Selection Committee	Hard Copy
III A 23	Peer Review Results	Hard Copy
III A 24	E-mails from HR regarding Management Performance Appraisal Survey	Hard Copy
III A 25	Management Performance Appraisal Self Evaluation	Hard Copy
III A 26	CBA with CSEA – Article 15	http://www.riohondo.edu/hr/wp-content/uploads/sites/4/2014/05/CSEA_Contract_2008-11.pdf
III A 27	Classified Evaluation	Hard Copy
	Administrative Procedure 2435, Evaluation of CEO	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP2435_EvaluationofPresident.pdf
	Board Policy 2745, Board Self Evaluation	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP2745_BoardSelfEval.pdf
	Confidential Employee Performance Review	Hard Copy
III A 28	Job Announcement for SLO Coordinator – 40% Release Time	Hard Copy
III A 29	Student Learning Outcomes Link	http://www.riohondo.edu/slo/SLO_docs.htm
III A 30	Academic Senate Presentation 10/6/2009	http://www.riohondo.edu/slo/Docs/AS_presentation_2009_10_06.pdf
III A 31	Division presentation	http://www.riohondo.edu/slo/Docs/SLO_Intro.pdf
III A 32	Student Learning Outcomes committee	

		http://www.riohondo.edu/slo/slo_loc.htm
III A 33	TA signed on May 2014 making faculty responsible for entering Student Learning Outcomes (SLO)	Hard Copy
III A 34	Evaluation Orientation Package for New Faculty	Hard Copy
	STANDARD III A 1 d	
III A 35	Web Site – Code of Ethics	http://www.riohondo.edu/president/mission-vision-value/
III A 36	Governance Manual	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/Governance_Manual_2014.pdf
III A 37	Code of Ethics – New EE’s Acknowledgement	Hard Copy
III A 38	Board Policy 2715, Code of Ethics / Standard of Practice	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP2715_BoardCodeofEthics.pdf
III A 39	Board Policy 3430, Prohibition of Harassment	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3430_ProhibitionofHarassment.pdf
III A 40	Board Policy 3410, Nondiscrimination	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3410_Nondiscrimination.pdf
III A 41	Board Policy 4030, Policy on Academic Freedom	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP4030_AcademicFreedom.pdf
III A 42	Board Policy 5500, Standard Of Conduct	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP5500_StandardsConduct.pdf
	STANDARD III A 2	
III A 43	The Planning Process Handbook	
	STANDARD III A 3	
III A 44	Administrative Procedure 2410, Board Policy and Administrative Procedures	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP2410_Board-Policies-and-Administrative-Procedures_07.10.13.pdf
III A 45	Board Policy 2410, Board Policy and Administrative Procedures	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP2410_Policy

		AdminProc.pdf
	STANDARD III A 3 a	
III A 46	Agenda – Orientation Meeting for Selected Committee	Hard Copy
	STANDARD III A 3 b	
III A 47	Board Policy 7145, Personnel Files	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7145_PersonnelFiles.pdf
	STANDARD III A 4	
III A 48	Samples of Diversity Training and Announcements	Hard Copy
III A 49		Hard Copy
III A 50	HR Web Site of Job Announcements	http://www.riohondo.edu/hr/
III A 51	Diversity Awards Granted to the District	Hard Copy
	STANDARD III A 4 a	
III A 52	Faculty Needs Survey	
III A 53	Classified Needs Survey	
III A 54	FLEX Day Evaluation Summaries	
III A 55	Workshop Evaluation	
III A 56	Staff Development SWOT Analyses	
	STANDARD III A 4 b	
III A 57	Employee Ethnicity Questionnaire	Hard Copy
III A 58	Comparisons to local regional California community college ethnic and gender reports	Hard Copy
	STANDARD III A c	
III A 59	Board Policy 5300, Student Equity	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP5300_StudentEquity.pdf
III A 60	Administrative Procedure 5530, Student Rights and Grievances	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/AP5530_StudentRightsGrievances21710.pdf
III A 61	California Community Colleges Chancellor's Office Complaint Process	
III A 62	Administrative Procedure 3435: Discrimination and Harassment Investigation	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP3435_DiscriminationandHarassmentInvest.pdf
III A 63	Board Policy 3510: Prevention of Workplace Violence and Disruption	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3510_PreventionWorkplaceViolence.pdf

III A 64	Board Policy and Procedure 3540: Sexual and Other Assaults on Campus	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/BP3540 Sexual and Other AssaultsonCampus.pdf http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/04/AP3540 Sexual AssaultsonCampus.pdf
III A 65	Board Policy 7160: Sexual Harassment	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7360 DisciplineDismissalsAcademicEmp.pdf
III A 66	Board Policy 7700: Whistleblower Protection	http://www.riohondo.edu/president/wp-content/uploads/sites/27/2014/05/BP7700 Whistleblower 11409.pdf
III A 67	E-mails from the Compliance office regarding BP & AP's on non-discrimination	Hard Copy
III A 68		
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III A 77		
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY – Standard III B.1.

The College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The Measure A Bond program has made it possible for the College to advance the quantity and quality of physical resources necessary to support its programs and services. The implementation of the Facilities Master Plan has improved the instructional and educational support facilities. The College Finance and Business Services Division, along with Program and Construction Managers manage the construction programs, which implements the previous version of the Educational, Technology and Facilities Master Plans to transform the main campus and off-site centers into twenty-first century educational venues.

SELF-EVALUATION – III B.1

The College meets this Standard.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The College is a single-campus District with educational centers located within the communities it serves. The Santa Fe Springs Fire Academy Regional Training Center, the South Whittier Educational Center, and the El Monte Educational Center make up the physical educational assets of the District with a total of 31 buildings. The main campus on Workman Mill Road as well as each center has staffing appropriate to serve the student population and support services such as campus safety, general maintenance, grounds, utility service, and custodial service, while centralized and housed at the main

campus, also provide the same service for the centers on a set routine schedule. Special requests are attended to in a timely manner on the main campus and are addressed at the off-campus centers with the same urgency, using College vehicles that are dedicated specifically to each service department to ensure no lag in service response.

Buildings and structures are constructed to comply with State of California standards under the 1933 California Field Act, which applies to the design, construction, and renovation of all K-12 schools and community college buildings in California. The Division of the State Architect (DSA) is the primary enforcement body over school construction, and since 1940, no building constructed under the Field Act has either partially or completely collapsed, and no students have been killed or injured in a Field Act certified building. The Division of the State Architect reviews and approves all College building plans, and all building are constructed or modernized with DSA field inspection oversight and then “closed out” or certified complete by DSA. The process to certify completed construction projects with DSA can take years, and Rio Hondo College is contracted with the Del Terra Group to focus on the close out certification of all projects within the District. (evidence: DSA closeout letter for SS/SU. DTG DSA project closeout tracking sheet)

Desired modifications by divisions to existing campus facilities are evaluated by two methods: annual institutional planning and the grant application process, Launch Pad. Both area plans and grant applications require awareness and evaluation of the Facilities Department under the Finance and Business Services Division. Prospective modifications to existing facilities are examined in conjunction with mission and goals of the College and the Facilities and Technology Master Plans, as well as the requirements and laws of current building codes and the Field Act.

Recently the process for modifications to campus facilities was updated and is in the review process with the President’s Cabinet. The working title is Facilities Modification Request Application and is similar to the Grant Launch Pad. It captures division requests to modify existing facilities that would be classified differently than a routine maintenance work order and/or those in the annual planning process. The application will have the same review process as the Grant Launch Pad.

Facilities consciously create a culture of safety awareness, wherein safety is a primary focus of the College. The Facilities Services Department routinely inspects buildings and grounds on the main campus and at its off-campus centers for safety issues. Facilities staff attend monthly safety trainings, and campus faculty and staff report safety concerns via phone, e-mail, through work orders, and to Safety Committee representatives. The Rio Hondo College Safety Committee, co-chaired by a faculty member and the Director of Facilities, meets monthly and is comprised of representatives from the faculty, classified staff, administration, students, and the College Risk Management Specialists. The Risk Management Specialists are a part-time consultants provided by the Alliance of Schools for Cooperative Insurance Programs (ASCIP). This position provides support to the College on regulatory compliance, chemical inventory/hazardous waste management, emergency management, Cal/OSHA –IIPP/Title 8, and presents safety information to the

Safety Committee).(IIIB-1) The Safety Committee discusses safety issues and members report on campus safety topics, review faculty and staff feedback after emergency preparedness drills, and other reports from faculty and staff on the general safety conditions of the main campus and off-campus centers, including the 2010-2013 Safety Performance Benchmark Survey which compared safety data of ten community college districts within a local geographic region) (IIIB-2). The Committee reviews bulletins and e-mails for the campus prior to their publication and provides input on emergency preparedness procedures, emergency drill notices, and the schedules for training and drills.

Prior to emergency preparedness drills, the Facilities Department conducts annual training for Building Emergency Coordinators (BECs) and Building Emergency Leaders (BELs) on their leadership responsibilities during drills or actual emergencies. The College also conducts an annual emergency drill in coordination with the Great California Shake Out for day classes on the main campus and off-site centers and a second drill for the evening students. (Evidence: drill planning sheet and photos)

The main and off-campus centers have Blue Light Emergency Phones. These phones are visibly situated at 29 locations and very simple to use. Pressing a button on these phones immediately calls campus security to report a problem or concern. The system operates like an intercom for immediate two-way communication, and the location of the caller shows up on the security officer's phone; a security guard is dispatched to that location right away. The Blue Light Emergency Phones are tested twice weekly by campus safety.

Facilities staff are on campus daily and report safety concerns to supervisors via radio, e-mail, or written report, depending on the nature or urgency of the concern. The College contracts with an outside vendor to provide Campus Safety and Security services. Campus safety and security personnel patrol the entire campus and off-site centers regularly, 24/7. Safety concerns are reported either to Facilities Services managers, the Evening College Dean, or campus safety. All known and reported facilities safety concerns are logged into the College work order system to track evaluation and repair. For example, if a handrail is reported to be loose on an ongoing basis, the manager evaluates the rail attachment repair method and recommends either an alternative repair or possible replacement.

Crime reports are collected by Student Affairs and campus safety and reported in the "Annual Security Report to the Campus" (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act). Rio Hondo College has excellent (low) crime statistics at all facilities. (IIIB-3)

The District uses different resources to determine the sufficiency of its educational facilities: FUSION, the Five Year Capital Construction Plan, Space Inventory Report 17, and the Facilities Master Plan. FUSION is a database for community colleges that allows the College to update and track classroom /office space inventory and capacity load ratios. The Space Inventory Report 17 identifies current classroom space, categorized by its educational use and is used to project future instructional space based on enrollment growth trends. These

two reports are used to prepare the Five Year Capital Construction Plan, which is presented to the Board of Trustees for annual approval, prior to submission to the California Community College Chancellor's Office. A recent example of a new facility built to meet program needs is the Physical Education Complex, recently renamed Kinesiology, Dance and Athletics. The Educational Master Plan and the Technology Master Plan are currently being updated and will provide current educational facilities needs information and data which will shape the Facilities Master Plan. Through the Institutional Planning process, each Division evaluates their current facilities, staffing, and equipment needs and requests facilities or equipment for their division. (evidence: unit plan, resource allocation)

In 2005, the College conducted an evaluation of campus facilities through a campus-wide needs assessment survey. An architect was then contracted to develop a Facilities Master Plan (FMP), with the goal of developing a long-range plan where the strategic goals and objectives from the College Education and Technology Master Plans would inform the Facilities Master Plan. Much of the work in the Facilities Master Plan has been realized with the completion of the El Monte Educational Center, the Physical Education Complex, and the Softball Renovation project. The District has made great strides improving the physical campus to serve the students, faculty, and staff, while accomplishing the goals of the District. The Educational, Technology, and Facilities Master Plans were updated in 2014. (evidence: Current Ed, Tech, Facilities Master Plans)

The College uses a similar evaluation process to assure the safety and sufficiency of campus equipment. Prior to the design of new campus facilities, starting in 2006 to the present, the College surveyed and determined that most existing classrooms, office furniture, and equipment had outlived their effective usefulness and did not meet current College standards. Replacement furniture and equipment, therefore, became a requirement of the Bond construction projects. In addition, as part of the 2005 needs assessment survey, campus infrastructure was evaluated and major updates effected. This included the construction of a central plant for heating and cooling. Much of the campus heating, ventilation, air-conditioning (HVAC) equipment installed through the Bond program is monitored via a web-based energy management system (EMS), which electronically monitors performance and efficiency of the central plant HVAC systems. The College also contracts with vendors who provide routine preventative maintenance inspections and service for equipment such as elevators and the central plant control systems. Similar to safety reports received from the campus community, reports are also received on equipment performances, which are either reported through into the work order system for immediate or future action. Through the continued monitoring of the work order system by the Facilities managers, any concerns or chronic issues with equipment are flagged for investigation. Also, Facilities staff members inspect and report monthly on all maintenance-related equipment, as well as inspect, service, and exercise all emergency generators. The ongoing safety and sufficiency equipment facility is consistently applied to the main campus, the two off-site educational centers, and the Fire Academy Training Center.

Rio Hondo College uses Blackboard as its Learning Management System. This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct

impact on Distance Education programs. The College currently teaches approximately 115 online courses.

ACTIONABLE IMPROVEMENT PLANS – III B.1.

None.

- a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY – Standard III B.1.a.

Rio Hondo College has completed a substantial portion of the Measure A Bond Program, utilizing the Facilities Master Plan as a road map to modernize campus facilities and construct new buildings and off-site centers. The current update to the Education and Information Technology Master Plans guide updates to the Facilities Master Plan, assuring continuing quality and support to the College programs and services. At all points in these processes, the College ensures that architects meet with College constituents to gather input.

The user-friendly web based work order system provides access to all divisions and supports on-going maintenance, upgrades or replacement of building materials or equipment that may have outlived its service life.

SELF-EVALUATION – III B.1.a.

The College meets this Standard.

The institution relies on the Education Master Plan and annual resource allocation planning processes in considering program and service needs when planning its buildings. The Educational and Technology Master Plans identify program directions and equipment needs that shape the Facilities Master Plan, which, in turn, provides a road map to plan, build, upgrade, or replace physical resources. Annual plans, the Five Year Capital Construction Plan, the Scheduled Maintenance Plan, and the Inventory Space Reports provide ongoing evaluation and reporting, assuring physical resources are used effectively and provide quality to support programs and services.

The Educational and Facilities Master Plan and the Information Technology Plan were updated in the 2013-2014 academic year. Recent, current, and growth enrollment projections are used to update these plans, which involve all campus constituent groups through information-gathering workshop sessions.

The annual planning processes provides the opportunity for divisions to evaluate their facilities, staffing, and equipment needs for improvements and new or replacement

equipment. This information is funneled from the program level to unit and area levels for further evaluation. Those requests making the final cuts are referred to various resources allocation committees for prioritized ranking. However, those requests that are already provided for in other plans are deferred. For a comprehensive explanation of the College planning process, please refer to Standard I.

Each year, The Director of Facilities prepares the Five Year Capital Construction Plan, the Initial Facilities Plan, and the Final Facilities Plans and presents them to the Board of Trustees for approval prior to their submissions to the California Community College Chancellor's Office.

The College also updates a five-year Scheduled Maintenance Plan, which is an opportunity to identify projects for State of California funding within the category of maintenance, such as repairs, upgrades, or replacement. This report is submitted to the Chancellor's Office and ensures that facilities are continually evaluated for effective utilization.

Routine maintenance needs are reported through a web-based software work order system called School Dude. Effective use of this system supports the commitment of the College to programs and services for routine repairs. Faculty and classified staff report work orders to their division manager or secretary, who inputs work orders in the user-friendly system. The system provides automatic acknowledgement that work orders were submitted and the status of requests can be tracked as work orders are assigned to the appropriate Facilities services staff. Urgent work orders that are health and safety related are flagged as priority.

Another tool the College uses to evaluate the effective utilization of physical resources is the FUSION database. This database is used by community colleges and allows the College to update and track space inventory reports. It also calculates capacity load ratios. The Space Inventory Report 17 identifies current classroom spaces categorized by their educational uses and is used to project future instructional space needs based on current and enrollment growth trends. Efficiencies are calculated by FUSION based on the capacity the College has to generate contact hours and the current or projected enrollment.

ACTIONABLE IMPROVEMENT PLANS – III B.1.a.

None.

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

DESCRIPTIVE SUMMARY – Standard III B.1.b.

The physical resources at all locations of the College where courses and services are provided are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. College buildings and structures are constructed per State codes and adhere to Federal Laws to ensure a safe and accessible environment for the College community and visitors.

A culture of safety and personal responsibility is promoted campus-wide and expanded and enhanced training in emergency preparedness is provided for faculty, classified staff, administrators, and students on an annual basis. The Safety Committee meets monthly and represents the main campus and all off-campus centers. Faculty and staff report maintenance and potential safety concerns through several means, but primarily through the web-based work order system.

SELF-EVALUATION – III B.1.b.

The College meets this Standard.

Rio Hondo is a hillside campus, and the College has made it an essential part of its mission and vision to assure accessibility. Commitment to access is demonstrated through the construction of a pedestrian access bridge in 2008, the first Measure A project. This bridge connects isolated student Parking Lot A to the main campus. Campus-wide access is assured with continuous shuttle transportation, ADA parking, compliant door hardware, and clearly marked pathways to buildings, elevators, and ramps and campus-wide directional signage. The College coordinates with a para-transportation group ACCESS to provide three designated, clearly marked campus vehicle drop-off and pick-up stops at locations. In addition, the Bond construction program included the design and construction of a “Way Finding” signage system utilized throughout the campus. The signs are consistent in their design and format so they are easily recognized as directional signs to all visitors to the campus.

Buildings and grounds are constructed, renovated, and maintained to comply with California Building Code and the Americans with Disabilities Act. The College contracts with Keenan & Associates to provide monthly workplace safety training for facilities staff. In addition, Keenan & Associates conduct property and liability inspections and hazardous materials inventory on an annual basis.

The College maintains a strong relationship with first responders that serve the main off-campus centers and coordinates with law enforcement to assist in training campus security personnel whenever possible. The Safety Committee meets on a monthly basis and is co-chaired by faculty and the Director of Facilities and is made up of faculty, classified staff, administration, student representation, and the campus safety coordinator. The committee members are a resource for input and communication to the College constituency they represent. The committee members provide input for meeting agendas and promote safety throughout the college.

As directed by the Superintendent/ President, emergency preparedness procedure training opportunities have been expanded to include all staff and faculty. Training for faculty began at the fall 2013 FLEX Day and included a ninety minute presentation on preparations for an active shooter scenario. The materials were developed by Facilities Services and the Public Safety Division. Training opportunities were also afforded to emergency campus leaders on four separate occasions to ensure that all faculty and staff could attend. Training for emergency leaders also occurred in spring 2014 for the Evening College faculty and staff prior to the Evening College emergency drill. To support the training, the fall emergency drills included the shelter-in place component as well as building evacuation.

ACTIONABLE IMPROVEMENT PLANS – III B.1.b.

None.

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

DESCRIPTIVE SUMMARY – Standard III B.2.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The College uses the FUSION database to input current and projected trends and to evaluate utilization of campus facilities. Through the Institutional Planning Process, divisions evaluate the effectiveness of facilities and equipment and request facilities modifications and equipment to support programs and services. For projects that are funded by grants, divisions submit a Launch Pad Report, which is evaluated by the President’s Cabinet for alignment with the Educational Master Plan and possible facilities modifications. The Facilities Master Plan is the overarching road map for new and modernizing projects, based on input from College constituents and other data to support institutional programs and services. And the Five Year Capital Construction Plan tracks the planned construction projects through the State of California review and funding approval processes in preparation for construction.

SELF-EVALUATION – III B.2.

The College meets this Standard.

The College uses the FUSION database as a tool to assure the feasibility and effectiveness of physical resources support institutional programs and services. The Facilities Department updates the FUSION and Space Inventory Report 17 on an annual basis. The Chancellor’s Office conducts a physical Space Inventory inspection approximately every three years. The FUSION database is utilized by community colleges and allows the College to update and track space inventory reports and calculate capacity load ratios. The Space Inventory Report

identifies current classroom space, categorized by its educational use, and is used to project future instructional space needs at the main campus and off-site centers.

Current and projected enrollment data are entered in the FUSION database annually, and as program needs change or utilization efficiencies are examined, facilities are considered for modification to support the program or added to the Five Year Capital Construction Plan. The Five Year Capital Construction Plan and the Initial Facilities Plan (IPP) and the Final Facilities Plan (FPP) are updated annually, and are presented to the Board of Trustees for approval prior to submission to the State Chancellor's Office. (Evidence is L Tower FPP & Business Bldg. FPP)

Updates are another tool used by the College to support institutional programs and services. Annually, each division has the opportunity to evaluate their current facilities and equipment, reporting needs for improvements to facilities or desire to purchase new equipment. This information is prepared by faculty and classified staff each year and presented in program and unit plans, which inform area plan before priority ranking by a committee made up of representatives of College constituent groups. Facilities and equipment requests are data-driven, and classroom utilization evaluation information is used to support the planning requests. As funds become available, facilities improvements or equipment purchases are scheduled to support area plan requests.

Throughout the year, program opportunities that emerge through grant funding are submitted to President's Council in a Launch Pad Report for evaluation relative to the Educational Master plan, the Technology Plan, and the Facilities Plan to ensure alignment and assess impact to facilities.

The Facilities Master Plan is annually updated and architects met with constituent groups to gather input for each update. The input from these meetings, the guiding direction from the Education Master Plan as well as the Space Inventory data from FUSION provides current information of needs along with projected enrollment trends for updates.

The Five Year Capital Construction Plan includes all new construction or modernization projects that are in the planning phases through the California Community College Chancellor's Office. Initial and Final Project Proposals are initiated by District senior administrators and include preliminary design plans prepared by consultants that are the result of data and information provided by College constituents, the Education and Technology Master Plans, and FUSION. All projects are entered into the FUSION database, tracked, and updated in the Five Year Capital Construction Plan. Updates are presented to the Board each year for review and approval. When approved, the Five Year Capital Construction Plan and the Initial and Final Project Proposals are submitted to the California Community College Chancellor's Office for review and funding approval. Once funded, the projects may move into the design, plan approval, bid, and construction phases.

ACTIONABLE IMPROVEMENT PLANS – III B.2.

None.

- a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY – Standard III B.2.a.

The College provides opportunities for all College stakeholders to provide input in the development of capital projects. Facilities and equipment are evaluated for their effective life cycle costs benefit when considering capital planning projects.

The College has been effective in advancing College improvement goals. The transformation of Rio Hondo College over the past nine years has been remarkable. The College has improved access around and on campus with projects, such as construction of a new bridge from Parking Lot A to the main campus; the new campus way-finding Signage to provide automobile and pedestrian directions to navigate the hillside main campus; constructed pedestrian stairs and ramps at the lower campus tiered parking lots; creating a drop off and pick up road near the Student Services Building; and continuing to offer tram services to all campus visitors both day and night. Implementation of the Master Plan had also advanced improvement goals and included the construction of five major buildings on campus, as well as the construction of two new off-campus centers in the communities that we serve. In addition to access and construction, the College public open spaces have been greatly improved, not only from a safety and functional point of view to support student life, but they continue to be a source of pride for students, faculty, and staff alike.

SELF-EVALUATION – III B.2.a.

The College meets this Standard.

Long-range capital planning at Rio Hondo College is exhibited in two major documents: the Facilities Master Plan (FMP) and the Five Year Capital Construction Plan. These plans are road maps toward implementation of the institutional direction and goals documented in the Educational Master Plan (EMP) and the Technology Master Plan (TMP). The Educational Master Plan, Technology Master Plan, and the Facilities Master Plan are being updated in 2013-2014, as the first big push of implementation of the Facilities Master Plan is winding down and the College is looking toward the future.

The Facilities Master Plan update was prepared by West Edge architects and was presented to the Board as an information item in June 2014. The Five Year Capital Construction Plan, represents future capital projects planned and describes how these and existing projects will be utilized. This report uses current and projected College enrollment data and the Space Inventory Report 17 from FUSION to plan future growth. The Five Year Capital Construction Plan is annually updated presented to the Board of Trustees for approval prior to submission to the State Chancellor's Office.

The College evaluates existing facilities and equipment in a similar fashion, from purchase to disposal. The College strives to meet the institutional mission and goals while balancing fiscal operational costs. For facility needs, the College evaluates elements of the current condition of a facility in areas, such as the ability to provide a safe and functional space for education to occur. The infrastructure is evaluated for increased or excessive maintenance and service costs, and building components are evaluated to determine if they are beyond the ability for routine maintenance. The cost to modernize or replace a building is weighed against those elements mentioned.

Equipment is evaluated in a similar fashion, where operating costs are evaluated against the cost of purchasing new equipment: for example, equipment exceeding its effective life; maintenance and service costs exceeding the cost to purchase new; and maintaining service minimized and production limited. Rio Hondo College strives to ensure that capital project planning methods support the College Mission and Goals by seeking input from College stakeholders. For example, the process to update the Educational, Technology, and Facilities Master Plans included presentation and input gathering meetings with the Board of Trustees, Citizens Oversight Committee, Academic Senate, student groups, Planning and Fiscal Council, faculty and staff representatives.

ACTIONABLE IMPROVEMENT PLANS – III B.2.a.

None.

- b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard III B.2.b.

Rio Hondo College meets the standard. Through the annual institutional planning process, all campus divisions participate in the resource planning process where the College consistently assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. **Evidence collection is in progress as of 6/5/14**

SELF-EVALUATION – III B.2.b.

The College meets this Standard.

Through the annual Institutional Planning process, each division has the opportunity to evaluate its current facilities, staffing, and equipment and report needs for improvements to facilities, additional staffing, and replacement or new equipment. This information is prepared by faculty and classified staff and presented in program and unit plans, which is reviewed each year by the various resource allocation committees to evaluate the needs presented. Needs that fall into the area of the master plans are captured in the Facilities Master Plan and are addressed through budget augmentation as reviewed and

approved by the Facilities Committee or are incorporated into future projects as documented in the Five Year Capital Construction Plan. Needs to support programs that request furniture, some equipment, or modifications to physical space are brought to the Facilities Resource Allocation Committee for review. Program needs that are technology related are brought to the Instructional Technology Committee for review. An example of the above was the 2013-14 annual Unit Plan Objective #1.2, which listed a need “to provide campus lighting in poor [sic] lit areas and at emergency assembly points.” This Objective moved through the Institutional Planning Process and was funded in the December 2013 Board meeting (II. Consent Agenda: A.10. Budget Augmentation, Facilities Requests.) (Evidence Board Agenda) College is consistent in the Institutional Planning Process each year, which allows each division to self-evaluate and determine how effectively the physical resources are being met.

ACTIONABLE IMPROVEMENT PLANS – III B.2.b.

None.

EVIDENCE – Standard III B.

III B.01	Risk Management Specialist Goals
III B.02	2010-2013 Safety Performance Benchmark Survey
III B.03	Annual Security Report to the Campus
TBD	Five Year Capital Construction Plan
TBD	Launch Pad (Grant Application)
TBD	Facilities Master Plan
TBD	Five Year Maintenance Plan
TBD	Space Inventory/Report 17
TBD	Work Order System Report Summary
TBD	Unit Plan – Finance & Business, Facilities
TBD	FPP Library Tower Seismic Upgrade
TBD	FPP Fine Arts Complex

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

DESCRIPTIVE SUMMARY – Standard III C.1.

Rio Hondo College is committed to using technology both academically and operationally to improve teaching and learning and provide efficient service to its stakeholders. The College has developed a series of long-term Information Technology plans that are updated approximately every five years. (*Evidence: IT Plans*) The long-term Information Technology plan for the College is augmented on an annual basis through the annual institutional planning process. (*Evidence: Annual planning process*) These planning approaches consider academic and administrative hardware, software, network infrastructure, classroom systems, and support service to support the student experience. Through its annual and long-term planning processes, numerous opportunities exist for the many stakeholders of the College to provide feedback and guidance on the institution's technology needs and effectiveness. (See Standard III-C.2 structure)

SELF-EVALUATION – III C.1.

The College meets this Standard.

The institution uses its long and short-term planning processes to guide its operational and classroom use of technology. (The details of the IT planning process are fully covered in Standard III.C.2.) The College provides a wide array of technologies to support learning experiences. Students can access computer lab facilities in nineteen locations throughout the College and at its three Education Centers: South Whittier Educational Center, El Monte Educational Center, and the Public Safety Fire Training Center in Santa Fe Springs. (*Evidence: Lab Locations*) Some labs are dedicated to particular functions tied to a program of study, such as reading, composition, and

nursing. Others are open to all students at the College. Tutoring services for both academic subjects and technology issues are available in seven of these labs.

Unsecured wireless access is available in and around the campus; it is also available at the South Whittier and El Monte Education Centers and the Public Safety Fire Training Center. (*Evidence: Wireless network diagram*) Additionally, Rio Hondo has over 6,000 ports on its wired network. (*Evidence: Wired network diagram*) Students apply, search for classes, register, make payments, receive disbursements, complete assignments, and access grades through electronic systems supported by the College. (*Evidence: Link to AccessRio*) Students have the ability to maintain and view their education plans online and perform “what if” analyses to consider changes to majors and programs. (*Evidence: Link to AccessRio*) Student Learning Outcomes are also developed, tracked, and aggregated using electronic systems.

One unique service Rio Hondo College provides its enrolled students in the Graphical Information Systems (GIS) and Computer Aided Design (CAD) programs is the ability to perform GIS mapping and CAD services “virtually” from off-campus. This reduces the time students must be on-campus to access the powerful workstations demanded by these programs. Finally, the College has a mobile iPhone/iPad application that puts general College information at students’ fingertips on their mobile phones and tablets. (*Evidence: Link to Apple App Store*)

Rio Hondo provides various audio/visual systems to support classroom instruction. The types of systems vary somewhat depending on particular needs and space limitations, but at a minimum, classrooms are equipped with projection and sound systems, stationary computers, accommodations for laptops and other external devices, and wired and wireless Internet access. (*Evidence: A/V class list / Standard A/V configuration*)

For students interested in online education, Rio Hondo offers 115 courses via its Distance Education Virtual College. These online, hybrid, and enhanced courses use the Blackboard Learning Management system, which is hosted offsite by Blackboard. The College has a staff of three who maintain the relationship with Blackboard and provide help desk services to faculty and staff as well as provide training in new Blackboard features and functions as they become available. There is a campus Distance Education Committee to oversee academic and technological issues related to teaching online.

Operationally, Rio Hondo College uses the Banner Student Information Systems and its ancillary products as its core administrative tool. Catalog and schedule information is maintained in Banner, and its portal functions drive the registration and payment processes. All Financial Aid processing is performed using Banner, including packaging and disbursement. Faculty manage their classes using Banner to add, drop, and waitlist students as well as submit final grades at end of term. Banner is also the source for much of the institutional student reporting and analysis. It is used extensively by Institutional Research and Planning and for various regulatory reports

such as Management Information System (MIS), the “320,” and the Fiscal Operations Report and Applications to Participate (FISAP). The MIS report is term and annualized enrollment, human resources, and financial aid information submitted to the Chancellor’s Office. The “320” report is used to determine state apportionment funding for community colleges in California, and the FISAP report is used by schools to apply for and report Campus-Based Program financial aid information.

Rio Hondo has made a significant investment in its infrastructure and systems and works diligently to stay abreast of technology and the evolving needs of its constituents.

ACTIONABLE IMPROVEMENT PLANS – III C.1.

None

- a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY – Standard III C.1.a.

Technology decisions are made through a three-fold process. First, the College creates long-term Information Technology plans on a five year schedule. Second, the long-term plan is reviewed as part of the annual institutional planning process. Third, several shared governance committees review and provide oversight to the technology processes of the College. **NOTE:** The College’s IT planning and decision-making processes are fully discussed as part of Standard III.C.2 (see below)

Rio Hondo uses the Blackboard Learning Management system for its Distance Education course offerings. The College has outsourced the hosting of this system to Blackboard and is subject to its reliability and disaster recovery constraints, although the standards are very high. (**Evidence:** <http://www.blackboard.com/Services/Managed-Hosting/99-9-Uptime-SLA.aspx>). Authentication to Blackboard is controlled via the same method used to control access to the internal systems of the College. Student accounts are automatically created by admissions and records when a student is accepted to the College. This account grants the student access into the College portal, which, in turn, controls access to Blackboard using a single sign-on.

The institution makes a concerted effort to use technological tools to enhance its operation and effectiveness. Goal 9 of the *Institutional Goals and Objectives for 2013-2014* states: “Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.” The College achieves this goal by providing hardware, software, networking, and support services to students, faculty, staff, and administrators to improve the educational experience and operational efficiencies of the institution.

SELF-EVALUATION – III C.1.a.

The College meets this Standard.

In 2006, the College decided to replace its aging Santa Rosa Student Information System with SunGard, now the Ellucian Banner Student Information System. The institution went live with Banner Student in late 2009, when registration for the spring 2010 semester began. (Evidence: Link to Banner) This major system enhancement was followed by a series of additional upgrades designed, to modernize the software systems available to the College. In 2010, the College performed its first electronic Financial Aid disbursement, eliminating paper checks. (Evidence: Link to RHC Higher One information) In 2011, Rio Hondo centralized many of its student, faculty, and staff self-service modules into one campus-wide portal, AccessRio. (Evidence: Link to AccessRio) Today, AccessRio is the central source for student, faculty, and staff interactions with the College. Students use AccessRio to perform the following functions:

- Register
- Make Payments
- View Grades
- Track Financial Aid Disbursements
- Access Library Resources
- Manage email
- Interact with faculty
- View their education plans and perform “what if” analyses
- Update contact information
- Make counseling appointments.

Faculty use AccessRio to add, drop, and waitlist students, use Library resources, submit grades, maintain and update Student Learning Outcomes, interact with students, and access email.

Rio Hondo uses the Blackboard Learning Management system for its Distance Education course offerings. The College has outsourced the hosting of this system to Blackboard and is subject to its reliability and disaster recovery constraints, although the standards are very high. (Evidence: <http://www.blackboard.com/Services/Managed-Hosting/99-9-Uptime-SLA.aspx>).

Authentication to Blackboard is controlled via the same methodology used to control access internal systems of the College. Student accounts are automatically created when a student is accepted to the College by Admissions and Records. This account grants the student access to the Rio Hondo portal, which, in turn, controls access to Blackboard using single sign-on.

The institution supports its community-based training activities using the web-based system Lumens, which allows members of the community considering enrolling in community education classes to search, register, and pay for classes online. During the 2012-2013 academic year, nearly 1,600 people were processed using this technology (Evidence: Community Education Report 2012-2013).

Rio Hondo has undertaken a series of construction projects during the past six years that has resulted in substantial upgrades to its cabling and network infrastructure. All buildings on campus have redundant fiber connections, and there is additional “dark fiber” to accommodate growth in networked applications.

Finally, there are a number of ancillary systems used by the institution that improve effectiveness and overall efficiency. The College uses *SARS Grid* for appointment scheduling in most student support offices. *SARS Track* is used to monitor student usage in computer labs. In addition, the College uses *SLOlutions* to develop, track, aggregate, and report on Student Learning Outcomes. Rio Hondo uses Blackboard Connect for emergency notification to students, faculty, and staff. The use of this system is tested at least once per term during the regularly scheduled emergency drills.

ACTIONABLE IMPROVEMENT PLANS – III C.1.a.

None

- b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY – Standard III C.1.b.

Rio Hondo College provides many training options for students, faculty, and staff wishing to expand their information technology knowledge and skills. The College offers formal computer training on a wide range of topics for both credit and non-credit students. Support personnel are available to assist computer users in computer labs. Training is available to online students and faculty in Distance Education and the College has recently implemented an online certification program for faculty teaching online courses. Finally, the College Staff Development program and the Information Technology Services unit provide faculty and staff training based on the results of needs assessment surveys. Recent training session addressed the following topics.

- Programming and networking for credit and non-credit
- Lab support for tutors
- DSPTS training
- Virtual College training
- Library resources
- Distance Education program
- General computer training for faculty and staff

The College regularly evaluates its need for technology. Staff Development conducts surveys of faculty and staff to identify training needs and desires. (*Evidence: Faculty Staff Training Survey*) In addition, the annual and long-term planning processes of the College create openings to identify technology training issues. And the College Information Technology Director interacts with Dean's Council on a monthly basis, which affords opportunities to discuss academic issues related to technology training needs and identify ways those needs can be addressed.

SELF-EVALUATION – III C.1.b.

The College meets this Standard.

Student technology training is available through a number of mechanisms. The College offers a wide range of computer courses through its Computer Information Technology program; courses are available from computer basics to advanced programming and networking, and they are available to students from all disciplines. Moreover, the College offers a similar selection of non-credit courses to supplement understanding and comfort with computer systems. (*Evidence: List of Credit and Non-Credit Computer Courses*)

Among the main campus and the three offsite education centers of the College, nearly 900 computers are available for student use. (*Evidence: Computer Lab Spreadsheet*) A number of these labs are dedicated to specific courses or programs, but seven labs are staffed with tutors and lab personnel trained to assist students with technology related questions. These labs are open morning, afternoon, and evening hours to accommodate the varying schedules of students when school is in session. (*Evidence: Lab Hours Summary*)

The Disabled Student and Programs Services (DSPTS) unit has its own computer lab, with dedicated software and support personnel to assist DSPTS students. This environment is tuned to meet the special requirements of DSPTS students and augments, through personalized service, the other computer resources available to Rio Hondo students.

For students and faculty members who take classes or teach online, there are a number of specialized technology training opportunities available. Students taking

their first online courses must complete an online orientation to understand how to use the Blackboard system. There are many tutorials and other online learning tools available to students to familiarize them with the use of Blackboard (*Evidence: Link to Online Resources*). Faculty members teaching online have access to these same tools, but the College also has dedicated a lab, two staff members, and a part-time faculty member to support what is called the “Virtual College.” This center and the staff who support it are available to assist online faculty with technical issues and provide training in teaching online.

In 2014, Rio Hondo College implemented an online teaching certification process. Rio Hondo certification is required of all faculty teaching online, regardless of their online teaching experience, and covers Blackboard technology, online andragogy, and 508 compliance. The Rio Hondo College online certification will be required of all staff teaching online beginning with the spring 2015 semester.

The Library provides forty-six computers for student access in the Computer Commons; the two library classrooms are used as overflow labs during busy times. Student computers have access to the Internet, library databases and the library catalog, as well as Microsoft Office and other software needed by students. Zoomtext and JAWS software are installed on two computers to assist visually impaired students. Scanners, printers, and photocopy machines are also available to students. Librarians provide one-on-one training in the use of these technologies and databases as needed. They also assist students in navigating the College portal, AccessRio, (signing in, adding classes, etc.) and the Blackboard Learning Management system, Rio Hondo’s online education platform.

General technology training for faculty and staff is evaluated in three ways. First, the College Staff Development program conducts a regular survey of faculty and staff to identify training needs and desires (*Evidence: Faculty Staff Training Survey*). Second, the annual and long-term planning processes of the College create opportunities to identify technology training issues (*Evidence: RHC Long-Term Plan*). Third, the College Information Technology Director interacts with Dean’s Council on a monthly basis, which provides a forum to discuss academic issues and technology training needs and identify ways those needs can be satisfied. The institution uses these techniques to construct its information technology training program for faculty and staff. In the past several years the College has provided staff training on a wide range of topics (*Evidence: List of Courses Taught*).

Formal technology training classes provides an opportunity for participants to evaluate the effectiveness of the training through course surveys and evaluations (*Evidence: Course Evaluation Information*). This information is used to improve the College technology training experiences.

ACTIONABLE IMPROVEMENT PLANS – III C.1.b.

None

- c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY – Standard III C.1.c.

The institution plans, acquires, maintains, and upgrades or replaces technology to meet institutional needs through its systematic planning process, specifically its long-term Information Technology plan (*Evidence: Long-Term IT Plan*), its annual planning process (*Evidence: see Standard III C.2*), and its Information Technology governance structure (*Evidence: see Standard III C.2*). Additionally, the College has developed technology refresh plans, created collaboratively, between the College Information Technology Services Department and the campus Technology Committee. (*Evidence: Refresh Plan Spreadsheet*) The replacement of said equipment is satisfied out of a combination of unrestricted general fund dollars and bond funds.

SELF-EVALUATION – III C.1.c.

The management responsibility of the Information Technology Services Unit (*Evidence: IT Org Chart*) encompasses the network, hardware, and enterprise software systems for the College.

The network backbone consists of the College router and switch “core,” which consists of doubly redundant switches located in the main data center and in the backup data center located in a second location on campus (*Evidence: Core Network Diagram*) Campus buildings are connected to this backbone using redundant, independent fiber connections that run from campus buildings to each data center of the College. Within each building, network connections are distributed through numerous distribution switches to workstations, access points, and other connected devices. It is the responsibility of the Information Technology network staff to manage the entire College network.

The Information Technology unit is also responsible for the maintenance, troubleshooting, and upgrading of the College hardware infrastructure. This includes data center servers, storage area networks, file servers, printers, and user workstations In addition, Information Technology is responsible for all Enterprise-level software. Examples include the student information system, various database systems, the College Internet presence, and widely used workstation software such as the Microsoft Office suite. (*Evidence: List of Data Center Applications*) Some department or division specific software is maintained within that department or division.

Overlaying the support provided by the Information Technology unit is a series of network, hardware, and software maintenance agreements designed to augment the internal staff of the unit and insure high availability of the College information technology systems. (*Evidence: Annual Maintenance Agreement Spreadsheet*)

The two on-campus data centers are supported by a backup generator and redundant air conditioning systems for support in a power outage or less serious emergency. To protect against catastrophic failure, the institution utilizes an offsite storage vendor to backup data electronically each night to two offsite locations. One location is eighty miles away, and the second location is out of state. Everything stored in these locations—using encryption keys known only to Rio Hondo College personnel—both in flight and at rest.

The College Information Technology Services unit maintains an equipment inventory of all network, server, workstation, and audio visual equipment deployed throughout its main campus and education centers. (*Evidence: Network and Server Inventory/System Center Workstation Report/Audio Visual Equipment Inventory*) This information is used to establish useful lives for differing equipment types and to fund the replacement of equipment in the various categories on a regular and scheduled basis.

The equipment inventories outlined above are integrated into the institutional long-term and annual planning processes (*Evidence: Long-Term IT Plan / Annual Planning Spreadsheets*) and are used to maintain and upgrade the institution's technology to meet the ever-increasing demands of its students, faculty, and staff.

ACTIONABLE IMPROVEMENT PLANS – III C.1.c.

None

- d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY – Standard III C.1.d.

Major technology decisions, such as the choice of a student information system, are made through the participatory/shared governance process that typically involves a designated taskforce, consisting of members representing all constituency groups. More mundane technology decisions are made through the College technology governing committees, the College long-term Information Technology planning process, and the institutional annual planning and review process. (*Evidence: See Standard III.C.2*)

All users of the College technology systems are required to be authenticated. User accounts are created for staff and faculty at the time they are hired and deleted or inactivated when they leave. Student accounts are created automatically when they are accepted as students. Currently, these accounts continue indefinitely, although email is purged on a periodic basis.

Student facing machines are secured with Deep Freeze. Windows updates are applied on a weekly basis through a centralized update process for both student and

faculty machines. Regular anti-malware and virus pattern updates are applied via a similar centralized mechanism.

The College network is protected from the Internet by a Fortinet firewall and various access control lists. Internally, the Banner student information system is further isolated from the internal network by a second firewall. The College has segmented its network by classroom or work area to isolate network issues to small segments of its overall network. Lastly, the College uses a Barracuda appliance to remove spam and malware from incoming email stream.

The institution maintains a database of network, server, and workstation hardware that outlines the life expectancy of the various equipment types and individual pieces of equipment. The College has adopted a procedure (*Evidence: Equipment Replacement Procedure*) that uses this database to schedule and budget its equipment replacements to maintain currency.

The College uses Blackboard as its learning management system. This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct impact on Distance Education programs. The College currently offers approximately 115 online courses.

A wide range of technologies are available to support students and College programs and services. Nearly 900 machines are available to students in various settings to augment educational programs and student opportunities. These resources are enhanced by the personal devices students bring to the campus that are accentuated by College and Internet resources made available through Rio Hondo's wireless network (*Evidence: Wireless Network Diagram*). All classrooms are enhanced with projection, sound, and computer systems with Internet access to enrich the educational experience. These technologies are supported by the institution's annual and long-term planning process and maintained by the College's technology refresh program.

SELF-EVALUATION – III C.1.d.

The College meets this Standard.

Major technology decisions, such as the choice of a student information system, are made through a participatory/shared governance process that typically involves a designated taskforce, consisting of members from all constituent groups. "Normal" technology decisions are made through the institution's technology governing committees, its long-term information technology planning process, and the annual institutional planning and review process. (*Evidence: See Standard III.C.2*).

The College supports technological resources at its main campus and its three remote locations: South Whittier Education Center, El Monte Education Center, and the Public Safety Fire Training Center in Santa Fe Springs. Among these four locations, the College provides nearly 600 machines to students in computer labs to

support a wide range of program areas including English, languages, math, sciences, business, and health Services. The institution provides nearly 120 computers in various computer-equipped classrooms, and it makes available nearly 120 machines for student use in support service areas of the College such as Disabled Services Programs and Services, Veterans, and so forth (*Evidence: Computer Lab Spreadsheet*).

The institution maintains a database of network, server, and workstation hardware that outlines the life expectancy of the various equipment types and individual pieces of equipment. The College has adopted a procedure (*Evidence: Equipment Replacement Procedure*) that uses this database to schedule and budget its equipment replacements to maintain currency.

Rio Hondo College uses Blackboard as its learning management system. This has been outsourced to Blackboard, so campus technology equipment decisions do not have a direct impact on online courses and programs. The College currently offers approximately 115 online courses. The College also maintains a computer lab of twelve machines, used to train faculty in the use of online technology and provide an environment for faculty and staff to test Blackboard updates and features.

All users of College technology systems are required to be authenticated. User accounts for faculty and staff are created at the time they are hired and deleted or inactivated when they leave. Student accounts are created automatically when they are accepted as students. Currently, these accounts continue indefinitely, although email is purged on a periodic basis.

Student facing machines are secured with Deep Freeze. Windows updates are applied on a weekly basis through a centralized update process for both student and faculty machines. Regular anti-malware and virus pattern updates are applied via a similar centralized mechanism.

The Rio Hondo College network is protected from the Internet by a Fortinet firewall and various access control lists. Internally, the Banner student information system is further isolated from the internal network by a second firewall. The College has segmented its network by classroom or work area to isolate network issues to small segments of its overall network. Lastly, RHC uses a Barracuda appliance to remove spam and malware from incoming email stream.

All main campus and education facility classrooms are equipped with projection, sound, and computer systems to enhance classroom lectures and presentations (*Evidence: Classroom A/V Inventory*). These systems are maintained by the College's Information Technology Services Department and are updated through the College's planning and refresh cycle (*Evidence: Classroom A/V Inventor*).

ACTIONABLE IMPROVEMENT PLANS – III C.1.d.

None

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

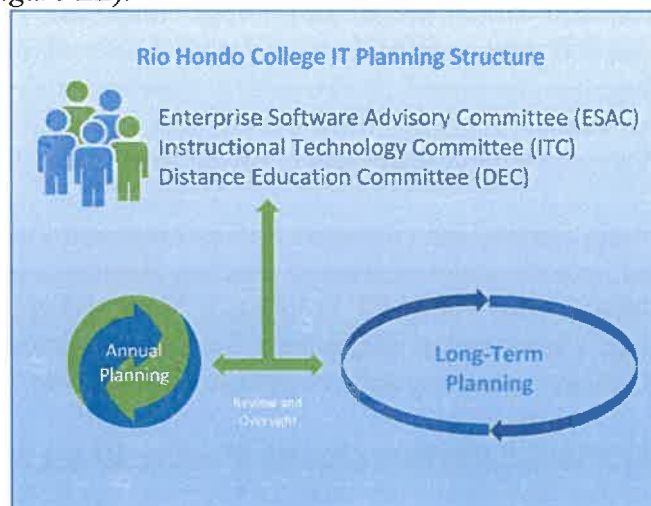
DESCRIPTIVE SUMMARY – Standard III C.2.

Rio Hondo College integrates its Information Technology planning with the institutional planning process through a combination of long-term strategic planning and annualized tactical plans, which are coordinated with the Educational Master Plan of the College. Additionally, the institution has developed a formal Information Technology governance structure as part of participatory/shared governance to assist in the prioritization and management of Information Technology projects and plans on an ongoing basis.

At approximately five year intervals, the institution updates its Strategic Information Technology Plan. The strategic planning process includes representatives for the primary constituencies of the College: faculty, administration, staff, and students. In this process the institution assesses the current state of its technology resources, gauges important technology trends that will impact the institution, and develops strategies for leveraging these technologies. This is the process the institution uses to discuss and consider large, systemic changes to its systems.

On an annual basis the institution undergoes a thorough program plan and review cycle. Part of this process involves assessing current and pending technology needs. This is an additional opportunity to review relevant items from the Information Technology Strategic Plan and amend the College technology plans as needed. This is especially important given the rapidity with which technology changes and evolves.

Overlaying the institutional planning process is a committee structure designed to provide oversight and guidance regarding College management of its technology solutions. These committees are part of the institutional shared governance schema, and, as such, ultimately report through the College shared governance hierarchy to the Superintendent/President and the Board of Trustees. This structure is outlined in the diagram below (*Figure ZZ*).



SELF-EVALUATION – III C.2.

The College meets this Standard.

During the past seven years the College has developed two long-term, strategic, technology plans. The first was created in 2006 and updated in 2010 (Evidence: 2006/2010 Technology plan), and the second was developed in late 2013 and early 2014 (Evidence: 2013/2014 Technology plan). Creating these plans involved the primary stakeholders of the College, faculty, staff, and students. The strategic planning process allows the institution to consider major changes in technology. The 2006 plan served as the basis for the conversion of the student information system to Banner and significant upgrades to the College network and telephony infrastructure. Based on the 2014 plan Rio Hondo College will examine its use of personal computer technology and re-orient its computer labs toward virtual desktops.

In addition to the College long-term technology plans, Rio Hondo also evaluates technology issues as part of its annual planning. Each year during the planning cycle the 114 programs, 14 units, and four areas of the College update or modify their plans as part of its ongoing planning process (see pages TBD-TBD for a detailed description of Rio Hondo's annual planning process¹). One component of this procedure is outlining technology requirements that may be necessary for a program, unit, or area to fulfill its mission. These requests are evaluated by the Technology Committee, which meets each year to assess technology requests that devolve from institutional annual planning. During the 2012-2013 planning year, additional technology requests totaling \$77,272 were funded. The figure for 2012-2013 was \$435,200 (Evidence: Annual Asset Allocation Approval Document). Technology requests that flow from the annual planning process are in addition to the structural investments identified in the institution's long-term Strategic Information Technology Plan.

Additionally, the institution has three standing committees that function primarily as governance committees but have secondary planning roles through their abilities to prioritize and alter the trajectory of projects that are part of the other formal planning processes of the College. The Enterprise Software Advisory Committee (ESAC) provides direction regarding the College student information system and other institution-wide software systems (Evidence: ESAC Charter / ESAC minutes). The Instructional Technology Committee provides a similar function to ESAC but for technology used to support education in the classroom (Evidence: ITC Charter / ITC minutes). Finally, the Distance Education Committee addresses a wide range of issues related to distance education, such as policies, procedures, and student/instructor interactions. But this committee also provides valuable recommendations regarding distance education technology and its use in the virtual classroom (Evidence: DE Charter / DE minutes).

The College three-pronged approach to technology planning—long-term planning, annual planning, and an oversight committee structure—ensures that Rio Hondo College derives appropriate value from its technology investment.

ACTIONABLE IMPROVEMENT PLANS – III C.2.

None

EVIDENCE – Standard III C

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

DESCRIPTIVE SUMMARY – Standard III D.

The financial resources of Rio Hondo Community College District are sufficient to support student learning programs and services and improve institutional effectiveness. Financial resource planning, integrated with institutional planning, provides a reasonable expectation of financial solvency.

SELF-EVALUATION – III D.

The College meets this Standard.

The total budget for the all funds for the fiscal year 2013-2014 is \$97,248,550. This includes \$74,854,100 for the General Unrestricted and Restricted Funds; \$20,150,000 for the Financial Aid Fund; \$395,700 for the Children's Center Fund; \$568,850 for the Auxiliary Service Organization and Associated Student Fund; \$440,000 for the Capital Project Fund, Revenue Bond Project and Construction Fund; and \$840,000 for the Internal Services Fund.

In the fiscal year 2013-2014, the anticipated revenue from federal sources in the General, Restricted, and Unrestricted was Funds \$1,872,000; from state sources, \$59,771,000; and from local sources, \$13,211,100. The total budget for salary and benefits for the 2013-2014 fiscal year is \$64,746,000, which represents 86 percent of the General Fund. Other operating expenditures are budgeted at a total of \$10,085,000, which represents 14 percent of the General Fund. The reserves from fiscal years 2011-2012 and 2012-2013 have been consistently at seven percent, exceeding the five percent required minimum reserves as stated in Board guidelines.

Rio Hondo Community College District secured over \$10,200,000 in federal and state grants in fiscal year 2012-2013, which provided the College additional resources to augment student services. In September and October 2013, the College was awarded two state \$300,000 grants, Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant. The College continues to seek new federal, state and private grants to supplement its educational objectives and programs.

Rio Hondo College demonstrates fiscal solvency while simultaneously allocating sufficient revenue to support educational improvements. Even with the recent economic downturn and severe budget reduction, the District did not lay off personnel nor institute furloughs or salary reductions. Only recently, in spring 2013, did the College reduce class sections by 263 in order to control the budget. It should be noted, however, that 56 sections were restored for spring 2014. And it must also be acknowledged that the College collaborated on a Budget Reduction Task Force, which commenced on 2 August 2012, during which faculty, administrators, staff, and students discussed ways to increase revenue and reduce expenditures. One of the outcomes from the Budget Reduction Task Force was the recommendation to increase parking fees. This increase was approved by student leadership and subsequently by the Board of Trustees.

To process receipts and expenditures, the College follows the Governmental Accounting Standards Board, the Financial Accounting Standards Board, and state, local, and Board of Trustees guidelines. The Superintendent/President and the Vice President of Finance and Business review and estimate the revenues from state apportionment through actual and projected FTES to ensure the financial stability of the College. Based on the financial projection of the College during the 2011-2012 fiscal year, the College FTES were over cap by 1,671 credit FTES, and in the 2012-2013 fiscal year, by 243 credit FTES. This demonstrates that Rio Hondo Community College manages its financial affairs with integrity and in a manner that ensures financial stability.

Rio Hondo Community College District maintains open fiscal communications with the Board of Trustees, as well as with faculty, staff, and administrators. The 311Q and Bond Expenditure reports are on the Agenda of the Board of Trustees every quarter. In addition, relevant information about the state and College budgets and the District's responses to the changing economy are presented at that time. And on an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees, as well as to faculty staff, and student leadership.

The Annual Report is the vehicle for disseminating fiscal affairs as well as other useful information to the community. In addition, the Tentative and Adopted Budgets are posted on the College website. The Superintendent/President regularly delivers a State of the College presentation to the five city councils in the District: Whittier, Santa Fe Springs, Pico Rivera, and El Monte/South El Monte. The most recent "roadshows" occurred in the 2012-2013 academic year. Flex Days are other regularly scheduled opportunities to share financial information with college constituents. The spring 2014 Flex Day featured a

breakout workshop titled “Finance and Budget 101,” during which the Superintendent/President updated the attendees on fiscal affairs and entertained questions following the presentation. The following questions were discussed and answered during the workshop.

- What is the budget?
- Who is instrumental in the budget?
- What are the timelines?
- What are the components of the local budget/General Fund?
- What is the CCSF 311 Annual Financial Report?
- What is the 50 Percent Law?

The development of the College budget begins with budget requests that filter through the institutional planning process via program plans and program reviews. These documents, submitted by faculty and staff and reviewed by administrators, indicate resource requests: personnel, equipment, technology related items, facility improvements, and additional one-time or ongoing budget augmentations. Program plans and program reviews are incorporated into unit plans by the appropriate administrator before being forwarded to the designated vice president or Superintendent/President for consideration in their area plans. All program, unit, and area plans for past fiscal years are posted on the College website and included as evidence. Resource requests are then reviewed by the President’s Cabinet and forwarded to one of five committees for review and prioritization: President’s Council, Facilities Committee, Equipment and Technology Committee, Staffing Committees. The results of the prioritizing scoring are presented at the annual spring institutional planning retreat, which includes campus constituent leaders. The final determination is made by the Vice President of Finance and Business in conjunction with the Superintendent/President based upon the need of the program and the available financial resources.

ACTIONABLE IMPROVEMENT PLANS – III D.

None.

1. The institution’s mission and goals are the foundation for financial planning.
 - a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY – Standard III D.1.a.

Rio Hondo College annually reviews its Mission and goals at the spring institutional planning retreat. The Mission, Values, Vision, and Institutional Goals and Objectives published on the College website and are part of the strategic planning process. The Board of Trustees approved a revision of the Mission Statement on 18 November 2013.

SELF-EVALUATION – III D.1.a.

The College meets this Standard.

The institution values fiscal responsibility as is evident in one of its Values: “Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources—human, facilities, and financial—to the optimum benefit of its students, community, and staff.”

During the fiscal year 2013-2014, the District embarked on the implementation, including setting aside restricted categorical funds, of the Chancellor’s Office Student Success Task Force Initiative Recommendations. The District collaborated with all campus constituency groups in implementing a plan, congruent with the College Mission Statement, designed to increase completion rates for certificates and degrees, transfers to four-year institutions, and graduation. The planning, collaboration, and implementation of the student success program demonstrate that financial planning is integrated with and support all institutional planning.

As teams revise and develop their annual plans, be they program, program review, unit, or area plans, each goal and more discrete objective is based on data and linked to the institutional goals, which are also linked to and congruent with the College Mission Statement. In fact, the software program into which plans are submitted, *PlanBuilder*, explicitly requires the writer to specify and explain how the program, unit, or area goals mirror the institutional goals. This linkage ensures that resource requests are grounded in the Mission Statement of the College. Resource requests are then ranked by committees, presented at the annual institutional planning retreat, and approved by the Board of Trustees if funds are available. It is through this process that the College identifies priority activities. Each program, unit, and area plan identifies goals and objectives as either long term or short term.

In the evidence there is an example of a fiscal expenditure that supports achievement of institutional plans is illustrated in the Certified Nurse Assistant (CNA) program. In the 2013-2014 area plan for Academic Affairs, goal 15.1 identified the CNA program by requesting a “centralized office space” and proper maintenance of the equipment they currently possess. This resource request corresponds to Institutional Goal #10. The amount of the request was \$10,000 in furniture and equipment to accommodate the expansion of the Certified Nurse Assistant program. This was included on the 11 December 2013 Board Consent Agenda as item 11.A.10 Budget Augmentation and was approved.

At the same meeting, the Board approved augmentation to the College Student Success and Retention Program in the amount of \$7,500 for tutors and peer mentors, which will supplement 12 basic skills course sections toward the goal of increase in success by a concomitant 12 percent. This resource fulfills Goal # 24 in the 2013-2014 Student Services Area Plan and corresponds to Institutional Goal # 3: “Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills leading to increase completion of Basic Skills sequences.”

The integrated planning process of the College is the source of resource requests. Resource requests are augmented by local bond and general funds. Bond funds are

restricted to the projects listed on the project list, mostly facilities, that was approved by voters. Certificated personnel requests are fulfilled through the general fund and are based on the faculty obligation number, prioritization, and availability of funds. Classified personnel requests are subject to fund availability. All faculty and classified personnel requests are discussed in committees and prioritized through scoring, utilizing the College Resource Allocation Weight Template. The highest scores the receive priority. This cycle occurs every year. High ranking requests not funded receive a slight bump in scoring the following year; otherwise the process begins anew.

ACTIONABLE IMPROVEMENT PLANS – III D.1.a.

None.

- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTIVE SUMMARY – Standard III D.1.b.

Institutional planning at Rio Hondo College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

SELF-EVALUATION – III D.1.b.

The College meets this Standard.

The budget cycle starts every year with the Governor’s proposed budget for the upcoming fiscal year. The budget cycle typically starts in January. The Governor’s proposed budget includes the current economic conditions, the state forecast and projected available resources for the community colleges. The Vice President, Finance and Business in conjunction with the Superintendent/President project available resources based upon the State budget, economic forecasts and the projected enrollment of FTES. The available resources are continually reviewed and revised throughout the development of the Tentative and Adopted Budgets, incorporating new financial information derived from the State Chancellor’s Office and Rio Hondo College enrollment information. The FTES is monitored at P1, at P2, Final and Recal to ensure the College meets cap and projected FTES. If there are significant changes in financial outlook, then the budget is either augmented or reduced depending on the revised available resources. Rio Hondo College builds in realistic assessment of the available financial resources.

The College develops additional resources of revenue by seeking new grants. As mentioned previously, the College was awarded two State \$300,000 grants. Deputy Sector Navigator Health Grant and Deputy Sector Navigator Energy Grant. All restricted revenue is budgeted in a General restricted fund, which is not available for general fund unrestricted expenditures. Restricted funds is budgeted and monitored based on the applicable unrestricted restrictions by federal, state, or local regulations and guidelines.

Faculty, staff, and administrators are notified of items being augmented through the Planning and Fiscal Council, Administrative Council, and the Agenda of the Board of Trustees. It is then the responsibility of the constituent leaders to disseminate the information. During the most recent round of resource allocations 12 Faculty positions were augmented for the 2014-2015 Academic year.

The Board of Trustees has set funding priorities to include local implement of the Student Success Task Force Recommendations and measures to increase completions rates of certificates, transfers and degrees. Development of basic skills is the underpinning for all completion rates, thus, it continues to be a college-wide priority. The establishment of a Freshman Student Center, creation of on-line orientation and also creation of a one-half unit orientation counseling course, and evaluation of incoming students utilizing multiple measures are also prioritized goals in action.

On an ongoing basis, the District provides instructional and non-instructional budgets for full-time and part-time needs, as well as funding for instructional and non-instructional equipment. These needs are prioritized from resource allocation committees and are forwarded to President's Council and Planning and Fiscal Council for review before presentation at the annual spring institutional planning retreat. During the retreat, participants review prioritized resource allocation requests, area strategic directions, and recent accomplishments. Also discussed are the Educational Master Plan, Mission Statement, educational philosophy and institutional standards, and budget updates and financial information.

ACTIONABLE IMPROVEMENT PLANS – III D.1.b.

None.

- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY – Standard III D.1.c.

Rio Hondo College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

SELF-EVALUATION – III D.1.c.

The College meets this Standard.

The Planning and Fiscal Council makes recommendations regarding the development, planning, and budgetary needs of the College. In addition, this council partners in the planning, development, and recommendations of the Educational Master Plan and Resource and Facilities Plan in prioritizing short-range and long-range financial needs.

The College incorporates long-term fiscal planning in a multi-year budget process. The budget is a rollover budget, which is adjusted for step and column increases of all personnel, projected increases in utilities, health and welfare benefits, negotiated salary increase, insurance, maintenance, and supplies.

As a result of effective long-term planning and strict fiscal control of revenue and expenses of the General Fund, Rio Hondo College has been able to sustain the reduction of state funds during the recent economic downturn without layoffs or furloughs. Because the College puts students first, the unrestricted General Fund was used to backfill reductions to the categorical funds of the Student Services area, such as Disabled Students Programs and Services, Matriculation, and the Board Financial Assistance Program.

The College is not fiscally independent; therefore, it does not collect and disburse funds for long-term debt with regard to bond repayment. Rio Hondo College does not have a long-term debt fund. The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County of Education maintains the bond funds and ensures all obligations are met. The Vice President of Finance and Business, in conjunction with the Superintendent/President oversees and reviews all resources and disbursements with regard to the bond funds. Income, disbursements, and cash position is included in the financial statement of the College. The District does not have any other long-term debt except OPEB obligations. The College allocated \$4.2 million dollars from the initial sale of GO Bonds in a Revenue Bond Fund (35.0) for future maintenance.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with GASB 42 and 45 standards, the District has set up a trust account and has deposited ten million dollars to this trust account for retiree benefits. The College has set aside 13 million dollars toward retiree benefits in the SCCCD JPA Fund, eight million in the Internal Service fund, and eight million in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees is \$59,991,448. The Annual Required contribution is \$4,657,190. The annual pay-as-you-go for the District is \$2,015,282 for the fiscal year ending 30 June 2013; the net OPEB obligation as of 30 June 2013 was \$11,054,704. Rio Hondo College has contributed \$741,200 in fiscal year 2012-2013 and has projected to contribute \$780,000 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits.

ACTIONABLE IMPROVEMENT PLANS – III D.1.c.

None.

- d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY – Standard III D.1.d.

Rio Hondo Community College clearly identifies and follows its guidelines and processes for financial planning and budget. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

SELF-EVALUATION – III D.1.d.

The College meets this Standard.

The College adheres to the Board Policy and Administrative Procedures by the Board of Trustees for financial planning and budget development. All constituencies have appropriate opportunities to participate in the budget development through their participation in institutional planning at the program, unit, and area levels.

The Superintendent/President oversees the annual institutional planning. Planning begins on fall FLEX Day and concludes with the spring institutional planning retreat. In brief, all entities on campus are identified as programs. Each program submits an annual plan in October; the more comprehensive program review is completed on a six-year cycle in lieu of program plan. These plans inform unit plans; unit plans inform area plans. Everyone on campus has the opportunity to participate on plan teams at the various levels. Faculty, classified, and administrators are notified by e-mail when the planning cycle starts so they can participate in their respective program plans. The College utilizes a bottom-up approach, organized around four levels of planning. Programs can be disciplines within a division, such as the Nursing Program in the Health Sciences Division, or they can be offices or programs within a unit, such as the Gear Up program in the Educational Partnership unit, or the operations and maintenance office within the facilities Services unit.

The College utilizes a rollover budget with adjustments for step and column increase, negotiated salary increases, personnel changes, benefits additions, and augmented budget addition. A detail budget by cost centers is developed prior to their summarization in the adopted budget. Each cost center manager receives a detail budget for every line item for the fiscal year. All constituents are informed about the financial status of the College during the June Board of Trustees meeting when the tentative budget is presented, and then the adopted budget is presented and approved at the September Board meeting.

ACTIONABLE IMPROVEMENT PLANS – III D.1.d.

None.

2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

DESCRIPTIVE SUMMARY – Standard III D.2.a.

Financial documents, including the Los Angeles County Office of Education (LACOE) financial reports, 311Q and CCF 311. The adopted budget and the annual independent audit reflect appropriate allocation and use of financial resources that support student learning programs and support services.

The College meets all the budgeting and accounting standards as required by the California State Chancellor's Office Budget and Accounting Manual as well as Generally Accepted Accounting Standards and Procedures with no significant exceptions.

The College responds to all audit findings and recommendations in a timely manner and in collaboration with appropriate managers.

SELF-EVALUATION – III D.2.a.

The College meets this Standard.

As required by the California Code of Regulations, an annual audit is performed by an independent certified accounting firm.

Audits are conducted in accordance with Generally Accepted Accounting Standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor(s) obtain reasonable assurances that the financial statements are free from material misstatement. The audit includes examining evident supporting the accuracy of the financial statements and accounting practices of the College on a test basis. The College has a history of receiving unqualified audit reports, which mean there have been no material weaknesses or reportable conditions identified during the audit.

The audit report may include findings, which are supported by recommendations. These findings require a response by management and an action plan to rectify the findings. Typically, the findings are rectified the following year. All findings and recommendations are reviewed with the appropriate administrators and their Vice President and/or the Superintendent/President.

For the fiscal year 2012-2013, the College audit had two findings: one in the EOPS and

CARE programs and the other in the Cal Works program. On both findings, the Vice President of Student Services met with the appropriate dean or director to develop corrective action, which was implemented in the 2013-2014 fiscal year.

The audit in EOPS and CARE programs found that one student file out of 25 selected for testing did not contain a completed mutual responsibility contract and was not signed by the student or the EOPS/CARE Counselor or Director. In response to the findings, the District responded: "The District will ensure students' files are complete and all the required documents are signed by the students and District personnel."

The other finding in the Cal Works program found that several student files were incomplete; either the intake form was not signed, the file did not contain a verification of eligibility, the file did not contain evidence of corresponding with the Country of Los Angeles, or the student was not enrolled in courses for a specific semester. The District responded: "We are already working on ensuring every file has an intake for every semester and ensuring that a notice of action and/or verification of benefits are placed in the file to verify eligibility requirements. Interim Director has met with Cal Works Coordinator/Counselor and staff ensures intake and eligibility requirements are maintained in files."

The annual audit also incorporates a variance analysis between the adopted budget and the actual expenditures. All major variances (if any) are documented and noted. Cost center managers review department and division budgets throughout the year to ensure a high degree of accuracy. The adopted budget reflects funds that are allocated and aligned with the Mission Statement of the College as well as goals and objectives for student learning.

The budget is a rollover budget. The budget includes cost adjustments to some accounts and incorporates both the available projected funds and the planning process to provide a realistic and achievable budget.

As a result of the institutional planning process, the College augmented fifteen certificated faculty in fiscal year 2009-2010 and twelve during 2013-2014. The College meets its faculty obligation number.

Rio Hondo College has several procedures in place to ensure financial integrity and ensure appropriate internal controls. The budget control process ensures that expenditures in the 4000, 5000, 6000, and 7000 object codes disburse correctly and have the applicable available funds. The account payable and disbursement procedures ensure that all expenditures have the appropriate documentation, signatures, and have been through the budget control process. The accounts receivable and deposit procedures ensure that all proceeds are deposited, recorded, and reconciled.

The College also incorporates budget control on expenditures in the 1000 and 2000 object codes. Deans or cost center managers must fill out a transmittal sheet for each permanent employee for new hires, itemizing the employee's name, title, and position including the accounting string. These transmittals are forwarded to Finance and Business for

verification of accounting string and that the position was a budgeted position. The transmittals are then placed on the Board Agenda for Board approval when the position is filled. Each transmittal must be signed by the dean or cost center manager, their respective Vice President and then the Vice President of Finance and Business, and the Superintendent/President. Each transmittal is then photocopied and filed for future reference and the original is forwarded to Human Resources for processing. To facilitate budget control, accounting creates a monthly report for all part-time and hourly employees expenditures. This report includes monthly and year-to-date versus actual expenditures amounts for each cost center. These reports are sent to the Vice President of Academic Affairs for appropriate distribution.

ACTIONABLE IMPROVEMENT PLANS – III D.2.a.

None.

- b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY – Standard III D.2.b.

The College follows standard accounting practices and consistently meets the standards for exemplary audits. Audits are conducted annually for the period ending 30 June of a fiscal year.

SELF-EVALUATION – III D.2.b.

The College meets this Standard.

The annual independent audits of the College for the last six years of the College have been submitted with unqualified opinions. Annual audit findings and recommendations are responded to in a timely manner; reports, recommendations, and findings are reviewed, addressed, and corrected with the appropriate managers. The Superintendent/President and then the Vice President of Finance and Business are responsible for compliance and implementation of corrective action for any audit findings. The annual audits are posted on the website after approval by the Board of Trustees.

Information about the budget, fiscal conditions, financial planning, and audit results are disseminated throughout the College in a variety of ways. Flex Day is an especially apt opportunity. At the 24 January 2014 FLEX Day, the Superintendent/President delivered a workshop titled “Finance and Budget 101.” The Superintendent/President explained how the Rio Hondo College budget is prepared and entertained questions about the College and state budgets. The presentation identified significant persons in the budget process at both the state and local levels and provided an overview of the timelines and components of the component of the general fund budget.

Another way the budget and financial information is disseminated is through committee meetings, such as in the Planning and Fiscal Council, where updates to the budget are regularly provided. In addition, the College budget, outlook, and projections were also shared with the Budget Reduction Task Force. The Board also reviews the quarterly 311Q reports, which summarizes the current financial condition of the general fund, including the current budget. Finally, each month the Board reviews and approves all general and bond fund expenditures as part of the Board Agenda Consent items.

ACTIONABLE IMPROVEMENT PLANS – III D.2.b.

None.

- c. Appropriate financial information is provided throughout the institution, in a timely manner.

DESCRIPTIVE SUMMARY – Standard III D.2.c.

Rio Hondo Community College District provides financial information to the Board of Trustees as well as with faculty, staff, and administrators. The 311Q and Bond Expenditure reports are on the Board Agendas every quarter. In addition, relevant information about the State and College budgets and the responses of the District to the changing economy are presented at those times.

SELF-EVALUATION – III D.2.c.

The College meets this Standard.

On an annual basis, the Superintendent/President and the Vice President of Finance and Business present the tentative and adopted budgets to the Board of Trustees, as well as to faculty, staff, and student leadership. Every year, the audited Annual Financial statements are also presented to the Board of Trustees, faculty, and staff, which include the audit finding and management responses to those findings.

During the year, cost center managers have access to review their budgets, encumbrances, and their year-to-date expenditures utilizing Los Angeles County Office of Education enterprise software, *PeopleSoft*. On a monthly basis, deans also receive a report itemizing their part-time faculty expenditures and overloads vs. the budget amount.

Board Policy states that the District must maintain a minimum reserve of five percent. The reserves for the last three years ranged from seven percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability. Reserve levels are listed below.

- 2010-2011 Total Reserves: \$11,078,692 (14 percent)
- 2011-2012 Total Reserves: \$5,445,259 (7 percent)
- 2012-2013 Total Reserves: \$5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any additional cash borrowing during the economic downturn. Rio Hondo prepared a cash flow projection to ascertain if the College had cash, and if borrowing, such as a Tax Revenue Anticipation Note (TRAN) was warranted in the fiscal year 2012-2013 due to the significant deferral of payments by the State of California. During the 2013-2014 fiscal year, the State of California passed Proposition 30, which helped alleviate some of the cash shortages in the state. The state of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received \$9,727,628 at the end of the 2012-2013 fiscal year. In fiscal year 2013-2014, the State of California reduced its deferral of the apportionment which greatly improved the cash flow of the District. Because of the repayment of the deferrals, the College has sufficient cash to meet the need of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was \$31,001,553.25.

The College receives the majority of its revenue from the State Apportionment and property tax. In recent years up to 2012-2013, the deferral of the College monthly apportionment placed a significant strain on the cash flow; however, due to prudent cash management, the College has been able to avoid incurring any cash borrowing. Rio Hondo did not seek any short-term loans to cover its needs. However, the District has a line of credit with the Bank of the West in the amount of \$5,000,000 should the need arise.

Rio Hondo is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCIP), and the Southern California Community College District (SCCCD), which administers for, and provides, a self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. The ASCIP also administers for and provides property, liability, and excess workers' compensation insurance for its member school districts. Rio Hondo College joined the ASCIP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCDC for Workman Compensation insurance.

ACTIONABLE IMPROVEMENT PLANS – III D.2.c.

None.

- d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

DESCRIPTIVE SUMMARY – Standard III D.2.d.

All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source.

SELF-EVALUATION – III D.2.d.

The College meets this Standard.

The Superintendent/President, the Vice President of Finance and Business, and the Director of Accounting review cash flow and cash balance, revenue, expenses and fund balance on quarterly basis, or more frequently as needed. For example, when cash was low in May 2013, the Director of Accounting monitored the cash balance in the general fund on a daily basis to ensure there was sufficient cash to meet cash disbursements.

All College resources are audited by external auditing firms, including short-term and long-term debt instruments, auxiliary activities and grants. Any audit exceptions are corrected within the next fiscal year. Auditing firms comply with SAS 99, Statement on Auditing Standards No. 99: Consideration of Fraud, requiring a thorough interview including a completion of a questionnaire with all executive management to identify, if any, potential fraud. None has been identified or reported.

The external auditing firms also conduct annual internal control audits on selected federal, state, and local grants to ensure compliance and integrity. Any exceptions are noted on the financial statement and addressed with the appropriate managers. If required, new procedures and processes are implemented to ensure compliance. The College financial aid office monitors the student loan default rates, reconciles, and monitors all federally funded aid programs to ensure compliance with federal regulations.

The external auditing firms also conduct internal control audits on the Associated Student Funds and the Associated Student Organization Funds. The accounting department monitors all funds from the Auxiliary departments to ensure financial integrity and compliance with District policies and procedures. In addition, the College reviews its internal control procedures on a regular basis, and if any deficiencies are noted they are addressed, discussed with the appropriate managers and new procedures are implemented to ensure financial integrity. Several layers of checks and balances ensure that financial resources are used with integrity and comply with District policies and procedures. All financial resources are monitored and tracked following the same guidelines and procedures.

Rio Hondo College Foundation conducts the fund-raising activities for the College. The Foundation is audited by an external independent auditor for internal control compliance and financial accuracy. All exceptions, if any, are discussed with the Executive Director of the Foundation rectified in a timely manner.

The bond funds are audited by an external independent auditing firm. The audit consists of both a financial audit and a performance audit. The audit reports contain an unqualified opinion, stating that the funds expended are consistent with the requirements of the bond fund and that the amounts reported are accurate.

ACTIONABLE IMPROVEMENT PLANS – III D.2.d.

None.

- e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

DESCRIPTIVE SUMMARY – Standard III D.2.e.

The internal control systems are evaluated and assessed for validity and effectiveness; the results of the assessments are used for improvement.

SELF-EVALUATION – III D.2.e.

The College meets this Standard.

The internal control systems of the College are evaluated and assessed every year by the outside auditing firm, Vasquez and Company. They provide three levels of assurance over federal programs, including Government Accounting Standards and OMB Circular A-133, in addition to the district-wise internal control testing over the financial statements. Vasquez and Company also provide tests of compliance with many state programs. In addition, Vasquez and Company provides compliance testing under Proposition 39 for bond activities. This testing is also under two levels of assurance, OBM Circular A-133 and AICPA performance standards. The District has not had any findings during the last three years of federal awards or internal controls. Vasquez and Company utilize the principles for Good Governance and Ethical Practice when assessing the integrity of the management practices for the College. The District has been audited by the State of California for Cal Grants and the County of Los Angeles for Cal Works. There were no findings in either audit.

Through the passage of "Measure A," a General Obligation Bond of \$245 million, the College completed its construction project with state matching funds as outlined in the College Facilities Master Plan. The detail of the bond expenditures has been reconciled on every expenditure line item and included in each listed project. This is evident in the bond detail and summary expenditure report. The independent auditor, Vasquez and Company, has rendered an "Unqualified Opinion" with no exceptions on bond audits since fiscal year 2004-2005. For the last six years, bond financial and performance audits are posted on the College website. In addition, the Superintendent/President ensures the Citizens' Oversight Committee meets on a quarterly basis.

All bond expenditures are within the rules and regulations of Proposition 39 and are itemized on the project list. The bond budget and expenditures report reconcile with the financial report of the Los Angeles County Office of Education general ledger expenditures, which are approved by the Board of Trustees regardless of the dollar amount. The College was introduced by a K-12 district to emulate the College bond expenditures as their guide.

ACTIONABLE IMPROVEMENT PLANS – III D.2.e.

None.

3. The institution has policies and procedures to ensure sound financial practices and financial stability.
 - a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY – Standard III D.3.a.

The College meets this Standard.

The College has sufficient cash flow to maintain stability and has developed contingency plans to meet financial emergencies and unforeseen occurrences.

SELF-EVALUATION – III D.3.a.

Board Policy states that the District must maintain a minimum reserve of 5 percent. The reserves for the last three years ranged from 7 percent to 14 percent. The College maintains sufficient cash flow and reserves to maintain financial stability. Reserve levels are listed below.

- 2010-2011 Total Reserves: \$11,078,692 (14 percent)
- 2011-2012 Total Reserves: \$5,445,259 (7 percent)
- 2012-2013 Total Reserves: \$5,105,461 (7 percent)

The District has maintained an adequate level of cash reserves and did not seek any additional cash borrowing during the economic downturn. Rio Hondo College prepared a cash flow projection to ascertain if the College had sufficient cash for operational need and if or borrowing was needed, such as a Tax Revenue Anticipation Note (TRAN) in the fiscal year 2012-2013. Even though there were significant deferrals of payments by the State of California, the College did have sufficient funds for current operational need and did not seek any additional funds. During the 2012-2013 fiscal year, the State of California passed Proposition 30, which helped alleviate some of the cash shortages in the state. The State of California set up an Educational Protection Account (EPA) fund, and Rio Hondo received \$9,727,628 at the end of the 2012-2013 fiscal year. In fiscal year 2013-2014, the State of California reduced its deferral of the apportionment which greatly improved the cash flow for the District. Because of the repayment of the deferrals, the College has sufficient cash to meet the need of operations for the 2013-2014 fiscal year. The cash balance in the General Unrestricted Fund as of 31 January 2014 was \$31,001,553.25.

On 18 November 2013 the Board of Trustees approved guidelines that state the College will maintain a minimum of five percent in reserves. The College has exceeded this

minimum reserve for the last five years. In fact, the College has maintained reserves between seven percent and 14 percent during this interval, attesting to the financial stability of the College. In addition, the College has a line of credit in the amount of five million dollars, to allow for unforeseen occurrences and to meet financial emergencies.

Rio Hondo College is associated with two Joint Powers Authorities (JPAs), the Alliance of Schools for Cooperative Insurance Programs (ASCIP), and the Southern California Community College District (SCCCD), which administers for, and provides, a self-funded or additional insurance for excess liability fund for approximately 1,100 public educational agencies. Rio Hondo College joined the ASCIP for general and product liability and Owner Controlled Insurance Programs (OCIP) and SCCCDC for Workman Compensation insurance. The reserve of six million dollars from SCCCDC JPA Fund can be diverted for emergencies. Participating in the JPAs help ensure that the College maintains financial stability with regard to meeting financial emergencies and unforeseen occurrences.

ACTIONABLE IMPROVEMENT PLANS – III D.3.a.

None.

- b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY – Standard III D.3.b.

Rio Hondo College practices effective oversight of finances in all areas, including grants, financial aid, associated study body funds, and other auxiliary funds. Management of financial resources is handled under the direction of the Vice President of Finance and Business in conjunction with the Superintendent/President. The Rio Hondo College Accounting Office follows written procedures that establish and maintains internal control practices that support financial integrity and ensures that financial resources are being used for appropriate institutional programs and services. An independent CPA firm annually conducts an independent audit of all financial records and internal controls. An unqualified opinion has been rendered as to the financial position of various funds of the college, as well as the adequacy of accounting procedures, safeguards and internal controls.

In addition, informal internal reviews are conducted regularly by management within the accounting office and in conjunction with departmental administrators through budget and accounting reports. An example illustrating an improvement as a result of an internal control review is implementation of a positive pay system for checks issued directly from the College. The positive pay system utilizes an electronic system with the bank, thereby reducing the chance of fraudulent checks written against the bank account

SELF-EVALUATION – III D.3.b.

The College meets this Standard.

Rio Hondo College adheres to the California Community Colleges Budget and Accounting Manual, The California Education Code, and Generally Accepted Accounting Principles in the management and accounting of its financial resources in all funds.

A wide range of interest groups participate in the auxiliary activities and fundraising efforts of the College. These groups represent a broad cross-section of College programs, including but not limited to athletics, performing arts, campus departments and student organizations. Each of these groups reflects the mission and goals of the college. The various groups work with the accounting office to ensure that they understand and comply with all written procedures. Meetings are held to discuss new procedures or policies as needed as a result of the evaluations of the various auxiliary programs. For instance on 24 October 2013, the Superintendent/President, Vice President of Business and Finance, the Director of Accounting, an accounting clerk, and an ASO Director had a meeting to discuss improving the flow of documentation of receipts from various constituents.

The Rio Hondo College Foundation is separate entity with a 501 (c) 3 status with its own board of directors. The Foundation board is responsible for overseeing its management. The Foundation Board meets on a bi-monthly basis, on every even month and the Foundation Executive Committee meets on a bi-monthly basis, on every odd month. The Executive Committee provides effective oversight and management over the Foundation as demonstrated in the meeting minutes. The Foundation is a fund raising entity that supports the College, faculty, and students by providing scholarships for them. The Foundation has an annual fund raising event: in May 2013, it was the 50th anniversary of the College and in May 2014, the Taste of Rio wine tasting event. The Foundation is subject to an annual audit, independent of the audit of Rio Hondo College.

ACTIONABLE IMPROVEMENT PLANS – III D.3.b.

None.

- c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

DESCRIPTIVE SUMMARY – Standard III D.3.c.

Rio Hondo College has funded the annual OPEB obligation. 10 Million Dollar funds is in an irrevocable trust.

SELF-EVALUATION – III D.3.c.

The College meets this Standard.

The College conducted an actuarial study of health liabilities in 2004, 2007, and 2013. In order to comply with GASB 42 and 45 standards, the District has set up a trust account and has deposited 10 million dollars to this trust for retiree benefits. The College has set aside 13 million dollars toward retiree benefits in the SCCCD JPA Fund, 8 million dollars in the Internal Service Fund, and 8 million dollars in accrued liabilities. The actuarial liability as of 1 December 2012 for active staff and retirees is \$59,991,448. The annual required contribution is \$4,657,190. The annual pay-as-you-go for the District is \$2,015,282 for the fiscal year ending 30 June 2013; the net OPEB obligation as of 30 June 2013 was \$11,054,704. The College has contributed \$741,200 in fiscal year 2013-2014 in addition to the pay-as-you-go contribution for retiree benefits.

ACTIONABLE IMPROVEMENT PLANS – III D.3.c.

None.

- d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

DESCRIPTIVE SUMMARY – Standard III D.3.d.

Rio Hondo College has prepared an actual plan to determine Other Post-Employment Benefits (OPEB) as required by appropriate accounting standards.

SELF-EVALUATION – III D.3.d.

The College meets this Standard.

Rio Hondo Community College had its most recent actuarial study prepared by Total Compensation on 26 July 26 2013 with a valuation date of 1 December 2012. This study provided information to the College about managing the costs and liabilities associated with retiree health benefits, to communicate the financial implications of retiree health benefits to the Board and all employee groups, and to comply with GASB 43 and 45.

Accounting principles provide that the cost of retiree benefits should be accrued over employee's working lifetime. For this reason, the Governmental Accounting Standard Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees. The study utilized a generally accepted actuarial cost method permitted under GASB 43 and 45, called "entry age normal" method. Under the entry age normal cost method, the actuary

determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. The amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll. A liability accumulates after years of expensing the normal cost, called “actuarial accrued liability” (AAL).

ACTIONABLE IMPROVEMENT PLANS – III D.3.d.

None.

- e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

DESCRIPTIVE SUMMARY – Standard III D.3.e.

The College allocates resources for all incurred debt on an annual basis.

SELF-EVALUATION – III D.3.e

The College meets this Standard.

Rio Hondo College leases several photocopying machines and some modular buildings. The leases are the only locally incurred debt. The terms of the leases range from 36-60 months. All leases are included in the appropriate departmental budget. The following are the lease commitments through fiscal year 2016-2017.

- Fiscal year 2012-2013: \$145,052
- Fiscal year 2013-2014: \$135,481
- Fiscal year 2014-2015: \$109,108
- Fiscal year 2015-2016: \$21,403
- Fiscal year 2016-2017: \$7,725

The percentage of the budget used to repay these lease commitments in fiscal year 2012-2013 is 0.2 percent and in fiscal year 2013-2014 is 0.18 percent. The College lease commitments are very small; their percentage of the total budget and does not adversely impact the financial stability of the institution.

Rio Hondo College is not fiscally independent; therefore, the College does not collect and disburse funds for long-term debt with regard to General Obligation bond repayment. The College does not have a long-term debt fund.

The County of Los Angeles collects property taxes and disburses all obligations incurred with regard to the General Obligation Bonds. The Los Angeles County of Education maintains the bond funds and ensures that all bond obligations are met.

The Vice President of Finance and Business in conjunction with the Superintendent/President oversees and reviews all resources and disbursements with regard to the bond funds. Income, disbursements, and cash position is included in the financial statement of the College.

ACTIONABLE IMPROVEMENT PLANS – III D.3.e.

None.

- f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

DESCRIPTIVE SUMMARY – Standard III D.3.f.

The Rio Hondo Community College Financial Aid Department monitors and manages the student loan default rate.

SELF-EVALUATION – III D.3.f.

In general, the two-year institution average default rate is substantially better than the three-year average. The following are the official default rates for Federal Student Loans for both the two-year average and the three-year average.

- Default rate with a two year –year average.
 - FY 2010-2011 -7.7%
 - FY 2009-2010 - 11.5%
 - FY 2008-2009 - 7.7%

- Default rate with a 3 year average
 - FY 2009-2010 - 21.3%
 - FY2008-2009 – 15.4%

The two-year rates are calculated based on a cohort of borrowers, whose first loan repayments were due between 1 October 2010 and 30 September 2011 and who defaulted before 30 September 2012. The average for public institutions was 9.6 percent; Rio Hondo College was well below the nationwide average.

ACTIONABLE IMPROVEMENT PLANS – III D.3.f.

None.

- g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY – Standard III D.3.g.

The Contractual agreements with external entities are consistent with the Mission Statement and Institutional Goals and Objectives of the College.

SELF-EVALUATION – III D.3.g.

The College meets this Standard.

Rio Hondo College has several contractual agreements, including service contracts, construction contracts, consulting agreements, software and licensing contracts, and inspection contracts. The most recent construction contracts have to do with the building and completion of the physical education (PE) complex construction, which is consistent with Goal 10 “to modernize and maintain a physical infrastructure.” Rio Hondo College also has several consulting contracts associated with the Foster Youth Project Grant. This is consistent with Goal 6, to respond the educational needs and contribute to economic future through service to the community and partnerships with public, private and non-profit organizations. Rio Hondo Community College also partnerships with various institutions for joint educational programs such as the Kaplan Nursing Agreement, which is consistent with our second Goal 2, to provide career technical education, leading to certificates, degrees and job placement/job enhancement.

The following list includes the contracts approved by the Board of Trustees. All are consistent with the Mission Statement and the Institutional Goals and Objectives of the College. Accounts payable follows written procedures to ensure that the amounts paid are consistent with ethic contracts and do not exceed the approval limit.

- El Monte Educational Center Project \$3,030,300
- Softball Field Renovation Project \$1,209,000
- Physical Education and Aquatic Complex \$16,696,007
- South Whittier Educational Center Annex Project \$497,000
- Blackboard License Agreement, 2 years at \$149,221/Annual
- Ellucian Higher Education Software and Services \$270,772/Annual
- East Campus Vehicle Drop Off Project \$262,000
- Fitness Center Mechanical Upgrade Project \$471,371
- PE and Softball Field Retaining Wall Project \$775,621
- Student Union/Student Services/Campus Quad Projects \$18,312,336
- Del Terra Project Management/Construction Management \$995,000

The Superintendent/President or Vice President of Finance and Business has the authority to enter into contracts on behalf of the College. All contracts over the bid limit must be vetted through the bidding process, awarded and approved by the Board of Trustees, after review by Contract Management, the Vice President of Finance and Business, and the Superintendent/President. The Board of Trustees approves all contracts, regardless of dollar amount as presented at each Board meeting. Most of the contracts contain language that allows for termination for

cause which would encompass those contracts that do not meet the standards of quality or terms. To terminate for cause, the College must go through a process of notification to the other party that did not meet the College standards and allow the other party to cure or fix the problem.

All contracts are managed in a manner to ensure that federal, state, and local guidelines are met. Rio Hondo College has written procedures in place to ensure that all contracts with an individual, firm, or vendor are not on a federal debarment list. The department that receives federal funds is responsible for checking the federal website for each vendor and ensures that the firm, individual, or vendor is not on the debarment list. The department also checks the State of California website to ensure the vendor is not on the debarment list. The accounting technician responsible for the budget control will verify that the requisitions they are approving for a federally funded expenditures are clearly designated as federally funded. The purchasing department reviews all requisitions received for processing and pays special attention to all requisitions designated as federally funded. The purchasing department double checks the debarment website and attaches documentation that shows that the individual, firm, or vendor is not on the debarment list.

ACTIONABLE IMPROVEMENT PLANS – III D.3.g.

None.

- h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

DESCRIPTIVE SUMMARY – Standard III D.3.h.

Rio Hondo College District regularly evaluates the financial management process through independent audits, internal reviews, and evaluations.

SELF-EVALUATION – III D.3.h.

The College meets this Standard.

The Vice President of Finance and Business along with the Superintendent/President is charged with the responsibility to provide ongoing monitoring and review of the College financial transactions. One of the outcomes in evaluating financial management practices to strengthen internal controls was the implementation and training of division administrators to review online their applicable cost center budgets, encumbrances, and expenditures. Each cost center manager is responsible for the financial transactions of his/her assigned area. Each cost center manager can review on *PeopleSoft*, the online financial management software system hosted by the Los Angeles County of Education, their budget, encumbrances, and expenditures with the ability to view the details of their

expenditures. If there are variances or anomalies, the cost center manager can resolve the issue in a more effective and timely manner.

During the fiscal year 2012-2013, the Superintendent/President had the Director of Accounting review the internal control procedures of the Student Health Center and come up with recommendations for improvement. The Superintendent/President and the Vice President of Finance and Business in fiscal year 2013-2014 requested in the Director of Accounting to review the Assessment Center Procedures and again come up with recommendations for improving internal control procedures. Both examples demonstrate that the institution regularly evaluates financial management practices and the results of the evaluation are used to improve internal control structures.

In addition to periodic internal processes, Rio Hondo Community College employs Vasquez and Company to perform the annual external audit. Part of the engagement includes a review of our process. Each year recommendations and comments are included in the management letter that may include feedback on our procedures and processes.

ACTIONABLE IMPROVEMENT PLANS – III D.3.h.

None.

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

DESCRIPTIVE SUMMARY – Standard III D.4.

The College fully integrates resource planning into institutional planning.

SELF-EVALUATION – III D.4.

The College meets this Standard.

Rio Hondo Community College planning process utilizes a four-year cycle. In the first year, the institutional goals, objectives, and indicators of institutional success are developed. Using those goals, objectives, and indicators as guides, programs develop their plans during the second year. Program plans inform unit plans, and unit plans inform area plans. Program review, a more comprehensive plan is conducted on a six-year cycle, and those completing program review do so in lieu of a program plan. Unit and area implementation occur the year after their submission, and evaluation occurs in the fourth year of the cycle. The evaluations assess the degree to which the plans have achieved their goals and objectives and the impact on the unit as a result of goal attainment.

The Planning and Fiscal Council also evaluate the degree to which plans have achieved their goals and objectives and the impact on the program or unit when reviewing the program plans. The Vice Presidents and the President/Superintendent evaluate the financial needs in all programs and service areas and determine if the resources allocated meet the needs as applicable.

The needs of each program are evaluation and prioritized by the committees depending on the availability of funds. There are five committees; The President’s Cabinet, Facilities Committee, Equipment and Technology

ACTIONABLE IMPROVEMENT PLANS – III D.4.

None.

EVIDENCE – Standard III D
