

**RIO HONDO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
Special Meeting, Saturday, June 21, 2014, 11:30 a.m.
3600 Workman Mill Road, Whittier, CA
AGENDA**

I. CALL TO ORDER

- A. Call to Order (11:30 a.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 (Standards I, IV and Introduction) – Review with Co-Chairs**

III. ADJOURNMENT

- **Date of Next Regular Board Meeting – Wednesday, July 9, 2014, 6:00 p.m.**
- **Date of Next Special Board Meeting – Friday, July 11, 2014, 11:30 a.m.**

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.



Introduction

A Brief History of Rio Hondo College

Rio Hondo Community College District is a single-college district encompassing 65.5 square miles in southeastern Los Angeles County. The College's primary communities are El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier. The District also includes portions of City of Industry, Downey, La Mirada, La Puente, and Norwalk, as well as some unincorporated areas of Los Angeles County.

The establishment of a Whittier-area junior college district was approved by voters through an election on October 25, 1960. At that time and because the geographical boundaries of then temporarily named Whittier Junior College District were identical to those of Whittier Union High School District, oversight of the College District was managed by the high school Board of Trustees. However, “[r]esidents of the Ranchito and Rivera elementary school districts in Pico Rivera voted to have a separate unified school district. As a result of that decision, the Whittier Union High School District and Whittier Junior College District no longer had coterminous boundaries . . . [and] under California law, the two districts had to have separate boards” (Huffman 81). On April 3, 1962, an election determined the junior college’s Board of Trustees, consisting of Merton Wray, Clifford Dobson, Joan King, Roland Beck, and Marin Whelan. The newly elected Board of Trustees named Dr. Phil Putnam the first Superintendent/President of the College on December 13, 1962.

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

A new name for the College was another task that Dr. Putnam oversaw, as the temporary name, Whittier Junior College, caused confusion and may have falsely indicated an association with Whittier College. In addition, a new name for the College was part of the agreement of the October 1960 election, sanctioning the creation of the College District. Many names were proposed. In fact, one Board member proposed the name Richard M. Nixon Junior College, a proposition which ignited a vigorous debate among the Board of Trustees. However, after nearly three years of consideration, the name Rio Hondo was chosen. Then current Board member Joan King recalled that “our college would be overlooking the Rio Hondo River. . . . I knew that stood for deep waters, deep river, and felt that was symbolic of what a higher education institution should stand for—a depth of educational understanding” (qtd. in Huffman 112).



The College began offering classes at local public schools in September 1963, during late afternoons and evenings at Sierra and El Rancho High Schools. In addition, during 1964 and 1965, the College held classes with limited enrollment in classrooms at the former Little Lake School in Santa Fe Springs. The present campus opened in fall 1966, with an enrollment of 3,363 day and 2,682 evening students. Today, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and its three off-site locations.

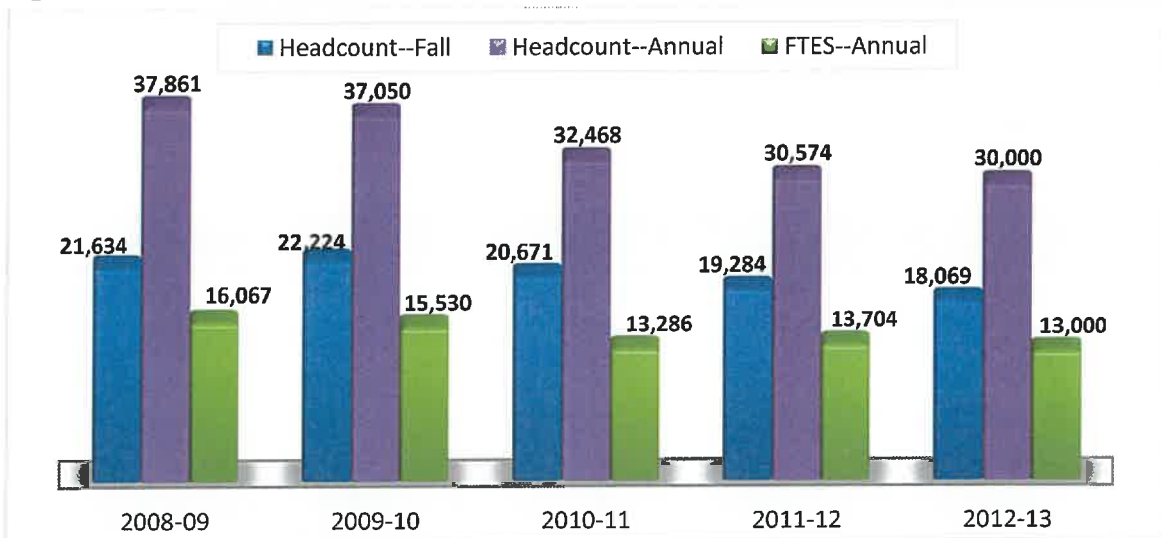
In 1997, acquisition of the Rio Hondo College Regional Fire Technology Training Center, located at 11400 Greenstone Avenue, Santa Fe Springs, CA 90670, provided a primary site of instruction for the academies and programs in Fire Technology, Wildland Fire, and Emergency Medical Technician. In March 2004,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

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

Student Enrollment Data

Headcount and Full-Time Equivalent Students (FTES): During the 2012-2013 academic year, Rio Hondo College had a Fall Headcount of 18,069, and an unduplicated Annual Headcount of 30,000. The 2012-2013 number of Full-Time Equivalent Students (FTES) was 13,000. This number has decreased since 2008-2009, when FTES totaled 16,067 (see Fig. I-1). Likely explanations may be rooted in the national economic downturn and subsequent decline in state allocations for community colleges, as well as declining numbers of public and nonpublic high school graduates in the U.S. since 2010. During the five-year period 2008-2013, the averages at Rio Hondo College have been 20,630 for Fall Headcount, 33,590 for Annual Headcount, and 14,317 for FTES.

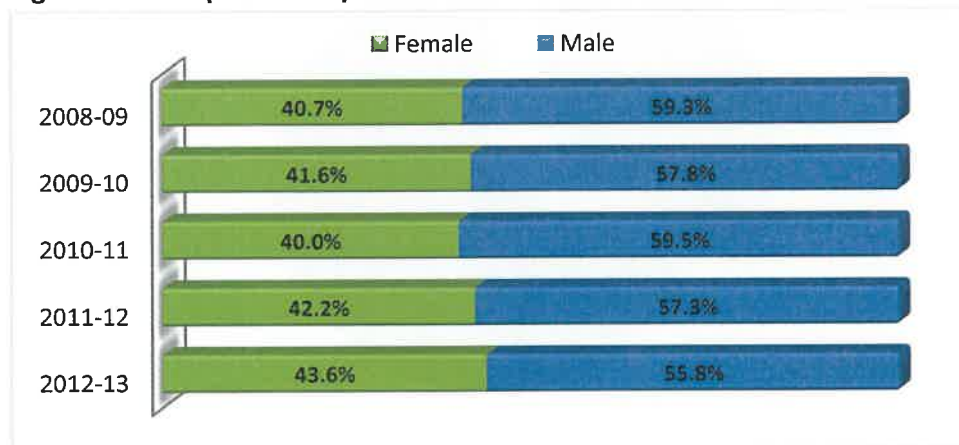
Fig. I-1: Fall Headcount, Annual Headcount, and Annual FTES at RHC, 2008-2013



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

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

Fig. I-2: Gender (2008-2013)



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

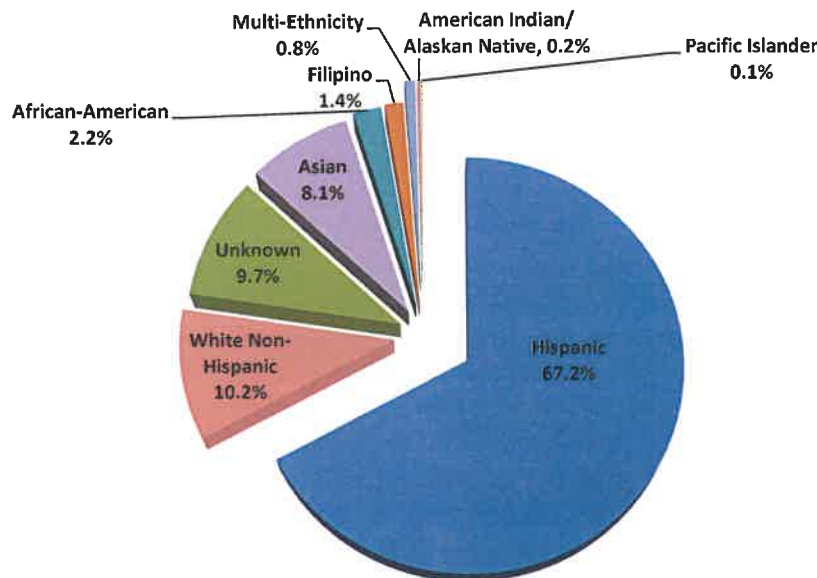
Similarly, this five-year period (2008-2013) witnessed little change in ethnic composition among students declaring ethnicity. The number of students of “Unknown” ethnicity decreased from 31.6% in 2008-2009 to 9.7% in 2012-2013. This decrease was accompanied by proportional increases in the percentages of students declaring specific ethnicities (see Fig. I-3).

Fig. I-3: Ethnicity (2008 to 2013)

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

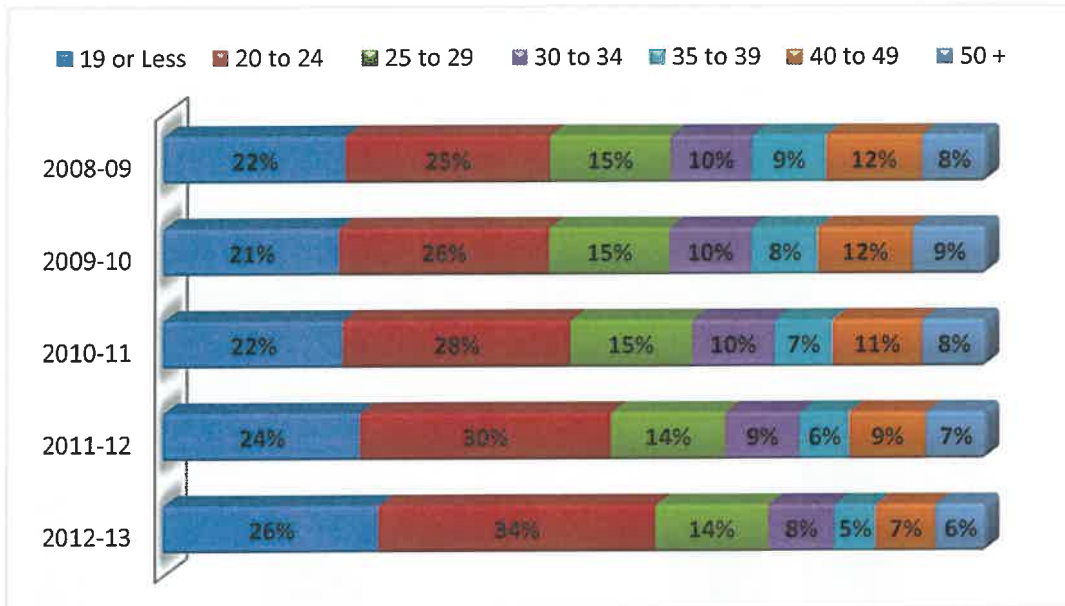
During 2012-2013, 67.2% were Hispanic; 10.2 % were White Non-Hispanic; 9.7% were undeclared; 8.1% were Asian; 2.2% were African-American; and the remaining 2.6% were Filipino, Multi-Ethnicity, American Indian/Alaskan Native, or Pacific Islander (see Fig. I-4).

Fig. I-4: Ethnicity (2012-2013)



Despite the relative stability in the demographic profile of the College over the last five years, one noteworthy change is evident in the age range. The median student age became younger between 2008-2009 and 2012-2013 (see Fig. I-5). The median age range decreased to 20-24 in 2012-2013, from 25-29 in prior years. Over the five years, 2008-2013, the number of students 24 or younger decreased by 1,544, while the number of students 25 or older decreased by 8,903. The decrease in students between ages 30 and 49 was 50.5%.

Fig. I-5: Age Groups by Percentage (Five Years, 2008-2013)



A breakdown of age groups for the 2012-2013 academic year is shown in Fig. I-6.

Fig. I-6: Age Group by Count and Percentage (2012-2013)

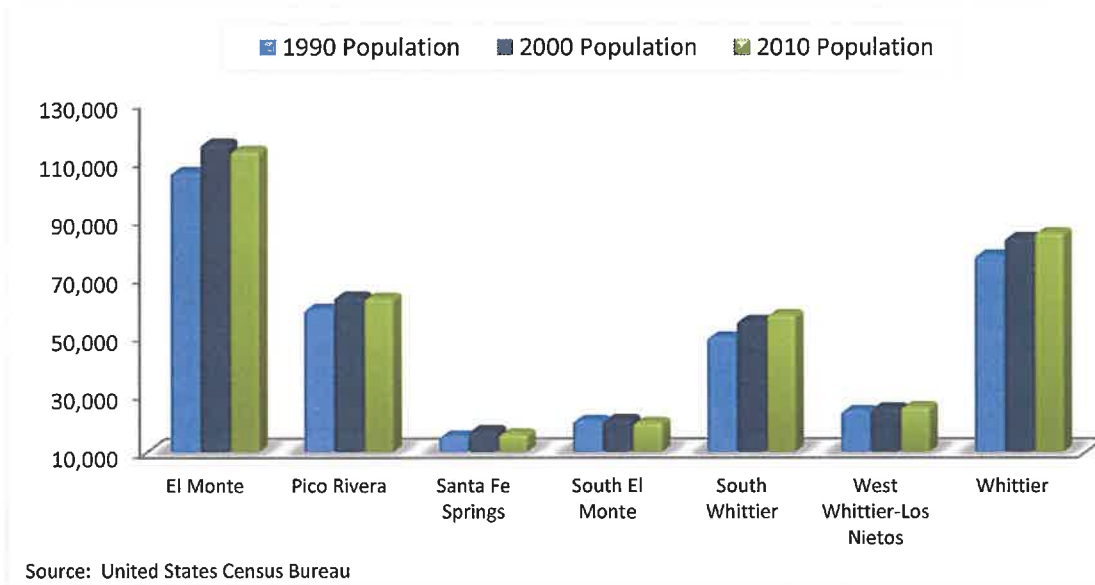
Age Group	2012-2013 Student Count	2012-2013 (%)
19 or Less	7,136	26.0%
20 to 24	9,194	33.5%
25 to 29	3,728	13.6%
30 to 34	2,266	8.3%
35 to 39	1,436	5.2%
40 to 49	1,981	7.3%
50 +	1,673	6.1%
Unknown	2	0.0%
Rio Hondo Total	27,416	100.0%

Service Area Data

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

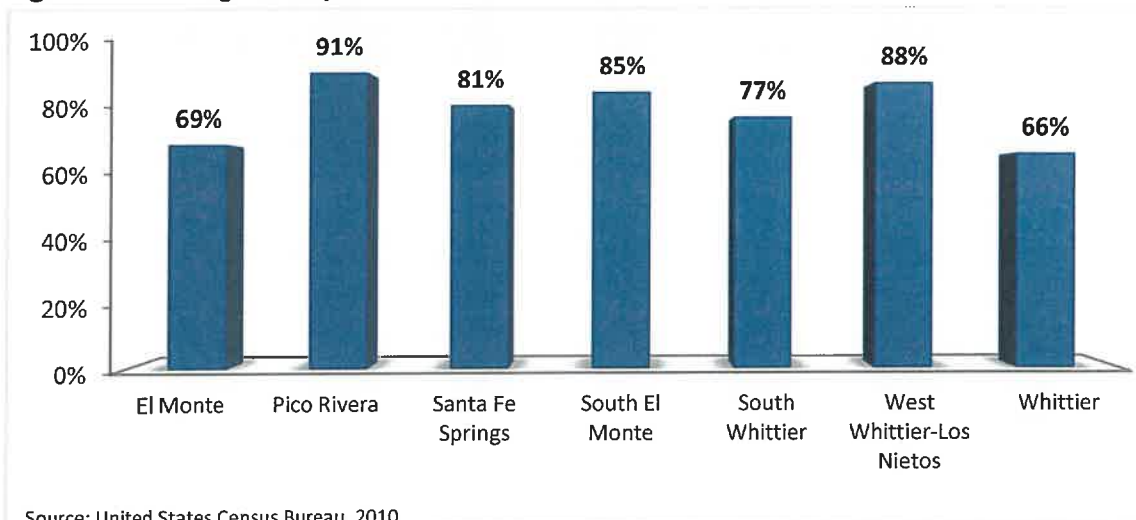
Demographic Profile: The Census Bureau reports demographic data for five cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census-Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos) within the RHCCD boundaries. As indicated in Fig. I-7, the service area population has grown moderately across the three most recent census years. The combined population of the seven communities was 380,783 in 2010—an increase of 27,678 since 1990 but a decrease of 1,194 between 2000 and 2010.

Fig. I-7. Service Area Population across Three Census Years



The primary ethnic identification within the service area is Hispanic, comprising more than two-thirds of the population (see Fig. I-8).

Fig. I-8. Percentage of Hispanic Residents in RHCCD Communities



In terms of race, the largest group in each community is White, ranging from 39% in El Monte to 65% in Whittier (see Fig. I-9). El Monte (24%) and South El Monte (11%) have substantial and growing populations of persons with Asian ancestry. The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Unknown groups are generally similar across the seven communities.

Fig. I-9. Ethnic Distribution of RHCCD Communities

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

Source: United States Census Bureau 2010

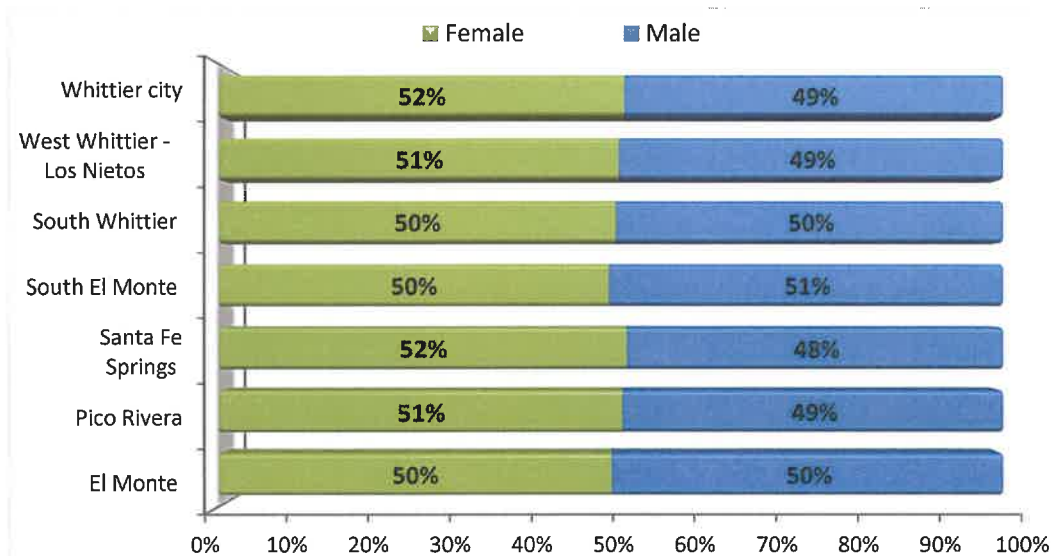
Age (Fig. I-10) and gender (Fig. I-11) distributions were generally consistent across the seven communities. The median age by community ranged from 30.4 years in South El Monte to 35.3 in Santa Fe Springs and 35.4 in Whittier. Although Santa Fe Springs and Whittier were above the state’s median age (35.2), the other five communities were below. Gender distributions were generally even in each community. In Santa Fe Springs and Whittier, though, the percentages of female residents approached 52%.

Fig. I-10. Age Distribution for Residents in RHCCD Service Area Communities

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

Source: United States Census Bureau, 2010

Fig. I-11. Gender Distribution for Residents in RHCCD Service Area Communities



Source: United States Census Bureau, 2010

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

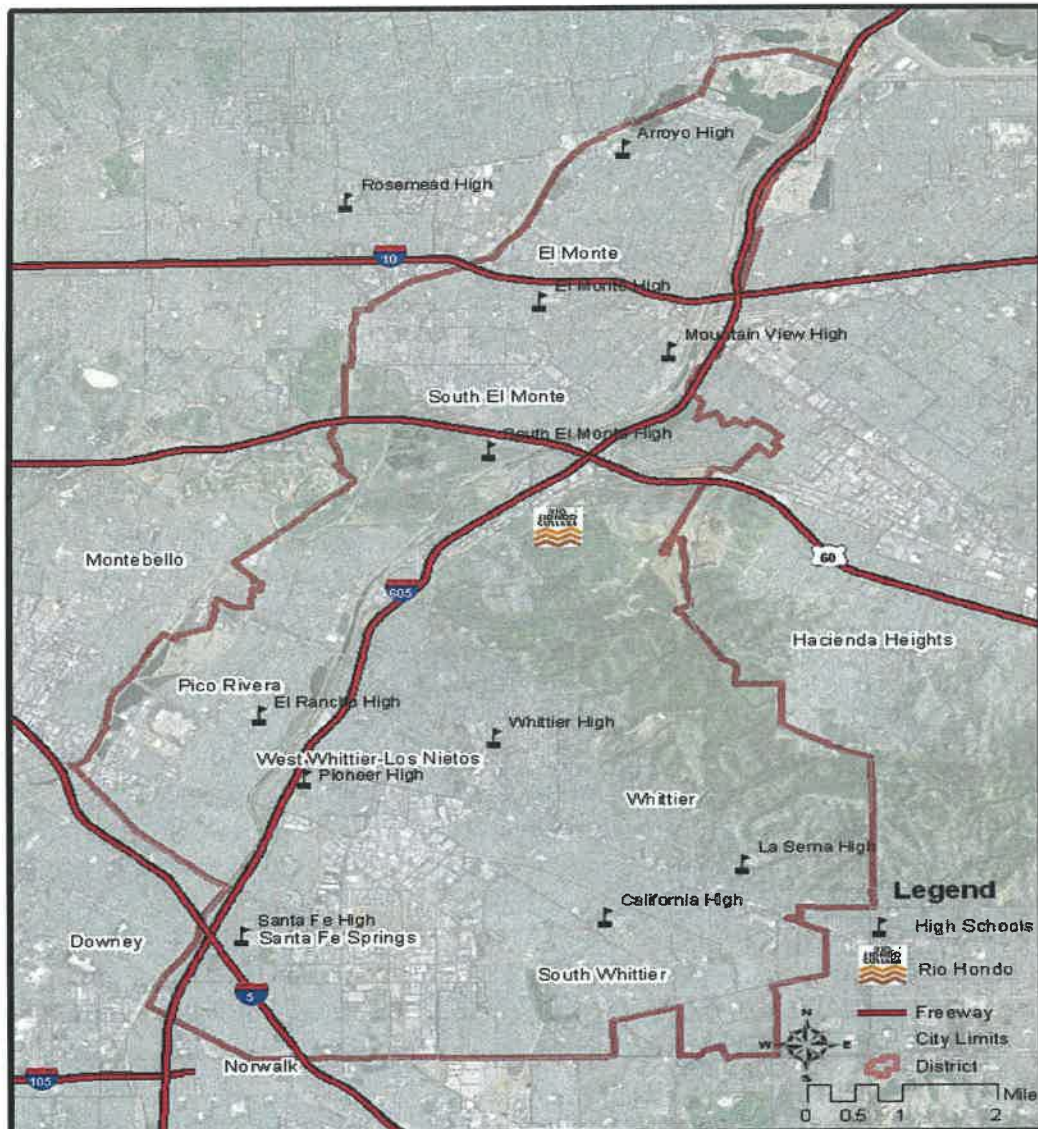
Ten comprehensive high schools in 3 school districts serve the RHCCD community:

- El Rancho Unified School District (El Rancho High School)
- El Monte Union High School District (Arroyo, El Monte, Mountain View, and South El Monte High Schools)

- Whittier Union High School District (California, La Serna, Pioneer, Santa Fe, and Whittier High Schools)

Rosemead High School is a member of the El Monte High School District but lies outside of the RHCCD boundaries. Fig. I-12 displays the ten high schools in relation to RHCCD’s 7 communities.

Fig. I-12: Rio Hondo Community College District (RHCCD) Feeder High Schools



Source: ESRI/ California Department of Education

Fig. I-13 displays profile information on each of the 10 high schools in the RHCCD. Among these schools, El Monte (EMUHSD) and Mountain View (EMUHSD) are noteworthy due to high percentages of students classified as English Learners (EL) and students qualifying for free-/reduced-price meals (FRPM). Each of the 10 high schools has a graduation rate near or above 90%.

Fig. I-13. Profile Information for High Schools within RHCCD Boundaries (2012-13)

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

Source: Ed-Data (Education Data Partnership), 4/29/2014

Note: EL=English Learners, FRPM=Free/Reduced-Price Meals, Grad Rate=4 Year Adjusted Cohort Graduation Rate, ELA=10th Graders Proficient & Above on CAHSEE English-Language Arts, Math=10th Graders Proficient & Above on CAHSEE Mathematics.

Figures for FRPM and Grade Rate in 2012-13 are not yet available.

Socio-Economic Profile: Data from the California Department of Education and Census Bureau contribute to RHCCD’s economic profile. A common indicator of socio-economic status is the percentage of children eligible for free- or reduced-priced meals at school. As shown above in Exhibit I-13, 8 of the 10 high schools have more than 50% of students eligible for free- or reduced-priced meals. Overall, 67.2% of the students at the 10 high schools were eligible, which represents an increase from 58.4% in 2007-2008.

Census Bureau indicators of socio-economic status include median household income and percentages of persons living below the federal poverty line, owner-occupied housing units, and persons 25 years of age or above who have attained at least a Bachelor’s degree (Fig. I-14). Figures vary among RHCCD communities in relation to statewide figures. Only two of the seven communities (South Whittier and Whittier) were above the state’s median household income (\$61,400). El Monte and South El Monte were well above the statewide percentage of persons living in poverty (15.3%), as well as being below the state in owner-occupied housing (56.0%). Each of the seven communities is well below the statewide figure for persons with Bachelor’s degrees (30.5%).

Fig. I-14. Socio-Economic Indicators for Residents in RHCCD Service Area Communities

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

Labor Market Profile: Two trends significantly affect labor market information for the RHCCD service area. First, as with the rest of the state, this area is still recovering from the Great Recession of 2008. Second, similar to much of Los Angeles County, this area is transitioning from its 20th century economy (based on agriculture, petroleum, and manufacturing sectors) to its 21st century economy (based on the service and retail sectors). The area’s unemployment rate is consistent with Los Angeles County’s (Fig. I-15). Three communities have unemployment rates above that of the county: South El Monte, El Monte, and West Whittier-Los Nietos.

Fig. I-15. Labor Force Data for Cities and Census Designated Places (CDP) – February 2014 Preliminary

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

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

The Rio Hondo campus is located at the junction of two distinct regions within Los Angeles County. To the north is the San Gabriel Valley; to the south are communities associated with the Gateway cities of southeast Los Angeles County. Within recent years,



the Los Angeles County Economic Development Corporation (LAEDC) conducted economic analysis for each of these areas.

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

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

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

This report also identified five industry clusters as the major sources of employment in the area: materials and machinery, wholesale trade, retail trade, health services and biomedical, and construction.

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

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

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

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



- licensed practical and licensed vocational nurses

Each of these occupations is in a field in which RHC offers an associate's degree and/or certificate.



Standard I: Institutional Mission and Effectiveness

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

A. Mission

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

The Rio Hondo College Mission Statement affirms the commitment of the College toward the successful completion of its students' educational goals, be they oriented toward degrees, certificates, career and technical pathways, development of higher literacy skills, or pursuit of lifelong learning. The College considers these multiple educational goals important, for it understands the current and future workforce must be educated and qualified to lead society well into the twenty-first century. The College offers 52 certificates and 67 Associate degrees (including 19 Associate Degrees for Transfer, or ADTs), as well as an extensive student support system. ([I.A.03: Current List of Certificates and Degrees from Instructional Operations](#)) Although most College offerings are devoted to the achievement of degrees, certificates, and transfer to four-year colleges and universities, Rio Hondo is also keenly responsive to increased longevity among American society by providing means for retirement years to be meaningful and memorable. We are a *community* college devoted to all aspects of our community.

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

DESCRIPTIVE SUMMARY – Standard I A.1.

Rio Hondo College Mission Statement

Rio Hondo College is committed 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 Rio Hondo College Mission Statement reflects commitment to success, as well as a degree-conferring purpose, yet provides for its students the means to develop higher literacy skills, earn meaningful career-building skill certificates of achievement, and/or

expand their minds and bodies through relevant and stimulating course offerings. ([I.A.01: RHC Vision, Mission, Values](#))

SELF-EVALUATION – I A.1.

The College meets this Standard.

The programs at Rio Hondo College offer students educational opportunities resulting in degrees, certificates, transfer, and basic skills proficiency. Course offerings also address the needs of the communities served by Rio Hondo College as a center for lifelong learning.

Despite continued budgetary constraints during the past several academic years and decreased enrollment, Rio Hondo College has continued to offer innovative programs, courses, and initiatives to enhance student learning opportunities. The ability to provide high quality educational opportunities in the face of budgetary and enrollment challenges is a testimony to the people who serve in Academic Affairs, Student Services, and Finance and Business at every level.

Administrators, faculty, and staff in all divisions have been heavily engaged in evaluating, refining--and, where possible, even expanding--existing academic programs and offerings, including the following:

1. Associate Degrees for Transfer (ADTs)
2. Strategies and programs to implement the recommendations of the Student Success Initiative
3. Student success programs originally launched by the Office of Student Success and Retention (Summer Bridge, First-Year Experience, Gateway Tutoring, Fast Track Learning Communities, Springboard, Online Tutoring)
4. Title V IDEAS Grant-funded programs to increase student success and completion
5. Fee-based/career-focused short-term training programs developed by Continuing/Contract Education
6. Innovative Career and Technical Education (CTE) programs that meet workplace needs in Southern California
7. Theatrical and musical productions sponsored by Arts and Cultural Programs
8. Revitalization of the English as a Second Language program as English as a New Language
9. Refinement of the award-winning MESA/STEM program in Math and Sciences and application of its strategies for a broader population of students in Math/Sciences
10. Enhanced tutorial programs and services for students using the Learning Assistance Center (LAC), Math/Science Center (MSC), and various other discipline-specific labs operating on campus.

The Student Services Area provides comprehensive student services to meet the needs of the diverse student population at Rio Hondo College. Student Services is committed to a student-centered philosophy with an emphasis on student success. Services include:

1. Assessment
2. Orientation
3. Registration and Matriculation
4. General Counseling
5. Career and Transfer Center
6. Veteran's Services
7. Extended Opportunity and Services Program (EOPS)/Cooperative Agencies Resources for Education (CARE)
8. CalWORKS Program
9. TRIO Program
10. Student Government and Activities
11. Outreach

The relevance of the College's mission statement to student learning at Rio Hondo College was formally discussed at the Institutional Planning Retreat in April 2013. (1.A.04: Institutional Research and Planning Agenda, April 2013) As a result of that discussion, a Mission Statement Task Force was formed, comprised of administrators, faculty, classified staff, and student representatives to analyze the discussion notes from the planning retreat with the specific purpose of deciding whether the current Mission Statement should be changed. (1.A.05: Mission Statement Task Force Reference Document, Page XX) The Mission Statement Task Force met during summer 2013 and unanimously agreed to revise the Mission Statement, incorporating suggestions gleaned from the spring planning retreat. Many of the considerations prompting revision were the results of recent statewide impetuses on student success, such as the Basic Skills Initiative and the Student Success Initiative. These initiatives, in turn, prompted increased attention on first-year students' preparation, support, and completion rates. The direction of the College was becoming more focused, and its Mission Statement needed to reflect that change.

As the Mission Statement Task Force commenced its work, many factors were considered, but primarily students' preparation for college and the support they need during their first year. Counselors and staff from the Office of Outreach and Educational Partnerships were instrumental in providing an overview of current and incoming students. The professional opinion of the Mission Statement Task Force was corroborated by student achievement data showing evidence of progress toward the goals and objectives of the College, Student Success Scorecard, institution-set standards, Campus Climate Survey, responses from recent Community Educational Forums, and the most recent Student Success Initiative directives.

ACTIONABLE IMPROVEMENT PLANS – I A.1.

None.

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

DESCRIPTIVE SUMMARY – Standard I A.2.

The Rio Hondo College Mission Statement was updated during spring and summer 2013 and, in its current form, adopted by the Board of Trustees on November 18, 2013.

([I.A.02: RHC Board of Trustees Minutes dated November 18, 2013](#)) ([I.A.01: RHC Vision, Mission, Values](#)) The Mission Statement is widely published.

SELF-EVALUATION – I A.2.

The College meets this Standard.

The current Mission Statement was approved by the Board of Trustees on November 18, 2013 after having been developed and reviewed by all constituency campus groups. It replaces the previous Mission Statement, which was approved by the Board in 2005 and subsequently reviewed through an inclusive process as part of the Educational Master Plan update of 2007.

The Mission Statement of the College is published on the College website and in all College publications. A poster version of the Mission Statement, along with the Vision and Values of the College, is prominently posted in all classrooms and conference rooms on campus. (Evidence to include text of previous mission statement, Task Force reference doc, website link and relevant publications)

ACTIONABLE IMPROVEMENT PLANS – I A.2.

None.

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

DESCRIPTIVE SUMMARY – Standard I A.3.

Along with the kickoff for updating the Educational Master Plan at the 2013 spring retreat, the Mission Statement was examined for possible revision. Plans for future evaluation and potential updating to the Mission Statement will be part of the scheduled updates of the Educational Master Plan in 2015, 2017, and 2019.

SELF-EVALUATION – I A.3.

The College meets this Standard.

During the 2013 annual spring planning retreat, representatives from all constituency groups engaged in structured and meaningful dialogue concerning the relevance of Rio Hondo's Mission Statement. The relevance of the statement was reconsidered because of the revised focus of the California Community College system, as evidenced through the impetuses of the Basic Skills Initiative, Student Success Initiative, and Scorecard. The

retreat provided an apt opportunity for the Mission Statement to be reconsidered along with the strategic directions and goals and objectives of the College, since the Mission informs all aspects of the planning process.

Retreat participants determined that the Mission Statement should be explicit about the broad educational purposes of the College and commitment to student learning. The ensuing Mission Statement Task Force, an all-constituency subcommittee of the Planning Fiscal Council (PFC), convened, revised, and vetted the new Mission Statement. In the future, the Mission Statement will be reviewed regularly by the Institutional Effectiveness Committee (IEC), in conjunction with scheduled review of the Educational Master Plan in 2015, 2017, and 2019. ([1.A.06: 2014 Organizational Structure and Governance Manual, Page #23](#))

Before its final adoption, the proposed new Mission Statement was vetted through all constituent groups: President's Council, Administrative Council, PFC, IEC, Academic Senate, CSEA Executive Committee, President's Advisory Board, Board of Trustees Study Session, Public Forum, and Associated Students of Rio Hondo College. ([1.A.05: Mission Statement Task Force Reference Document, Page XX timeline page](#)) A survey soliciting additional information was administered to all stakeholder group members after the Mission Statement constituency group review and well before the final adoption by the Board of Trustees. ([1.A.07: Mission Statement Survey](#)) Throughout the process, campus-wide e-mails notified all employees of the review timeline and invited all constituency groups to participate in the revision of the Mission Statement. ([1.A.08: Campus-wide E-mail Memo](#))

The process for updating and revising the Mission Statement will be evaluated as part of the spring 2014 annual Institutional Planning Process Survey. The feedback from the questions about the Mission Statement process, and all aspects of the planning processes, will be considered by the IEC and used to update and improve our planning processes.

ACTIONABLE IMPROVEMENT PLANS – I A.3.

None.

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

DESCRIPTIVE SUMMARY – Standard I A.4.

The Rio Hondo Mission Statement is central to planning and decision making at Rio Hondo College. As cited in “The Planning Process” document, institutional planning consists of “the set of actions and decisions . . . that lead to the development of strategies and the implementation of activities designed to help the college accomplish its adopted mission.” ([1.A.1.09: Planning Process Document](#))

SELF-EVALUATION – I A.4.

The College meets this Standard.

Over the last several years, the College has greatly strengthened its planning process. Since the 2008 beta launch of the revised institutional planning process utilizing *PlanBuilder* software, the College has continued to revise and refine the software, training and support for planning, and the evaluative process. Since that time, the College has strengthened linkages between the planning process and decision making, with the objective of ensuring all aspects of the College emanate from the Mission Statement. ([1.A.10: Mission Statement Help Text and Planning Template Screenshot](#))

All campus programs have a program-level mission statement which relates to the Mission Statement of the College. In fact, the help text in *PlanBuilder* software explicitly asks, “How does the program’s mission relate to and support the College’s mission?” In addition, all institutional goals and objectives must reflect the mission of the College. When plan teams write plans, be they program, program review, unit, or area plans, their goals, and by default their more discrete objectives, must explicitly correspond to the institutional goals of the College. ([1.A.11: Goals and Objectives Section and Institutional Goals Screenshot](#))

ACTIONABLE IMPROVEMENT PLANS – I A.4.

None.

STANDARD I.A EVIDENCE

I.A.01: RHC Vision, Mission, Values
I.A.02: RHC Board of Trustees Minutes dated November 18, 2013
I.A.03: Current List of Certificates and Degrees from Instructional Operations
I.A.04: Institutional Research and Planning Agenda, April 2013
I.A.05: Mission Statement Task Force Reference Document, Page XX
I.A.06: 2014 Organizational Structure and Governance Manual, Page #23
I.A.07: Mission Statement Survey
I.A.08: Campus-wide E-mail Memo
I.A.09: Planning Process Document
I.A.10: Mission Statement Help Text and Planning Template Screenshot
I.A.11: Goals and Objectives Section and Institutional Goals Screenshot

B. Improving Institutional Effectiveness

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

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

DESCRIPTIVE SUMMARY – Standard I.B.1.

At Rio Hondo College, many opportunities exist for regular dialogue concerning improvement of student learning, pedagogy, and institutional processes. The College discusses improvement of institutional processes at FLEX Day presentations, the annual planning retreat, various campus committees, and during program planning/review team meetings. Academic disciplines discuss student learning and pedagogy of the courses and degrees under their purview at their regularly scheduled department and division meetings. Additionally, such discussions occur among committees, such as the Student Learning Outcomes (SLO) Committee, Basic Skills Committee, Institutional Effectiveness Committee (IEC), Planning and Fiscal Council (PFC), Student Success Task Force, Distance Education Committee (DEC), Staff Development Committee, and Title 5 Implementation Team. Faculty and administrators involved with the First-Year Experience and Fast Track Learning Communities programs also engage in dialogue regarding student learning.

SELF-EVALUATION – I.B.1.

The College meets this Standard.

Fall and spring FLEX Days provide the campus opportunities to discuss institutional processes, such as the planning processes, SLOs, and student success efforts. At FLEX Day opening assemblies, updates are provided and breakout discussion sessions ensue, from which divisions and academic departments further the dialogue later in the day at their respective meetings. Recent FLEX Day presentations included a presentation on Vygotsky's theory of cognitive development, various On Course workshops designed to help improve student success, and workshops on mental health.

Throughout the academic year, divisions and departments continue to discuss various aspects of pedagogy and student learning. In fact, English Department faculty members discuss these issues and concerns on a monthly basis at their English Roundtable meetings, on such topics as reviewing common assessments, evaluating software, modifying curriculum, and incorporating film into literature courses.

Student Learning Outcomes (SLOs) are instigated, assessed, evaluated, and modified semester-by-semester as faculty members teaching courses under consideration collaborate at department meetings or individually among themselves. Assessment reports summarize faculty deliberations and include possible ways to improve student learning. Although such discussions have occurred informally in education for years, the formal SLO process has concretized the process. An example illustrating the impact of SLO discussions and assessments on student learning is evident in the Mathematics Department's redesign project for basic math courses.

Experienced teachers can evaluate student learning from a "gut" level. Although an instructor "knows" her students and her classes, her opinion is unsubstantiated. The SLO assessment process attempts to substantiate what educators think they already know about students, teaching, methods, materials, and approaches. Sometimes the process confirms what educators think they know, and sometimes it does not. Whether the SLO data reporting or assessment process confirms or questions intuitions, the process makes a difference in understanding the various meanings of evidence, data, and research used in evaluation of student learning. As faculty members continue to go through the process of assessing student learning through the collection of data and discussing student proficiency at all levels, previously unsubstantiated opinions gain credibility and validity through the data. And as the SLO Coordinator and department SLO representatives continue to explain these justifications, faculty understand, embrace, and thoughtfully inform the SLO data collection and assessment process to improve all aspects of courses and programs. Toward this end, data analysis is an important and meaningful component of all planning documents and discussions at Rio Hondo.

The College continuously reviews and discusses improvements to institutional processes. Examples include updates to Rio Hondo Board Policies and Administrative Procedures, committees identified in the *Organizational Structure and Governance Manual*, the institutional planning process, and the annual Institutional Planning Retreat.

Rio Hondo follows a regular process to review and recommend updates to Board Policies and Administrative Procedures. The President's Office initiates the slate of dialog and collegial discussion, and review takes place at meetings of the PFC. The revised documents are distributed to President's Council, Administrative Council, and PFC before review by the Board of Trustees.

The *Organizational Structure and Governance Manual* is updated each year based on evaluation and dialog by each committee mentioned above and through a process of review by President's Council and PFC.

The institutional planning process is evaluated and updated based on intensive and ongoing dialog by the IEC, PFC, President's Cabinet, and special work groups. The IEC, along with the Office of Institutional Research and Planning (IRP), implements an Institutional Planning Survey each year to begin the dialog about updates and improvements to the planning process. The IEC discusses and then recommends updates

to the planning process based on the survey and campus feedback. In 2013, a special workshop was held to gain feedback and recommendations to specifically improve the resource allocation process. Recommendations from the workshop were reviewed by the IEC and PFC before final recommendations were provided to the Superintendent/President for approval and implementation.

ACTIONABLE IMPROVEMENT PLANS – I.B.1.

None.

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

DESCRIPTIVE SUMMARY – Standard I.B.2.

The College sets goals to improve its effectiveness consistent with its Mission Statement. The goals of the College are specifically directed toward “the success of its diverse students and communities.” (RHC Mission Statement) All the goals and objectives of the institution as a whole, as well as distinct program, unit, and area goals and objectives, are explicitly linked to the Mission Statement of the College and are written in measurable terms so that progress toward accomplishment can be tracked. Institutional goals and objectives are reviewed and revised at the annual Institutional Planning Retreat, and their progress toward accomplishment is widely published. Program, unit, and area plans are reviewed annually during the fall semester when teams update their respective plans.

SELF-EVALUATION – I.B.2.

The College meets this Standard.

To set institutional goals and objectives, the College adheres to relevant and established criteria from the Chancellor’s Office; applicable regulatory bodies such as ACCJC and the Department of Education; the College Mission Statement; internal planning processes, such as program review, yearly area/unit planning, and planning retreats; as well as considerations and concerns gleaned from community forums. The process toward understanding, commitment, and investment in the goals and objectives of the College include participation, parsing, publicity, and evaluation in an ongoing cycle.

Board Policy 3250 and Administrative Procedure 3250, “Institutional Planning,” provide the framework for the College’s planning procedures. BP 3250 asserts the College’s commitment to ongoing, mission-oriented planning and identifies aspirations for the planning process. In terms of specific requirements, it states the need for the educational master, facilities, and technology plans. Also, the Board shall have an opportunity to

participate in developing the institutional mission and goals. AP 3250 provides the guidelines for the College's Planning and Fiscal Council (PFC). The President oversees all planning and fiscal management processes; PFC develops and presents recommendations to the President. Planning recommendations are to be discussed by the President's Council before going onto a PFC agenda. The procedure states the membership of PFC, responsibilities for specific members, composition of sub-committees, and aspirations for budget development. PFC meeting minutes are emailed to all staff promptly after approval. ([I.B.01: Board Policy 3250 Institutional Planning](#); [I.B.02: Administrative Procedure 3250 College Planning](#); [I.B.03: PFC Minutes 3.11.14 accepted 4.22.14](#))

Each spring, about 85 constituent representatives consisting of faculty, staff, administrators, and students participate in a day-long Institutional Planning Retreat, during which the goals and objectives from the previous year as well as those of the next academic year are considered. The Office of Institutional Research and Planning (IRP) reports on the progress of the institutional goals and objectives of the previous year, including relevant student data. The institutional goals and objectives are addressed over a three-to-five year period, with specific updates and assessments on an annual basis. The objectives express the goals in specific and measurable terms. College guidelines for articulating objectives include having a measurable target, baseline for comparison, and timeline for completion. Measurable objectives for 2013-2014 included those for awarding degrees, achieving success rates in online courses, increasing progression rates in basic skills courses, increasing the number of participants in student activities, and maintaining a financial reserve.

Each institutional goal and its consequent objectives are assigned to an administrator for management throughout the year. These administrators are responsible for monitoring and reporting progress of their assigned goal(s) to IRP. Although objectives are nominally assigned to administrators, diverse groups of institution members work collaboratively to accomplish them. For example, the Basic Skills Committee and the Title V Implementation Team—each consisting of administrators, faculty, and classified staff from various units of the College—collaborate to foster achievement of objectives under institutional goal 3 (Basic Skills). Also, work toward objective 7g (writing applications and securing grant) involves the Office of the Vice President of Academic Affairs; faculty and administrators in Math and Science, Career and Technical Education, Health Sciences and Nursing, Public Safety, and Student Services, with support from the Office of Accounting (Finance and Business area) and IRP (President's area). At the planning retreat, respective administrators facilitate table discussions about their goal(s), during which participants who are interested and involved in the various goals discuss, analyze, and evaluate them for the upcoming year. Each group presents a summary of its discussion to the larger assembly. ([I.B.04: BSI Committee 2011-12](#); [I.B.05: 11-02-12 BSI Committee Meeting Minutes](#); [I.B.06: 09-05-13 BSI Committee Meeting Minutes](#); [I.B.07: Title V Team 2011-12](#); [I.B.08: Title V Implementation Group, Mtg. Minute 05.02.13 Rev.](#); [I.B.09: Title V Impl Team-Success Programs - Mtg Minutes--04 08 14](#); [I.B.10: Objective 7g Response \(2013\)](#)).

After the retreat, the Institutional Effectiveness Committee (IEC) reviews the notes and findings from the table discussions. The IEC considers the merit of each goal and

objective, checks for consistency with our Mission Statement and strategic directions, and ensures they are written in measurable terms. The edited institutional goals and objectives are then reviewed by all constituency groups. At these junctures, the process is still fluid, for there is ample opportunity for input and revision before submission of the goals and objective to the Superintendent/President and then to the Board of Trustees for adoption. The final version of the goals and objectives document is reviewed by the Board of Trustees and presented to all staff as part of the State of the College address by the Superintendent/President during FLEX Day each fall. The document is also posted on the College website and e-mailed to all staff. ([I.B.11: IEC Meeting Agenda - 5-7-13](#); [I.B.12: IEC Meeting Minutes Aug. 6, 2013](#); [I.B.13. min 61312 with order of employment](#); [I.B.14: 2013-14 Institutional Goals and Objectives](#); [I.B.15: Flex Day State of the College 8-18-11](#); [I.B.16: Planning Page w-IGO](#))

Evaluation of the planning process occurs at all junctures via informal feedback and more formal measures. The *Institutional Planning Process Survey Report* is the formal annual survey of all employees to determine their level of participation in, and satisfaction with, the planning process. The 2012-2013 survey indicates that 65.2% of respondents agreed they had an opportunity for involvement in the planning process, and 46.7% of respondents participated in the planning process. Responses to questions about the planning process indicated that respondents were satisfied with the process and felt informed. The questions rated responses on a scale from 1 to 4, with 4 being the most positive. Average responses ranged from a low of 3.12 (results of planning leading to better decision making) to a high of 3.78 (ease of communication among team members), with an average near or above 3.50. Complete results are available in the *Institutional Planning Process Survey Report*.

The institutional goals and objectives are integrated into all aspects of the College through the annual planning process. *PlanBuilder*, the planning software for all levels of the planning process, specifically ask for linkage from bound goals and objectives to the broader program mission statements, strategic directions, and the College Mission Statement. The software program provides explicit help text information about how to write measurable goals and objectives.

Help text is available in each section of *PlanBuilder* software. With a mouse click, persons writing a plan can refer to guidelines written to support completion of a specific section of the plan (e.g., Mission Statement, Strategic Direction, and Staff Development). Although the online help text is brief and usually consists of a few sentences per section, it includes embedded links to documents providing more detailed instructions for completing the section.

IRP provides workshops for teams involved in their annual planning to assist them in writing specific, measurable, attainable, relevant, and time-bound (SMART) goals and objectives. Additional support is provided through web-based research requests and a dedicated telephone call line during the planning time period.

Once every six years, all programs write a program review document, a more comprehensive and introspective program self-examination and analysis. This six-year

review cycle is detailed in Board Policy 4020 and Administrative Procedure 4020, “Program, Curriculum, and Course Development.” BP 4020 requires regular evaluation of programs and curricula. AP 4020 mandates the six-year cycle and provides criteria for faculty review of courses and programs. Team members meet with a Program Review Committee of their peers to discuss the merits, obstacles, and possible improvements to the program. During the hour-long collegial discussion, participants discuss program-level goals and objectives in light of both program and College missions statements. An Executive Summary, detailing commendations and recommendations of the program as a result of review process, is provided to the team shortly after the discussion.

Since the revised process for program review was instigated in 2008, linkage or conflation between the missions of the College and the individual programs has become more evident. In addition, individual program reviews yield information for institutional recommendations, as well. For example, a few years ago, several academic programs wrote about the difficulties ensuring their courses were consistently articulated with four-year institutions. Course articulation is vital to students’ transfer, an important aspect of the College mission. It became quite apparent that the College needed a dedicated articulation officer to ensure the transfer aspect of the Mission Statement. And this became an institutional goal that was quickly achieved. Each spring, participants in the Planning Retreat also review and prioritize the list of Program Review Recommendations. The activity for 2014 involved groups of participants identifying their top five recommendations from the review process. [Evidence: Program Review Recommendations - Lilac -Work Product 2014, Program Review Recommendations - PURPLE -Work Product 2014]

The College considers evidence from multiple sources to document progress toward achieving its goals: the annual *Goals and Objective Assessment* document presented by IRP; program, unit, and area plans; program reviews; and data from the Chancellor’s Office specific to the Student Success Scorecard.

The College meets this standard by means of its ongoing cycle of establishing, parsing, assessing, reviewing, and refining its institutional goals and objectives. They are based on the Chancellor’s Office policies and those of the relevant regulatory bodies, as well as the Mission Statement and strategic directions of the College. Additional considerations are provided by internal planning and community input. The College goals are aspirational and practical, designed to provide a solid foundation for ongoing improvement at the College. At the heart of each goal and objective is the student, whose success is paramount.

Each goal is broken into two to eight discrete objectives, which are parsed in a manner that allows annual assessment of progress through the reporting of narrative information and/or metrics. Participants at the annual Institutional Planning Retreat consider the assessment summary as they update the goals and objectives for the next academic year. They are then edited and reviewed by all constituency groups and the Board of Trustees. After adoption, they are widely publicized. Additionally, each program, unit, and area

across the campus develops its own goals and objectives, mirroring the institutional process.

The Campus Climate Survey indicates that employees generally agree that decisions made on campus are consistent with the institutional goals and objectives of the College. On a scale of 1 to 5, with 5 being the highest, employee responses to this item increased from 3.04 in 2012 to 3.32 in 2013. Other items about satisfaction with the governance process (e.g., optimism about participatory/shared governance, representation by constituent groups, confidence in the administration) also had average ratings above the 3.00 midpoint. They also feel that substantial work toward achievement of the goals and objectives is a campus-wide, collaborative effort.

ACTIONABLE IMPROVEMENT PLANS – I.B.2.

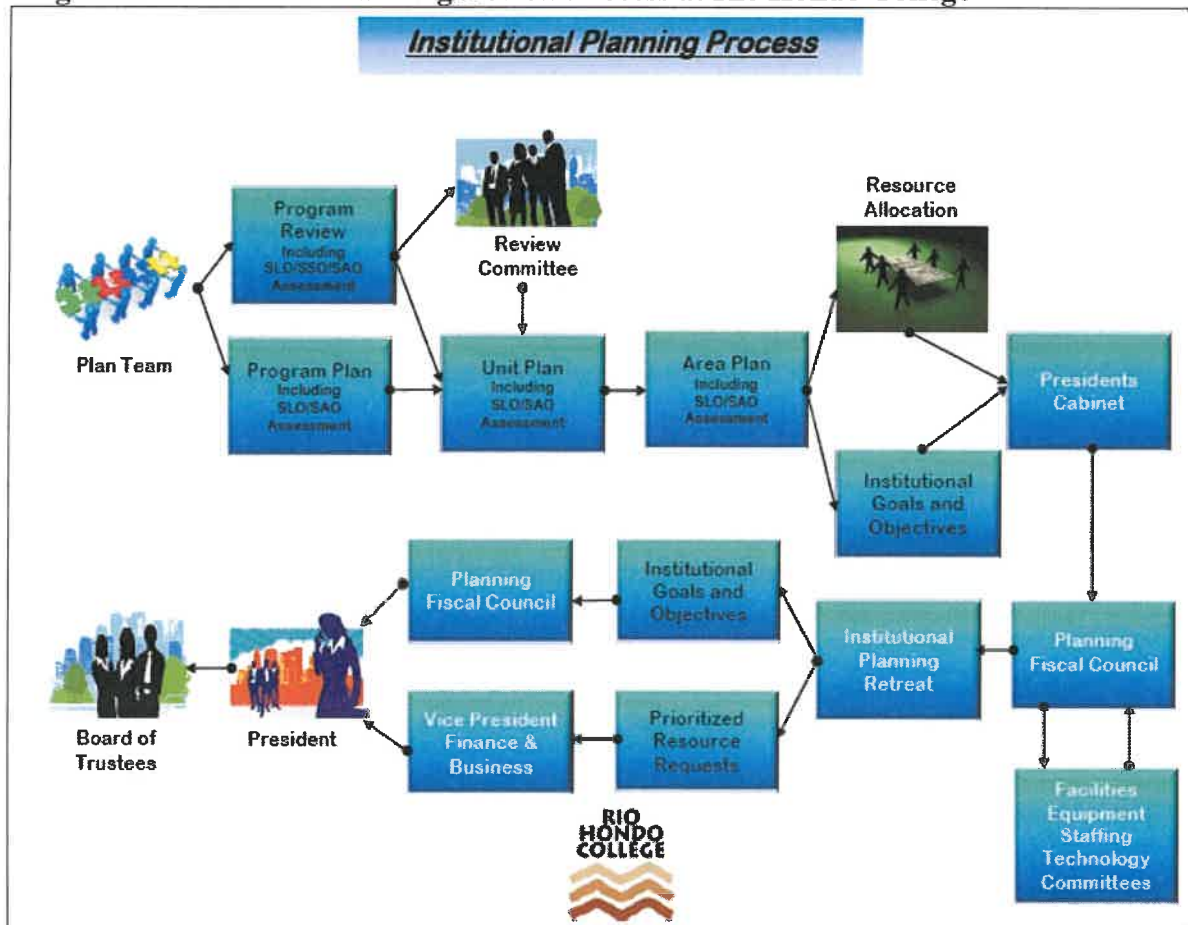
None.

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

DESCRIPTIVE SUMMARY – Standard I.B.3.

The annual institutional planning process is integrated throughout the campus, with all constituent groups participating in the systematic and ongoing evaluation and improvement of all academic, student services, and administrative programs. Every year, each of Rio Hondo's 95 programs conducts either a program plan or a program review. Every sixth year, programs conduct the more thorough and comprehensive program review in lieu of a program plan. Program or program review plans are integrated into the 30 unit plans, and they, in turn, are integrated into the 4 area plans (Academic Affairs, Student Services, Finance and Business, and President's Office). Fig. 1-1 below illustrates the flow of the planning/review process at Rio Hondo College.

Fig. 1-1. Institutional Planning/Review Process at Rio Hondo College



SELF-EVALUATION – I.B.3.

The College meets this Standard.

Rio Hondo College conducts an annual institutional planning process that incorporates systematic self-reflection, analysis, and evaluation of academics, student services, and administrative programs. Every year, each of the 95 programs conducts either a program plan or a program review. These serve as foundations for the unit plans, completed by the deans and directors, which, in turn, are foundations for the area plans, completed by the president and vice presidents. Additionally, team members compiling program review once every six years, meet with a committee of peers to discuss the merits and goals of their program.

The institutional planning process is integrated throughout the campus, with all constituent groups participating in the ongoing development and improvement of programs, units, and areas. Full-time faculty members serve as program managers and

plan team members for all academic programs. Administrators manage the processes at their respective levels: deans or directors serve as managers of unit plans and vice presidents or president serve as managers of area plans. Teamwork is the operative mode in writing and revising plans at all levels. Our institutional planning process includes 95 programs, 30 units, and 4 areas.

Evaluation and re-evaluation of goals and objectives—and improvement of institutional effectiveness—takes place at all levels of the institutional planning process. Program, unit, and area plan managers, along with their plan teams, utilize student achievement and other data provided by the Office of Institutional Research and Planning (IRP) and their own teams to evaluate and discuss each section of their plans. During the planning process, they re-evaluate goals from the previous year while using data to update their plan for the future year.

During the Institutional Planning Retreat held each year in April, participants utilize data from the assessment of the current institutional goals and objectives prepared by IRP to discuss the current status of each goal and prepare future goals and objectives.

IRP directs the planning processes and assists the College in its planning efforts in a variety of ways.

- Announcements about upcoming planning are delivered at fall FLEX Day assemblies, Dean's Council meetings, and other relevant venues.
- Program participants are invited to orientation sessions specifically designed for either program planning or program review, during which hands-on computer practice is available. Information about data analysis is provided by the researchers.
- Program Review managers (faculty and/or administrators) are invited to a pre-submission writing conference with the faculty co-chair of the Program Review Committee. These meetings focus on the writing process and revision.
- Throughout the preparation and writing period for the plans, a dedicated telephone call line is available for immediate assistance.
- Help text boxes in *PlanBuilder* software, through which program plan documents are submitted, assist plan writers by anticipating their questions and concerns.
- Relevant data from IRP are automatically placed into the program and review plans. Additional information and/or data may be requested from the researchers via an online research request form.

Institutional data and evidence are readily available and used extensively in the planning process. Data is inserted by IRP into the online templates in *PlanBuilder* automatically for the program and unit plans. This information is also available on the public (P) drive and the employee tab of the *Access Rio* portal. Data include enrollment, success and retention, course fill rates, etc. Student Learning Outcome (SLO) data is included by program and team managers in the SLO/SAO section in *PlanBuilder*, utilizing information from *SLOutions* software program. In addition to the data automatically inserted into the plans, access to additional resources for planning—such as information

from the Campus Climate Survey, Fact Book, Student Success Scorecard, and the online enrollment strategies system—is available and encouraged.

Data are interpreted and analyzed for easier understanding through a variety of venues. IRP is available to help planners understand data and assist with supplementary data requests. During the planning orientation training sessions, the Dean of Institutional Research and Planning explains data analysis techniques and offers specialized assistance to program teams for further analysis.

One of the more specialized tasks for the Program Review Committee is to review and discuss data specific to academic programs. With program participants, the Committee analyzes relevant course fill rates, success and retention rates, and other documented data with the specific intention of discussing and discovering ways to improve student learning. This occurs both at the program and institutional levels. For example, a recent program review in the Certified Nurse Assistant program (CNA) led to a discussion about scheduling and how it can affect student persistence. The Committee suggested alternate scheduling possibilities, which could result in getting students through their courses faster, increasing completion rates, and producing more highly qualified workers in the nursing profession. But institutional concerns can also emanate from discussions at the program review level, as well. For example, through the Program Review process, it became apparent that success and retention rates can sometimes vary greatly from program-to-program, course-to-course, and even section-to-section. This finding became a concern for the Program Review Committee. In discussions with the associated academic programs, the Committee asked about their policies for dropping students. There seemed to be inconsistency among divisions in dropping students across the campus. As a result of Program Review deliberations, the entire campus engaged in a robust discussion concerning dropping students at the spring 2013 FLEX Day general assembly.

Budget and resource allocation is also integrated into Rio Hondo's planning process. Programs, units, and areas request resources that represent needs for meeting specific objectives within goals at the plan level and, eventually, the institutional level. Such requests include personnel (for both certificated and classified personnel); technology; and facilities requests, among others. During the planning process, program requests filter up into unit plans, and unit requests filter up into area plans. At these junctures, the unit and area managers decide whether to include the requests at their respective levels, based on discussions among their plan team and the plan data. Those requests making the final cuts are referred to one of the Resource Allocation Committees (certificated, classified, facilities, technology) for prioritizing scoring. The requests are filled as funds are available. This process occurs every year as the culmination of the planning process. Unfilled and/or prioritized requests are not automatically rolled over to the next year, but some consideration is given to those high ranking requests that have remained unfilled because of lack of funding or other pressing concerns.

ACTIONABLE IMPROVEMENT PLANS – I.B.3.

None.

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

DESCRIPTIVE SUMMARY – Standard I.B.4.

The Rio Hondo College institutional planning process provides ample opportunities for all campus employees to participate in annual program, unit, and/or area plans. Their input is solicited and valued via team contributions, the annual spring Institutional Planning Retreat, and/or through many of the committees involved in planning: Planning Fiscal Council (PFC), Institutional Effectiveness Committee (IEC), Resource Allocation Committees (certificated, classified, facilities, technology), Student Learning Outcomes (SLO) Committee, and Program Review Committee. The planning process culminates in allocation processes that rank priorities and recommend expenditures for staffing, equipment, technology, and facilities, with overall institutional effectiveness as the primary intent. Evaluation of the processes and its results are discussed and analyzed by the IEC and PFC.

SELF-EVALUATION – I.B.4.

The College meets this Standard.

Rio Hondo College ensures informed participation in the planning process by providing ample assistance to the planning teams as they prepare program, unit, and area plans. At each of the three levels, a faculty and/or administrative manager directs and oversees the collaborative planning team efforts to create and revise the 95 program, 30 unit, and 4 area plans.

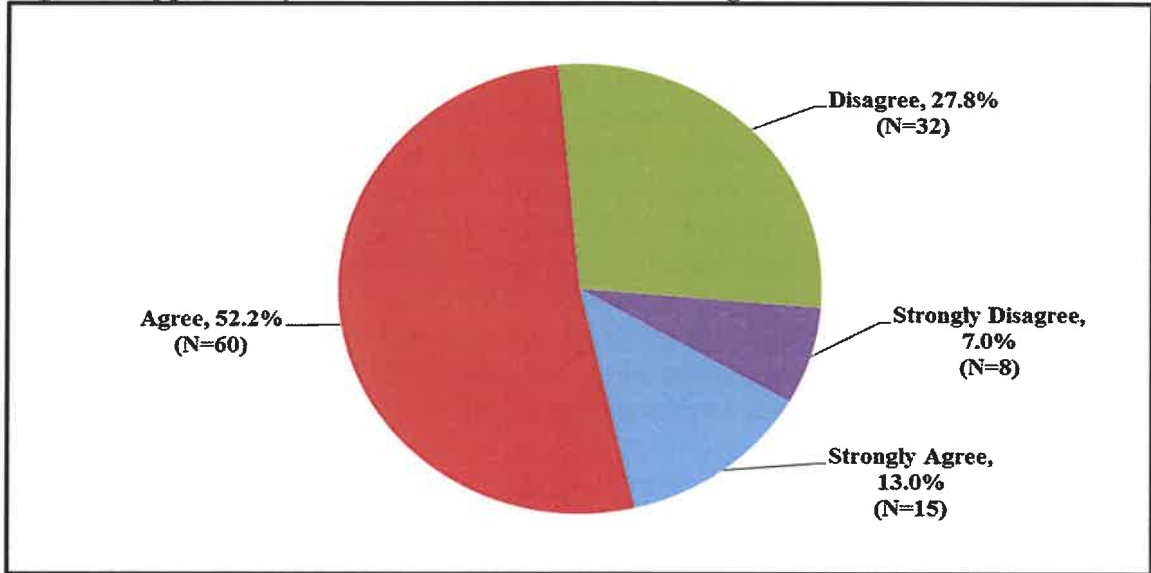
PlanBuilder software provides help text to assist teams in focusing on the questions in the plan templates. Strategic Planning documents, such as the Mission, Vision, and Values of the College; Educational Master Plan; and Rubric for Evaluating Institutional Effectiveness; among other documents, are posted on the website of the Office of Institutional Research and Planning (IRP) to provide explanations and justifications for plan writers. In addition, IRP conducts informational orientation sessions for planning teams and is always “on call” during planning periods for immediate help.

Communication about available opportunities for involvement in planning is solicited through e-mails to plan managers, announcements at Deans’ Council meetings, and requests made to Academic Senate and the CSEA Executive Board. In particular, volunteer representatives from all groups are solicited each year to serve on the Program Review Committee.

Transparency is an important component of the planning process. All employees have access to program, unit, and area plans at all times through the Strategic Planning webpage. Program managers encourage employees to review posted plans.

The 2013 Institutional Planning Progress Report surveyed participation in the planning process. As demonstrated in Fig. 1-2, nearly two-thirds of respondents agreed or strongly agreed (65.2%) to having been provided sufficient opportunity to participate in the planning process.

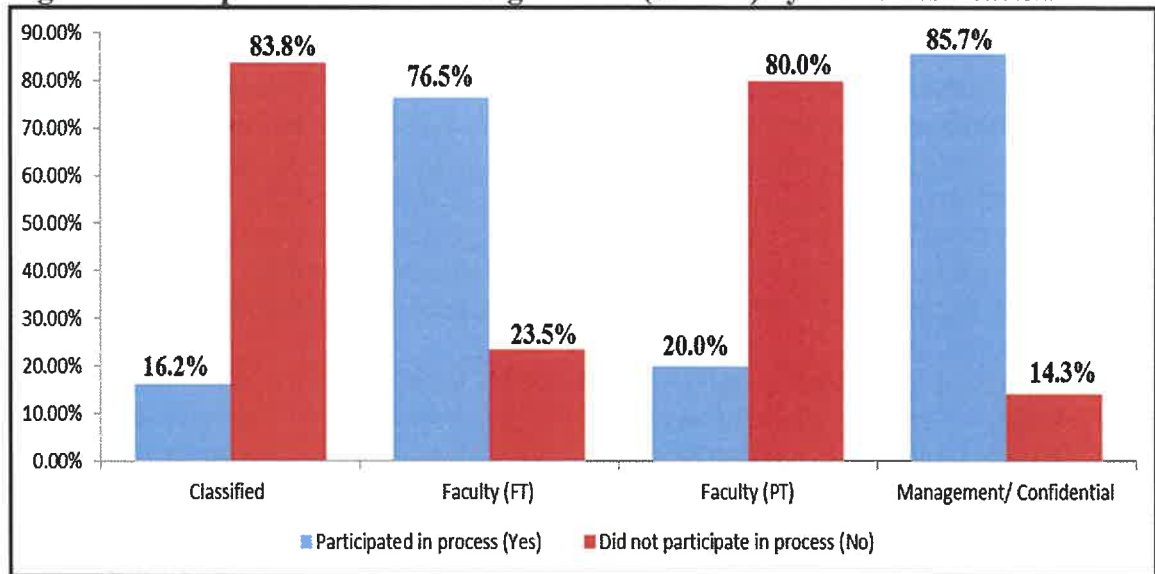
Fig. 1-2. Opportunity for Involvement in the Planning Process



Source: 2013 Institutional Planning Progress Report.

Fig. 1-3 demonstrates that high numbers of classified staff (83.8%) and part-time faculty members (80%) reported that they did not participate in the 2013 planning process.

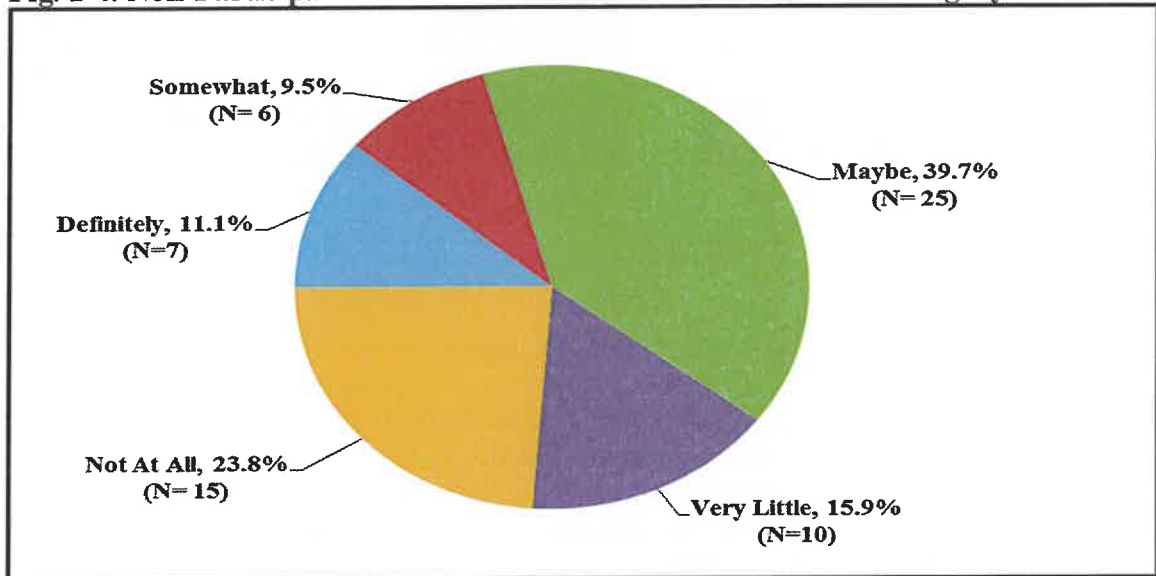
Fig. 1-3. Participation in the Planning Process (Yes/No) by Job Classification



Source: 2013 Institutional Planning Progress Report.

Additionally, Fig. 1-4 shows that, of individuals who reported that they did not participate in the planning process, 60.3% reported being definitely, somewhat, or maybe interested in participating in future planning cycles.

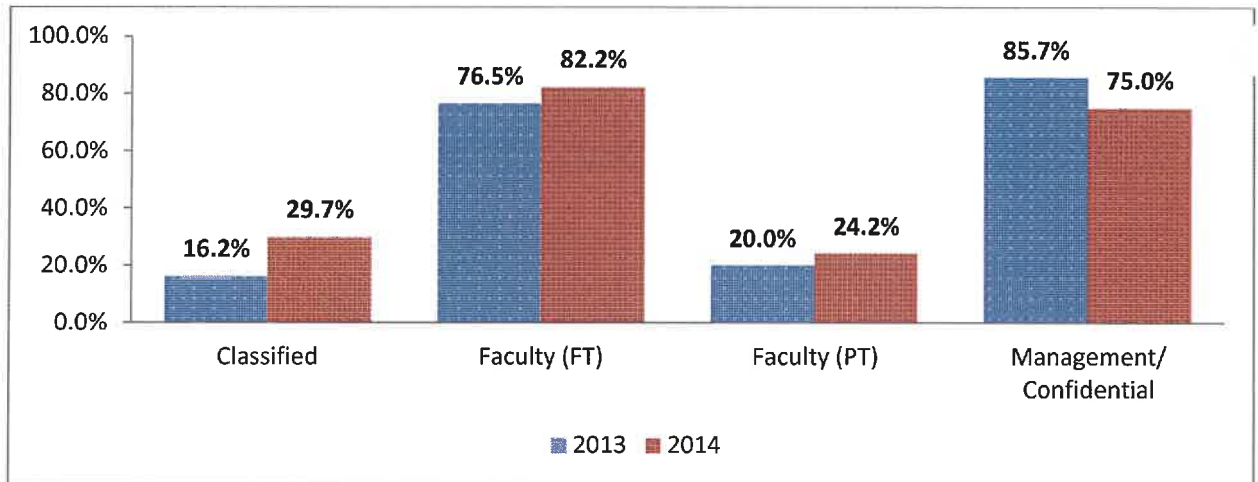
Fig. 1-4. Non-Participant Interest for Involvement in Future Planning Cycles



Source: 2013 Institutional Planning Progress Report.

The data suggest that classified staff and part-time faculty perceive they have not had sufficient opportunity for involvement in the planning process. Based on these data, the IEC, as well as the President’s Cabinet and Dean’s Council, subsequently discussed how to ensure that both classified and part-time faculty members would be given the opportunity and encouragement to participate in planning. As a result, classified staff and part-time faculty members have been invited to take a more active role in the program review process and serve on program, unit, and area plan teams—in addition to regular participation on governance committees. These efforts for increased involvement are evidenced in the 2014 Planning Process Survey, in which responses indicate increased participation by both classified staff and part-time faculty. Fig. 1-5 illustrates that reported participation rates increased from 16.2% to 29.7% for classified staff and from 20.0% to 24.2% for part-time faculty.

Fig. 1-5: Planning Participation by Job Classification (2013 cf. 2014)



Source: 2014 Institutional Planning Progress Report.

The College utilizes general, bond, and grant funds to fulfill resource allocation requests emanating from the planning process. During the past several years, limited funds were available to fund prioritized requests due to budget shortfalls. The breakdown by year is illustrated in Exhibit 1.6 below, showing year-by-year allocations from the 2009-2010 to the 2011-2012 planning cycles.

Fig. 1-6: Year-by-Year Resource Allocations (2009-2010 to 2011-2012)
 [Insert Figure Here]

The College seeks and utilizes grant funds whenever possible and appropriate to fulfill and/or augment requests not immediately funded through the general fund. The Science, Technology, Engineering, and Math (STEM) Program and its corresponding, award-winning MESA Program have augmented its programs through grants from the Chancellor’s Office, the National Science Foundation, and Southern California Edison. Bond funds are also utilized to support equipment and technology requests when general funds are not available. Among the many funded requests emanating from the planning process is the math redesign project and remodeling of the Child Development Center observation rooms. As a direct result of the program review process, greater weight has been afforded to program and institutional level recommendations for resource allocation, as they are awarded up to ten additional points in prioritized scoring.

ACTIONABLE IMPROVEMENT PLANS – I.B.4.

None.

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

DESCRIPTIVE SUMMARY – Standard I.B.5.

The College utilizes documented assessment results to communicate matters of quality assurance to appropriate constituencies. Two means by which the College analyzes and presents quality assurance data is through two documents: the annual assessment of progress toward institutional goals and objectives and the annual *Report to the Community*. These documents communicate institutional data to the College staff and community. The assessment of progress document provides detailed information about progress toward each institutional goal and objective and is posted on the College website. The annual *Report to the Community* provides a less technical account of progress toward the goals and objectives of the College for the general public. A substantial portion of each report is a goal-by-goal summary of progress and accountability and quality assurance information on two important types of investments the community makes in the College: the building program and the College Foundation. A printed document is mailed to 134,000 District addresses, and an electronic version is posted prominently on the College website.

The College documents assessment results from a variety of courses. Sources of quality assurance data at the institutional level include the annual assessment of progress toward institutional goals and objectives, an annual campus climate survey, student achievement data, and Student Learning Outcome (SLO) assessment reports. These sources provide specific data about how well the College achieves its goals; student and staff satisfaction with significant aspects of campus life; course completion and program awards; and student achievement of general education outcomes. Sources of quality assurance data also include professional/vocational examination results and program outcomes.

The College utilizes multiple communication modes to disseminate quality assurance data to appropriate community and campus audiences. Most sources of information are available to the public via the College website and publications mailed to community residents or distributed at public meetings. However, access to some sensitive information is limited to appropriate constituencies. Prominent among the protected information are the *Access Rio* portal (segments available to all employees and/or students), *PlanBuilder* software (available to employees only), the shared P-drive on the server (segments available for reading and writing by work groups and committees), and *SLOlutions* software (metadata and outcome data and reports). These sources are accessible to institutional members who use and understand the information.

Relevant quality assurance data are also sent to employees and student leaders via e-mail. *Report to the Community* and the annual assessment of progress toward institutional goals and objectives are the core quality assurance documents. Other such publications are posted to the College website: the *Weekly e-Messenger* and monthly *President's Update*, the Fact Book, the annual *State of the College Report*, summer newsletters, and the Student Success Scorecard. Public meetings addressing quality assurance data include the State of the College presentations, which are delivered to local governmental entities as well as to on-campus student groups on a regular basis.

SELF-EVALUATION – I.B.5.

The College meets this Standard.

The College collects many types of data, primarily at the institutional and program levels. Institutional data include an annual assessment of progress toward institutional goals and objectives, an annual campus climate survey, and student achievement data. The assessment of institutional goals and objectives provides numeric and narrative information on the progress of the College toward each of its institutional goals and objectives. The Campus Climate Survey addresses student and employee satisfaction with the various aspects of campus life, such as campus environment, student academic needs, and job satisfaction. Student achievement data aggregated to the institutional levels include campus-wide retention and success rates, as well as degree and certificate tallies. Information on Student Learning Outcomes (SLOs) is collected through *SLOlutions* software. Service Area Outcomes (SAOs) for student services and for offices not primarily providing direct services to students are recorded in their annual planning documents. Individual divisions, such as nursing, automotive technology, public safety, computer information technology, and accounting, collect certification/employment examination results on their students.

The annual spring Institutional Planning Retreat provides opportunity for representatives of campus constituency groups to receive information on, and understanding of, the planning process and the institutional goals and objectives. The 2013 retreat included the kickoff for updating the Educational Master Plan, with results from documents with campus-wide assessment data: Institutional Goals and Objectives, Fact Book, Student Success Scorecard, and results from the Campus Climate Survey. These retreat documents are posted on the College website for easy access.

Program-level data include program accomplishments; progress toward the completion of program goals and objectives; student achievement data; professional/vocational examination results; and program outcomes, such as SLOs. During the planning process, programs document their accomplishments in numeric form, such as the number of financial aid disbursements, proficiency rates on SLOs, or numbers of positions filled. Other accomplishments are reported in narration and description, such as the process and progress in establishing career and technical programs in partnership with local employers, creating articulation agreements with local high school districts and universities, implementing and upgrading software applications, and updating curriculum. Student achievement data is aggregated to the program level to include success and retention rates, grade distribution, and degree and certificate tallies. Instructional programs record their SLO information in *SLOlutions* software.

The College Intranet provides an important and accessible means for sharing data within the campus. This includes *PlanBuilder* software used in planning documents, the *Access Rio* portal on the College website, a shared drive on the information technology server, and *SLOlutions* software. These resources provide access to program plans and reviews, program-level data, information about SLOs, and campus-wide reports from the Office of Institutional Research and Planning (IRP).

The College utilizes publications to disseminate its data and analyses to the campus and community. The Office of the Superintendent/President issues the internally distributed *Weekly e-Messenger* and monthly *President's Update*, providing information about campus activities and achievements. The Office of Marketing and Communications produces, mails to each residence in the District, and posts on the College website the annual *Report to the Community*, which provides College demographics, updates on College policies and practices, sports highlights, student achievement data, financial status, audit results on the Measure A bond funds, and recent activities of the Rio Hondo Foundation. Of particular interest in this report is the documented progress toward each of the institutional goals. A summer newsletter, *News*, is another Marketing and Communication missive posted online and mailed to the 134,000 District addresses every year, containing information on graduation counts, national ranking for degrees by minority students, degrees conferred in security and protective services, new courses and programs, and curricular updates. The 2012 and 2013 editions of *News* featured success rates between students in specific programs, such as MESA/TRIO and the Fast Track Learning Communities programs, and counterpart students participating in the same courses outside of those programs. In addition, the College *Fact Book* has been published in two editions during the past six years, providing updated and detailed information about our communities, student enrollment, demographics, special programs, and student achievement. The most recent edition was published in April 2013. The 42-page document is posted on the IRP webpage.

The Superintendent/President delivers an annual State of the College presentation to the campus at fall FLEX Day assemblies. The presentations have highlighted the President's priorities, demographics, student achievement data, selected accomplishments, strategic directions, and institutional goals for the upcoming year. The President has subsequently delivered the address to city councils within the District and at student meetings on campus. It is also posted on the College website.

The College hosted Community Educational Forums in each of the five Trustee areas during spring 2012. This initiative came at a unique time in the College's history. To conserve fiscal resources, the College decided in 2011 to discontinue holding community-based Board meetings. The beginning of 2012 brought changes based on the Student Success Task Force (SSTF) recommendations and potential course cuts due to the state budget. The purpose behind these meetings was to reach out and provide information to community members while soliciting community input on priorities for the coming year. The agenda for the forums included a welcome from the respective Trustee, a "Student Perspective" presentation, a "College Overview," and an introduction to the SSTF recommendations. These presentations were followed by activities in which community members could express their opinions and interests related to the College. In addition, the College regularly holds meetings with community leaders, such as school superintendents and representatives of government, nonprofit, faith-based, and business constituents to assist in advising the College about community concerns. [Evidence: Community Educational Forums concept paper]

Acting on a directive from ACCJC, the College set and reported the first group of institution-set standards in early 2013, which were subsequently communicated to the Board in March and to the Institutional Planning Retreat participants in April. Since then, the Institutional Effectiveness Committee (IEC) has reviewed the current performance of the College, updated ACCJC required institution-set standards, and worked on developing additional standards adapted from the Student Success Scorecard. One particular goal for the additional standards is to apply Scorecard-type metrics to current and recent student cohorts, rather than those reported in the Scorecard, who began their time at the college six or more years ago. The 2013-2014 academic year provides the first opportunity to complete a cycle of setting up and reviewing these standards.

Finally, IRP is vigilant in widely disseminating appropriate and pertinent data to the Board of Trustees and to the public via the Student Success Scorecard.

The Office of Marketing and Communications, Government and Community Relations (GCR), and Institutional Research and Planning (IRP) share responsibilities for communicating information about institutional quality to the public. Their program plans and reviews document their accomplishments. In fact, the College received a Gold Medallion of Excellence in the Annual Report category from the National Council for Marketing and Public Relations in September 2013.

ACTIONABLE IMPROVEMENT PLANS – I.B.5.

None.

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

DESCRIPTIVE SUMMARY – Standard I.B.6.

Rio Hondo College assures the effectiveness of its planning and resource allocation process through surveys, round table discussions, and annual evaluation of the Institutional Planning Process by the Institutional Effectiveness Committee (IEC).

SELF-EVALUATION – I.B.6.

The College meets this Standard.

The Institutional Effectiveness Committee (IEC) has, as its main function, assessing the effectiveness of the institutional planning process, which includes resource allocation. The IEC works with the Office of Institutional Research and Planning (IRP) to implement the annual Institutional Planning Survey and Retreat Survey. The surveys allow the College community the opportunity to evaluate the institutional planning process and provide feedback for IEC to utilize in its evaluation of the planning process. Additionally, the IRP webpage includes a feedback form, and office staff track phone call

inquiries from a dedicated planning help line. The Planning Fiscal Council (PFC), Dean's Council, President's Cabinet, and Academic Senate discuss ways to improve the institutional planning process on an annual basis. The IEC utilizes this feedback—along with the Institutional Planning Survey, web form, and help line data—to evaluate the process on an annual basis. Examples of improvements include updating the resource allocation process, the addition of a Staff Development section to the planning template, and an upgrade to the SLO section of the planning template. In response to faculty Academic Senate feedback, IRP and the IEC held two round table discussions—one for the classified staffing process and the other for faculty staffing. These discussions, involving members of all constituent groups, were the basis for recommendations to improve the resource allocation process.

The College planning process has been effective in fostering improvement based on accomplishment of institutional goals and objectives. The evaluation of institutional goals and objectives conducted by IRP and discussed at the annual Institutional Planning Retreat reveal a steady cycle of accomplishment and improvement. Evaluation and listing of accomplishments also occur at the program, unit, and area levels as part of the institutional planning process. Plan teams conduct strengths, weaknesses, opportunities, and threats analyses (SWOT) and review goals and objectives in the planning template to identify accomplishments and improvements. Additionally, the program review component of the institutional planning process identifies program-level recommendations and accomplishments achieved through the planning process.

ACTIONABLE IMPROVEMENT PLANS – I.B.6.

None.

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

DESCRIPTIVE SUMMARY – Standard I.B.7.

The College uses multiple data sources to gather evidence about the effectiveness of its programs and services. These include local and statewide sources of student data, campus-wide surveys, narrative reports from program managers and staff, program-specific surveys and focus groups, post-session questionnaires on staff development, and program-level tracking procedures.

SELF-EVALUATION – I.B.7.

The College meets this Standard.

The College uses California Community College Chancellor's (CCCCO) Office Data Mart as a highly accessible source of data on degrees and certificates, both for the College as a whole and for specific disciplines. The College holds membership in the

National Student Clearinghouse and often uses the Student Tracker function to estimate transfer rates for the College as a whole, as well as for specific program areas, such as counseling courses, career and technical education, and EOPS.

At the local level, the Enrollment Strategies System (ESS) is available to all employees of the College, and the Cognos data system is available to employees with appropriate job assignments. These sources provide useful information on enrollment and student performance. Also, the Office of Institutional Research and Planning (IRP) receives more than 100 research and survey requests each year. A team of researchers provides data in response to specific requests from program managers, as well as faculty teams working on individual plans, projects, or studies. Recent examples include comparisons of student retention and success between online and on-ground course sections of the same courses, numbers of majors and programs awards in applied areas of the social sciences, progress reports on cohorts of students participating in the El Monte Pledge and STEM programs, comparisons of performance between students in various Title V programs (e.g., Fast Track Learning Communities, First-Year Experience, and Summer Bridge) and similar non-participants, and applying Student Success Scorecard procedures to current student cohorts.

Narrative self-reports from program managers and staff also offer an informative source of information. The College annually solicits a systematic set of reports through two initiatives. First, each spring, the College produces an assessment report of progress toward achieving institutional goals and objectives. Although IRP provides quantitative data from Banner and other sources, activities and outcomes for many goals are better depicted through narrative reports. Administrators, faculty, and classified staff provide detailed reports on progress toward achieving objectives, for example, on program models for student success (Goal 3), planning for the South Whittier Educational Center (SWEC) facility (Goal 4), services for foster youth (Goal 5), educational partnership with off-campus entities (Goal 6), and access to instructional technology (Goal 9). Secondly, virtually every program, unit, and area on campus participates in planning activities. Annually, 95 programs—both academic and administrative—respond to a series of question about current status, accomplishments during the past year, and suggestions for improvements. Programs undergo program review on a six-year, rotating basis. This process involves broader and deeper analysis of the progress of the program, current status, and prospects for the future. Planning also provides the opportunity for programs, units, and areas to review progress toward their goals and objectives.

The College conducts two campus-wide surveys each year. The Campus Climate Survey (of students and employees) provides concrete feedback on many aspects of campus life. Examples of campus programs receiving specific feedback from participants are student services (student survey), human resources (employee survey), and the campus building projects (student and employee surveys). In fact, the former Superintendent/President held two workshop sessions to focus on the results of the 2011 Climate Survey. The purposes of the discussions were to recognize areas where the College was doing well and address issues for improvement. Both sessions included representatives for each constituent group and were facilitated to review the Climate Survey data and capture

ideas for improving the College climate for students and employees. Each year, and as recently as the Board retreat on February 1, 2014, Climate Survey results have been presented to the Board of Trustees for information and discussion. Specific topics in the presentations include student academic needs, student inclusion and campus life, student diversity and equity, employee job satisfaction, employee communication, employee perceptions of governance, and campus relationships. Climate Survey data is also discussed at meetings of the Institutional Effectiveness Committee (IEC) and during the annual spring Institutional Planning Retreats. The Planning Process Survey is an opportunity for all staff members to offer feedback on their participation in and perceptions about the annual planning process. Lastly, the Institutional Planning Survey results are reviewed and discussed each year by the IEC and IRP. The results of the discussions have led to improvements at the College; in fact, the Leadership Academy, initiated in the 2010-2011 academic year, was formed as a result of the Campus Climate Survey results about the need for ladders to leadership. Other results include improvements in the institutional planning process and updates to the survey instrument itself. [Evidence: BOT min_2114, 2013 Campus Climate Survey Report BOT 2-1-14]

The College often collects post-session questionnaires after staff development workshops and meetings. The Staff Development Coordinator regularly administers a questionnaire to assess participants' satisfaction and learning in workshops. Particular activities, such as the Planning Retreat and the Leadership Academy, also utilize post-session feedback questionnaires.

Many offices on campus collect data to assess the effectiveness of their programs and services. The GO RIO transportation program conducts a participant survey each semester to gather opinions about the programs and solicit ideas for improvement. The Office of Student Success and Retention has commissioned focus groups and questionnaires for students in the Fast Track Learning Communities and First-Year Experience programs. In fact, a group of math instructors are implementing and refining an innovative redesign approach to streamlining students' progression through basic skills courses. They have gathered evidence through student surveys and through discussion of their own observations of teaching in the redesign project.

The Student Services area of the College implements many measures of the effectiveness of its programs and services. These measures include counts of students served, brief feedback questionnaires for students, and a pretest-posttest to measure student learning after financial aid orientations. Other measurements are discussed in Standard II.B.

Academic programs regularly collect assessment results for SLOs. *SLOlutions* software allows faculty to produce program-level SLO reports on student progress. The Honors Program annually tracks the number of participating students transferring to the University of California campuses. The Student Success Initiative is bringing a greater focus to the collection of data for students who are new to the campus. Specifically, the advent of a Freshman Success Center has led to the gathering of data on matriculation-related services and students' progress toward evidenced based milestones, for example, earning 30 units, passing a transfer-level course in math or English.

Federal grants require the collection and reporting of data on the effectiveness of programs and services. In recent years, the College has gathered effectiveness data on programs and services supported by GEAR UP, TRIO, Title V, and National Science Foundation grants. Most notably, the MESA/STEM programs at the College have made data collection and analyses foundational to its operations and growth. In addition, to tracking the progress of individual students through a Blumen database, the MESA/STEM office has requested data on numbers of students majoring and graduating in STEM fields, participating students' rates of transfer to four-year schools, course success rates of students earning a "C" in prerequisite course, comparisons of STEM course performance between program participants and non-participants in the same course, and analysis of the relationship between Academic Excellence Workshop attendance and course grades.

The College uses evaluation processes and results to promote improvement in program and services. Each year, common themes in program reviews are summarized in the form of institutional recommendations for the College. In one example, the College hired an articulation officer in 2011 in response to an institutional recommendation from program review. The work of the articulation officer led to 17 additional University of California transferrable courses for fall 2012. Articulation has created a web presence and an *Articulation Manual* on the College website.

Individual programs also evaluate and suggest improvements to their programs on an ongoing basis. In response to unsatisfactory success rates in basic skills math courses, as evidenced in the SLO results and program plans, a group of math faculty developed the Fast Track math initiative. They researched many math redesign models before choosing and implementing their redesigned approach. In addition, calculus instructors observed that their students were able to set up problems but made errors in computation. As a result of collaborative dialogue, the MESA/STEM program now includes more computational practice in Academic Excellence Workshops for calculus courses.

Other academic areas improve their programs in similar ways. The animation program revised its curriculum based on SLO data and assessments. In response to SLO results, the speech department made improvements to instructional practices for nonverbal delivery and conflict management skills. This department also clarified guidelines and students' accountability for attending lab components. The English department transitioned from a holistic essay exam to *Accuplacer* for incoming assessment placement with favorable results, and the Nursing program reports that improvements to the Childbearing Family/Women's Health course are a direct result of SLO assessments.

ACTIONABLE IMPROVEMENT PLANS – I.B.7.

None.

STANDARD I.B EVIDENCE

<u>1.B.01: Board Policy 3250 Institutional Planning</u>
<u>1.B.02: Administrative Procedure 3250 College Planning</u>
<u>1.B.03: PFC Minutes 3.11.14 accepted 4.22.14</u>
<u>1.B.04: BSI Committee 2011-12</u>
<u>1.B.05: 11-02-12 BSI Committee Meeting Minutes</u>
<u>1.B.06: 09-05-13 BSI Committee Meeting Minutes</u>
<u>1.B.07: Title V Team 2011-12</u>
<u>1.B.08: Title V Implementation Group, Mtg. Minute 05.02.13 Rev.</u>
<u>1.B.09: Title V Impl Team-Success Programs - Mtg Minutes--04 08 14</u>
<u>1.B.10: Objective 7g Response (2013)</u>
<u>1.B.11: IEC Meeting Agenda - 5-7-13</u>
<u>1.B.12: IEC Meeting Minutes Aug. 6, 2013</u>
<u>1.B.13. min 61312 with order of employment</u>
<u>1.B.14: 2013-14 Institutional Goals and Objectives</u>
<u>1.B.15: Flex Day State of the College 8-18-11</u>
<u>1.B.16: Planning Page w-IGO</u>



Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The leadership of Rio Hondo College strives to build on the strong foundation of its trustees, administrators, faculty, staff, and students to enhance the quality of the institution, particularly its student learning programs and services. To accomplish this, the leadership relies on well-defined governance roles, policies, and procedures in order that discussions and planning lead to effective decision-making and implementation. Furthermore, in relationships both external and internal to the College, campus leaders and the institution display honesty and integrity.

A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

The Board of Trustees and the Office of Superintendent/President work together to create an institutional environment that facilitates empowerment, innovation, and excellence among all constituency groups. Faculty, administrators, classified staff, and students initiate and improve College practices, programs, and services by means of participatory/shared governance, annual institutional planning processes, and program review, among other less formal or ad hoc committees.

DESCRIPTIVE SUMMARY – Standard IV.A.1.

The Board of Trustees and the Office of the Superintendent/President work collaboratively to foster an institutional environment, facilitating empowerment, innovation, and excellence among all constituency groups. Faculty, classified staff, administrators, and students have multiple opportunities to participate and/or initiate improvements in the practices, programs, and/or services at the College. Their involvement is solicited and valued as integral to the participatory/shared governance process, which, alongside student learning, is the heart of the institution. (For a

detailed explanation of why the College intentionally uses the phrase “participatory/shared governance” to describe the campus governance process, consult the *Explanation of Shared/Participatory Governance* reference in Appendix ____.) Involvement occurs through the annual institutional planning processes, notably through completion of program plans and program reviews, as well as attendance at institutional planning retreats, but it also transpires through participation in leadership academies, institutes, and committees. No matter the level or degree of initiation or involvement, the College appreciates all employee, student, and community contributions targeting improvement and student success.

The 2014 edition of the *Organizational Structure and Governance Manual* identifies the governing bodies and committees of the College, detailing the roles and responsibilities of each entity in the participatory/shared governance process (Evidence IV.A.1.001: Organizational Structures and Governance Manual 2014). Each of the four primary constituency campus groups is represented by its respective governing body: faculty are represented by the Academic Senate; classified staff, the Classified Executive Board of California State Employee Association; students, the Associated Students of Rio Hondo College (ASRHC); and management, the Management Confidential Council (MCC). These governing entities write mission statements congruent with the College Mission Statement as well as their more individual purposes (Evidence IV.A.1.002: Governance entity mission statements – *document to be created*).

Rio Hondo’s board policies and administrative procedures refer to participation/sharing in decision making, delegation of authority, and institutional planning. Institutional planning/review offers everyone on campus a venue to participate in and improve the College. Participation in annual planning transpires on the program, unit, and area levels, where involvement is encouraged and fostered through team planning efforts. Everyone has a voice. The Office of Institutional Research and Planning (IRP) orchestrates the fall planning activities: announcements, orientations, software training sessions, dedicated telephone help lines, e-mail research requests, etc. Program plans and program reviews inform unit plans; unit plans inform area plans; and area plans inform the goals and objectives of the College, as well as the institution-set standards. The culminating activity is the annual spring institutional planning retreat, where campus leaders review, discuss, and analyze the goals and objectives from the previous year, then revise and/or set new goals and objectives for the next year(s). Post-planning and post-retreat evaluations ensure improvement to the processes in the future. For complete details on the year-long planning/review process at Rio Hondo, refer to Standard I.

SELF-EVALUATION – IV A.1.

The College meets this Standard.

The *Organizational Structure and Governance Manual*, which has been updated and published each year from 2009 to 2014, explicitly details the parameters for all

constituency groups engaging in participatory/shared governance. In addition, the College offers other avenues towards increasing understanding of the participatory/shared nature of the governance process. For example, the College hosted two workshops about the spirit and praxis of Assembly Bill 1725 (Evidence IV.A.1.003: AB 1725). The first was directed by consultants from the California Academic Senate and the California Community College League of California (CCLC) in October 2008; the second occurred in October 2013, facilitated by the CEO of the CCLC and recent past president of the California Academic Senate (Evidence IV.A.1.004: Minutes of October 2008 AB 1725 Workshop and Evidence IV.A.1.005: Agenda from October 2013 Workshop). All constituency group leaders were invited to the workshops, whose primary purposes were to highlight the importance of the participatory/shared governance process and clarify roles in that process.

The following documents formally and succinctly summarize the positions of the College with regard to participatory/shared governance processes and outline the roles and processes of each constituency group:

- Board Policy 2430, “Delegation of Authority”
- Board Policy 2510, “Participation in Local Decision Making”
- Administrative Procedure 2510, “Participation in Local Decision Making Procedures”
- Administrative Procedure 3250, “Institutional Planning”

Board Policy 2510 and Administrative Procedure 2510, “Participation in Local Decision Making,” were recently reviewed through the local process and adopted by the Board of Trustees in January 2014. This final adoption is especially significant as it culminated two years of deliberation which formalized previously unwritten practices, concretely illustrating the cooperation and collaboration among constituency campus groups, senior administration, and the Board of Trustees (Evidence IV.A.1.006: Board Policies and Administrative Procedures and Evidence IV.A.1.007: Planning and Fiscal Council Minutes 2010-11; 2011-12; 2012-13; 2013-14).

The College Mission Statement is reviewed as part of the annual institutional planning retreat. This last occurred at the 2014 institutional planning retreat when participants considered the statement in consideration of the recent Student Success Task Force Initiative and the Chancellor’s Office Scorecard, for the role of community colleges have become explicitly focused on proven student success. Discussions at the spring 2013 institutional planning retreat confirmed the need to revise Rio Hondo’s Mission Statement, and a task force representing all constituencies convened in fall 2013. The five-month review process included campus-wide forums and off-campus input from the Superintendent/President’s Advisory Committee (Evidence IV.A.1.008: President’s Advisory Committee 9-30-13 Agenda). The process culminated in the adoption of the new College Mission Statement at the November 2013 Board of Trustees meeting (Evidence IV.A.1.009: Mission Statement Review Process). (For a complete description of the mission statement review process, consult the “Summary of Mission Statement Review Process” in Appendix ____.)

Keeping the campus informed about the mission, values, vision, and goals and objectives of the College is important. Such reminders help everyone focus on what is at the core of our profession—student success. The Superintendent/President discusses these important principles at each FLEX Day assembly, and all campus constituencies are reminded frequently. (Evidence IV.A.1.010: Vision/Mission/Values/Goals Statement and Evidence IV.A.1.011: 2014 Annual Report) (To review the variety of ways the campus is kept informed about the mission, values, vision, goals, and objectives of the College, please consult the “Mission Statement Reinforcement” in Appendix ____.)

The more comprehensive program review provides a venue for college-wide dialogue concerning the achievements and challenges of every program on campus. Once every six years and in lieu of the annual program plan, an all-constituency-represented Program Review Committee meets with program team members to discuss the merits and issues evident in their planning documents. The hour-long collegial discussions are lively, and the campus-wide representation inspires explanations and viewpoints not readily perceived by intimates of the program. A written record of each program review committee meeting is published in an Executive Summary, to which program teams have the opportunity to respond (Evidence IV.A.012: Program Review Committee Review Worksheet). Program-level and institutional-level recommendations are distributed to appropriate governance bodies and are considered at the spring institutional planning retreat. The recommendations are considered in the revisions and/or formulations of the College goals and objectives for the following year (Evidence IV.A.013: Program Review Six-Year Schedule). (To review a detailed example of how a particular program review contributed to improvement in a discipline, consult “Program Review” in Appendix ____.)

Information on institutional performance compares internal College data on a year-by-year basis, as well as externally to other community colleges, and is available through a variety of means. The *Campus Climate Survey Report* contains performance data information on student services and employee satisfaction, as well as student and employee performances, and is widely distributed and discussed, as well (Evidence IV.A.014: Campus Climate Survey Reports: 2011-2014). In addition, the *Annual Report* mailed to the community provides institutional performance data to on-and-off campus constituencies (Evidence IV.A.015: 2013 Annual Report). And recently, the Student Success Initiative (SSI) prompted a series of workshops, town halls, and presentations to various campus constituency groups wherein discussions about institutional performance transpired (Evidence IV.A.1.016: Student Success Initiative Website). The College Scorecard has been considered at Board of Trustee meetings, Planning and Fiscal Council (PFC) meetings, and at SSI activities (Evidence IV.A.1.017: Rio Hondo College Student Success Scorecard). In addition, the Superintendent/President includes information on the Student Success Scorecard in the opening address to the campus on fall FLEX Day assemblies. Furthermore, the Office of Marketing and Communications disseminates relevant information internally through the *President’s Monthly Update* and externally through press releases and fact sheets highlighting the comparative rankings of the College, such as the number of

degrees awarded in various disciplines (Evidence IV.A.018: President's Monthly Update, Evidence IV.A.019: News Releases, Evidence IV.A.020: 2013 Summer Newsletter, and Evidence IV.A.21: 2013 Fast Facts)

A concrete illustration of how campus leaders took initiative to use systematic, participative/shared process to assure effective discussion, planning, and implementation can be ascertained in the difficult, yet deliberative course reduction process in 2012 (Evidence IV.A.22: Agenda or Minutes from July 2012 Course Reduction Meeting). The Vice President of Academic Affairs, under the direction of the Superintendent/President, led a fairly represented group of administrators and faculty members through a collaborative process that prioritized student achievement while confronting the necessity of reducing sections of course offerings. (For a detailed chronology of this process, see "Course Reduction" in Appendix ____.)

ACTIONABLE IMPROVEMENT PLANS – IV A.1.

None.

- 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY – Standard IV.A.2.a.

The governing documents, board policies, and administrative procedures of the College comply with the spirit, intent, and legality of Assembly Bill 1725, the landmark law passed in 1989, codifying participatory/shared governance. That legislation specifically states that California community colleges adopt "minimum standards for governing procedures established by governing boards . . . to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions are given every reasonable consideration and the right of academic senates to assume primary responsibility in the areas of curriculum and academic standards." All constituents at Rio Hondo College acknowledge the primacy of the law over any divisional or factional opinions and strive to adhere to the spirit and letter of the law of Assembly Bill 1725.

The *Organizational Structure and Governance Manual* outlines the College administrative organization; the means to ensure widespread participation in the planning and decision-making process; and a listing, description, and function of councils and committees. These entities consist of constituent representatives from faculty, classified staff, administrators, and in some cases, students. (A complete list of the College governance committees can be reviewed in Appendix ____.)

While the Board of Trustees is responsible for setting board policies that frame campus governance, several institutional board policies and administrative procedures describe faculty, classified staff, administrator, and student roles in College governance. All of these policies and procedures are described in the subsequent Self Evaluation section of this narrative.

SELF-EVALUATION – IV A.2.a.

The College meets this Standard.

Participatory/shared governance has predicated revisions and subsequent Board of Trustee approvals of Board Policy 2410, “Board Policy and Administrative Procedure,” and Board Policy 2510, “Participation in Local Decision Making” (Evidence IV.A.2.a.002: Board Policy 2510 and Evidence IV.A.2.a.003: Board Policy 2410). Over the past two years, campus constituency group leaders have worked diligently with the administration in revising both BP 2410 and BP 2510, as well as Board Policy 4020, “Program Curriculum, and Course Development.” These rigorous revision efforts resulted in Board of Trustee approval of the policies in **October 2013** (Evidence IV.A.2.a.004: Minutes from October 2013 BOT Meeting). These policies—along with the information outlined in the 2014 edition of the *Organizational Structure and Governance Manual*—comprise the guiding documents for participatory/shared governance for the College in place at this time.

Board Policy 2510, “Participation in Local Decision Making,” affirms the commitment of the Board to participatory/shared governance. The process for establishing and including all campus constituency groups in subsequent revisions of board policies and administrative procedures are delineated in Board Policy 2410, “Board Policy and Administrative Procedure.” These two policies have been recently updated through the College review process and approved by the Board in **November 2013**.

Administrative Procedure 2510, “Participation in Local Decision Making,” outlines the processes for collegial consultation between administration and the Academic Senate and the requirement that both parties mutually agree (Evidence IV.A.2.a.005: Administrative Procedure 2510). Collegial consultation is required for board policies and administrative procedures, which include items under the Academic Senate domain, commonly referred to as the 10+1 listing as outlined in

Assembly Bill (AB) 1725. (For details on cases when collegial consultation is not required, consult a more detailed reference to AP 2510 in Appendix ____.)

The process regarding administrative procedures is similarly described in Administrative Procedure 2410, “Board Policy and Administrative Procedure,” as well, with the exceptions that “revised procedures will be forwarded to the Board as information items for review. Administrative procedures are considered operational and do not require Board approval. They are forwarded to the Board as information items” (Evidence IV.A.2.a.006: Administrative Procedure 2410).

Several other board policies and administrative procedures delineate the faculty role in college governance and decision-making. Board Policy 4010, “Academic Calendar,” authorizes the negotiation of the academic calendar with “the appropriate collective bargaining unit,” which is the Rio Hondo College Faculty Association (RHCFA) (Evidence IV.A.2.a.007: Board Policy 4010).

Board Policy 4020, “Program, Curriculum, and Course Development,” authorizes the Superintendent/President to “establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance” (Evidence IV.A.2.a.008: Board Policy 4020). It also clearly states that “these procedures shall include appropriate involvement of the faculty and Academic Senate in all processes.” BP 4020 was the subject of extensive discussion with reference to the College’s efforts to create and approve a series of transfer degrees in response to Senate Bill 1440. (For a summary of these efforts and how they demonstrate the College’s efforts to follow BP 4020, refer to “Evidentiary Narrative on the Transfer Degree Issue”.)

It is also important to note that the corresponding Administrative Procedure 4020, “Program and Curriculum Development,” specifically acknowledges that “faculty, acting through discipline areas within the academic divisions and through the Curriculum Committee, a sub-committee of the Academic Senate, shall be responsible for program and curriculum development” (Evidence IV.A.2.a.009: Administrative Procedure 4020). AP 4020 was the subject of further discussion with reference to the College’s efforts to create transfer degrees in response to SB 1440. (For a detailed explanation of the College’s efforts to comply with AP 4020, please refer to “Evidentiary Narrative on the Transfer Degrees Issue.”)

In summary, the key lessons learned by the College with respect to the transfer degrees issue and BP/AP 4020 are as follows:

- 1) that the Board fully understand and appreciate academic expertise in the area of curriculum and degrees;
- 2) that Board dialogue about details related to curriculum and degrees can be misperceived as going too far if the Board’s dialogue includes details at the operational level; and

- 3) that the Board's role as policy makers requires striking a balance between responding to public pressure and delegating authority to the Superintendent/President.

Another lesson that resulted from the transfer degrees issue, which is now practiced by the Board, is to become fully educated on any new statewide educational mandates, such as SB 1440. By becoming fully educated, the Board can become well-versed, well-trained, and fully cognizant of the responsibilities, expectations, and milestones related to the implementation of new mandates. Thanks in part to the Board becoming fully educated on SB 1440 and thanks in large part to the faculty who worked on the transfer degrees, the College has been able to complete 19 associate degrees for transfer to comply with SB 1440. This lesson about becoming fully educated on state mandates, in addition to lessons learned from the transfer degrees issue, was discussed by the Board at a special board meeting in May 2014. The Board becoming fully educated on the Student Success Initiative (SSI) from 2012 to 2014 has enabled the College to be in compliance with SB 1456 – the Student Success Act of 2012. Ongoing board education continues to be a priority for the Board as evidenced by the inclusion of professional board development as one of the Board's annual 2013-2014 goals.

Another lesson learned is the Board's affirmation of its policy role and its respect for the participatory/shared governance structure. At the 21 June 2014 special Board meeting, the Board stated that it is committed to its obligation to ensure that members of the campus community have ample opportunity to effectively participate in participatory governance. The Board also recognizes the unique role of the Academic Senate and faculty in general with respect to academic and professional matters. [New evidence to be added here]

Administrative Procedure 4021, "Vocational Program Discontinuance," specifies that the "Planning/Fiscal Council will convene a review committee consisting of 2 managers and 2 faculty members" in the deliberations for discontinuance of a vocational program (Evidence IV.A.2.a.010: Administrative Procedure 4021). Administrative Procedure 4050, "Articulation," specifies that "[a]rticulation requests may come from faculty at the college or from four-year institutions" (Evidence IV.A.2.a.011: Administrative Procedure 4050).

Students are the primary focus of the College, and toward that end, Board Policy 5400, "Associated Students Organization," authorizes students to organize and become the voice for their constituents in the College decision-making processes (Evidence IV.A.2.a.012: Board Policy 5400). Board Policy 2015, "Student Member of the Board," ensures that voice through the peer-elected student trustee (Evidence IV.A.2.a.013: Board Policy 2015). Indeed, both Board Policy 2105, "Election of Student Member, Board of Trustees," and its corresponding Administrative Procedure 2105, "Election of Student Members," ensure that the student voice is heard (Evidence IV.A.2.a.014: Board Policy 2105 and Evidence IV.A.2.a.015: Administrative Procedure 2105). In addition, students are included

on most campus committees, such as Planning and Fiscal Council, Safety Committee, and Educational Master Plan and Mission Statement work groups.

ACTIONABLE IMPROVEMENT PLANS – IV A.2.a.

None.

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

DESCRIPTIVE SUMMARY – Standard IV.A.2.b

One of the primary functions of the Academic Senate is making recommendations to the Superintendent/President and the Board of Trustees regarding curriculum, academic standards, and other professional matters

The Academic Senate relies on campus committees, such as Curriculum, Distance Education, Student Learning Outcomes, and Instructional Technology, to provide faculty the forum and opportunity to develop policies and procedures that significantly impact academic and related matters.

In addition, faculty have input on other governance committees related to student learning, including the Student Services Program Leadership Council and the Student Success and Support Programs Committee. Faculty members also serve on the College Student Success Task Force and various ad hoc committees as needs arise.

Academic and student services administrators of the College are instrumental in aiding in the development of student learning programs and services. Deans and directors serve on the Curriculum, Distance Education, Student Learning Outcomes, and Instructional Technology committees to name a few.

SELF-EVALUATION – IV.A.2.b

The College meets this Standard.

The Rio Hondo College Academic Senate consists of both full-time and part-time division-elected faculty senators, proportionally representing academic and student service areas. The Senate and its subcommittees express the views of the faculty. The College supports the work of the Academic Senate by providing reassigned time to the Executive Committee, so those elected officers may fully participate in participatory/shared governance activities, complete the work of the Senate, and provide time to confer with administrative officials. The College and the

Academic Senate mutually agree on recommendations made by the Senate and its subcommittees in the areas commonly referred to as the 10+1. Several Board policies insure appropriate involvement of the faculty. [1, 2, 3, 4, 5, 6, 7]

The Curriculum Committee monitors, reviews, and recommends new and revised curricula, ensuring compliance with California state standards as set by the California College Chancellor's Office. The committee is composed of twenty-two faculty members, one of whom serves as chair, one student, an evaluation technician, the Dean of Business, and the Dean of the Library. [5, 8]

The Distance Education Committee (DEC) recommends to the Academic Senate and administration quality standards, regular and substantive contact with students, best practices, and compliance with legal requirements such as the Americans with Disabilities Act (ADA) in all online, hybrid, and enhanced courses. The DEC sets training standards and recommends the selection of course management systems. The committee is composed of twelve faculty members, the faculty Distance Education Coordinator who serves as chair, two classified employees, two academic administrators, and Director of Information Technology. [5]

The Instructional Technology Committee makes recommendations on matters relating to technology used in instruction and student services. They evaluate software and hardware for use in on-ground classrooms and online courses, as well as provide training opportunities in instructional technology. The committee is composed of ten faculty members, one of whom serves as chair, two classified employees, and two administrators, and Director of Information Technology. [5]

The Student Learning Outcomes (SLO) Committee recommends College policy relevant to student learning outcomes; provides assistance and guidance to employees in the development and assessment of SLOs; and reviews program, degree, and institutional SLOs in efforts to ensure high quality assessment. The committee works closely with the Institutional Effectiveness Committee (IEC) and the Office of Institutional Research and Planning (IRP) to ensure SLOs are linked to the institutional planning process. The SLO Committee is composed of two faculty representatives from the divisions of Communications and Languages, Behavioral and Social Sciences, and Math and Sciences; one representative from each of the remaining divisions; the faculty SLO Coordinator, who serves as chair; one academic dean; a student services area manager; the Dean of Institutional Research and Planning, the Dean of Library and Instructional Support; and the Vice Presidents of Academic Affairs and Students Services. [5]

Beyond making recommendations through its various subcommittees, the Academic Senate regularly makes recommendations to the College on matters also clearly under its 10 + 1 purview. For example, on 8 January 2014, the Academic Senate sponsored a student success workshop to formulate recommendations for the College Student Success Task Force. The recommendations were subsequently reported to the Board of Trustees; the general assembly at spring FLEX Day; the

Academic Senate; Planning and Fiscal Council (PFC); Student Success Initiative Task Force; Student Success and Support Programs (SSSP) Committee; and Associated Students Rio Hondo College (ASRHC). [9]

ACTIONABLE IMPROVEMENT PLANS – IV.A.2.b

None.

3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

DESCRIPTIVE SUMMARY – Standard IV.A.3

The goals and objectives of the College are best achieved through the participatory/shared governance structure. Cooperation, collaboration, and collegiality are the exemplary values constituents aspire to uphold throughout the governance process. Campus constituencies are afforded opportunities to provide recommendations on proposals by the Board and/or the Superintendent/President; constituents may, in some limited cases, bring forward recommendations of their own. The organizational structures and governance practices of the College are outlined in the *Organizational Structure and Governance Manual*. [1]

SELF-EVALUATION – IV.A.3

The College meets this Standard.

The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. The Board promotes the Mission, Vision, and Values of the College [1] by respecting the role of the faculty, students, classified staff, confidential employees, and administration. Faculty involvement in governance is guaranteed by Assembly Bill 1725 and Title 5, sections 53200 through 53206, and the Board encourages other campus constituencies to become involved in governance, as well. [2, 3] In addition, the Board has the authority to delegate decision making to the Superintendent/President. However, both the Board and the Superintendent/President are mindful of and value contributions to the decision making process from all constituencies, which have most recently contributed to the realization of the Student Success Initiative Task Force. [4]

The Academic Senate represents the faculty, whose primary function is making recommendations on academic and other 10+1 matters. The California School Employees Association (CSEA) serves as the governance body for classified employees. The Associated Students of Rio Hondo College (ASRHC) acts on behalf of student interests, and the Management/Confidential Council (MCC)

represents all deans, directors, and confidential employees. The Superintendent/President meets periodically with the Senate Executive officers as well as the CSEA and ASRHC leadership to discuss topics of concern. [5]

Cooperation, collaboration, and collegiality are evident in the governance process. The Academic Senate regularly acts on revisions to board policies and administrative procedures, provides guidance to faculty serving on various committees, and most recently took initiative in sponsoring a workshop on the Student Success Initiative (SSI). [6] The Planning and Fiscal Council (PFC), on which all campus constituencies serve, acts as a principal conduit for budgetary and planning recommendations to the Superintendent/President. All recommendations for staffing, technology requests, and facility needs are funneled through PFC. The Curriculum Committee is engaged in directing course revisions, new course requests, and new degree programs. The Program Review Committee makes program-level recommendations and, when campus trends are noticed, the committee sees that institutional recommendations are sent to the appropriate governance body. [5]

Collaboration results in successful products for which all can share credit. The Early College Academy (ECA) [7], the South Whittier Educational Center (SWEC) and El Monte Educational Center (EMEC) [8, 9], the Student Success Initiative Task Force [4], and the annual institutional planning retreat [10] are just a few examples.

The consequences of following collaborative processes also may include disagreement among groups. No one is confused that authority and responsibility for decision-making lies with the Superintendent/President in those matters the Board has delegated to that position. However, certain governance bodies on campus are given certain responsibilities, and interpretation of those responsibilities can give rise to disagreements. One such committee is the Planning and Fiscal Council (PFC). Administrative Procedure 3250, "Institutional Planning," states that PFC has the responsibility for "developing and presenting planning, budget, and other recommendations." While the communication and cooperation between the District and other parties in the participatory/shared governance structure has markedly improved, campus constituencies feel that this aspect of Planning and Fiscal Council is not always utilized to its fullest possible extent. [11]

A second disagreement that deeply and negatively affected participatory/shared governance processes occurred during the 2011-2012 academic year. On 26 October, the Superintendent/President at that time initiated a complaint against three faculty members, alleging discrimination and harassment. The College followed the required procedures and neither discrimination nor harassment was found. Subsequently, the Rio Hondo College Faculty Association (RHCFA) filed an unfair practice charge that was resolved to the mutual agreement of both sides. [12]

The College is committed to guaranteeing free speech and providing safe venues for communication between and among all campus constituencies and has expressed this publicly. [13] The College recognizes that even though the participatory/shared governance process has improved since the aforementioned incident and works well, some areas are still in need of improvement.

ACTIONABLE IMPROVEMENT PLANS – IV.A.3

None.

- 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

DESCRIPTIVE SUMMARY – Standard IV A.4.

Rio Hondo College values open communication, honesty, and truthfulness. [1] When interacting with external agencies, the College advocates and demonstrates these values. In addition, the College complies with Accrediting Commission for Community and Junior Colleges (ACCJC) standards, policies, and guidelines and adheres to their requirements for public disclosure of self-evaluations, team visits, and other reports. Accuracy and promptness is always an important consideration in all communications.

SELF-EVALUATION – IV A.4.

The College meets this Standard.

The Western Association of Schools and Colleges accredits Rio Hondo College, and the California Community College Board of Governors authorizes the College to offer courses. The College maintains memberships with the American Association of Community Colleges (AACC), the California Association of Community Colleges (CACC), and the San Gabriel/Foothill Valley Association of Community Colleges. [2]

As a consequence of the 2008 College application for reaffirmation [3], ACCJC tendered six recommendations [4] intended to improve adherence to standards, guidelines, and policies of the Commission. In October 2009, the College submitted a follow-up report [5] addressing those recommendations, and the Commission responded in affirming accreditation. [6] A *Midterm Report* was submitted in October 2011, [7] and a *Status Report on Student Learning Outcomes* in October 2012. [8]

Commitment to integrity is important to the College. Attesting to this was the College response to a breach in test security at the Police Academy in August 2010. [9, 10] Shortly thereafter, in October 2010, the police academy program of the College was suspended by the California Commission of Peace Officer Standards and Training (POST). This has been a difficult challenge for the College. However, the Superintendent/President, in tandem with deans, directors, and faculty of Public Safety, have collaborated with POST officials for more than two years in redesigning and improving all aspects of the Police Academy. In March 2011, POST provided the College with limited authorization to offer police academy courses. Since then, monthly telephone conference calls with POST's Deputy Executive Director and leading Bureau Chiefs led to the academy being reopened in June 2012 and the first extended academy cohort graduated in July 2013. The first intensive academy cohort since suspension is slated to begin training later this year.

Several College programs are certified by other external agencies, such as POST, and these programs comply with the requirements of the relevant agencies. [12]

The College complies with ACCJC's requirements to submit substantive change proposals and notifications. Among those submitted were a distance learning proposal; certificates for child development; business marketing; transmission service; engine repair; brake suspension service; and associate degrees in advanced engine performance, logistics management, kinesiology, business marketing, English, physics, and early childhood education. [13, 14]

With regard to the United States Department of Education (USDE) regulations, independent auditors for the College attest to compliance with financial requirements for programs such as TRIO, TRIO-STEM, and its Title V grants. [15] Furthermore, the College adheres to federal standards in areas such as assessing student learning and distance education.

ACTIONABLE IMPROVEMENT PLANS – IV A.4.

None.

- 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

DESCRIPTIVE SUMMARY – Standard IV A.5.

On 9 October 2013, the Board of Trustees reviewed the proposed Governance Committee Review Process, to be implemented in evaluating the governance and decision-making entities of the College (Evidence IV.A.5.001: Minutes from October 9, 2013 BOT Meeting). This culminated a year-long deliberative process among all

constituency groups, formalizing the previous informal self-reflection process haphazardly implemented across campus, such as those cited in Planning and Fiscal Council (PFC) and Institutional Effectiveness Committee (IEC) minutes (Evidence IV.A.5.002: Minutes from Planning and Fiscal Council 2/12, 2/26, 4/23 Meetings). The capstone of the new governance committee review process is a formal survey instrument that was crafted by the Office of Institutional Research and Planning (IRP) (Evidence IV.A.5.003: 2014 Governance Committee Review Survey). This survey prompts all respondents to identify committee strengths and weaknesses and asks for relevant data where appropriate to support assertions.

This online survey included a series of questions that enabled governance committee members to evaluate their governance committees. For example, a few of the questions ask governance committee members to assess each year how well their particular committee fulfilled its purpose, how much their the committee was able to influence the overall decision making process of the College, and how well their the committee communicated with other governance committees.

Results are summarized by IRP and reported to the Superintendent/ President for consideration in President's Council, a governance committee comprised of representatives of faculty leadership, classified staff leadership, management/confidential council leadership, and the administration.

Additionally, the Accreditation Leadership Team (ALT) surveys the campus, with the specific intention of collecting cogent accreditation information (Evidence IV.A.5.004: 2013 Accreditation Survey). Of particular significance is a desire to assess campus-wide perceptions of governance entities. One of the questions included in the survey relates directly to campus perception of governance entities. This particular question will be included in future campus climate surveys distributed biennially to the entire campus. Implementation will result in at least three sets of responses that can be disaggregated by employee group over time. Having this information will help determine whether there are divergences of perception towards governance and governance efficacy from one employee group to another.

SELF-EVALUATION – IV A.5.

The College meets this Standard.

The Governance Committee Review Survey was administered in spring 2014 to eight governance committees. These committees were chosen because of their direct impact on the governance and decision-making processes, their inclusion of employees from all three primary groups, and their participation in the institutional planning process. (For a complete list of the eight governance committees who participated in the governance committee review survey, refer to Appendix ____.) A summary of the results was submitted to President's Council in July 2014. The leaders of the various employee groups who serve on President's Council were asked to share the results with their respective employee groups so that all employees were informed about the

results. Also, the Office of the Superintendent/President distributed the results of the survey to the participating governance committee chairs so that the chairs could review the survey results and discuss them with their respective governance committees. [More language will be added here after the July 1 President's Council Meeting and discussion of governance committee review survey results.]

The survey results indicated that most governance committee representatives believe they are fulfilling the purpose of their respective committees, and most believe that materials/resources received in their particular committees have helped them participate effectively as committee members. However, when asked what could be improved within their respective governance committees, members predominantly indicated better communication between their committee and other committees, as well as more thorough discussion of annual goals and objectives. Moreover, when asked what could be improved overall in governance and decision-making on campus, the most common response was better communication within and among governance committees. This theme of improved communication is also echoed in the results of the Campus Climate Survey. (For a summary of the 2014 Governance Committee Review Survey results, refer to Appendix ____.)

One of the governance committees demonstrating the most rigorous self-evaluation and assessment process is the Staffing Committee. This committee, comprised of classified staff, faculty, and managers, is tasked with the responsibility of reviewing staffing requests that arise through the planning/review process and ranking them in order of importance. After the 2013-2014 institutional planning cycle, the Institutional Effectiveness Committee (IEC) invited members of the Staffing Committee, as well as members of the entire campus community, to participate in several meetings to evaluate the staffing committee process, recommend changes to the process, and decide on which changes to implement in the following year (Evidence IV.A.5.005: Minutes from Institutional Effectiveness Committee Special Meeting to Evaluate Staffing Committee) The changes agreed to during summer 2013 were recently incorporated into the 2014-2015 institutional planning cycle.

The College has been working hard to address the theme of improving communication between and among governance entities on campus since 2010. In October and November 2010, the Board of Trustees directed the Superintendent/President to host two multi-stakeholder work sessions intended to improve communication among all campus leaders. The College invited an independent consultant to serve as a facilitator for these two work sessions, which were held on Saturdays. These two meetings included representatives from the Board, the Superintendent/President, faculty, classified, confidential, and management leadership. Session topics included cultivating trust, clarifying roles, and establishing ground rules. The common theme expressed at these stakeholder meetings was the need to identify practical ways to build trust and enhance communication among constituency groups. (To review meeting agendas and minutes for both of these meetings, refer to Appendix ____.)

The president of each constituency group co-authored with the Superintendent/President a joint letter, dated 29 November 2010, to update the College community about the ongoing efforts to improve constituency group relations and the communication process. Also mentioned in the letter was a shared commitment to pursuing specific action items related to establishing “safe zones,” enhancing supervisor/employee relations, and ensuring that planning and governance processes are effective. (To review the text of this letter, refer to the Appendix ____.)

ACTIONABLE IMPROVEMENT PLANS – IV A.5.

Although the standard has been met, the College is continuing to work to surpass the standard and to achieve excellence in this area of governance and decision making structures review. The Superintendent/President intends to work with the Dean of Institutional Research and Planning (IRP) to review the current evaluation instrument and determine how it can be improved for the next cycle in the 2014-15 year. In addition, the Superintendent/President’s has already had a discussion with the Dean of IRP to expand the number of governance committees included in the survey instrument. Furthermore, the Superintendent/ President intends to work closely with the leadership of each constituency group to improve the response rate of governance committee members among all employee groups.

EVIDENCE– IV.A.1

Evidence IV.A.1.001: Organizational Structures and Governance Manual 2014
Evidence IV.A.1.002: Governance entity mission statements – document to be created
Evidence IV.A.1.003: AB 1725
Evidence IV.A.1.004: Minutes of October 2008 AB 1725 Workshop
Evidence IV.A.1.005: Agenda from October 2013 Workshop
Evidence IV.A.1.006: Board Policies and Administrative Procedures
Evidence IV.A.1.007: Planning and Fiscal Council Minutes 2010-11; 2011-12; 2012-13; 2013-14
Evidence IV.A.1.008: President’s Advisory Committee 9-30-13 Agenda
Evidence IV.A.1.009: Mission Statement Review Process
Evidence IV.A.1.010: President’s Office Vision/Mission/Values/Goals Statement and
Evidence IV.A.1.011: 2014 Annual Report
Evidence IV.A.012: Program Review Committee Review Worksheet
Evidence IV.A.013: Program Review Six-Year Schedule
Evidence IV.A.014: Campus Climate Survey Reports: 2011-2014
Evidence IV.A.015: 2013 Annual Report
Evidence IV.A.1.016: Student Success Initiative Website
Evidence IV.A.1.017: Rio Hondo College Student Success Scorecard
Evidence IV.A.018: President’s Monthly Update
Evidence IV.A.019: News Releases
Evidence IV.A.020: 2013 Summer Newsletter
Evidence IV.A.21: 2013 Fast Facts

EVIDENCE IV.A.2.a.

Evidence IV.A.2.a.001: 2014 Organizational Structures and Governance Manual
Evidence IV.A.2.a.002: Board Policy 2510
Evidence IV.A.2.a.003: Board Policy 2410
Evidence IV.A.2.a.004: Minutes from October 2013 BOT Meeting
Evidence IV.A.2.a.005: Administrative Procedure 2510
Evidence IV.A.2.a.006: Administrative Procedure 2410
Evidence IV.A.2.a.007: Board Policy 4010
Evidence IV.A.2.a.008: Board Policy 4020
Evidence IV.A.2.a.009: Administrative Procedure 4020

EVIDENCE–IV.A.2.b

BP 4020 Program, Curriculum and Course Development
BP 4025 Philosophy and Criteria for Associate Degree General Education
BP 4050 Articulation
BP 4220 Standards of Scholarship
Organizational Structure and Governance Manual
Rio Hondo College Officials
Participation in Local Decision Making
Curriculum Committee website
Senate Student Success Workshop Presentation: Drop Box/Standard IV.A.Decision Making Roles & Processes/Evidence/Senate Student Success Workshop Presentation.pptx

EVIDENCE–IV.A.3

Vision, Mission, and Values Statement
BP 2510 Participation in Local Decision Making:
AP 2510 Participation in Local Decision Making:
Student Success Initiative Task Force website
Organizational Structure and Governance Manual
Senate Student Success Workshop Presentation: Drop Box/Standard IV.A.Decision Making Roles & Processes/Evidence/Senate Student Success Workshop Presentation.pptx
Early College Academy website
South Whittier Educational Center website
El Monte Educational Center website
Institutional Planning Retreat 2014 Planning Resources
IV.A.3 Evidentiary Narrative re: Planning and Fiscal Council Drop Box/Standard IV.A.Decision Making Roles & Processes/Evidence/ IV.A.3 Evidentiary Narrative re: Planning and Fiscal Council.docx
IV.A.3 Evidentiary Narrative re: Discrimination Complaint Drop Box/Standard IV.A.Decision Making Roles & Processes/Evidence/ IV.A.3 Evidentiary Narrative re: Discrimination Complaint.docx

EVIDENCE–IV.A.4

Vision, Mission, and Values Statement
Introduction to the Rio Hondo College 2013-2014 Catalog
2008 Application for Reaffirmation of Accreditation
ACCJC Evaluation Report
2009 Follow-Up Report
Notice of Reaffirmation of Accreditation
2011 Midterm Report
2012 College Status Report on Student Learning Outcomes Implementation
POST Commission Meeting Minutes 24 Feb 2011 Drop Box/Accreditation Self
Evaluation 2014 – Shared/Standard IV.A.Decision-Making Processes/Evidence/POST
Commission Meeting Minutes 24 Feb 2011.pdf
POST Commission Meeting Minutes 23 June 2011 Drop Box/Accreditation Self
Evaluation 2014 – Shared/Standard IV.A.Decision-Making Processes/Evidence/POST
Commission Meeting Minutes 23 June 2011
Private Communication: Superintendent/President, Vice-President of Academic
Affairs, Dean of Public Safety, and the co-chairs of the Standard IV committee
IV.A.4 Evidentiary Narrative re: Certification by External Agencies Drop
Box/Standard IV.A.Decision Making Roles & Processes/Evidence/ IV.A.4 Evidentiary
Narrative re: Certification by External Agencies.docx
Substantive Change Proposal 19 Feb 2010 Drop Box/Accreditation Self Evaluation
2014 – Shared/Standard IV.A.Decision-Making Processes/Evidence/ Substantive
Change Proposal 19 Feb 2010.pdf
Substantive Change Proposal 19 Feb 2010 Drop Box/Accreditation Self Evaluation
2014 – Shared/Standard IV.A.Decision-Making Processes/Evidence/Substantive
Change Proposal 19 Feb 2010.pdf
Report of Independent Auditors Drop Box/Accreditation Self Evaluation 2014 –
Shared/Standard IV.A.Decision-Making Process/Evidence/Report of Independent
Auditors.pdf

EVIDENCE – Standard IV.A.5.

Evidence IV.A.5.001: Minutes from October 9, 2013 BOT Meeting
Evidence IV.A.5.002: Minutes from Planning and Fiscal Council 2/12, 2/26, 4/23
Meetings
Evidence IV.A.5.003: 2014 Governance Committee Review Survey
Evidence IV.A.5.004: 2013 Accreditation Survey
Evidence IV.A.5.005: Minutes from Institutional Effectiveness Committee Special
Meeting to Evaluate Staffing Committee

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The Board of Trustees and the Superintendent/President work in tandem as necessary yet still recognize the unique responsibilities each fulfills in the governance of the College. The Board establishes policies which help facilitate achievement of the College mission and vision. The Superintendent/President assumes responsibility for daily operations of the College, including strategic planning, budget control, and communications. Incoming board members and presidents are in-serviced about their unique roles and are reminded about these roles to ensure best practices and reflection of lessons learned with respect to governance. Furthermore, both trustees and presidents learn about their roles in the context of participatory/shared governance, which enables faculty to provide input on governance matters. Given that Rio Hondo College is a single campus district, the portion of Standard IV which deals with multi-college districts (substandard IV.B.3) will not be addressed in this self-study.

- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

DESCRIPTIVE SUMMARY – Standard IV B.1.

A primary function of the Board of Trustees is to exercise ultimate authority for educational quality, legal matters, and financial integrity by establishing policies that are consistent with the College Mission Statement. Furthermore, the Trustees act in a manner consistent with its policies and protocols; publish the policies, protocols, and code of ethics; establish a program of Board development; assess Board performance, are informed and involved in accreditation; and select and evaluate the Superintendent/President. In doing so, the Board assures quality, integrity, and effectiveness of the College's student learning programs and services.

SELF-EVALUATION – IV B.1.

The Board of Trustees has the authority and responsibility to make decisions in those areas charged to it by federal and state laws and regulations. The Board acts in the public interest in its role as an independent policy-making entity.

In its fiduciary duty, the Board advocates for and defends the College from unwarranted and inappropriate influence. The Board acts as a whole, once it comes to a decision.

The Board has established Board Policy 4020, “Program, Curriculum, and Course Development,” to ensure that College programs and curricula “shall be of high quality, relevant to community and student needs, and evaluated regularly.” This requirement is infused throughout pertinent policies and administrative procedures.

The District makes available on the Board webpage all board policies and administrative procedures. The Board selects the Superintendent/President according to Board Policy 2431, “Superintendent/President Selection.” During the 2012-2013 academic year, the Board initiated the process to select a new Superintendent/President, and on 8 May 2013 the Board appointed the new Superintendent/President. The Board followed the process and reviewed the policy and, after seeking recommendations through the shared/participatory governance process, approved the policy on 15 January 2014.

The Board evaluates the Superintendent/President according to Board Policy 2435, “Evaluation of Superintendent/President.” The Superintendent/President was last evaluated between April and July 2014. This board policy, as with all policies, is reviewed biennially. (A complete summary of presidential tenures with start and end dates is included in Appendix _____. This summary helps to explain the timing of various activities, including the Superintendent/President evaluation.)

ACTIONABLE IMPROVEMENT PLANS – IV B.1.

None.

- a. **The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

DESCRIPTIVE SUMMARY – Standard IV B.1.a.

The Board of Trustees consists of five publicly elected officials, one from each of the five single-member districts, and one at-large student trustee elected by the Associated Students Rio Hondo College (ASRHC).

The Trustees are involved in many activities within the District, which keeps them abreast of concerns and issues of their constituents and helps inform their decision-making at the College. The complete list of activities encompasses national organizations, advocacy groups, state and regional associations. (See Appendix ____ for the complete list of activities and organizations.) This list also includes local organizations such as city commissions, oversight boards, task forces, foundations, non-profits and many other organizations which reflect the Trustees’ interests (Evidence IV.B.1.a.001: Rio Hondo College 2013-14 Board of Trustee Biographies).

The Trustees' continuous engagement with the community demonstrates their evolving understanding of the public interest.

Board members also attend conferences and meetings related to policy making and advocacy. The Board has remained active with the American Association of Community Colleges (AACC), the American Community College Trustees (ACCT), the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the San Gabriel Foothill Association of Community Colleges (Evidence IV.B.1.a.002: Conferences and Workshops Attended from 2009-14).

Trustees regularly advocate for the College. Board members attend Capitol Day activities in Sacramento, sponsored by CCLC in late January after the Governor releases the budget, in an effort to protect state funding for community colleges (Evidence IV.B.1.a.003: Sacramento Advocacy Meetings from 2009-14). Similarly, Trustees advocate as appropriate for cogent legislation at the Community College National Legislative Summit sponsored by AACC and ACCT in Washington, D.C. (Evidence IV.B.1.a.004: Washington, D.C. Advocacy Meetings from 2009-14). Furthermore, the Board of Trustees actively advocates for legislation or statewide initiatives that promote, protect, or increase funding for community colleges. Conversely, the Board opposes measures that may have a negative impact on community colleges (Evidence IV.B.1.a.005: Minutes from August 8, 2012 BOT Meeting).

Trustees are transparent. Each year, Trustees complete an Annual Statement of Economic Interests, Form 700, and submit it to the State of California Fair Practices Political Commission. In doing so, they attest to any potential economic interests that could create or be perceived to create a conflict of interest regarding future decisions or votes.

SELF-EVALUATION – IV B.1.a.

The College meets this Standard.

The Trustees make decisions by majority at Board meetings during open session, at which time they act as a collective body, as one voice. Indeed, as stated in the 2013 edition of the *Trustee Handbook*, they are “stewards for the public interest” and “have the authority only when they are meeting as a board” and not as “individual trustees” who by themselves “have no authority.” (Evidence IV.B.1.a.006: 2013 CCLC Trustee Handbook).

The effectiveness of the Board in avoiding conflicts of interest has protected the College from individual agendas and ensured focus on the public interest. The vigilance of the Trustees in being transparent on their Form 700 documents and willingness of Trustees to recuse themselves from taking votes that might be perceived as conflicts of interest have protected the College from outside influence or pressure.

These practices ensure compliance with Board Policy 2710 and Administrative Procedure 2710, “Conflict of Interest, Administrative Procedure,” as well as Administrative Procedure 2712, “Conflict of Interest and Disclosure Code” (Evidence IV.B.1.a.007: Board Policy 2710, Evidence IV.B.1.a.008: Administrative Procedure 2710 and Evidence IV.B.1.a.009: Administrative Procedure 2712). These policies and procedures define conflicts of interest, require disclosure of even remote conflicts, describe filing procedures for conflict of interest statements, and include consequences of code violations.

An illustration of the Board reflecting the public interest and acting as a whole relates to the creation of two off-campus educational centers in South Whittier (SWEC) and El Monte (EMEC). Throughout the planning, construction, and maintenance of these educational centers, the Trustees have remained steadfast in their promise to the community and unified in a common purpose. (See Appendix ___ for a summary how these actions demonstrate the Board representing public interest.)

The SWEC and EMEC examples illustrate exemplary Board behavior: cooperation and altruism. Such conduct is congruent with model Board behavior, as described at a special Board study session facilitated by a consultant to the Board. The consultant reminded Trustees that their authority emanates from their acts as a collective, not as individuals (Evidence IV.B.1.a.010: Minutes from October 19, 2013 BOT Special Meeting; Notes from presentation slides 26 and 28). The consultant emphasized that the Trustees must work as a team, setting aside individual agendas. (For a complete description, refer to the “Educational Center Evidentiary Narrative” in Appendix ___.)

Another example of the Board advocating for and defending the College from outside pressure is the campaign to approve Proposition 30 in fall 2012. Faced with the prospect of draconian mid-year budget cuts, the Board passed a resolution supporting Proposition 30 to ensure much needed revenue for community colleges. Beyond passing the resolution, the Trustees were united in their efforts to raise funds and to campaign with faculty, staff, and administrators to volunteer during non-working hours. Consequently, the passage of Proposition 30 reduced the impact of mid-year cuts.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.a.

None.

- b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

DESCRIPTIVE SUMMARY – Standard IV B.1.b.

Board Policy 1200, “District Vision, Mission, Values Statement,” [1] was approved by the Board of Trustees on 18 November 2013, after a comprehensive review with input from all constituencies. The Board institutes policies in congruence with the Mission Statement [2], striving for excellence in instruction, resources, and services. Institutional policies uphold the Mission of the College, as are assured in Board Policy 2410, “Board Policy and Administrative Procedure” [4] and Administrative Procedure 2410, “Board Policies and Administrative Procedures.” [5] These documents outline the participatory/shared governance review process at the College.

Several policies inform the requisite quality, integrity, and improvement of student learning programs, services, and resources that enact the mission of the College. [6] The College has also developed a set of goals and measurable objectives based on its Mission Statement, Chancellor’s Office policies, requirements of regulatory bodies, community feedback, and internal planning. [7] These are meant to provide a basis for ongoing improvement. The Dean of Institutional Research and Planning (IRP) last updated the Board on these institution-set standards at a special meeting of the Board on 1 February 2014. [8, 9]

SELF-EVALUATION – IV B.1.b.

The College meets this standard.

To ensure that policies uphold the College mission, board policies—per Board Policy 2410, “Board Policy and Administrative Procedure” [4]—undergo the participatory/shared governance review process outlined in Administrative Procedure 2410. [5]

There are no Board policies that are inconsistent with the College mission, values, and goals.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.b.

None.

- c. **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

DESCRIPTIVE SUMMARY – Standard IV B.1.c.

The Board of Trustees is responsible for the educational quality of the institution. They approve degrees, curriculum, and articulation agreements with educational partners. In addition, Trustees are informed about Student Success Scorecard measurement indices and have delegated authority to the Superintendent/President to ensure progress toward compliance with the Student Success Task Force Recommendations and the Student Success Initiative (SSI) on campus (Evidence IV.B.1.c.001: Minutes from July 2013 Special Board Study Session on Student Success Initiative). Data analysis is an integral

component of informed educational quality decisions, so the Office of Institutional Research and Planning (IRP) provides annual presentations on student success and achievement data (Evidence IV.B.1.c.002: Minutes from August BOT Meetings).

Legal counsel assists the Board in their responsibilities for such matters associated with the College. Real estate transactions, personnel litigation, liabilities related to claims against the institution, and other relevant matters are discussed with the retained attorneys of the College in closed session, after which the Board President reports any actions taken during closed session.

Members of the Board of Trustees attest to integrity and independence with respect to financial matters of the College by completing the Annual Statement of Economic Interests, Form 700. These documents ensure optimum transparency of interests and investments, demonstrating independence from outside influences. They are kept on file in the Office of Finance and Business and are available upon public record request.

It should be noted that the Board approved the budgets from 2008 through 2014, accompanied by healthy fiscal indicators. Those budgets boasted adherence to the “50 Percent Law” and reserves ranging from 7 to 14 percent (Evidence IV.B.1.c.003: Rio Hondo College Five Year Budget Summary Sheet). Indeed, Rio Hondo College has consistently demonstrated financial solvency while supporting educational improvements. Attesting to this, the College maintained its personnel and current salaries without furloughs during the economic downturn from 2008 to 2013.

The Board has received regular, independent, external financial audits, with an “unqualified opinion,” the highest level of assurance in finance, with few findings or recommendations for the past six years (Evidence IV.B.1.c.004: Summary of Audit Ratings/Findings from 2009-10 to 2013-14: *document still needs to be created and linked*).

SELF-EVALUATION – IV B.1.c.

The College meets this Standard.

The Board of Trustees is responsible for policies and decisions that impact the educational quality, legal standing, and financial integrity of the institution. It operates as a whole without influence or bias.

The completion of the Annual Statement of Economic Interest forms referred to in the previous section ensures compliance with BP and AP 2710, “Conflict of Interest,” and AP 2712, “Conflict of Interest and Disclosure Code” (Evidence IV.B.1.c.005: Board Policy 2710, Evidence IV.B.1.c.006: Administrative Procedure 2712, and Evidence IV.B.1.c.007: Administrative Procedure 2710).

In compliance with Board Policy 6200, “Budget Preparation,” the Board of Trustees is informed by the Superintendent/President about the College budget on a regular basis

(Evidence IV.B.1.c.008: Board Policy 6200). This is accomplished on a quarterly basis as the Board of Trustees receives reports from the Superintendent/President, which include the projected budget amounts versus actual revenue and expenses incurred. Every quarter, the *311Q Report* is presented publicly by the administration at a Board meeting so the report can be reviewed and approved by the Board in a transparent manner (Evidence IV.B.1.c.009: 311Q Report Document). This is also accomplished annually at the fall FLEX Day, when the Superintendent/ President or Vice President of Finance and Business addresses the entire assembly on the subject of the budget (Evidence IV.B.1.c.010: Fall FLEX Day Agendas from 2009-2014). Furthermore, in accordance with Board Policy 6300, “Fiscal Management,” which mandates quarterly reports showing financial and budgetary conditions, the Superintendent/ President includes a quarterly *Financial Status Report* in the Board agenda, detailing the College budget as well as revenue and expenditures (Evidence IV.B.1.c.011: Board Policy 6300). Another Board policy which facilitates prudent budget management is Board Policy 6250, “Budget Management,” which outlines Board approval needed for certain transfers between major expenditure classifications and requires adequate internal controls (Evidence IV.B.1.c.012: Board Policy 6300).

With respect to legal matters, the Board is apprised of and assumes responsibility for all legal matters associated with the District. The Board confers with legal counsel and considers recommendations in closed session and takes appropriate action as necessary to protect the interests of the District. Assuming responsibility for legal matters is a topic included in the Community College League of California *Trustee Handbook* that is distributed to all Trustees (Evidence IV.B.1.c.013: 2013 CCLC Trustee Handbook).

Attesting to public disclosure of public funds, the Superintendent/President delivered a budget update at a breakout workshop at the January 2014 FLEX Day. The presentation, “Finance and Budget 101,” provided an overview of the budget, including timelines and entertaining questions from the audience (Evidence IV.B.1.c.014: Finance and Budget 101 Presentation from 1/24/14).

The Board honors its fiscal responsibility and has demonstrated its commitment in its stated values and goals. The Board decision to include financial stability as one of its goals was prompted in part by a presentation titled “Accreditation Workshop for Standard IV” by a special consultant and governance expert at a 19 October 2013 Board study session (Evidence IV.B.1.c.015: 10/19/13 Study Session Presentation). The presentation addressed portions of Standard IV that relate directly to Board performance and Goal VII of the “2013-2014 Board of Trustees Goals” document verifying that the Board will “[e]stablish budget guidelines to ensure Rio Hondo College District financial stability.” (Evidence IV.B.1.c.016: 2013-14 Board Goals). (For more background information about this particular consultant and his presentation, see Appendix ____.”

Mindful of the Student Success Task Force Recommendations, the Board encouraged the formation of a Student Success Task Force at Rio Hondo College. At a Board meeting in February 2012, Trustees participated in a discussion at a special study session in which they learned what steps the College needed to take to implement the Student Success

Task Force Recommendations (Evidence IV.B.1.c.017: Agenda for the February 2012 Board Study Session). A summer 2013 Board study session focused on the statewide Student Success Task Force Recommendations related to student assessments, orientations, educational plans, activities, courses, and services, as well as a Student Equity Plan (Evidence IV.B.1.c.018: Agenda for the July 2013 Board Study Session on Student Success Initiative).

ACTIONABLE IMPROVEMENT PLANS – IV B.1.c.

None.

- d. **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

DESCRIPTIVE SUMMARY – Standard IV B.1.d.

The bylaws and policies specifying the size of the Board, its duties, responsibilities, structures, and operating procedures are published on the District website in the “Board Policies and Administrative Procedures” section.

Rio Hondo College subscribes to the Community College League of California (CCLC) Policy and Procedure service. When updates are received, College policies and procedures begin the local review process through President’s Cabinet, Administrative Council, and Planning and Fiscal Council (PFC). After local revision and upon first reading, the Board edits as appropriate. Revisions reroute through the review process and return to the Board.

As policies and procedures are revised and adopted through the participatory/shared governance process, they are linked to the College website, which is available to the College and the public. Information related to the size, structure, and operating procedures of the Board are included in the first section of the Community College League of California *Trustee Handbook*, which is also included on the Board webpage. In addition, Board members and the Superintendent/President possess printed copies of these documents. The Student Trustee also receives a handbook with Board policies, duties, responsibilities, structures, and procedures.

SELF-EVALUATION – IV B.1.d.

The College meets this Standard.

The process for approving revisions to board policies and administrative procedures is outlined in Board Policy 2410, “Board Policy and Administrative Procedure” and Administrative Procedure 2410, “Board Policies and Administrative Procedures.” BP2410 is explicit with regard to the process through which these policies and

procedures are revised (Evidence IV.B.1.d.001: Board Policy 2410 and Evidence IV.B.1.d.002: Administrative Procedure 2410).

All constituent groups (administrators, faculty, staff, and students) are provided the opportunity to participate effectively in the formulation and development of District policies and procedures. Proposed changes to Board policies and new Board policies are reviewed by the President's Cabinet, President's Council, Administrative Council, and PFC for input before adoption. Should the Board wish to revise a Board policy, an amended version will go through the review process and should return to the Board within three months.

Information Technology ensures all links to Board policies and administrative procedures are accurately posted on the College website and available to the College and the public.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.d.

None.

- e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

DESCRIPTIVE SUMMARY – Standard IV B.1.e.

The Board of Trustees acts in accordance with its policies and protocols, which they review, evaluate, and revise as necessary. The Board adopts policies of intent, authorized by law, or deemed necessary for the operation of the College. The process of policy revision and adoption is carried out on a two-year cycle at regular meetings of the Board, and all campus groups are guaranteed participation in policy development and revision. [1, 2, 3]

SELF-EVALUATION – IV B.1.e.

The College meets this Standard.

Participatory/shared governance procedures are delineated in Administrative Procedure 2510, "Participation in Local Decision Making," as is the legal authority of the Board. [3]

The biennial policy review cycle is generally followed. However, there have been exceptions. Board Policy 2510, "Participation in Local Decision Making," had not been updated since 2003 before the Board adopted its revision at the regular meeting on 15 January 2014.

While the participatory/shared governance process works well with regard to the formation and review of Board policies and administrative procedures, there have been a few instances where the process has faltered. The Board recognizes, though, the

importance of seeking the advice and recommendations of campus constituency groups. [5] These few instances have stimulated the campus to maintain a vigorous conversation that will reinforce the strong foundation of participatory/shared governance.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.e.

None.

- f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

DESCRIPTIVE SUMMARY – Standard IV B.1.f.

The Board of Trustees, the governing board of the College, is committed to in-service development and new member orientation for Trustees. In 2008, the area of board development and education was an area of concern and subsequently identified as in need of corrective action in the January 2009 *Western Association of Schools and Colleges Report*. Consequently, during the last five plus years, the Board has been continuously involved in self-development and education activities.

The District is instrumental in assisting the Board in this regard through financial support for conferences, workshops, seminars, lecture attendance, and other activities fostering professional development. Trustees frequently deliver follow-up reports on their professional development at Board meetings. The Office of the Superintendent/President maintains an updated log of all conferences, workshops, and seminars attended by Trustees each academic year. This information is readily available to the Board during its annual evaluation as they evaluate Board development activities. In addition, Board retreats and extended study sessions are also scheduled and include presentations of interest within the scope of professional development.

Rio Hondo College is a member of the Community College League of California (CCLC), as well as the California Community College Trustees (CCCT). These two organizations sponsor annual conferences and new trustee orientations. A former Rio Hondo Trustee served on the board of CCCT. In addition, all five Rio Hondo Board members participated in the fall 2013 CCLC conference program, “Excellence in Trusteeship” (Evidence IV.B.1.f.001: Program from Excellence in Trusteeship). Student trustees attend similar workshops geared towards student trustee training at the annual CCLC conference (Evidence IV.B.1.f.002: Program from Student Trustee Training Workshop at CCLC Conference).

When Board seats are open for election and candidates who have met the filing deadline have been verified by the Los Angeles County Register recorder, the Office of the Superintendent/President sends the candidates information about the College, which formally begins the pre-service education of the candidates. The information in intended

to give candidates a solid foundation prior to serving, including previous and current Board meeting agendas; the most recent *Organizational Structure and Governance Manual*; the most recent *Annual Report*, the most recent *CCLC Trustee Handbook*; CCLC Board Candidate information; CCLC Fast Facts for new community college trustees; and the *CCLC Trusteeship* brochure, which outlines tasks, knowledge, and skills needed.

Upon securing the Trustee seat(s), Trustee(s)-elect attend an orientation prior to their investiture and first Board meeting. The *CCLC Trustee Handbook* is provided to instruct and guide effective trusteeship and includes sections on the community college system; governance; effective boards; policy making, planning, and monitoring; the relationship of the Board to the Chief Executive Officer; board/staff relationships; fiscal responsibilities; and resources (Evidence IV.B.1.f.003: 2013 CCLC Trustee Handbook).

SELF-EVALUATION – IV B.1.f.

The College meets this Standard.

The Board of Trustees is keenly aware of its responsibility for Trustee orientation and continuing professional development as is stated in Board Policy 2740, “Board Education” (Evidence IV.B.1.f.004: Board Policy 2740). In addition, the Board recently requested the Superintendent/President to revise Board Policy 2740 to update the orientation for annual newly elected student trustees. After sending BP 2740 through the regular Board policy review process, it was approved at the 9 April 2014 Board of Trustees meeting (Evidence IV.B.1.f.005: Minutes from April 9, 2014 BOT Meeting and Evidence IV.B.1.f.006: Administrative Procedure 2740). The most recent student Trustee orientation was held by the Office of the Superintendent/President on 4 June 2014, and the agenda included topics such as board policies, board protocols, accreditation, and communication with the Associated Students of Rio Hondo College (ASRHC) leadership (Evidence IV.B.1.f.007: Agenda from Student Trustee Orientation on June 4, 2014). Furthermore, on 14 May 2014, a transition meeting took place involving the outgoing and incoming student Trustees (Evidence IV.B.1.f.008: Agenda/Meeting Notes from Trustee Transition Meeting on May 14, 2014). (For meeting notes and details related to this transition process, consult Appendix ____.)

The District offered two orientations to new Trustees in 2009, one in 2011, and one in 2013. Throughout this period, the Superintendent/President and the Board have worked together to make additions to the orientation agenda and to Board development, in general. In addition to topics covered in the *CCLC Trustee Handbook*, recently added topics include the statewide Student Success Initiative Task Force and the response of the College to those recommendations, the District off-site educational centers (SWEC and EMEC), and accreditation. It should be noted that the topic of accreditation Standards has received focused attention during the last two versions of the Board orientation due to changes to the standards and due to the intention of the Board for new trustees to develop the same level of understanding of accreditation as more experienced trustees (Evidence IV.B.1.f.009: Agenda for December 3, 2013 New Trustee Orientation). Included in the

most recent Board orientation was a discussion of Board Policy 3200, "Accreditation," which describes the role of the Board in the accreditation self-study process (Evidence IV.B.1.f.010: Board Policy 3200).

Trustee study sessions provide additional opportunities for updates and professional development, which are especially important for new Trustees. Since January 2009, 29 study sessions have been held to keep the Board informed, educated, and updated on a variety of topics. Additional study sessions have been scheduled for the remainder of the current year (Evidence IV.B.1.f.011: 2009-14 Study Sessions and Special Board Meetings) (A complete summary of these study sessions and the aspects of professional development included may be found in Appendix ____.) At one such special study session on 14 June 2013, the Board strategized a comprehensive plan for professional development. Discussions centered on ensuring all Trustees develop core competencies through participation at conferences and workshops, such as the annual CCLC conference. The Board also emphasized the importance of reporting and discussing their findings with fellow Board members. Attesting to the Trustee commitment to ongoing professional development is the second goal of the 2013-2014 Board of Trustee Goals, "Ensuring Professional Board Development," which includes the following four objectives to which Board members have renewed their pledge (Evidence IV.B.1.f.012: 2013-14 Board of Trustee Goals):

- Establish areas of Board expertise and support with development
- Assure representation by board [sic] at conferences; share conference experience at board [sic] meetings.
- Support individual development in addition to conferences.
- Strive to complete Community College League of California course in two years on how to be an effective Trustee

On 9 October 2013, the Board convened a four-hour study session led by a special Board consultant who focused on responsibilities of the Board in accreditation Standard IV, the delegation of authority to the Superintendent/President, and ongoing professional development (Evidence IV.B.1.f.013: Minutes from October 9, 2013 BOT Study Session). The Board also attended a course titled "Accreditation Basics" offered by the Accrediting Commission for Community and Junior Colleges (ACCJC); attended orientations geared towards learning accreditation standards; scheduled special Board meetings dedicated entirely to accreditation self-study issues; and regularly reviewed ACCJC reports, newsletters, and bulletins. Each of these resources was provided by the campus Accreditation Liaison Officer (ALO who works in tandem with the co-chairs of the Accreditation Leadership Team (ALT).

Trustee terms are structured to ensure continuity and stability. Trustee terms are four years in length, commencing at the first Board meeting in December after the election. Elections are held biennially during odd-numbered years and are staggered so that, as nearly as practical, two or three Board members are elected or reelected during each election. In accord with BP 2100, "Board Elections," the Superintendent/President recommends boundary adjustments of each Trustee area to the Board, should the

decennial federal census indicate its necessity (Evidence IV.B.1.f.014: Board Policy 2100).

ACTIONABLE IMPROVEMENT PLANS – IV B.1.f.

None.

- g. The governing board’s self -evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

DESCRIPTIVE SUMMARY – Standard IV B.1.g.

The Board of Trustees is committed to assessing and improving its performance and has recommitted to annual self-evaluations and developed a master calendar to this effect (Evidence IV.B.1.g.001: 2013-14 Board of Trustee Calendar of Events).

Each June, a subcommittee of the Board chooses and recommends to the whole an evaluative instrument or process to be used. The evaluation criteria include Board operations and effectiveness. Results of the self-evaluation highlight accomplishments, areas for improvement, and proximal goals and objectives.

SELF-EVALUATION – IV B.1.g.

The College meets this Standard.

The Board of Trustees conducts an annual self-assessment in compliance with Board Policy 2745, “Board Self-Evaluation” (Evidence IV.B.1.g.002: BP 2745). This Board policy requires all Trustees to complete the evaluation instrument and submit it to the Superintendent/President. A summary of the evaluations are presented and discussed at a Board session scheduled for that purpose. The results are used to identify accomplishments during the past year and goals for the following year.

The Board completed a self-assessment in 2009, 2010, and 2011 (Evidence IV.B.1.g.003: 2009 Board Self Evaluation Instrument, Evidence IV.B.1.g.004: 2009 Board Self Evaluation Results, Evidence IV.B.1.g.005: 2010 Board Self Evaluation Instrument and Evidence IV.B.1.g.006: 2010 Board Self Evaluation Results). In April 2012, the then-Superintendent/President informed the Board of his decision to retire in June 2012, which led to a Board search for an interim Superintendent/President (Evidence IV.B.1.g.007: Superintendent/President Tenure and Transition Calendar). This unforeseen circumstance delayed the traditional Board Self -Evaluation process. After recognizing that it had missed its self-evaluation in 2012 and being fully engaged in a permanent Superintendent/President search in fall 2012 and spring 2013, the Board conducted a self-evaluation in August 2013 (Evidence IV.B.1.g.008: Minutes from August 2013 BOT Meeting). The Board of Trustees decided on a process and instrument at the 14 June 2013 special meeting (Evidence IV.B.1.g.009: Minutes from 14 June 2013 Special BOT

Meeting). At a 12 July 2013 special meeting, the Board reviewed its goals and Board Policy 2200, “Board Duties and Responsibilities,” and discussed a draft of Board protocols and Trustee behavior guidelines (Evidence IV.B.1.g.010: Minutes from 12 July 2013 Special BOT Meeting). The Trustees reviewed the results of their self-evaluation at the 10 August 2013 special meeting, noting possible improvements to the instrument itself (Evidence IV.B.1.g.011: Minutes from 10 August 2013 Special BOT Meeting).

The Board adjusted its self-evaluation timeline for the 2013-2014 academic year. The key dates of this self-evaluation timeline were added to a master calendar of the Board tasks, activities, and meetings, which was prepared by the Superintendent/President. The Board received a revised assessment instrument at a special Board meeting on 1 February 2014, deciding to use this revised instrument for the subsequent evaluation on June 2014 and discussing the results of this evaluation at the Board retreat in late June 2014 (Evidence IV.B.1.g.012: Minutes from 1 February 2014 Special BOT Meeting and Evidence IV.B.1.g.013: Minutes from Board Retreat in late June 2014).

ACTIONABLE IMPROVEMENT PLANS – IV B.1.g.

None.

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

DESCRIPTIVE SUMMARY – Standard IV B.1.h.

Board policy 2715, “Code of Ethics/Standards of Practice,” encourages a good working relationship between the Board and the Superintendent/President and describes the standards of ethical conduct that include acting in the best interest of the community, ensuring public input, ensuring students receive the highest quality education, and exercising authority only as a Board. Violations of the ethics policy are specified in section II of the policy. [1]

SELF-EVALUATION – IV B.1.h.

The College meets this Standard.

There have been no violations of the Board’s Code of Ethics/Standards of Practice since 2008.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.h.

None.

i. **The governing board is informed about and involved in the accreditation process.**

DESCRIPTIVE SUMMARY – Standard IV B.1.i.

In 2008, the involvement of the Board in the preparation of the accreditation self-study document was an area of concern and subsequently identified as in need of corrective action in the January 2009 *Western Association of Schools and Colleges Report*. In response, a thorough review of Board Policy 3200, “Accreditation,” ensued. An ad hoc committee comprised of constituency group leaders from the Planning and Fiscal Council (PFC) assisted the Board in the revision, during which the role of the Board in the accreditation self-study was clarified. Of special note in the revision was the appointment of the Superintendent/President as the liaison between the Board and the self-study leadership team. The Board adopted the final version of BP 3200 at a special 2009 Board meeting, and the Accrediting Commission for Community and Junior Colleges (ACCJC) accepted the changes to the Board policy as specified in the January 2010 follow-up report (Evidence IV.B.1.i.001: Minutes from BOT October 2009 Meeting).

During summer 2012, the Interim Superintendent/President appointed the Vice President of Academic Affairs and President of the Academic Senate as co-chairs of the newly assembled Accreditation Leadership Team (ALT); subsequently, co-chairs were selected for each of the four Standards. The Interim Superintendent/President directed the ALT co-chairs and Accreditation Liaison Officer (ALO) to update the Board at their regular monthly meetings.

The Board was interested in involvement opportunities in providing feedback and producing evidence for the 2014 accreditation self-evaluation report. In fact, the enthusiasm and concern of a few Trustees led them to be desirous of attending the Standard IV meetings. The Interim Superintendent/President worked with the Board to ensure Board participation. Two Board members started meeting monthly with the Superintendent/President and Standard IV co-chairs, thereby forming the Standard IV Leadership Team. This accommodation enabled two Trustees, the Board President, and the Board Vice President to review and provide input on behalf of the Board and to address questions emanating from the Standard IV Committee. These meetings began in November 2013 and continued until the accreditation *Self Evaluation Report* was published in July 2014 (Evidence IV.B.1.i.002: Agenda from November 2013 Standard IV Leadership Team Meeting).

During this period at their regular meetings, the Board of Trustees continued to receive regular updates on the progress of the entire accreditation self-study, with special focus on Standard IV. A special study session devoted almost entirely to Standard IV occurred on 26 September 2013, during which the Standard IV co-chairs outlined the evidence needed by February 2014 (Evidence IV.B.1.i.003: Minutes from September 26 Special Board Meeting). A special study session on 19 October 2013 was devoted to evaluation of Standard IV evidence with advisories on which sections of Standard IV needed further evidence.

SELF-EVALUATION – IV B.1.i.

The College meets this Standard.

The Board of Trustees has been enthusiastic, engaged, and informed throughout the current accreditation process. They attended conferences and workshops devoted to the process and were mindful of their role in the self-study. Since September 2012, accreditation has been a standing item at all regular Board meetings, which has enabled the Board to become aware of all plans related to the self-study process from the beginning (Evidence IV.B.1.i.004: Agenda from September 2012 BOT Meeting). A portion of the new Trustee orientation in December 2013 focused on the role of the Board in the accreditation process (Evidence IV.B.1.i.005: Agenda from December 3, 2013 New Trustee Orientation) and included a reference to Board Policy 3200, “Accreditation” (Evidence IV.B.1.i.006: Board Policy 3200). The current edition of the CCLC *Trustee Handbook*, distributed to all Board members and uploaded to the District’s website, includes a chapter on accreditation (Evidence IV.B.1.i.007: CCLC Trustee Handbook). Furthermore, a 25-year veteran trustee and consultant in trustee governance and accreditation education presented a workshop to the Board on accreditation, with special focus on the role of the Board in the self-study process (Evidence IV.B.1.i.008: Minutes from October 19, 2013 Board Study Session and Evidence IV.B.1.i.009: PowerPoint Presentation from consultant at October 19, 2013).

Throughout 2014 spring and early summer, the Board continued to remain informed and involved in the accreditation self-study process. The Accreditation Leadership Team (ALT) co-chairs continued to deliver regular updates during regular Board meetings, answering questions as they arose. In fall 2013, the Board asked for the regular meeting minutes of ALT to be included in the Board meeting agendas for two reasons: to keep the Board informed about accomplishments, challenges, and questions that emerge with respect to accreditation; and to demonstrate to the community that the Board and the District wish to be transparent about all efforts to remain informed about and involved in the accreditation process. In addition, the Board arranged special study sessions to discuss and analyze the accreditation self-study.

At the November 2013 Board of Trustee regular meeting, the Board approved the Board goals that formalized their previous and ongoing participation in institutional planning and self-evaluation efforts. Board Goal 1, “Actively participate in Accreditation Self-Evaluation,” has helped the Board to focus on a thorough review of the elements included in both Standards IV A and IV B (Evidence IV.B.1.i.010: 2013-14 Board Goals). Furthermore, additional Board goals have helped the Board to focus their efforts in various planning efforts, including the Student Success Task Force Implementation Plan (Board Goal 3), the Emergency Preparedness/Crisis Management Plan (Board Goal 4), and the Educational Master Plan (Board Goal 8). Their goals reflect commitment and continuous and sustained involvement in institutional improvement. Indeed, the Board is emphatic about remaining informed and involved in all efforts to effect and improve student learning and achievement.

In May 2014, the Board reviewed its annual evaluation survey instrument. Although the instrument already included several accreditation standards in its previous form, the Board decided to include additional accreditation standards. By doing so, the Board ensures that its performance will continue to be evaluated in the context of a rubric that includes the most updated accreditation Standard IV language (Evidence IV.B.1.0011: Minutes from May 2014 Board Meeting).

The timeline adopted by ALT has not only ensured that the Board has been informed, involved, and appropriately engaged, but it has also facilitated healthy dialogue and thorough review with other campus constituency leaders (Evidence IV.B.1.i.012: 2013-14 Board Calendar). After the Board reviewed preliminary drafts of each standard, other constituency groups were given the opportunity to review a more finalized draft and provide feedback via the College website.

ACTIONABLE IMPROVEMENT PLANS – IV B.1.i.

None.

- j. **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

DESCRIPTIVE SUMMARY – Standard IV B.1.i.

The Rio Hondo College Board of Trustees is responsible for establishing a fair and open search process to fill a superintendent/president vacancy. [1,2] During 2009, the College revised relevant Board policies and administrative procedures. [3,4,5] In July 2012, the Board initiated a selection process for a superintendent/president. [6,7,8,9]

The Superintendent/President has the delegated authority and responsibility to administer Board policy and is held accountable by the Board. [10]

Annually, the Board evaluates the Superintendent/President, whose evaluation is based on progress toward goals and objectives, the Superintendent/President's self-evaluation, and the evaluation of campus members. The last evaluation was scheduled for April through July 2014. [11,12,13]

SELF-EVALUATION – IV B.1.i.

The College meets this Standard.

The Accreditation Commission for Community and Junior Colleges (ACCJC) recommended in its 2008 evaluation report that the Board revise the Superintendent/Presidential hiring process to prevent potential disagreements with future Presidential search committees. [14, 15]

In July 2012, the Board initiated a selection process for the next Superintendent/President and charged the Interim Superintendent/President with the development of a Request for Proposal for the securing of a search firm. [6, 7, 8, 9] On 24 September 2012, the Board interviewed three companies and selected Association of Community College Trustees (ACCT). [16, 17]

At the next special meeting on 22 October 2012, the Board discussed AP 2431, "Superintendent/President Selection," approved the composition of the Presidential Search Hiring Committee, and exercised all options available to the Board in the event the number of candidates would be less than the number required as outlined in section XIII in Administrative Procedure 2431. They also discussed and approved a Presidential Search Timeline. [18, 19, 20]

The Presidential Search Hiring Committee was formally created on 1 November 2012. [21]

Campus members contributed in the development of the presidential profile during two public forums. The Board approved the profile on 9 November 2012 and amended it on 14 November 201. [21, 22]

The ACCT consultant and the Director of Human Resources convened and led the first orientation meeting of the Presidential Search Hiring Committee on 8 November 2012. The second meeting to review applicants and select semifinalists for preliminary interviews occurred on 22 March 2013. The interviews were held on 11 and 12 April 2013, and the Committee recommended six finalists to the Board.

The finalists participated in six public forums on 25 and 26 April 2013 [23]; they also met individually with the Board of Trustees. Board discussions continued until the announcement of the next unanimously appointed Superintendent/President of Rio Hondo College. [24, 25]

The Superintendent/President has the responsibility to administer, execute, and reasonably interpret Board policy. [10] However, the Board noted in its own self-evaluation the effectiveness of the delegation of authority to the Superintendent/President is not as effective as the Board would wish. The Board also noted its directions are sometimes lacking consistent follow through. They further indicated in response to another question that Trustees should improve their respect for the role of the Superintendent/President and follow their protocols. [26, 27]

It is an annual responsibility of the Board to evaluate the Superintendent/President. [12] The Board did not conduct a review in 2013 because the then-Superintendent/President had retired prior to his evaluation. The last scheduled evaluation occurred in April through July 2014. [13]

ACTIONABLE IMPROVEMENT PLANS – IV B.1.j.

None.

2. **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**
 - a. **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

DESCRIPTIVE SUMMARY – Standard IV B.2.a.

The Superintendent/President proposes an administrative structure for the College as is outlined in the *Organizational Structure and Governance Manual* (Evidence IV.B.2.a.001: 2014 Organizational Structure and Governance Manual, Organizational Chart p. 33). In the current structure, the three vice presidents as well as four administrators, Dean of Institutional Research and Planning, Director of Marketing and Communications, Director of Human Resources, and Director of Government and Community Relations, report directly to the Superintendent/President, who delegates authority through them to the divisions and departments under these administrators.

The Superintendent/President reports to the Board of Trustees and serves as a liaison between the Board and the key governance units on campus. The College Governance Flow Chart illustrates the reporting pathways to the Superintendent/President (Evidence IV.B.2.a.002: 2014 Organizational Structure and Governance Manual, College Governance Flow Chart, p. 14) First, the Superintendent/President oversees President's Council, comprised of the presidents of the Academic Senate, Classified School Employees Association, and Management/Confidential Council, as well as the vice presidents and four principal administrators, whose charge is to represent and report back their constituencies. In addition, the Superintendent/President holds monthly meetings with the elected representatives of the Academic Senate and the Classified Executive Board during which dialogue contributes to effective communication. Secondly, the Superintendent/President meets monthly with the Associated Students of Rio Hondo College. In addition, the Superintendent/President is a member of the College Foundation.

Modifications to the structure of the College occur when the Superintendent/President deems it necessary to align staff and resources to changing priorities. For example, a

2013-2014 reorganization in Academic Affairs due to an unexpected Dean of the Library and Institutional Support vacancy led to deans assuming the duties of the vacant position on an interim basis. At the same time, a permanent reorganization of duties occurred of instructional operations by reassigning duties and responsibilities to the Dean of Career and Technical Education. Another permanent reorganization in Student Services occurred in fall 2013 in response to Student Success Initiative implementation, in order to provide coordinated services, monitor and track students' success, resulting in rearranging of duties and responsibilities.

SELF-EVALUATION – IV B.2.a.

The College meets this Standard.

Board Policy 3100, Organizational Structure and Administrative Procedure 3100, Organizational Structure require the College provide an organizational structure, and visual diagrams are printed in these documents and are available to the public through the College website (Evidence IV.B.2.a.003: Board Policy 3100 and Evidence IV.B.2.a.004: Administrative Procedure 3100). The Board approved the most recent versions on 18 November 2013 (Evidence IV.B.2.a.005: Minutes from November 18, 2013 meeting).

The example referenced in the descriptive summary portion of this substandard illustrates an improvement with how administration has explained reorganizations, compared to previous reorganizations. At the November 2013 Special Board of Trustees Meeting, a clear rationale was included in the language of the agenda item for the restructuring that occurred in Academic Affairs and in Student Service , specifically to align resources to improve the educational outcomes of Rio Hondo students (Evidence IV.B.2.a.006: Agenda of November 18, 2013 BOT meeting). With respect to the Student Service Reorganization, the Vice President of Student Services explained the rationale for the realignment, listened to feedback, and explained how various units in Student Service would be affected. The extent to which administrators cultivated buy-in and offered explanations was more comprehensive than what is required in the language of Board Policy and Administrative Procedure 3100, Organizational Structure.

Since 2008, the Office of the Superintendent/President has distributed updated editions of *Organizational Structures and Governance Manual*, the latest published in January 2014. Prior to each edition, constituencies review and edit as necessary. Included in the President's Message is the belief that "the organizational framework outlined herein facilitates ongoing operations within a context of responsible administrative management and collaborative efforts to further the mission of the College." (Evidence IV.B.2.a.007: Organizational Structures and Governance Manual, page 1).

To amend the Organizational Structures and Governance Manual, proposed changes are considered at President's Council and President's Cabinet. Final decisions rest with the Superintendent/President, although explanations are provided for changes not

adopted. (Evidence IV.B.2.a.008: Organizational Structures and Governance Manual Proposal Form)

Administrative Procedure 6100, Delegation of Authority, stipulates that the Vice President of Finance and Budget is delegated authority from the Superintendent/ President to prepare the budget; oversee fiscal management of the District; and contract for purchase, sale, lease, or license real and personal property (Evidence IV.B.2.a.009: Administrative Procedure 6100). It should also be noted that this delegated authority is subject to the condition that certain of these transactions be submitted for review and approval to the Superintendent/ President for review as deemed necessary.

ACTIONABLE IMPROVEMENT PLANS – IV B.2.a.

None.

- b. The president guides institutional improvement of the teaching and learning environment by the following:**
- 1. establishing a collegial process that sets values, goals, and priorities;**
 - 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
 - 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
 - 4. establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY – Standard IV B.2.b.1-4

The Superintendent/President supervises the planning process, ensuring that campus processes follow the Mission, Vision, and Values of the College that were collaboratively developed by constituent groups in line with institutional goals and objectives. [1, 2, 3]

The Dean of Institutional Research and Planning reports directly to the Superintendent/President. The Office of Institutional Research and Planning provides research and analysis when requested, and in consort with the Institutional Effectiveness Committee, conducts yearly evaluation and assessments of the planning process. [4]

The distribution of responsibility in planning helps assure that sound planning leads to good decision-making processes that are integrated into all aspects of the College.

SELF-EVALUATION – IV B.2.b.1-4

The College meets this Standard.

The Mission, Vision, and Values of the College [2] shape the policies of the Board. Board Policy 3250, Institutional Planning, directs that the planning process assist in identifying institutional directions as well as priorities and strategies to inform the acquisition and allocation of resources. The duty of the Superintendent/President is to oversee District planning processes. [5] The policy further outlines the task of the Superintendent/President to implement a broad-based comprehensive, systematic and integrated system of planning that is supported by institutional effectiveness research.

The implementation of the institutional planning process is outlined in Administrative Procedures 3250, "Institutional Planning." [6] While the Superintendent/President directs the planning and fiscal management, the Planning and Fiscal Council (PFC) develops and presents development, planning, budget, and other recommendations to the Superintendent/President. PFC strives to promote a budget process with broad campus participation that results in planning and fiscal recommendations. [7]

The Dean of Institutional Research and Planning reports to the Superintendent/President. The Office of Institutional Research and Planning provides research data and analyses to faculty and administrators who are involved in planning, reporting to external agencies, and program research efforts. The Dean of Institutional Planning serves as the co-chair of the Institutional Effectiveness Committee, a committee that facilitates and evaluates the planning process, analyzes evidence of institutional effectiveness, and makes recommendations for improvement to the planning process. [7]

The strategic planning of the District is outlined in "The Planning Process," a document created by the Office of Institutional Planning and Research that thoroughly explains the College planning process. The College utilizes a "bottom up" approach to planning as planning begins at the program level. All academic, service, or operational entities on campus are defined as programs. Program plans and program reviews are due in October. Program reviews are conducted on a six year cycle. Program or program reviews are incorporated in to unit plans; unit plans, into area plans, which are completed in January. [8, 9]

The Office of Institutional Research and Planning uploads appropriate data into the planning software templates. Other research may be requested or inserted during the planning period. Requested resources must be based on data. [10]

Requests for certificated and classified staff are evaluated by the appropriate staffing committees. Equipment and technology requests are evaluated by a separate committee. The facilities committee evaluates requests related to campus space and other facility issues. All evaluative committees are subcommittees of the Planning Fiscal Council. [7]

The President's Cabinet, chaired by the Superintendent/President, considers requests for new administrators and budget augmentation. No other campus constituencies are represented on the President's Cabinet. [7]

The spring institutional planning retreat is the culmination of the planning process, when constituent representatives consider scorecard data; prioritize goals and objectives; and review the Mission, Vision, and Values of the College. [11]

ACTIONABLE IMPROVEMENT PLANS – IV B.2.b.1-4.

None

- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

DESCRIPTIVE SUMMARY – Standard IV B.2.c.

In accord with Board Policy 2430, Delegation of Authority, the Board of Trustees delegates authority to the Superintendent/President to administer board policies and to implement all appropriate federal, state, and local statutes and regulations. The Superintendent/President ensures that administrative procedures and other institutional practices are in accord with the College Mission Statement and board policies. [A]

SELF-EVALUATION – IV B.2.c.

The College meets this Standard.

The Board of Trustees is committed to reviewing its policies regularly to ensure they are in compliance with all relevant statutes and regulations. [B] The Superintendent/President is responsible for monitoring the implementation procedures and practices, ensuring adherence the College Mission Statement. In addition, board policies must comply with appropriate federal, state, and local statutes and regulations. [A]

Participatory/shared governance procedures are outlined in Board Policy 2410, Policy and Administrative Procedure, [C] and Administrative Procedure 2410, Board Policies and Administrative Procedures, [D] which recognizes those principles of governance while affirming the authority and responsibility of the Board and Superintendent/President in decision-making on behalf of the College.

The President/Superintendent ensured compliance with the 2008 Accrediting Commission for Community and Junior Colleges Evaluation Report's fifth

recommendation to create and implement a campus climate survey. [F, G, H, I, J, K] And in response to the 2012 California Community College Board of Governors endorsement of the Student Success Task Force recommendations, the Superintendent/President ensured the Board, faculty, staff, and students were apprised of those recommendations and the College responses to them. In fact, The Board of Trustees held a special study session on 12 July 2013; the faculty and staff participated in a FLEX Day assembly; and a student information session was held on 16 September to address these concerns. The Superintendent/President authorized the College Task Force on 10 September 2013 and the first meeting occurred on 10 October 2013. [L]

Campus constituencies provide input to the Superintendent/President through participatory/shared governance. [M]

ACTIONABLE IMPROVEMENT PLANS – IV B.2.c.

None.

d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY – Standard IV B.2.d.

The Superintendent/President presents the annual budget to the Board of Trustees for adoption and to the Planning Fiscal Council for information. The Superintendent/President delegates to the Vice President of Finance and Business direct oversight of day-to-day operations related to the budget. Toward the end of the fiscal year, the Superintendent/President and Vice President of Finance and Business coordinate with accounting staff to ensure that the end-of-the-year process is completed and the financial statements comply with Generally Accepted Accounting Principles and the Governmental Accounting Standards Board. The Board of Trustees approved a hiring to fill the vacant position of Director of Accounting in November 2012; the Board subsequently approved the hiring of an interim Vice President, Finance and Business in July 2013 (Evidence IV.B.2.d.001: Minutes from November 2012 Board Meeting and Evidence IV.B.2.d.002: Minutes from July 2013 Board Meeting).

During the 2013-2014 academic year, the Superintendent/President assisted the Board of Trustees in establishing a board goal to help ensure financial stability for the College (Evidence IV.B.2.d.003: 2013-14 Board Goal #7). In addition, Institutional Goal 7 posits that the College will act responsibly, ethically, efficiently, and in an accountable manner, including seeking outside sources of funding to preserve fiscal solvency (Evidence IV.B.2.d.004: 2013-14 Institutional Goal #7).

The Superintendent/President works with the Vice President of Finance and Business, the Board of Trustees, and Administrative Council to control budget and expenditures. Monthly Administrative Council meetings provide the venue for these discussions on

an as needed basis as well as individual conferences with deans and directors (Evidence IV.B.2.d.005: Agendas from Administrative Council meetings from 2009-14. Such discussions emphasize and reinforce fiscal control and prudence.

The institutional planning process affords the Superintendent/President the opportunity to obtain an overview of the upcoming financial needs of the College. As part of the planning process, all certificated and classified staffing, technology, and facilities requests are tallied and presented to the Superintendent/President and the President's Council for review. The review enables forecasting of additional budget allocations and strategic distribution of available funds. Resource allocation requests are also discussed at the annual institutional planning retreat (Evidence IV.B.2.d.006: 2009-14 Institutional Planning Retreat Agendas). The involvement of the Superintendent/President in the resource allocation process facilitates effective leadership in planning, organizing, and budgeting.

The Board reviews and approves the quarterly 311 Q Report (Evidence IV.B.2.d.007: 311Q Report). It is noteworthy that the Board has approved budgets with healthy indicators that exemplify fiscal integrity for the past six years. One such indicator is the ending balance of the General Fund, which has been positive despite reduced revenues from the state. Other indicators are adherence to the 50 percent law and the percentages in reserve, ranging from seven percent to 14 percent above the state minimum of five percent (Evidence IV.B.2.d.008: Rio Hondo College Five Year Budget Summary Sheet).

The College also pursues new sources of revenue through grants, which President's Cabinet reviews as "grant launch pads." Between 2009 and 2014, the College has secured \$13,231,862 in grant funding.

Legislative advocacy is a necessary, albeit more oblique, avenue of budget control. The Superintendent/President and the Director of Government and Community Relations work together to formulate a legislative strategy in ongoing efforts to protect funds and recommend funding shifts as a means to advocate for state funding. One example of the Board, the Superintendent/President, and the Government and Community Relations Director working together to control budget transpires in January, shortly before the annual Community College Advocacy Day in Sacramento. The Director of Government and Community Relations writes "talking points" that can be used by the Superintendent/President and the Board when they meet with state legislators related to the Governor's proposed state budget (Evidence IV.B.2.d.009: 2009-14 Legislative Talking Points). These advocacy meetings afford the Superintendent/President, the Board, and the Government and Community Relations Director to advocate for additional funding, continue with existing funding levels, or oppose potential budget reductions to community colleges (Evidence IV.B.2.d.010: List of Legislative Meetings). [This paragraph will either be eliminated or edited by President Dreyfuss]

At the College level, the accounting office staff ensures requisitions are accurate, and if budget transfers are required, they are completed. All requisitions and budget transfers are signed by the cost center managers, and any over \$5,000.00 require the review and approval of the Vice President of Finance and Business or the Superintendent/President. Instructional deans receive a monthly budget report containing the actual costs of part-time instructors and classified staff. Beginning in spring 2014, cost center managers can view their expenditures online through the *PeopleSoft*, the Los Angeles County Office of Education's online financial system (Evidence IV.B.2.d.011: PeopleSoft PowerPoint Presentation)

SELF-EVALUATION – IV B.2.d.

The College meets this Standard.

Rio Hondo College has remained in solid financial standing during the past several years of economic distress due to the financial acumen of the Superintendent/President, whose former position at the College was Vice President of Finance and Business. In fact, during the interval between 2008 and 2013, the College maintained its offerings during fall, spring, and summer terms without section cuts, furloughs, or layoffs. Only in spring 2013 did the Superintendent/President authorize a one-time course section reduction to balance the 2012-2013 academic year budget.

Before the course reduction was approved, the Superintendent worked with the Board to gather feedback from the community regarding their education priorities. During spring 2012 the Superintendent/President conducted a community education forum in each of the five Trustee areas (Evidence IV.B.2.d.012: 2012 Community Education Forum Agendas). These events began with a State of the College presentation, which included financial information, the response of the institution to the recommendations of the statewide Student Success Taskforce, and time set aside for the community to deliver comments and feedback on the educational and fiscal priorities for the College in view of the economic situation.

In addition, directives to cost center managers to reduce certain expenses by 20 percent assisted campus-wide efforts to prioritize mission-critical expenditures. A specific illustration of this effort occurred at an Administrative Council meeting towards the beginning of the 2012-2013 fiscal year, when the Interim Superintendent/President directed all divisions and departments to reduce their budgets by 20 percent in the areas of supplies, other operating expenses (i.e. consultants, travel, maintenance, repairs), and capital outlay expenses. The Superintendent/ President implemented the same measure at the beginning of the 2013-2014 fiscal year. Each of these steps was taken as a means of controlling expenses. Included in this cost-cutting strategy were directives to reduce less-than-absolutely-necessary travel and encouragement to share resources whenever possible.

Enrollment decreased in fall 2013. At this point the Superintendent/President began working with the Vice President of Academic Affairs, administration, deans and

directors, and Board of Trustees to develop and implement an enrollment management plan as a means of increasing enrollment and increasing FTES. The Superintendent/President convened campus leaders across all employee groups to reconvene the enrollment management taskforce at a meeting on 22 May 2014 to identify new strategies to boost enrollment (Evidence IV.B.2.d.013: Notes from May 22, 2014 Enrollment Management Taskforce Meeting).

At the January 2014 FLEX Day, the Superintendent/President led a workshop titled “Finance and Budget 101,” during which the attendees learned how the budget is developed, reviewed budget timelines, and major components of the general fund. A question-and-answer period followed the presentation (Evidence IV.B.2.d.014: Agenda from January 24, 2014 FLEX Day and Evidence IV.B.2.d.015: Finance and Budget 101 Presentation).

The Superintendent/President serves on the Board of the Rio Hondo College Foundation, which has, for the past five years, raised tens of thousands of dollars through fundraising events, such as the 50th anniversary of the College celebrations, gala dinners, wine tasting events, and exclusive President’s Circle receptions (Evidence IV.B.2.d.016: Rio Hondo College Foundation 2012-13 Highlights).

ACTIONABLE IMPROVEMENT PLANS – IV B.2.d.

None.

- e. The president works and communicates effectively with the communities served by the institution.**

DESCRIPTIVE SUMMARY – Standard IV B.2.e.

The Superintendent/President communicates with the communities served by the institution both directly in the forms of presentations, written reports, and e-mails, and indirectly through liaisons such as the Director of Government and Community Relations and the Director of Marketing and Community Relations. This communication has been ongoing, regular, and widespread throughout the College service area. Implicit in this ongoing communication is effective listening to the community which enables the Superintendent/President to be informed of changing needs, to be aware of what is working well, and to learn what can be improved.

The Superintendent/President hosts regular meetings with various community advisory committees comprised of leaders from the surrounding communities in the District. Advisory committee members include educators, business leaders, non-profit executives, faith leaders, and College alumni. (Evidence IV.B.2.e.001: Agendas from Area Superintendents meetings from 2009-13, Evidence IV.B.2.e.002: Agendas from President’s Advisory Committee meetings from 2009-13 and Evidence IV.B.2.e.003: Agendas from El Monte Educational Advisory Committee meetings from 2009-13 and

Evidence IV.B.2.e.004: Agendas from South Whittier Educational Center Advisory Committee meetings from 2009-13). These meetings, organized with assistance from the Office of Government and Community Relations, focus on sharing information regarding College programs, state and federal guidelines, and upcoming College events. These are opportunities for constructive dialogue among participants to collaborate on ways the College can address community needs. For example, at the September 2013 President's Advisory Committee, the Superintendent/President solicited members of the Advisory Committee for their feedback on the revised Mission Statement of the College. (Evidence IV.B.2.e.005: Minutes from the September 27, 2013 President's Advisory Committee Meeting). The comments were helpful in validating concerns previously expressed by campus leaders and/or identifying original ideas not previously considered. (For a complete list of these advisory committees and detailed information about each committee, refer to Appendix ____.)

Several times each year, the Superintendent/President directs the Director of Government and Community Relations to schedule meetings with federal, state, and local officials in efforts to maintain strong relationships with legislators. During the meetings, the Superintendent/President informs the participants about College initiatives, explains how they can help the College, solicits support on relevant and appropriate legislation, and fosters mutually beneficial working relationships to benefit students (Evidence IV.B.2.e.006: List of elected officials with whom Superintendent/President has met between 2009-14).

The Office of the Superintendent/President delivers State of the College presentations to the five city councils within the College district on a biennial basis. A State of the College address includes information on demographics, budget, noteworthy trends in higher education, and other appropriate items of interest to the audience. An ancillary benefit that increases community communication is the televised component of the city council meetings, which means that the College presentations are available to all members of the community via the public access network. During the 2012-2013 academic year, the Superintendent/President visited each city council in the district as part of the 50th anniversary of the College. The Superintendent/President regularly delivers similar presentations at several local social service organizations, such as the Pico Rivera and Santa Fe Springs Rotary Clubs, Whittier Soroptomist Club, Whittier Host Lions Club, and Whittier Rotary Club (Evidence IV.B.2.e.007: Superintendent/President's State of the College Presentations to city councils and service organizations).

The Superintendent/President has multiple methods of communicating in writing on a regular basis with the surrounding community. The Superintendent/President prints a brief monthly newsletter (Evidence IV.B.2.e.008: Presidents' Update from 2009-14) and a slightly longer annual summer newsletter summarizing campus activities, awards, special events, and Board actions (Evidence IV.B.2.e.009: Summer Newsletters from 2009-14). The Superintendent/President oversees the production and distribution of the Annual Report, a compendium of highlights, metrics,

accomplishments, and special interest stories of the College (Evidence IV.B.2.e.010: Annual Reports from 2009-2013). Furthermore, Superintendent/President directs the Director of Marketing and Communications to prepare press releases highlighting campus events and initiatives to local and regional media contacts (Evidence IV.B.2.011: Rio Hondo College Press Releases from 2009-2014). (For more details on each of these communication pieces, refer to Appendix ____.)

SELF-EVALUATION – IV B.2.e.

The College meets this Standard.

The Superintendent/Presidents have engaged with the community, including business, nonprofit, service, and school entities and federal, state, and local elected officials and city councils. Appropriate legislative advocacy is also an important aspect of the position. At least once each year, the Superintendent/President has either made presentations or has asked a member of the Cabinet to make presentations to all five city councils in the District. Both the previous and current Superintendent/Presidents have engaged with various sectors of the community including the business community, the non-profit sector, service organizations, and all 12 school districts within in the College service area. Furthermore, the Superintendent/President regularly communicates with constituents both in writing and orally. The Annual Report and summer Newsletter are mailed to district addresses.

One example of an activity that demonstrates a depth of a communication that is beyond regular communication is the planning and implementation of the community education forum. During spring 2012 the Superintendent/President conducted a community education forum in each of the five Trustee areas (Evidence IV.B.2.e.012: Agendas for Community Education Forums). The presentations included remarks from the relevant Trustee, followed by information on the State of the College, which included financial information; the response of the institution to the recommendations of the statewide Student Success Taskforce; and time set aside for the community to deliver comments and feedback on their priorities for the College in view of the current economic situation. The extensive input that was received, documented, and collected by the District has informed some of Board discussions related to program and budgetary priorities. (For a complete summary of how these community forums were planned and implemented by the President's Office, refer to Appendix ____.)

ACTIONABLE IMPROVEMENT PLANS – IV B.2.e.

None.

EVIDENCE – Standard IV.B.1.

EVIDENCE- IV B.1.a.

Evidence IV.B.1.a.001: Rio Hondo College 2013-14 Board of Trustee Biographies
Evidence IV.B.1.a.002: Conferences and Workshops Attended from 2009-14
Evidence IV.B.1.a.003: Sacramento Advocacy Meetings from 2009-14
Evidence IV.B.1.a.004: Washington, D.C. Advocacy Meetings from 2009-14
Evidence IV.B.1.a.005: Minutes from August 8, 2012 BOT Meeting
Evidence IV.B.1.a.006: 2013 CCLC Trustee Handbook
Evidence IV.B.1.a.007: Board Policy 2710
Evidence IV.B.1.a.008: Administrative Procedure 2710
Evidence IV.B.1.a.009: Administrative Procedure 2712
Evidence IV.B.1.a.010: Minutes from October 19, 2013 BOT Special Meeting; Notes from presentation slides 26 and 28

EVIDENCE-IV B. 1. b

BP 1220 District Vision, Mission, Values Statement
Vision, Mission, and Values Statement
BP 2410 Policy and Administrative Procedure
AP 2410 Board Policies and Administrative Procedures
IV.B.1.b Evidentiary Narrative re: Board Policies
DropBox/Accreditation Self Evaluation 2014 – Shared/ IV.B.Board and Administrative Organization/ IV.B.1.b Evidentiary Narrative re: Board Policies.docx
Institution Set Standards
Agenda of the February 1, 2014 special meeting of the Board of Trustees
Minutes of the February 1, 2014 special meeting of the Board of Trustees

EVIDENCE – IV B.1.c:

Evidence IV.B.1.c.001: Minutes from July 2013 Special Board Study Session on Student Success Initiative
Evidence IV.B.1.c.002: Minutes from August BOT Meetings
Evidence IV.B.1.c.003: Rio Hondo College Five Year Budget Summary Sheet
Evidence IV.B.1.c.004: Summary of Audit Ratings/Findings from 2009-10 to 2013-14: *document still needs to be created and linked*
Evidence IV.B.1.c.005: Board Policy 2710, Evidence IV.B.1.c.006: Administrative Procedure 2712, and Evidence IV.B.1.c.007: Administrative Procedure 2710
Evidence IV.B.1.c.008: Board Policy 6200
Evidence IV.B.1.c.009: 311Q Report Document
Evidence IV.B.1.c.010: Fall FLEX Day Agendas from 2009-2014
Evidence IV.B.1.c.011: Board Policy 6300
Evidence IV.B.1.c.012: Board Policy 6300
Evidence IV.B.1.c.013: 2013 CCLC Trustee Handbook
Evidence IV.B.1.c.014: Finance and Budget 101 Presentation from 1/24/14
Evidence IV.B.1.c.015: 10/19/13 Study Session Presentation
Evidence IV.B.1.c.016: 2013-14 Board Goals
Evidence IV.B.1.c.017: Agenda for the February 2012 Board Study Session

Evidence IV.B.1.c.018: Agenda for the July 2013 Board Study Session on Student Success Initiative

EVIDENCE – IV.B.1.d.

EVIDENCE – Standard IV.B.1.e

BP 2200 Board Duties and Responsibilities:
BP 2410 Policy and Administrative Procedure:
AP 2410 Board Policies and Administrative Procedures:
BP 2510 Participation in Local Decision Making:
IV.B.1.e Evidentiary Narrative re: Participatory/Shared Governance DropBox

EVIDENCE IV.B.1.f

Evidence IV.B.1.f.001: Program from Excellence in Trusteeship
Evidence IV.B.1.f.002: Program from Student Trustee Training Workshop at CCLC Conference
Evidence IV.B.1.f.003: 2013 CCLC Trustee Handbook
Evidence IV.B.1.f.004: Board Policy 2740
Evidence IV.B.1.f.005: Minutes from April 9, 2014 BOT Meeting and
Evidence IV.B.1.f.006: Administrative Procedure 2740
Evidence IV.B.1.f.007: Agenda from Student Trustee Orientation on June 2, 2014
Evidence IV.B.1.f.008: Agenda/Meeting Notes from Trustee Transition Meeting on May 14, 2014
Evidence IV.B.1.f.009: Agenda for December 3, 2013 New Trustee Orientation
Evidence IV.B.1.f.010: Board Policy 3200
Evidence IV.B.1.f.011: 2009-14 Study Sessions and Special Board Meetings
Evidence IV.B.1.f.012: 2013-14 Board of Trustee Goals
Evidence IV.B.1.f.013: Minutes from October 9, 2013 BOT Study Session
Evidence IV.B.1.f.014: Board Policy 2100

EVIDENCE IV B. 1. g.

Evidence IV.B.1.g.001: 2013-14 Board of Trustee Calendar of Events
Evidence IV.B.1.g.002: BP 2745
Evidence IV.B.1.g.003: 2009 Board Self Evaluation Instrument,
Evidence IV.B.1.g.004: 2009 Board Self Evaluation Results,
Evidence IV.B.1.g.005: 2010 Board Self Evaluation Instrument
Evidence IV.B.1.g.006: 2010 Board Self Evaluation Results
Evidence IV.B.1.g.007: Superintendent/President Tenure and Transition Calendar
Evidence IV.B.1.g.008: Minutes from August 2013 BOT Meeting
Evidence IV.B.1.g.009: Minutes from 14 June 2013 Special BOT Meeting
Evidence IV.B.1.g.010: Minutes from 12 July 2013 Special BOT Meeting
Evidence IV.B.1.g.011: Minutes from 10 August 2013 Special BOT Meeting
Evidence IV.B.1.g.012: Minutes from 1 February 2014 Special BOT Meeting

Evidence IV.B.1.g.013: Minutes from late June 2014 Board of Trustees Retreat

EVIDENCE – Standard IV.B.1.h

BP 2715_Code of Ethics/Standards of Practice

EVIDENCE – Standard IV.B.1.i

Evidence IV.B.1.i.001: Minutes from BOT October 2009 Meeting
Evidence IV.B.1.i.002: Agenda from November 2013 Standard IV Leadership Team Meeting
Evidence IV.B.1.i.003: Minutes from September 26 Special Board Meeting
Evidence IV.B.1.i.004: Agenda from September 2012 BOT Meeting
Evidence IV.B.1.i.005: Agenda from December 3, 2013 New Trustee Orientation
Evidence IV.B.1.i.006: Board Policy 3200
Evidence IV.B.1.i.007: CCLC Trustee Handbook
Evidence IV.B.1.i.008: Minutes from October 19, 2013 Board Study Session and
Evidence IV.B.1.i.009: PowerPoint Presentation from consultant at October 19, 2013
Evidence IV.B.1.i.010: 2013-14 Board Goals
Evidence IV.B.1.0011: Minutes from May 2014 Board Meeting
Evidence IV.B.1.i.012: 2013-14 Board Calendar

EVIDENCE – Standard IV.B.1.j

BP 2431 Superintendent/President Selection
AP 2431 Superintendent/President Selection Process:
Agenda of the October 3, 2009 special meeting of the Board of Trustees
Minutes of October 3, 2009 special meeting of the Board of Trustees
Email from Academic Senate President Regarding AP2431 DropBox/Accreditation Self Evaluation 2014 – Shared/ IV.B.Board and Administrative Organization/Email from Academic President Regarding AP2431.pdf
Agenda of the July 16, 2012 special meeting of the Board of Trustees
Minutes of the July 16, 2012 special meeting of the Board of Trustees
Agenda of the July 30, 2012 special meeting of the Board of Trustees
Minutes of the July 30, 2012 special meeting of the Board of Trustees
BP 2430 Delegation of Authority
BP 2435 Evaluation of Superintendent/President
AP 2435 Evaluation of CEO
Board of Trustees Calendar of Events DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2013-14 Calendar of Events_10913.pdf
ACCJC Evaluation Report 2008, p.5.DropBox/Accreditation Self Evaluation 2014 – Shared/Standard IV.B.Board and Administrative Organization /EvidenceACCJC Evaluation Report 2008.pdf
IV.B.1.j Evidentiary Narrative re: Superintendent/President Search DropBox
Agenda of the September 24, 2012 special meeting of the Board of Trustees

Minutes of the September 24, 2012 special meeting of the Board of Trustees
Agenda of the October 22, 2012 special meeting of the Board of Trustees
Minutes of the October 22, 2012 special meeting of the Board of Trustees
Presidential Search Timeline DropBox/Accreditation Self Evaluation 2014 –
Shared/Standard IV.B.Board and Administrative Organization /Evidence/Presidential
Search Timeline Revised_11112.pdf
Presidential Search Progress 2 DropBox/Accreditation Self Evaluation 2014 –
Shared/Standard IV.B.Decision-Making Process/Evidence/Presidential Search
Progress 2.pdf
eMessenger DropBox/Accreditation Self Evaluation 2014 – Shared/Standard
IV.B.Board and Administrative Organization /Evidence/eMessenger week ending
November 2.pdf
Presidential Forum Flyer DropBox/Accreditation Self Evaluation 2014 –
Shared/Standard IV.B.Board and Administrative Organization
/Evidence/PresidentialForumFlyer_2013.pdf
Announcement of the Appointment of the Superintendent/President
DropBox/Accreditation Self Evaluation 2014 – Shared/Standard IV.B.Board and
Administrative Organization /Evidence/Announcement of Superintendent
President.pdf
Announcement of the Appointment of the Superintendent/President
DropBox/Accreditation Self Evaluation 2014 – Shared/Standard IV.B.Board and
Administrative Organization /Evidence/RHC Presidential Search Website.png
Minutes of the June 12, 2013 special meeting of the Board of Trustees
2013 Board of Trustees Self-Evaluation Survey DropBox/Accreditation Self
Evaluation 2014 – Shared/Standard IV.B.Board and Administrative Organization
/Evidence/

EVIDENCE – IV B.2.a.

Evidence IV.B.2.a.001: 2014 Organizational Structure and Governance Manual,
Organizational Chart p. 33
Evidence IV.B.2.a.002: 2014 Organizational Structure and Governance Manual,
College Governance Flow Chart, p. 14
Evidence IV.B.2.a.003: Board Policy 3100
Evidence IV.B.2.a.004: Administrative Procedure 3100
Evidence IV.B.2.a.005: Minutes from November 18, 2013 meeting
Evidence IV.B.2.a.006: Agenda of November 18, 2013 BOT meeting
Evidence IV.B.2.a.007: Organizational Structures and Governance Manual, page 1
Evidence IV.B.2.a.008: Organizational Structures and Governance Manual Proposal
Form
Evidence IV.B.2.a.009: Administrative Procedure 6100

EVIDENCE – IV B.2.b.1-4

2014 Institutional Planning Retreat Resources:
Vision, Mission, and Values Statements:

Rio Hondo College Institutional Goals & Objectives 2013-2014:
Institutional Planning Process Survey Report
BP 3250 Institutional Planning
AP 3250 Institutional Planning
Organizational Structure and Governance Manual
The Planning Process:
2013-2014 Planning Process Calendar
Rio Hondo College Strategic Planning Software
Institutional Planning Retreat 2014 Planning Resources

EVIDENCE – Standard IV B.2.c.

BP 2430 Delegation of Authority
2013-2014 Board of Trustees Calendar of Events: DropBox/Accreditation Self
Evaluation 2014 - Shared/Standard IV.B.Board and Administrative
Organization/Evidence/2013-14 Calendar of Events_10913.pdf
BP 2410 Policy and Administrative Procedure
AP 2410 Board Policies and Administrative Procedures
BP 2510 Participation in Local Decision Making
ACCJC Evaluation Report 2008
DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and
Administrative Organization/Evidence/4.B.1.j.006-ACCJC Evaluation Report
2008.pdf
2014 Campus Climate Survey Report
2013 Campus Climate Survey Report
2012 Campus Climate Survey Report
2011 Campus Climate Survey Report
2010 Campus Climate Survey Report
Student Success Initiative Task Force
Organizational Structure and Governance Manual

EVIDENCE – Standard IV B.2.d.

Evidence IV.B.2.d.001: Minutes from November 2012 Board Meeting
Evidence IV.B.2.d.002: Minutes from July 2013 Board Meeting
Evidence IV.B.2.d.003: 2013-14 Board Goal #7
Evidence IV.B.2.d.004: 2013-14 Institutional Goal #7
Evidence IV.B.2.d.005: Agendas from Administrative Council meetings from 2009-14
Evidence IV.B.2.d.006: 2009-14 Institutional Planning Retreat Agendas
Evidence IV.B.2.d.007: 311Q Report
Evidence IV.B.2.d.008: Rio Hondo College Five Year Budget Summary Sheet
Evidence IV.B.2.d.009: 2009-14 Legislative Talking Points
Evidence IV.B.2.d.010: List of Legislative Meetings
Evidence IV.B.2.d.011: PeopleSoft PowerPoint Presentation
Evidence IV.B.2.d.012: 2012 Community Education Forum Agendas

Evidence IV.B.2.d.013: Notes from May 22, 2014 Enrollment Management Taskforce Meeting
Evidence IV.B.2.d.014: Agenda from January 24, 2014 FLEX Day
Evidence IV.B.2.d.015: Finance and Budget 101 Presentation
Evidence IV.B.2.d.016: Rio Hondo College Foundation 2012-13 Highlights

EVIDENCE – IV B.2.e.

Evidence IV.B.2.e.001: Agendas from Area Superintendents meetings from 2009-13
Evidence IV.B.2.e.002: Agendas from President’s Advisory Committee meetings from 2009-13
Evidence IV.B.2.e.003: Agendas from El Monte Educational Advisory Committee meetings from 2009-13
Evidence IV.B.2.e.004: Agendas from South Whittier Educational Center Advisory Committee meetings from 2009-13
Evidence IV.B.2.e.005: Minutes from the September 27, 2013 President’s Advisory Committee Meeting
Evidence IV.B.2.e.006: List of elected officials with whom Superintendent/President has met from 2009-14
Evidence IV.B.2.e.007: Superintendent/President’s State of the College Presentations to city councils and service organizations
Evidence IV.B.2.e.008: Presidents’ Update from 2009-14
Evidence IV.B.2.e.009: Summer Newsletters from 2009-14
Evidence IV.B.2.e.010: Annual Reports from 2009-2013
Evidence IV.B.2.011: Rio Hondo College Press Releases from 2009-2014
Evidence IV.B.2.e.012: Agendas for Community Education Forums

APPENDIX ____

Additional Evidence/Examples for Substandard IV.A.1.

Example from page 1: *Explanation of Participatory/Shared Governance Reference*

In an effort to demonstrate inclusivity and sensitivity to institutional history, the authors of Standard IV use the phrase participatory/shared governance to fulfill the spirit and the letter of Assembly Bill 1725. Some campus leaders have preferred to phrase “shared governance,” while others have preferred the phrase “participatory governance.” Why one term is preferred to another extends beyond the scope of this self-study. What is important to keep in mind is that leaders from all constituency groups at Rio Hondo College have reached an agreement that using the combination “participatory/shared governance” is the best way to refer to the style of governance that is embraced on campus.

Example from page 3: *Mission Statement Reinforcement*

The College Mission, Vision, and Values are prominently displayed in all public meeting rooms in framed posters and posted on the College website. And the Office of Institutional Research and Planning assists in reminding and informing the College about updated/revised institutional documents via e-mail. These guiding principles are also incorporated into and acknowledged in annual program planning. As planning teams discuss their individual mission statements, analyze their programs, and formulate goals and more discrete objectives, they are prompted through the *PlanBuilder* to link their individual guiding principles to corresponding institutional ones. In fact, each program, unit, and area goal must explicitly correspond to an institutional one. This overt process emphasizes the importance of coordinated and concerted efforts in accomplishing the College common goal—student success.

Example from page 4: *Program Review*

For example, recently the entire mathematics faculty attended their four consecutive program review committee meetings in one day, demonstrating dedicated involvement in the process of improvement and commitment to student learning. The Program Review Committee learned from their various perspectives, from basic arithmetic to advanced calculus and differential equations, about the challenges facing them and their students.

Example from page 4: *Course Reduction: An Example of a Systemic, Participative Process which led to Improvement*

A concrete illustration of the participatory/shared decision-making process occurred in 2012. At that time, the College chose to reduce the number of course offerings in order to balance the budget as a result of statewide budget reductions and uncertainty. This was no easy task. The Vice President of Academic Affairs convened a meeting of academic and student services deans, members of the Executive Board of the Academic Senate, other key faculty leaders, and student representatives who collaborated in developing a strategic approach to cutting course sections. Discussions included student

achievement data as well as the expressed guiding principles of the College, the Mission, Values, and Vision of the College. Ultimately, approximately 263 course sections were reduced for the spring 2013 semester. But this unfortunate reality evinced a concomitant triumph in that the administrators, faculty leaders, staff, and students worked together on a difficult project and in doing so established process and precedence for future deliberations. In lieu of across-the-board cuts, there was honest dialogue and concern, placing student learning and achievement above self-interest. Faculty, staff, administration and students understood the motivation and process informing the reductions making the tough cuts a palpable reality.

Additional Evidence/Examples for Substandard IV A.2.a.

Example from page 5: *List of Governance Committees*

- Academic Deans Council
- Academic Rank Committee
- Academic Senate
- Administrative Council
- Curriculum Committee
- Distance Education
- Equipment and Technology Committee
- Facilities
- Finance and Business Council
- President's Council
- Program Review Committee
- Safety
- Staff Development Committees (Certificated and Classified)
- Staffing Committee
- Strategic Planning Council
- Student Grievance Committee
- Student Services Program Leadership Council

Description from page 6 of AP 2510, *Participation in Local Decision Making*

Administrative Procedure 2510, Participation in Local Decision Making, outlines the processes for collegial consultation between administration and the Academic Senate and the requirement that both parties mutually agree. Collegial consultation is required for board policies and administrative procedures, which include items under the Academic Senate domain, commonly referred to as the 10+1 listing as outlined in Assembly Bill 1725. The procedures regarding proposed board policies outside the expressed responsibility of the Academic Senate is also delineated. See AP 2510 for a detailed description of such procedures.

Evidentiary Narrative referenced on page 7: *Transfer Degree Narrative*

When California State Senate Bill 1440, the *Student Transfer Achievement Reform Act*, was signed into legislation on 29 September 2010, it enabled the California Community Colleges and the California State University to collaborate in the creation of Associate in Arts (AA) and Associate in Science (AS) Degree transfer programs. Senate Bill 1440 requires community colleges to grant an associate degree for transfer (AD-T) when a student has met specified general education and major preparation requirements for a given degree. The College responded by creating three AA-T degrees, psychology, sociology, and communication studies, which were approved by the College Curriculum Committee and subsequently placed on the Board of Trustees Consent Agenda for approval at the 13 April 2011 regular meeting. However, the Board moved these items from the Consent Agenda with resolve to discuss them further at a special Board meeting to be held one week later. The other reason for tabling the item until the special Board meeting was the selection of courses in the psychology AD-T degree.

The Campaign for College Opportunity published “Meeting Compliance But Missing the Mark: A progress report on the implementation of historic transfer reform”. The report listed the Associate Degrees for Transfer that have been developed or are in progress by each California Community College; Rio Hondo College had developed, or was in the process of developing five Associate Degrees for Transfer.

At the subsequent special 20 April 2011 board meeting, the Campaign for College Opportunity provided a presentation on SB 1440 and the aforementioned report. The Campaign for College Opportunity representatives provided copies of their report and provided the following recommendations “to overcome the challenges in the creation and adoption of this degree and transfer pathway”:

- Greater accountability;
- Firm timelines for implementation;
- Sharing information;
- Adoption of best practices across institutions.

The discussion at this special April 20 meeting then turned to the psychology degree. Trustees questioned the faculty about course options contained in the degree. The faculty member answered a question as to why he did not accept the recommendations of the Articulation Officer and other counselors. He explained that the degree transfers to the CSUs as the AD-Ts are designed to do, as well as at least to one UC campus. The faculty stated that the department did include the Articulation Officer in the development of the degree and did incorporate some of her recommendations. The discussion continued as to how to ensure the degrees are student-centered and to maximize the flexibility of these degrees for our students. The Board unanimously approved three degrees.

Then, at the 8 June 2011 regular board meeting, the Board considered the AA-T degree in mathematics. While one Trustee wanted to hold off approving the degree until BP 4020, Program and Curriculum Development, was revised, the Board went on to discuss on general terms the TMCs, Associate and Associate for Transfer degrees, IGETC, and the mathematical preparation of our students. The Board was also reassured that the

Articulation Officer was involved in this degree's development. The Board unanimously approved the AA-T in math.

During subsequent Board meetings, the Vice President of Academic Affairs reported further progress with respect to development of additional transfer degrees. Concurrently, the Superintendent/President engaged the campus community to ensure that Rio Hondo College faculty and administrators collaborate to increase the number of Associate Degrees for Transfer. As of April 2014, Rio Hondo College had developed 19 Associate Degrees for Transfer.

It must be noted that Administrative Procedure 4020, *Program and Curriculum Development*, clearly states that “[t]he faculty, acting through discipline areas within the academic divisions and through the Curriculum Committee, a sub-committee of the Academic Senate, shall be responsible for program and curriculum development.” This was the point of conflict. The subsequent discussions within the Board, and those between the faculty and the Board included a valid concern that responsibility over academic expertise clearly must rest with the discipline faculty. The perception of the faculty was that the Board was “interfering” in academic matters; the perception of the Board was that the faculty was “limiting” choices in the psychology degree. Both the Board and the faculty were required, however, to mutually agree to go forward. The dispute was resolved when the District and the Senate mutually agreed, and the psychology degree was approved as presented to the Board.

During the discussion of Board Policy 4020, *Program, Curriculum, and Course Development*, remnants of this issue resurfaced. And this time it focused on Board Policy 4020, *Program, Curriculum, and Course Development*. The issue focused on the nature of policy versus procedure. The Academic Senate perceived the Board's initial proposed revision to BP 4020 as restrictive and contrary to the Senate's recommendations. At the core of the issue were legitimate concerns over boundaries, responsibilities, and the notion that board policy should be broad statements and the accompanying administrative procedure should specify how the policy is to be implemented. These concerns were resolved in a series of discussions between the Academic Senate President, the Superintendent/President, and the Board President which resulted in the Board's approval of BP 4020 in January 2014.

Additional Evidence/Examples for Substandard IV A.5 (from page 14)

The eight governance committees who participated in the 2014 governance committee review survey were:

- Curriculum Committee
- FLEX/Staff Development Committee
- Institutional Effectiveness Committee
- Planning and Fiscal Council
- President's Council

- Program Review Committee
- Safety Committee
- Staffing Committee
- Student Learning Outcomes Committee

Additional Evidence/Examples for Substandard IV B.1.a.

Additional detail referenced on page 17: *List of organizations and activities*

- American G.I. Forum
- Association for Better Citizenship Committee
- California Community Foundation's Community Building Initiative
- California Teachers Association (CTA)
- City of El Monte Successor Agency to the El Monte Community Redevelopment Agency
- City of Pico Rivera Successor Agency to the El Monte Community Redevelopment Agency
- City of South El Monte Successor Agency to the El Monte Community Redevelopment Agency
- Community College Association/National Education Association
- El Monte City Planning Commission
- El Monte Coalition of Latino Professionals
- El Monte Promise Foundation
- El Monte/South El Monte Chamber of Commerce
- Hispanas Organized for Political Equality
- Latino Urban Forum
- Mexican American Political Association
- Pico Rivera Chamber of Commerce
- Rio Hondo Symphony Association
- Southeastern Service Center
- Statewide Democratic Party
- United Farm Workers
- Watershed Conservation Authority for San Gabriel and Lower Los Angeles River Watersheds
- Whittier Area Chamber of Commerce

Evidentiary Narrative referenced on page 19: *Educational Center example*

In 2004, when voters of the Rio Hondo Community College District approved the Measure A bond, they did so with the promise by the District to construct two off-campus educational centers, one in El Monte and the other in South Whittier. Since 2004, amid the replacement of four of the five trustee seats, the Board has remained steadfast in its commitment to the communities they represent.

After nearly four years of input from the community, the Board oversaw the development and opening of the South Whittier Educational Center at South Whittier's Los Angeles County Sheriff's Training and Regional Services Center in 2010. Similarly, after nearly

seven years of community input for the El Monte Education Center, the Board officially opened the El Monte site in 2013. Community advisory committees for both educational centers were established in 2006 so that community representatives could provide feedback as to what types of courses or services were most needed. Community advisory committee input was essential and ongoing throughout the planning and construction years. Even though South Whittier and El Monte were the chosen sites for the off-campus facilities, all Trustees were steadfast and unified toward their common purpose.

Additional Evidence/Examples for Substandard IV B.1.c.

Description of Consultant referred to on page 22

The Board of Trustees invited Bill McGinnis, a special consultant to trustees, to lead a workshop related to Board Governance at a special board meeting in October, 2013. Since 1992, McGinnis has been a Trustee for the Butte-Glenn Community College District. He also sits on the Board of the California Educational Facilities Authority, a gubernatorial appointment. Between 1997 and 2006 McGinnis also served on the **CCCT** Board including one year as President. His public service career includes 18 years as an administrator for the California State University system and 17 years as an administrator in local governments primarily as a city manager. While with the California State University system, McGinnis served two years as the system-wide coordinator for Facilities Management and taught Political Science courses for four years at California State University, Chico. Since 2003, he has conducted Trustee training for 25 Community College Districts and has served as an instructor for the Community College League of California's new trustee orientation program. In addition he has served on four accreditation teams for the Western Association for Schools and Colleges and has presented various accreditation trainings. Bill has also presented numerous times at **CCLC** conferences, **ACCT** conferences, and the League for Innovation annual conferences on a variety of topics including performance measurement in colleges.

Additional Evidence/Examples for Substandard IV B.1.f.

Description of transition process between student trustees referred to on page 26

On May 14, 2014 the Director of Student Life and Leadership hosted a meeting between the outgoing and incoming student trustees. The impetus for this meeting resulted from an evaluation by the outgoing trustee who believed she would have benefited from additional training and development at the start of her term. This meeting between both the outgoing student trustee and the student trustee-elect facilitated a discussion of the proper role of the student trustee, relevant board policies, and communication with the Office of the Superintendent/President. Also included in this meeting was a discussion of pending legislative and leadership lessons about which the outgoing trustee wanted the incoming trustee to be aware and informed. Meeting notes from this meeting can be found in Evidence IV.B.1.f. **00x on page xx.**

List of Special Board Meetings/Study Sessions related to Board Development/Board Education referred to on page 26:

February 18, 2009: Meeting in the Community Trustee Area 1 (Alfred S. Madrid Middle School, 3300 Gilman Road, El Monte, CA)

March 21, 2009: Special Study Session- Board Retreat (Accreditation Response Plan, Review of Board Goals, CEO Evaluation Process, Board Self-Evaluation Process, Review of Board Policy 6620, 2009-10 Board Presentations).

April 8, 2009: Meeting in the Community Trustee Area 2 (North Park Middle School, 4450. S. Durfee Ave., Pico Rivera, CA)

June 10, 2009: Meeting in the Community Trustee Area 3 (Wallen L. Andrew Elementary School, 1010 S. Caraway Dr., Whittier, CA)

September 9, 2009: Meeting in the Community Trustee Area 4 (Richard L. Graves Middle School, 13243 E. Los Nietos Road, Whittier, CA)

October 3, 2009: Special Study Session- Board Retreat (Accreditation Update: Review of Accreditation Response Team's (ART) Report; Board Self-Evaluation Process)

November 11, 2009: Meeting in the Community Trustee Area 5 (Due to observance of the Veteran's holiday by the East Whittier area, the meeting is being held at Rio Hondo College)

January 9, 2010: Special Study Session-Board Retreat (Emergency Preparedness, Monthly Presentations, Accreditation Status, District Funding Sources, Board Role (Negotiations; Communication with Faculty, Staff and Unions; Professional Development); Brown Act (Confidentiality); Participatory Governance (AB 1725); Board Goals and Priorities

February 17, 2010: Meeting in the Community Trustee Area 1. (Columbia School, 3400 N. California Ave., El Monte, CA)

February 27, 2010: Special Study Session- Board Retreat (Emergency Preparedness- Disaster Resistant California Community College, Elected Officials, SEMS/NIMS/ICS Awareness Training & Table Top Exercise)

April 14, 2010: Meeting in the Community Trustee Area 2 (Pico Park, 9528 Beverly Blvd, Pico Rivera, CA)

June 9, 2010: Meeting in the Community Trustee Area 3 (Whittier College, Villalobos Hall, 7214 Painter Avenue, Whittier, CA)

July 30, 2010: Special Study Session-Board Retreat (Facilities Campus Update: Facility Master Plan, Educational Outreach Opportunities, 5-Year Construction Plan, Business IPP, and Fine Arts IPP)

September 27, 2010: Special Study Session (Master Plan Update, Underserved Population Study)

October 1, 2010: Special Study Session-Leadership Retreat (Multi-Stakeholder Work Session)

November 4, 2010: Special Study Session-Leadership Retreat (Multi-Stakeholder Session)

February 12, 2011: Special Study Session- Board Retreat (Board Goals and Objectives, Protocol/Community Events, Board Presentation Schedule for 2011, Discussion of Potential New Course-Labor in America, Budget Update)

April 20, 2011: Special Study Session (Board Protocols and Procedures for Redistricting)

July 29, 2011: Special Study Session-Board Retreat (Institutional Planning Process/ARCC Report, Board Protocol, Curriculum Development, Accreditation Mid-Term Report, Safety Procedures, Residency Requirements, Student Catalog and Schedule, Master Plan Board Session)

August 10, 2011: Study Session before Meeting (Discussion of Proposed Date for Facilities Master Plan Study Session, 2011-12 Institutional Goals, Residency Requirements, Student Catalog and Schedule)

October 26, 2011: Special Study Session (Legislative Agenda with Patrick McCallum; Facilities Master Plan)

February 3, 2012: Special Study Session-Board Retreat (Community Educational Forum, Review Redistricting of Trustee Boundaries, Student Success Task Force Report, Hiring Procedure Report)

May 14, 2012: Special Study Session (BP 3510-Workplace Violence Plan; AP 3510-Workplace Violence Plan)

July 16, 2012: Special Study Session (Discussion on the Budget, Presidential Search Process)

July 30, 2012: Special Study Session (Discussion on the Budget-Student Success Task Force; Presidential Search Process-Review RFP, Criteria and Scope, Current and Proposed Administrative Procedure 2431, CEO Selection Process; Composition of Hiring

Committee, Review Accreditation Evaluation Report (October, 2008) and Follow-Up Report (September, 2009)

September 24, 2012: Special Study Session (Presidential Search Process-Board Interview with Search Firms)

November 9, 2012: Special Study Session (Review and Finalize the Superintendent/President Profile)

April 15, 2013: Special Study Session (Accreditation: Standard 4-Governance)

June 15, 2013: Special Study Session (Accreditation Standard IV, Board Goals, Board Self-Evaluation-Board Roles and Responsibility, Board Protocol)

July 12, 2013: Special Study Session (Student Success Strategies and Implementation Plan, Board Self-Evaluation-Board Goals, Board Roles and Responsibility, Board Protocol)

August 7, 2013: Special Study Session (Emergency Preparedness/Crisis Management)

August 10, 2013: Special Study Session –Board Retreat (CEO Selection Process, Educational Master Plan Update, Institutional Planning Process Update, Board Self Evaluation, Board of Trustees Goals, Governance)

October 19, 2013: Special Study Session-Board Retreat (Review Revised Mission Statement with Howard Kummerman; Accreditation Workshop-Standard IV facilitated by Bill McGinnis, CCLC)

November 18, 2013: Special Study Session (Accreditation Standard IV Update, Board Budget Guidelines, Review and Finalize Board Calendar, Review Proposed Board Evaluation Process)

February 1, 2014: Special Study Session – Board Retreat (Brown Act, Educational Master Plan, Facilities Master Plan/Special Bond Projects, Information Technology Plan, Climate Survey, Review Board Self-Evaluation Instruments with Howard Kummerman; BP 2310 – Regular Meetings of the Board)

April 23, 2014: Special Study Session (Educational Master Plan, Facility Master Plan, Information Technology Plan)

May 3, 2014: Special Study Session (Accreditation Self Evaluation Report: Standard I and IV; Draft Review with Co-Chairs)

Additional Evidence/Examples Standard IV B.2.e.

List of Advisory Committees that help Superintendent/President to work and communicate effectively with the communities served by the institution from page 41

Superintendent Meetings: The Superintendent/President meets with kindergarten through high school area superintendents each semester, providing updates on initiatives, exploring how school districts and the College can collaborate more effectively, and listening to their ideas and concerns about how the College can assist them in helping students succeed. For example, at the most recent Superintendents Meeting on 17 March 2014, the Superintendent/President met with superintendents or assistant superintendents from ten local school districts to discuss how they can further collaboration in the Adult Education Consortium, partner in upcoming grant proposal opportunities, and share information about courses offered at both El Monte Education Center and South Whittier Education Center. The Superintendent/President also took the opportunity to ask questions about programs available to elementary, middle, and high school districts including career and technical education programs and cultural arts programs.

President's Advisory Committee: At least twice per year, the Superintendent/President meets with members of the President's Advisory Committee, which is comprised of local school board members, nonprofit leaders, college professors, field representatives of local elected officials, and law enforcement representatives. Meetings focus on sharing information regarding College programs, state and federal guidelines and challenges, and upcoming College events. This is an opportunity for constructive dialogue among participants to collaborate on ways the College can address community needs. For example, at the September 2013 President's Advisory Committee, the Superintendent/President solicited members of the Advisory Committee for their feedback on the revised College Mission Statement. The comments provided to the Superintendent/President were helpful in validating concerns previously expressed by campus leaders and/or identifying original ideas not previously considered.

Off-Site Educational Center Advisory Committees: The South Whittier Educational Center and El Monte Educational Center have community advisory committees, which were authorized by the Board in 2006; they meet twice yearly to discuss the selection of courses and student services to be available at these centers. The committees are comprised of civil leaders, school district representatives, parents, nonprofit and community-based organization leaders, business leaders, and church leaders who live or work in the communities. Due primarily to input received from advisory committee members, campus leaders have strategically implemented a curriculum that is responsive to this feedback, while addressing needs in the community. This curriculum includes transfer-level courses, career-technical education courses, continuing education courses, and basic skills courses. This strategy has been implemented at both educational centers and was inspired, in part, by advisory committee input and has been well received by the community.

Citizen's Oversight Committee: Education Code 15278 mandates community colleges appoint a committee of overseers from the community to ensure accountability for bond fund expenditures. The Superintendent/President meets quarterly with the College Citizen's Oversight Committee to provide progress reports on construction, bond audits, and expenditures. Question and answer sessions enable all committee members to ask clarifying questions that maximize understanding and ensure transparency.

List of communication pieces that help Superintendent/President to work and communicate effectively with the communities served by the institution from page 41

President's Monthly Updates: A monthly newsletter summarizing campus activities, awards, special events, and actions of the Board of Trustees is distributed within the College via e-mail and via printed copy to members of the advisory committees and elected officials with whom the Superintendent/President regularly meets.

Summer Newsletter: *Rio Hondo College News*, an eight-page printed summer newsletter is distributed to over 150,000 district addresses and includes a message from the Superintendent/President summarizing College priorities, student success stories, facilities updates, registration processes, and selected faculty profiles.

Annual Report: The Superintendent/President oversees the production and distribution of the Annual Report, a compendium of highlights, metrics, accomplishments, and special interest stories of the College. Contributions of community members who have served the College are acknowledged, including members of the boards of the Foundation and Citizen's Oversight Committee as well as other major College supporters.

Press Releases: The Superintendent/President approves all press releases highlighting campus events and initiatives to local and regional media contacts.

Expanded description of Community Forums from page 42

The genesis of the community forum was from a Board meeting in February 2012. In prior years, Rio Hondo College hosted board meetings in the community to give community leaders, parents, and students a chance to witness board actions. The Board endeavored to create an opportunity for a dialogue between campus representatives and community leaders. The Board wanted to encourage community attendees to take advantage of this opportunity to access College resources, connect with members of the College outreach team and learn about Rio Hondo College. The Board envisioned attendees could provide comments about what the College can do better and collaborate with college leaders to identify new, creative solutions.

The Superintendent/President responded by compiling a community forum taskforce that was comprised of administrators, faculty, and classified staff, and student leaders. The taskforce scheduled, planned, and implemented community forums in each of the five

Board Trustee areas. In the invitation letters, the Superintendent/President noted that the purpose of the community education forums was to solicit feedback on Board institutional priorities for the subsequent year and to share timely information related to the College budget and how it shapes the services provided to the community.

At each of the five forums, attendees collected valuable information on college services including admissions, financial aid, counseling, and other student support services. Information related to statewide initiatives to improve community colleges was distributed and discussed. There were 300 attendees at the five forums. Since a large number of attendees were from the local high schools, high school counselors, administrators, and teachers were able to learn about how the student success taskforce recommendations would involve and have an impact on how community colleges align with K-12 courses and services.

The feedback from the written surveys, the focus groups, and the visual institutional priorities chart exercise were collected, tallied, and analyzed by the Office of Institutional Research and Planning. Research and Planning then prepared a report which included a summary of the results and a compendium of all documents, presentations, agendas, and handouts used at each of the five forums. The Office of the Superintendent/President shared the executive summary of this report with the surrounding community. The Board of Trustees was able to use some of the information provided on educational priorities in the subsequent year as difficult decisions were made, institutional goals were established, budget recommendations were considered, and tough decisions were made.

3. **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**⁷

- a. The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY – Standard IV B.3.a.

SELF-EVALUATION – IV B.3.a.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.a.

- b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY – Standard IV B.3.b.

SELF-EVALUATION – IV B.3.b.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.b.

- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY – Standard IV B.3.c.

SELF-EVALUATION – IV B.3.c.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.c.

- d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY – Standard IV B.3.d.

SELF-EVALUATION – IV B.3.d.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.d.

- e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY – Standard IV B.3.e.

SELF-EVALUATION – IV B.3.e.

- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY – Standard IV B.3.f.

SELF-EVALUATION – IV B.3.f.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.f.

- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY – Standard IV B.3.g.

SELF-EVALUATION – IV B.3.g.

ACTIONABLE IMPROVEMENT PLANS – IV B.3.g.

The participatory/shared governance process works well at the college; however, there was one instance where the process was circumvented.

Associate Degrees for Transfer and BP 4020

In response to California State Senate Bill 1440 (SB 1440), the Student Transfer Achievement Reform Act of 2011, community colleges are charged with the responsibility for developing associate for transfer (AD-T) degrees. Psychology, sociology, and communicative studies were the first AD-Ts to be written, pass through the Curriculum Committee, [Q,R] and presented to the Board for approval.

But at the April 13, 2011 regular meeting, [S,T] the Board moved and approved a motion to move these curriculum items from the consent agenda for discussion, because of a concern about the psychology degree as well as a stated interest to learn more about SB 1440. The Vice-President for Academic Affairs explained that the discipline faculty followed the relevant transfer model curriculum (TMC) and college procedures for approving the degrees. He further made clear that the AD-Ts were meant only for those students who intended to transfer to a California State University (CSU). Despite this, the Board postponed action on the degrees until a special meeting of the Board could be convened. [U]

The subsequent special meeting [V,W] began with a presentation by the Campaign for College Opportunity who gave a brief description of SB 1440. [X] The Curriculum Chair then described the three degrees, the associated TMCs, the obligations of the CSUs, and took questions. [Y] The Articulation Officer described the role of the articulation officer, transfer center coordinator, and counselors in general, and explained to the Board that the issue was not with these degree requirements or with the college's process but how the TMCs were created at the state level. The Transfer Center Coordinator and a few counselors gave their perspective that the degrees should maximize options for students given that many want to transfer to the University of California campus or to a private university like USC. [Z]

The discussion then turned to the psychology degree. Trustees questioned the faculty about course options contained in the degree. The faculty answered a question as to why he did not accept the recommendations of the Articulation Officer and other counselors. He explained that the degree transfers to the CSUs as the AD-Ts are designed to do, as well as at least to one UC campus. The faculty stated that the department did include the Articulation Officer in the development of the degree and did incorporate some of her recommendations. The discussion continued as to how to ensure the degrees are student-centered and to maximize the flexibility of these degrees for our students. The Board then unanimously approved the three degrees. [AA]

Then at the June 8, 2011 regular meeting, the Board considered the AA_T degree in mathematics. While one Trustee wanted to hold off approving the degree until BP 4020, Program and Curriculum Development, [BB] was revised, the Board went on

to discuss the on general terms the TMCs, Associate and Associate for Transfer degrees, IGETC, and the mathematical preparation of our students. The Board was also reassured that the Articulation Officer was involved in this degree's development. The Board unanimously approved the AA-T in math. [CC]

The Board adopts policies of intent, authorized by law or deemed necessary for the operation of the College. Delving into the details of a degree does not respect the role of the faculty in one of its primary functions and deviates from the Board's policy-making role. Since this time though, the faculty has developed and the Board has approved fifteen additional AD-Ts without controversy.

After approving those degrees, the Board continued to consider associate degrees for transfer, and stated its intention to assess all academic degrees according to the following criteria, which they wanted to include in a revision of Board Policy 4020, Program Curriculum and Course Development. [DD,EE]

- Degrees provide maximum options for students to transfer while obtaining an AA/AS degree using courses that may be double counted.
- Degrees will prepare students to arrive at a local CSU/UC with junior standing.
- Discipline faculty will work with Articulation Officer to create AA/AS degrees that feed into local CSU/UC with junior standing.
- Tracking of TMCs will be conducted and reported to the Board on an annual basis.

When these criteria were submitted to the Academic Senate and Planning and Fiscal Council, faculty expressed concern about the first three items. The fourth item was already being done. The item concerning the use of courses to meet both a general education area and a major requirement was unnecessary, for allowing courses to meet both requirements this way has been the case since 2008. [FF] The statement regarding junior standing was also unnecessary as such standing is required by law. [GG] And requiring faculty to consult with the Articulation Officer is redundant as Administrative Procedure 4020, Program and Curriculum Development, requires that the Articulation Office is a member of the Curriculum Committee. [BB]

In later proposed versions of Board Policy 4020, the Board proposed the following language, to which the Academic Senate and Planning Fiscal Council again expressed concern.

- Accept neighboring community college TMC courses that are articulated at the neighboring campuses to local CSUs.
- SB 1440 was passed in 2010 with the intent of creating a clear pathway for Rio Hondo College students to transfer and obtain an AA or AS degree simultaneously.

The Academic Senate and Planning Fiscal Council again expressed concern about these statements; they felt that the articulation statement would be more

appropriately placed in Administrative Procedure 4050, Articulation. In addition, the Academic Senate and Planning and Fiscal Council also believe that Senate Bill 1440 is unsuitable for inclusion in a Board Policy.

Finally the Board approved BP 4020 on January 15, 2014 without any of the contested language. [HH,II,JJ,KK]

The Board does affirm its policy role and its respect for the shared/participatory governance structure. At the June 21, 2014 special meeting, the Board stated that it is committed to its obligation to ensure that members of the campus community have ample opportunity to effectively participate in participatory governance. The Board also recognizes the unique role of the Academic Senate and faculty in general with respect to academic and professional matters.

Furthermore, all campus groups recognize that this instance has driven the campus to maintain a vigorous conversation; the conversation will reinforce the already strong foundation of participatory/shared governance.

Evidence:

Q Agenda of the April 6, 2011 Curriculum Committee meeting

R Minutes of the April 6, 2011 Curriculum Committee meeting

S Agenda of the April 13, 2011 regular meeting of the Board of Trustees

T Minutes of the April 13, 2011 regular meeting of the Board of Trustees

U Recording of the April 13, 2011 regular meeting of the Board of Trustees (from 39:04 to 53:16)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 04-13.mp3

V Agenda of the April 20, 2011 special meeting of the Board of Trustees

W Minutes of the April 20, 2011 special meeting of the Board of Trustees

X Recording of the April 13, 2011 regular meeting of the Board of Trustees (from 2:20 to 19:40)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 04-20.mp3

Y Recording of the April 13, 2011 regular meeting of the Board of Trustees (from 24:45 to 35:35)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 04-20.mp3

Z Recording of the April 13, 2011 regular meeting of the Board of Trustees (from 36:16 to 48:20)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 04-20.mp3

AA Recording of the April 13, 2011 regular meeting of the Board of Trustees (from 48:20 to 1:11:11)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 04-20.mp3

BB BP 4020 Program and Curriculum Development

CC Recording of the June 8, 2011 regular meeting of the Board of Trustees (from 2:12:10 to 2:34:46)

DropBox/Accreditation Self Evaluation 2014 - Shared/Standard IV.B.Board and Administrative Organization/Evidence/2011 Board Meeting 06-08.mp3

DD Agenda of the April 20, 2011 special meeting of the Board of Trustees

EE Minutes of the April 20, 2011 special meeting of the Board of Trustees

FF Rio Hondo College Catalog, Section 6 Degree & Certificate Guidelines

GG C-ID Some Questions and Answers about SB 1440 Associate Degrees for Transfer

HH Agenda of the December 11, 2013 regular meeting of the Board of Trustees

II Minutes of the December 11, 2013 regular meeting of the Board of Trustees

JJ Agenda of the January 15, 2014 regular meeting of the Board of Trustees

KK Minutes of the January 15, 2014 regular meeting of the Board of Trustees